

**János Kothencz**

# **About them... for them... I.**

## **Sociology of children and youth taken out of family**

Social features (sociological characteristics) of children and youth  
living in childcare ("living in state care") nowadays

## **National research among "children and youth in state care"**

**The KÁSZPEM® for the basics of the  
(Kothencz's ÁGOTA® Sensitive Pedagogic-therapeutic  
Method)**



## **ÁGOTA® Foundation**

**Support for the Endangered Youth and Youth  
living in State Care  
national community foundation**



*„Man is everything, since he can become everything”*

*/Comenius/*

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national community foundation**

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*to the memory of my lost and  
misplaced companions „in state  
care...”*

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# Prefaces and thoughts

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## *The merit of our volunteers and supporters...*

This overall national research could not have been carried out, if we had not had such excellent and devoted volunteers like those cooperative colleagues who work in the charity community of ÁGOTA®. Not only did they prepare well for their tasks in the research but they also completed their work severely and honestly. They have all our respect and appreciation. All of them must be thanked and acknowledged above all in the name of the children and youth and also in the name of all performers of the national child and youth care. Thank you.

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The first Lions Club in Szeged



Social and Labour Ministry



Local Government of Csongrád County

# Preface

**from Péter Harrach**

**Vice president of the Hungarian Parliament**

**(Social and Family Minister 1998 – 2002)**

I recommend this volume to everybody who would like to act in favour of the mental health and social integration of children in state care.

János Kothencz and his team did a great job, we can hold the result of a thorough research and professional data processing in our hands.

The replies and the interviews give answers to the basic questions of the research. What are the children taken out of the family like and why are they so? Facing children suffering from the feeling of being an outcast, it becomes clear for us that we should not watch them and their behaviour arising from their circumstances with the eyes of an outsider. This is the only way how we can make decisions to improve their fate.

The volume gives an overall picture of the family background as well. The reason for taking the child into state care and the defining experience of the children is in most cases the parents' dereliction and deviant behaviour. The research shows us a piece of the Hungarian society, a piece which does not only reproduce itself, as opposed to the whole society, but increases significantly as well. This is verified by the average number of the answerers' siblings. 3,5. (*the average Hungarian child has 0,3 sibling*). Another research about the same layer verifies that those do not finish primary school have more than 3 siblings.

Maybe you excuse me if I emphasize the family policy from the repertoire of preventive child protective methods. The authentic family policy in the background of which there is a healthy social image, a policy which does not follow only one aspect by applying the principle of means test. If in the above-mentioned layer family support would not encourage to have children carelessly just for assuring a better living standard, but for bringing up and educating children and would encourage to have children in that layer where people do not feel like having children, then we would strengthen responsibility toward children in the whole society. Besides the subsidy system, we have several other means to improve the general status of the society, primarily to assert norms and strengthen communities.

Of course we have to be aware that prevention can never bring complete success. There will always be endangered children and such children who have to be taken into state care. We have to make their life more beautiful. Those efforts and changes that have taken place in the professional provision in the past decades have improved their situation however, impersonality and lack of care can still be experienced. Like every child, they also need family and home and in the lack of these, they need adult proximity substituting for parental personal love. A real solution would be the adoptive or foster parent. A home is also a stopgap arrangement.

The aim of János Kothencz is the following: if somebody takes this book, he/she will get to know those better for whom he/she would like to take responsibility. Behind his research there is personal experience and decennial practical activity. Summer camps and programs during the year organised by him intend to provide personality forming experience for the children. It is this and the personal attention which make their job fruitful.

I wish this volume helped the experts and via them every child in state care.

*Szeged, 12 October 2009*

**Péter Harrach**

# Preface

**from Dr. Gábor Feleky**

**Faculty of Arts, University Of Szeged  
leader of the Department of Sociology  
(Department leader university associate professor)**

To a society researcher each and every such initiations are welcomed which draw the attention to a less known area of social co-existence. Since originally this is our mission: contribute to society's self-knowledge. However, we also know that we carry out this mission in various ways. For many, not the people themselves forming the society are interesting, but the machinery itself in which we live. They look down on the „city” from a „skyscraper” which provides good view and so they can see its structure well: its extension, its network of squares, streets and buildings maybe even its pulsating traffic. Although one thing can be less seen from here: people living in the city. From here they look like pinheads. Though, a lot of people tend to open a window to reality in the lowest level of the building. There, where people can be seen in a better way, where human co-existence, the „material of life” can be better studied: We can see people's clothing, we can listen to their speech and their point of views and we can also observe their behaviour. Certainly, each and every point of view has its weak points. From here „below” we have less view for the whole „city”, for what machinery people are parts of, how they live their life as part of a structure surrounding them. Since both are true: people themselves make these structures, and at the same time these structures heavily influence and form people living in them. The mission, the result of which the reader can meet in this book, has consciously undertaken the „micro sociological” approach, they are primarily interested in people, more specifically children in special life circumstances. Perhaps it might also bear importance what kind of machineries have got them into this situation and also what kind of mechanisms could help them in order to make their life get into a better direction, but for the researchers (János Kothencz and his team) children themselves were much more important: with their everyday life, concerns, problems, joys and desires.

Although we still have not answered another question: what is the purpose of knowledge, the self knowledge of the society and all we can get to know about „children taken out of families”? Society researchers are different from this aspect, too. There are some according to whom, the researcher's task ends with the exploration of reality and its interpretation. While others wish to put the acquired knowledge to the service of some target: in some form they intend to influence the social practice. They can be decision makers and court suppliers of political forces or reformers with intentions to make things better and at the same time they can also be revolutionary who chastise the bad social practice and want to change it. János Kothencz and his team consciously undertake that in the possession of their knowledge acquired during the research, they intend to influence the social practice. They have undertaken this research of great importance in order to make as many lives of „children taken out of families” into a better direction as possible. As the title of the volume emphasizes: „for them”! In my eyes this is another argument to appreciate this mission. Of course, we can also say that János Kothencz as a well qualified sociologist does not do anything else but „only” accomplishes the most important ethical maxima of the profession, namely: the acquired knowledge must improve the conditions of human coexistence.<sup>Y</sup>

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<sup>Y</sup> „Sociologists work to acquire reliable and valid scientific information about the world via their researches and at the same time to improve the sum of human life conditions.” International Sociologist Association (ISA) Ethical Codex.

However, a research is not only qualified by the intentions and approaches of the researcher, but also the satisfaction to the professional conditions and the intention to reflect reality (without deforms). This research is considered to be honest from this aspect, too. That methodological arsenal what was used by the team, we can say with a clear conscience, is exceptional in the national social research. This is a real „triangulation”<sup>\*</sup>! In this research we can meet quantitative and qualitative methods as well; the storage of inquiry methods (questionnaire data recording, focus groups, sociometric test, depth interviews) is completed by data collecting based on observation method and diagnostic teamwork.

However, of course the reader should not believe the praising words of this mission, but should rather read! If he/she does, he/she can get an insight to a specific life situation and to some extent he/she can become part of the lives of children „taken out of families”. He/she can get to know their family background, why they have got into state care, what relationship they have with their families, what relationships they maintain as cared ones, to what extent they accept the circumstances in the institute, what school means to them, what they like dealing with, what joys and sorrows they have, what is important for them, how they imagine their future etc. It is going to be a real „splash” into another, so far less known world. Let me, in a rather unusual (and of course subjective) way, draw your attention to one specific segment of the research, to a simple list. During my career as a social researcher, this has been one of the most shocking documents so far. I am asking you to read this list with great attention and much patience. In dramaturgical sense there is nothing special in it. The children have „simply” answered the question *what was the worst* and *what was the best* at home. The researchers also „simply” listed the answers. Well, just for getting these answers, it was worth carrying out this research!

*Szeged, 12 October 2009.*

**Dr. Gábor Feleky**

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<sup>\*</sup> That methodological maxima is called like this –since there is no one perfect data collective method- which says: in a research it is better to use more data collective methods simultaneously and so we can eliminate the disadvantages of one method with the other’s advantages.

# **Preface**

**from Dr. László Kiss-Rigó**

**Bishop of Szeged-Csanádi Church County**

When it is about children taken out of families (children in state care), not only the lack, growing up without parents, fear from future and uncertainty come to my mind but also hope and the importance of that hope can be shown. The ÁGOTA<sup>®</sup> (Support for the Endangered Youth and Youth living in State Care) Foundation the activity of which is inspired by Christianity, starting from its founder, carries out its mission along this path to raise hope where in the Founder's words „defencelessness is the Lord!”

This work which summarises an almost six year long sociology-pedagogy-like academic activity that the Reader can hold in his/her hand now represents a message both to the performers of national child and youth care and to all our sensitive and thinker compatriots. It is not only about a sociological and pedagogical work, but also about pointing at a path on which ÁGOTA<sup>®</sup> has been going for 14 years. The emphasis is on the importance of care and attention. There is one more thing we cannot forget: these children and youth are the symptoms of all of us, of the society. This publication can also serve as a useful device in the theological tertiary education since it can prepare the way –and as it is written in the second volume- it can also show the way to the possibilities of layer pastoration of children and youth taken out of families. I recommend everybody the About them...For them...titled work of János Kothencz and ÁGOTA<sup>®</sup> from all my heart and I also draw everybody's attention to the supportability of the Case.

**Dr. László Kiss- Rigó**

# Introduction „About them... for them”

or

## „What are they like and why they are so?”

„Why” is often asked in the context of children and youth taken out of families. This question is asked by the child himself/herself and the adult society surrounding him/ her in any way with any competence or even children of the same age.

The child at the time of getting into the institute (when he/she is more advanced in years) is looking for the answer for several questions which in most cases remain unanswered. These are the following dilemmas: „*Why did they throw me?*”, or „*Whose fault is it?*”, though it is not rare to ask „*What did I do badly?*”, or „*Why am I not needed?*”. These questions, exactly because they cannot be answered, in general often evoke such reactions and answers which answers – *in the lack of other helping person-* can come only from the child. These are the „*It is surely because of me!*”, or „*I behave badly that’s why they don’t love me*” or the frequent „*I am not worth a thing therefore they have thrown me!*” -like thoughts.

The stories of children have shown several times that the happening what can be experienced at the time of getting in is almost incomprehensible for them „*This cannot be true, it is surely just a nightmare!*”, „*I want to wake up!*”. Perhaps it is understandable for the reader that reality is too frightening for the children and youth and so they rather reasonably reject it. Because in that reality where somebody becomes superfluous or experiences being thrown away, that reality would be rejected by anybody ( let it be a man socialised in a healthy family) rather than faced with it. In this unbelievable solitude and defenceless situation the child who is undefended anyway often cannot do anything else but in the above-illustrated ways- *in his/her sad inner dialogues-* fights with his/her own doubts.

The same child is dealing with a lot of other questions which derive from not himself/herself but from the society reacting to his/her fate, from his/her direct and indirect surrounding. In countless situations I listened to such people’s comments who somehow defined their obtuseness toward the fate of these children. I talked to the neighbour living next to a children’s home or a residential home, the postman, the taxi driver or a passer -by meeting them or that mother who puts her doubts into words at the parental meeting about the child in care sitting next to her child. How often do we hear questions full of personal tensions reflecting dissatisfaction such as: „*Why can’t they adjust and integrate into society?*”, „*What is enough for them?*”, „*Why can’t they appreciate anything and anybody?*”, „*Why aren’t they satisfied with what they have?*”, or „*What do they imagine of themselves?*”, „*Why are they so unmanageable?*”, „*Why are they so wandery and extremist?*”, „*Why can’t these adjust and behave?*”, and „*Why can’t these ...in a way like everybody else?*”. Naturally there are not just hot-tempered questions, but also those which are rather sympathetic, which, however, also arise from the difficulty and helplessness of dealing with them. Such as: „*What’s wrong with them?*”, „*Why are they mislaid?*”, „*What do they really need?*”, „*What do they miss?*”, „*What is that little bit scary in them?*”. Besides the above-mentioned ones, and exceeding them, *or showing an intention to a more nuanced way of thinking* such suppositions are formed, *mainly among my teacher colleagues*, which show at a much deeper level the characteristics of little fellows taken out of the families. For instance: „*Compared to my experience, why do they say it about them?*”, „*Why do they stick so much?*”, or its contrary „*Why are they unable to stick?*”, „*Why do they love in such a strange way?*”, „*Why do they escape all the time and why why can’t they stay in one place?*”, „*Why do they want and struggle so much?*” or its contrary „*Why don’t they gather all their strength and why don’t they want anything?*”.

With the above-written ones I did not intend to illustrate only the obtuseness, the uncertainty and the helplessness but also the outsider point of view. It is also true that even among the so-called competent ones, several astonishing statements come to light. Among the politicians we can also find cases where such people are proved to be outsiders. Not so long ago, on one of our foundation’s national organisations, where almost half a thousand children and youth taken out of families were present, the state secretary among the guests of the opening ceremony greeted the children by saying: „...we care,

*so you can exist... ”. For the first listening I could not decide which was more desperate. Maybe the fact that the statement artificially forced on the Descartes analogy lacked any kind of knowledge– *I am risking it: education -* , or the apathy itself which is suggested by such a sentence toward the children. The quoted state secretary did not sense either the lynch mood followed by his speech or the degrading nature of his sentence. The outsider point of view has a lot of faces. As the words of the regional child protective professional service’s director who employs teachers struggling with the trouble show who says to the teacher getting into conflict with the children: „*Ah, if somebody works in a coal mine that is going to be dirty!*” This is also a sad metaphor of the difficulties of the profession helping humans and maybe useful in a way that it shows: *just like in the mine*, darkness is really often frequent in the field of child and youth care. Those „why-s” which I have heard during the past thirty years cry for a lot of answers in me. However, most „why-s” are formulated by the most subjective filter of the members of society.*

Today I can see that I cannot answer these questions separately. If I did so, I would lose the gist of that message through which the life of children and youth taken out of families might become more comprehensible and perceptible. It is rather worth searching the *-not at all definition-like-* explanation for what They are like. If we get the answer for it without being exhaustive, then the caring concern dictated by the moral law being in all of us might get us to start researching: **„*Why are they like what they are so?*”** I have already known the answer, I know it...from my fate. On some occasions it is a painful knowledge. And though it is not a defining factor of my further life, still it calls me to act. I have to show the answers to others as well and I also have to show them how they could help. That is why I am writing now **„*About them...*”** and acting **„*for them...*”**

*The author*

# 1. chapter

## The methodological background of the research

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*About the protection, anonymity and secrecy of the ones taken part in our research*

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*Summary of the methodological background of our research*

## Thoughts from Dr.Miklós Radoszv

### *About the first methodological chapter*

There have been several prejudices, misconceptions and stereotypes for decades about those living in child preventive care (living in state care), which are based on a specific case getting huge publicity or an influential literary work of art. These are of course completely suitable to draw attention and maintain interest, although they cannot be applied to get to know the problem, the real situation of these children. This aim can be served exclusively by a national representative research which is comprehensive research-methodologically concerning its means of research. It has to be sadly accepted that no representative research concerning exclusively „children in care” has been carried out in Hungary so far; the so-called national examinations have always been part of other researches (*national drug research, poverty research, etc.*) and have always been carried out based on their aspects. Concerning some counties and certain districts of the capital (eg. infiltration studies, the analysis of unsuccessful foster parent deployments, etc.) examinations have been carried out for years, however, an overall study concerning children in state care has not been completed...so far.

The GOTA<sup>®</sup> research led by Jnos Kothencz intends to stop the absence being there for decades, in a way that mostly the subjects of state care, the children provide information from the age of 9-24 in the final case until the age of 45. The chosen methods (questionnaires, focus group, sociometric examination, involvement of diagnostic client groups, qualitative interview and not involving observations) together proved to be suitable to provide information about the characteristics of each and every age group and age category.

## Thoughts from Dr. Andrea Hegedűs

The name of János Kothencz has become one with ÁGOTA<sup>®</sup>. Since the start of our acquaintance – which took place in time around the establishment of the Foundation – I have admired his unbelievable desire to act and his intention to realise his aims in a „world saviour” way. In the noblest sense of the word he has been fighting for the good cause, for the most defenceless ones, for the children on the periphery of society, for those who live without a real family. Of course there are a lot of people who also try to do so while carrying out their obligations, and certainly we are also there who feel sympathy, who support and help them but the fact that somebody helps from his most inner soul, enthusiastically, devoting and giving everything, identifying with each and every life situation and fate so authentically as HE does -he, who experienced personally everything he is fighting for or against- is done by a very few. The aim of the national research done among „children and youth living in state care” was also to highlight that professional tasks carried out by János Kothencz and the team of ÁGOTA<sup>®</sup> are not completed only from philanthropy, sympathy and unselfishness, but they wanted to prove to their closer and broader surrounding that what they do is extremely necessary and essentially important. Their images and methods – the results of the research done for many years and its continuous implementation into practice, its „testing” also proved alike – they are unique and well-established scientifically. The work *About them...for them...I.* studies the social characteristics of children and youth taken out of families („those living in state care”) very thoroughly and widely as it has been never done by anybody before.

The enthusiastic „team” of the author, the many members of which have got out of state care themselves try to understand and make the involved understand that they can be loved in themselves, merely for themselves, the team who searches the answer for the reasons of difficult life events, their solutions and purposes and in most cases they do find them or at least they make us astonished, disturb or provoke sometimes. Let us not past it, let us not close our ears and let us not shift the blame, if a question concerning the topic arises.

The acquisition of the basics of KÁSZPEM<sup>®</sup> /Kothencz's ÁGOTA<sup>®</sup> Sensitive Pedagogic-therapeutic Method/ based on the results of the research can be of great assistance for the experts working in childcare, while at the same time, its scientifically established though comprehensive theses can help the lays or even the affected. Apart from this, within the frame of special training, it can serve as the device of tertiary or even adult education.

Knowing the results of the research, we have to think over whether the legislative aim, the laws referring to the children and youth taken out families really do come true or there are still a huge amount of tasks waiting to be implemented in practice and carried out conscientiously. For this, not only well-prepared and devoted experts are needed but also effective support from the government –including personnel, material and financial conditions besides the moral ones- and in connection with this support the Children's Rights Committee set up related to the United Nations Children's Rights Agreement in its closing notices reflecting the Hungarian report, has also drawn the attention to its concerns<sup>1</sup>.

The earliest possible publication and practical application of this work of priceless value serves „the above all interest of children”<sup>2</sup>.

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<sup>1</sup> „The Committee suggests that the concerned state should reconsider the responsibilities inflicted to the counties and local authorities and support them with enough human and financial resources, and therefore enabling the establishment of an effective child protective system and the suitable child welfare services.” Children's Rights Committee 41. session, the negotiation of submitted reports based on article 44 by the concerned states, closing notices of the Children's Rights Committee: Based on C/8 (Questions and worrying concerns), Hungary. Downloadable: <http://www.unicef.hu/download/CRCJAVASLAT.doc> (Time of downloading: 12.10.2009.)

<sup>2</sup> The agreement about the children's rights accepted in New York (1989) article 3. Filed into the Hungarian law and order by law LXIV in 1990.

## The methodological background of the research

### 1.1 Preliminaries and aims of our research

#### 1.1.1 *Our helping intention based on our experiences*

Our Foundation has been dealing with the adventure- pedagogic support of children living in children's homes since 1996. Several such experiences are provided to children in our so-called „charitable interim work periods” through which our children and youth can feel more carefree. The hundreds of yearly-organised programs are always crowned by the national ÁGOTA<sup>®</sup> camp (the Meeting of Youth living in State Care). Usually in a given charitable interim work period (by this a school term is meant) nearly four hundred programs are realised<sup>3</sup> all over the country. According to our experiences during these programs not only children's joy but also their sorrow are revealed. I am thinking of the loss and other traumatic experiences, the fear from the future and the feeling of uncertainty alike what these children were sharing with my colleagues and me for years during these various adventure programs. Let it be a cave tour or even an informal excursion and the carefree days of national camps. We have often been given such feedbacks from our colleagues that children after ÁGOTA programs found it difficult to integrate back again to the institutional life. I remember how often I got such phone calls from principals telling me that we hotted up the children too much, since we did not take it into consideration that after going home, how the colleagues would be able to get them to keep the rules of the house. Of course in such a situation I did not even dare to ask from my colleagues why they found it curious that the child did not feel good in that structure. Since of course our programs also have a schedule, and the behaviour culture bears importance for us, too. As I think it is alike in the routine of children's homes. The contrast was obvious for us. The children themselves have defined it during the years, namely that after going home from the programs of ÁGOTA, they experience the old lack of care and impersonality like before. It gave us a headache during a long time that after our children get home from our programs, they would not experience the care's same level of personality, intimacy and carefreeness, to what we pay special attention among us. The colleagues themselves have also frequently informed us that despite they have a lot of such constructive ideas that would positively affect children, they cannot implement them because the legal structure does not provide opportunity to do so. It also happens that the financing of maintenance does not make it possible to accomplish more effective professional work (*expert status, and such different programs which would help the socialisation of these children*). Obviously these are tough words, but the reader might understand that these are stated based on our 14 years of experience.

The experiences of children evolving from carefreeness have induced us to realise that we should fill the activities with them with deeper content. We have also had to realise that we have to help the colleagues' work more, professionally as well and our cooperation cannot be limited exclusively to adventure programs or social support. Giving mental help has become extremely important in the work of our foundation during the years.

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<sup>3</sup>ÁGOTA<sup>®</sup>Foundation: The General Information Guidebook of the Activities of ÁGOTA<sup>®</sup> Foundation, Published by: ÁGOTA<sup>®</sup>Foundation, Szeged, 2009 (*see: appendix*);

### ***1.1.2 We want to help not just speak the top off your head***

We have organised and accomplished such (*pilot work -like*) professional-pedagogic programs, which meant the preliminaries of our later intention. According to this, we have wanted to establish a pedagogic program system -being more effective than the present- which exclusively focuses on those living in state care. However, we also had to bear in mind that it is not enough to establish an independent and pioneering professional method, it also has to be suitably founded. By basics I primarily mean that we have to own a knowledge of status possibly the closest related to reality which shows what difficulties these children and youth fight against, and what emotional and life status characteristics feature their trying to adjust into society. By adjusting into society I mean not only how successfully they can stand on their feet after the post care but also the period preceding their adulthood. These are important even as a child, since the school, the place where they live, the shop where they do their shopping or even the workplace where they work at a young age (*as cared ones*) all represent that society for them and for us in which they have to find their way somehow and where they have their relationships. Social integration in Their case is an especially important question. Thus, among others, one of the strong aims of this research is that while we intend to help them in this process, we also learn what typical difficulties they have concerning those aspects which are closely related to the adjustment into society. If we can understand how they live, think and feel about themselves, the society itself and their future, then based on this authentic knowledge we can build up a much more effective helping module than let's say sitting at a desk, making up any idea randomly (*as a lot of people do*). Knowing the system of children's homes, I have often encountered different educational plans which frequently lacked the attention to such crucial issues as the trust image of the child or his/her being over traumatised. However, the knowledge of these and other aspects cannot be lacked if we want to act for them. As a consequence, our research might mean a knowledge-base for this intention to act. We cannot rely on the superficial social opinion making. This study was essential since only via this, knowing the facts and data could we start to build a pedagogic construction to serve children taken out of families. While at the same time our present work might also serve as a challenge or a base of comparison to the measuring of the changes happening in the child protection and to its future studies.

### 1.1.3 *Closer relationship with the question*

As I have already mentioned in the introduction, the primary aim of our examination is the fact-finding, the description (*what are they like?*) and the explanation (*why are they so?*)

Naturally the aim of most social disciplinary researches is also to clear up a given topic and to evolve a closer relationship with a question<sup>4</sup>. The reason why I find the closer relationship crucially important is that according to my experiences average people have rather superficial knowledge about the reality of these children. Not to mention the media where also only the sensational stories and cases are emphasized.

### 1.1.4 *To help the childcare expert with finding the way*

However, the content of this research might not bear importance only for the lays, but also to all competent childcare experts who would like to see more clearly in this issue. I find it important to highlight those characteristics which well introduce the situation of children in national state care in the system of children's homes. The actuality of the information is also indispensable, since it is about the present children's homes. **I would like to note here that each and every adjective used to describe their fate in a way they are used in the everyday usage (*these can be interpreted as clichés*) appear when they are used as not appropriate present technical terms. So when it is about those living in childcare, we talk about children living in state care or institutes.** The content and factual data of the research can be also useful in the rethinking of several professional aspects.

### 1.1.5 *To make one think and encourage to help*

I intend to make one think and encourage helping. I also share that point of view which says it is worth examining the position of children in the social structure only if it has not only theoretical importance.<sup>5</sup>

Therefore, it is not my hidden aim either to form a kind of a rationalised knowledge-base for one or more possible pedagogic helping methods in the field of children and youth taken out of families. Although, let there be no mistake...-yes, I am also provoking.

### 1.1.6 *For the tool of adult education and tertiary education*

This research obviously was not completed exclusively for our foundation. Our further aim was that it became an important and well applicable tool in the structure of adult and tertiary education as well. Sadly I have still have not heard about a direct tertiary specialised pedagogic training in Hungary related to children living in the structure of children's homes. As it still has not been known that among social disciplines e.g. specialised sociology or even specialised psychology concerning those taken out of families existed. Even in the domain of youth sociology this social population is not seriously represented, although there are hardly more skinheads in Hungary than let's say children in state care. Despite, skinheads as part of a sub cultural social group are dealt with.

In connection with children in state care there are some, if any thoughts in the written publications of the above mentioned fields. Although, the issue itself can be undoubtedly approached in a multidisciplinary way and several disciplines refer to this population (*even if not in a detailed way*), such a strong training form where it would be taught in technical instruction specifically or where experts would be prepared to deal with these children at a deeper level has still not existed. Thus, our research also offers the possibility to be integrated as an effective tool in the schedule of different trainings.

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<sup>4</sup> Earl Babbie: *The practice of Social Research*, Balassi Publisher, Budapest, 2001, page 106; (*Original edition on which the translation was based: Earl Babbie: The Practice of Social Research, 9. edition, Wadsworth/Thomson Learning, 2001*);

<sup>5</sup> Rudolf Andorka: *Introduction to sociology*, Osiris Publisher, Budapest, 1997, page 166;

## 1.2 The analytical units and fields of our research

This technical term (*analytical unit*) is basically destined to express clearly who and what – independently of one another- are considered to be the object of our analysis. It is highly important because according to our frequent experience, if it is about children in state care, the outsiders almost automatically believe that children leading such life can exclusively live in „institutes”. However, it is definitely not true, since those children who live at foster parents also count to be children in state care. While setting up our research plan we have put severe emphasis on defining the examined fields and topics –individuals (*children, youth and adult*), groups (*groups of children and youth*), institutional system (*provisional structure and professionalism*), technical literature and other publications (*technical books and technical articles*.)

### 1.2.1 *Those living in children’s homes in the context of the individual and the group*

Under the definition of children’s home such children institutes are meant which operate based on a continuous schedule, provide overall home care as a basic activity for the child in care according to the individual placing plan approved by the guardian’s office and the individual treating and educational plan made by it <sup>6</sup>. On the one hand, our research was carried out among children and youth living in such children’s homes. We have also found several other children’s homes which operate in a so-called „old hostel-system” structure. Besides these, we have also come across such individual units inside the walls of an institute complex which have been transformed from an old building. At the same time, more and more similar forms exist –and obviously these are getting widespread- which are in family houses. Of course, these are only diverse building solutions, since these are all about the same specialised care form. The type of the building primarily depends on the maintenance or state budget (*along the financial questions of ’replacements’*). We –by all means- sometimes have made a distinction among these in the context of the different questions. All in all, in this institutional form (*children’s homes*) we did our research both on the level of individuals and groups emerged of inhabitants of these homes. Therefore, when the reader comes across such delusive terms as „residential home” and other ones as the attribute of professional care structure, then he/she must know that we obviously **mean the child and homecare system of childcare professional provision**. We did not only ask what the child feels of his/her own fate, but we also analysed how They –as a group- experience this state of life. Besides the individual studies, the group gatherings (*eg: diagnostic client groups*) are useful because these latter ones also provide us the group’s additional performance while acquiring information about them. This additional performance shows its effect both in the details and forms of opinion formation. In a given case a child gives a different opinion in certain questions if he/she has to form his/her opinion alone than in those cases when he/she can form his/her opinion or can represent it together with his/her mates. At the same time I also feel appropriate to make the reader see (*conclusion No 1*) how the child and the young (*who were our research subjects as well*) can get to these children’s homes inside the childcare provisional system.

This bears special significance since the status of the child before getting into the home (*usually because of the unsatisfactory family background and circumstances or some form of endanger declared by the law*) and the legal realisation process (*the primary purpose of which is to reintegrate the child into his/her family*), the result of which can be that they can even get to children’s homes, can provide several such pieces of information through which the behaviour, the opinion and the way of thinking of a child concerning certain aspects of children’s homes might turn out to be more comprehensible. Undoubtedly defining connections can be found between the child’s experienced samples in the provisional system and his/her attitude towards the later provision. The process of getting in and the nature of the state apparatus (*concerning its institutionalism*) might provide him/her such experiences which make their effect feel in the child’s behaviour as soon as the placing has taken place. I mean his/her skill to cooperate, the ability to adjust or the attitude towards his/her companions in misfortune. It can be also

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<sup>6</sup> Based on the legislative authorization of 1997 XXXI. Act § 162 subsection (2) clauses a)-b) About the child protection and guardianship, 15/1998. (IV.30.) NM order: About the professional tasks and the operational conditions of personal provisional childwelfare and child protectional institutes and individuals, 5. title– The tasks of the Children’s Home: 109.§ (1), *Budapest, on 30th, October 2008, net.jogtar.hu*;

noticed in his/her relationship toward the future colleague dealing with him/her. According to our experiences this process is considered to be a serious torture, through which the child goes through. This certainly applies to those children the most who did not get into children's homes from infants' homes but in a later phase of their lives. We can frequently speak about young children and adolescents who get into children's homes (*in the technical glossary of our foundation they are called „late getter -ins“*). This period counts to be a difficult life event in any case, since state assistance, no matter how thoroughly (*based on the way defined by the law*) it cares for the children's interests, experiencing the institutes is almost unavoidable. We are going to see later that during this process, too (*and of course before as well as a result of being potentially endangered*) those taken out of families are often hurt.

#### ***Conclusion concerning the institutional process preceeding the placing of the child (1)***

The child –*in an ideal case*- first gets into touch with some form of the basic provision. In connection with this, it is important to note that it can be claimed on a voluntary basis. Its arrangement is always the task of the settlement's local government. The type of service it provides is exactly defined by the law. Relating to the provision the population of the settlement is also an influencing aspect.

The first official measure which is not voluntary and belongs to the basic provision is taking the child into protection which can be primarily ordered by the court of guardians of the clerk. In each and every settlement where a local government operates, there must be a clerk and recording clerk office the tasks of which are helped by the court of guardians. This court of guardians accomplishes the taking into protection. If, however, taking the child into protection is not enough any more or some endangeredness being declared by the law is realised, then the specialised provision takes the child in such a way that the entitled person or authority temporarily sends the child to specialised provision. This is called temporary placement, since it lasts until the child's fate –*via the experts' decision making work*- is not decided. The child can be sent to specialised provision by the clerk of the settlement's local authorities, the court of guardians, the police (frontier guards), the court, the prosecutor's office or even the national headquarters of law enforcement.

Specialised provision must be provided by each and every county and county town alike. Specialised provision provides the service ordered by the law through the specialised services which prepares the decision of the court of the guardians, and accomplishes further professional work –*before the decision*- concerning the future of the child. Apart from this, it operates the foster parent network, children's homes, residential homes which carry out the real care and upbringing of the children.

After the referral, it immediately informs the court of guardians. The specialised service appoints the foster parent or children's home accomplishing the temporary adoption to take over the child's care and upbringing from the parents. It is important to note here that the guardianship, and the parental rights are not affected by this. In special cases- *if the abuse of the child is so severe or the child is in life danger*- the official guard of the specialised service takes over the parental rights. In the further process all the participants prepare the case for the court of guardians with their expertise. After the referral during the temporary placement the court of guardians have 30 days to decide about the child's fate. (*Unfortunately it often takes more time.*)

This decision is prepared by the specialised service in a way that based on the expertise preceeded by a personaly study of the County Child Protective Expert Committee and after considering the opinions in the documents involving the preliminaries sent by the basic provision, it calls together a so- called placement meeting.

The County Child Protective Expert Committee (*from now on: MGYSZB*), consists of three constant members: psychologist, paediatrician, social worker. If –*after the basic examination it turns out that the extraordinary or special care*- is needed to be given to the child, then the MGYSZB is completed with a special teacher and a psychiatrist. After getting the necessary expertises based on the expertise of MGYSZB, it proposes a residence of care, which can be: the family if it is suitable for further education, temporary care where the residence of care can be a foster parent network or children's home; permanent education where the residence of care equals with the previous ones; furthermore in case of extraordinary or special care the place of care entitled for such care that is an extraordinary or special children's home.

After the proposition was born, the specialised service calls together a placement meeting where the children, the parents, those who are involved in the basic care, those who carry out the family's care, the court of guardians the representative of the potential residence of care and all of those who might influence the fate of the child in effect. (*I could write another book on the parental interest enforcement...*)

If it is necessary, the specialised service gets all such expertises which influence the fate of the child in effect. Since the more information is provided, the better can be enforced the children's interests (*which is of*



*course not his/her wish in all cases). I mean psychiatrists, paediatricians, the school, the caretaker of the adoptive home, the members of the County Rehabilitation Committee Examining Studying Skills. (Here it is important to note the SNI- particular educational need- which is not crucial but contains important facts, mainly in connection with further development),.*

It is an important piece of information that the court of guardians have the rights and responsibilities of all the decisions. All the professional participants carry out or should carry out such service which prepares this decision, to let the process happen in the most thorough way, to take the child's interest into consideration in the possibly most effective way.

At the same time for us, it is the period and place following the placement which is important. We have carried out our research in the so-called „classical” children's homes (*concerning the structural form: in the structure of children's homes and residential homes*) among children and youth on the level of the individual and the group. That is to say, we did not examine in institutes which are destined to accomplish needs of special children (*in extraordinary or specialised homes*).

In the above-mentioned institutional structure or in the system of children's homes we have also had to think over along what aged children had to be examined.

#### **1.2.1.1 The age of those living in childcare who participated in our research**

As for the examinations (*about the measuring tools we will talk about in a more detailed way in the later methodological subchapter*) the following age groups were realised:

- 1.- **Examination based on personal inquiry questionnaire (with an interviewer) among the age of 9-18** children and youth;
- 2.- **Focus group examination** in the case of children aged **8-12** living in child care;
- 3.- **Sociometric examination** among primary and secondary school students aged **8-18**;
- 4.- **Diagnostic client groups** among youth aged in one case **12-15**, in the other cases **15-24**;
- 5.- **Interviews (individually and in group, semi structured and unstructured and conversations)** with those getting out of state care aged between **22 and 45**;
- 6.- **Non intervening observations** in the case of each and every affected person involved in our research (*independently of age*);

**It is reasonable to differentiate these age groups concerning the aspect of the content since experiencing the institutional life might differ in various age groups and psychologically also different characteristics are relevant. (This can be seen from the basic distributions by the dear reader). Therefore the research, though its aim is the same in the case of each and every age group- to get to know the characteristics of their life status and their socialisation- is not the same concerning its content and method.**

Furthermore, while examining the individuals we have found it useful to consider such aspects related to the measuring tool of the research in the field of defining the age group intervals which are important to the successful data collection. So, for instance in the examination based on personal inquiry questionnaire, the child's reading comprehension skill was a determining factor.

After having taken more similar and different factors into consideration we have decided to ask children and youth aged 9 to 18 living in children's homes in the **questionnaire** examination. Besides this examination method is representative nationally in our research not just concerning the age group but also concerning the provisional structural form. The answers of children younger than 9 could not be interpreted as reliable ones to the questions of the questionnaire. Basically when we defined the age group in the questionnaire survey, our aim was that the children did possess enough experience related to life in children's homes and we also wanted to get informed in such fields in the process of time spent there and their improvement which can be better observed between the age of 9 and 18 than before or after. The questions of the questionnaire and its topics served the aim to get to know life in children's homes and the particular socialisation of children living there. We extended our research to almost 200 topics.

In our **focus group examination** we observed children between the age of 8 and 12 alongside different, for our research precious aspect system.

During the **sociometric** recording we examined the primary and secondary school age groups between the age of 8 and 18 obviously in the children's primary or secondary school classes.

When determining the age of the participants of our **Diagnostic client groups** the priority was that the children had to be around the age of post care or to be in post care. Here it is also important that the young person's self determination is assumedly more complex and more structured than let's say in the case of children attending primary school. Under self determination I mean not only their attitude towards their surrounding, their contemporary relationships, their particular conflicts, their relation toward the potential reference person or their future or family image but also their relation toward the performance. These diagnostic client groups also formed part of our experimental pedagogic program. The information of these were also built in our research (*by supporting our arguments*). We only had one group where there were 12 and 15 year- old children present. Experiences acquired there made us decide to put the other groups' age composition between 15 and 24. It was important because we ordered the group's age composition primarily to the aspects of the pedagogic module to be worked out. At the same time the helping modules used in that as diagnostic means have become effective tools of our research as well.

Our non intervening observations done among those living in children's homes are rather complementary in our research. The same is true for those getting out of children's homes and in relation to every person and situation which has become important in our examination. These additions might make certain details more exact or more clear, such fields the background of which are less depicted by a given examination method. We might also collect information from such fields which cannot be necessarily gathered from the child himself/herself

### ***1.2.2 Examination of the path of life and age of those who have left childcare- state foster homes- (successful path of life examination)***

We can often hear that those growing up in state care find it difficult or not at all can adapt to the society. Maybe those opinions according to which these children and youth very probably get mislaid are not unknown for the reader, either. It is often a frequent cliché that those having such fate end up in penal institutions in more cases. I myself have also heard it on several occasions from my former educators that „*no matter what happens you will end up in the street or behind bars!*” When I got out of the institute one of the first questions of my first so-called „outsider” friends was something like that too: „*well, if you were brought up in an institute, you have a penknife, don't you?*”. Such and similar experiences have induced us to examine other aspects, too when analysing those getting out of state care. Since we could not add anything extra in effect to the above-mentioned ones, anyway. Of course behind this latter cynical comment of mine there is also sadness what is fed by certain prejudices of this society. Later I am going to verify that these children on a lot of occasions doubt their lovability because they often believe what they hear so often, namely that they will not be able to adapt to society.

As a result of the above-mentioned ones we decided to have a closer look at those who could adapt to society. We can also consider these, as successful path of life analysis, although we also have to limit the criteria of success (more on this topic in the relating subchapter). So we searched for such adults and had dialogues with them who themselves were brought up in state care institutes. These semi structured and unstructured interviews (*individual, groups and conversations*) were carried out among those aged 22 and 45 getting out of state care. We defined the age like this since we had found it probable that a person aged 22 is going out of post care while a person aged 45 must have significant life experience for such a conversation in which concerning the topic of our research he/she can serve with important pieces of information.

### ***1.2.3 State foster home and child abuse prevention structure like home in the context of the legal background***

In our study, though we have dealt with those still being and getting out of state care, it is also important to have a closer look at the structure of children's homes, it cannot remain intact, either. This is also such an analytical field or unit which has to be analysed together with those living in it. Since they do not exist without each other, that is, there is no such thing as children's home in the lack of children and we could not talk about the system of children's home, either without those living in it. This is such a given context which continuously appears in the realisation of each and every method of the research. The reader might get an insight about the operation of these institutes. About how these provisional forms should work, and we will also show how they actually do in reality.

Unfortunately these two are not necessarily the same. The expectation (*let it be the legal or out of human sense*) does not correspond to those experienced in reality in all cases. About this, both the children and the colleagues give their opinion. It is also important to see what the law orders in connection with the operation of these provisional structures (*see.: appendix*) and in what fields can we talk about only the accomplishment of the legal minimum and where the practice falls behind from the legal orders. We do not intend to criticise with these comments, we just wish to introduce facts and connections to make the fate of children and youth more comprehensible.

#### **1.2.4 *Technical literature and other publications used for our research***

While we were looking for *technical literature* related to our research, we had to come across severe difficulties. One of the difficulties was that only little technical literature was published in connection with the topic. Naturally those we have found proved to be useful. However, these in their variety and size are left behind those pieces of technical literature which are able to support other sociological fields. Concerning *scientific periodicals* our situation was a bit more fortunate since several writings have been published which can be fitted into our topic, which can support and complete it. These articles relevant to our topic which we collected and analysed retrospectively in an overall way also proved to be useful in publishing our research. Excellent periodicals such as (*Chance, Family, Youth; Tie, Together in childcare, etc.*) and their experts' publications have been combed through by us from 1997 to present. The case studies proved to be as useful (*supporting several of our statements*) as the moral of essays on child care system. It also made us think how this topic is interpreted by other experts. Furthermore, what theoretical and professional approaches are used by them. The list of these is also shown for the ones who are interested in the appendix.

We have sadly experienced that few researches were carried out in this field related to other fields. A national one has not been carried out at all so far. We could also learn that the expertises are not necessarily unanimous concerning the important issues and also that in other fields serious agreements have evolved during the past 12 years.

#### **1.2.5 *„General” topics of our research***

Besides the definition of our analytical units (*individuals, groups, organisations and social products related to our topic*) it was also important to think over along what fields of topics we had to do our research. After much thought, we defined the following fields:

1. Difficult life events, feeling of defencelessness and trust image;
2. Interpersonal relationships;
3. Self determination, norms and guidelines;
4. Relation toward the performance and future image;

##### **1.2.5.1 *Difficult life events, feeling of defencelessness and trust image***

In the context of difficult life events we found it important to consider the time period of the child before getting into state care, the aspects of attachments and breakings, the circumstances of getting into the institute, the start of the socialisation in the children's home, the violent experiences and the phenomenon of confronting the law.

In the dimension of defencelessness, we have researched into the significance of the family background, the scepticism of children, their fears and anxieties, their uncertainties about their future, the existence of the so-called „*unwritten rules*” of the institutional system and questions of the correlation between the potential institute addiction and getting out of the institute.

In connection with the trust image we were interested in to know its role and significance played in their life, their attitude toward prejudices, their self-confidence, their experiences about distrust and their transcendental needs related to trust.

#### ***1.2.5.2 Interpersonal relationships***

Examining the system of their relationships and its significance, it is indispensable to pay attention to their companions of their age, to the significance of the reference people, to their love relationships, to their relation toward their families and also to the roles of adults in their lives. The so-called *visitor index* also made us think.

#### ***1.2.5.3 Self determination, norms and guidelines***

In this field we examined their conflict handling ability, their attitude towards power, their rights, their tasks, their ability to make decisions, their taking of responsibility, their identity, their independence, their willingness to self reflexion and their self critical skill.

We have also homed in on their conceptions in connection with their values. In this, we researched their value preferences, their motivations (*their hidden motivators*), the aspects of acquired helplessness and emotional conduction and their opinions about moral questions as well.

#### ***1.2.5.4 Relation toward the performance and future image***

We have also analysed issues in connection with their studies. We have dealt with their experiences concerning failure avoidance and competitiveness, their aims and the correlation between their requirements and the reality.

### 1.3 About the data collecting methods, measures and time dimensions of our research

The ÁGOTA<sup>®</sup> Research was completed between 2004 and 2009. During this research lasting for 5 years we decided to apply six different examining methods, as we have already mentioned previously. These can provide widespread information in order to reach our target also defined in our foundation charter.

Our examining methods and their participants:

**1.-Examination based on personal inquiry questionnaire (with an interviewer) among the age of 9-18** children and youth: During this data collection by including 117 interviewers we have interviewed 1732 children and youth in the country's children's homes. The Sociology Department of the University of Szeged and its lecturers (*research methodological lecturers*) have given us huge support by doing so. They not only trained the interviewers who were in most cases sociology majored university students, but also helped us with many research methodological questions.

**2.-Focus group examination** in the case of children aged **8-12** living in childcare: This examination was carried out by a clinical specialised children-psychological and pedagogical team participating in our research.

**3.- Sociometric examination** among primary and secondary school students aged **8-18**: It was also completed with the participation of our psychologists, teachers and social workers.

**4.-Diagnostic client groups** among youth aged **15-24**: These of our client groups –amongst others- were realised by using the social therapeutic role-play as a psychosocial method. This method is also an excellent device in psychosocial assistance. These were led in all cases by a social therapeutic group therapist, a teacher, a social worker and a psychologist, all of whom had already been qualified users of this method at different levels.

**5.-Qualitative Interviews (individually and in group)** with those getting out of state care aged between **22 and 45**: Here the interview recordings were carried out with the contribution of sociologists. **Although, most of these are real conversations.**

**6.-During the non intervening observations** we could rely on the experiences of all our colleagues participating in our research.

#### 1.3.1 The technical preliminaries of data collection by questionnaires

Our foundation got into touch with all the official bodies giving permission to realise our national research in the spring of 2004. From our previous experiences (*when we have already researched in this field*) we could see that institutes of children and youth care did not necessarily share our joy concerning the questions of the topic's studying. We could sense on several occasions in certain children's homes that the given institute's collective interpreted our interest and sometimes our helping intention, too as some kind of a criticism.

Therefore, we had considered it possible that we would encounter hostility during our research. It is not that we would not believe in the success of initiations coming from below, though we still found it better to launch the arrangement from a ministry level. By the time we got to the Childcare Major Department of the then actually called Social and Family Ministry department, we had already requested recommending mediation from one of the public dignitaries, the dear wife of the President of the Hungarian Republic, Dalma Mádl. The leader of the ministry's childcare major department (*Károly Gáspár who unfortunately passed away in the meantime*) welcomed the request of our foundation. We informed him about the aims of our research and about the fact that we intended to set the results of the

research into the service of a pedagogic program being on its way. After the negotiation we were practically given the green light concerning the later research in the national children's homes.

After the following telephone discussions, the major department of the ministry in charge informed the management of each and every county's territorial childcare professional service. It became the task of these managements to inform the guardians and the directors of the children's homes in the given county. While the information was circulating in the structure of childcare, we resorted to the National Family- and Social Political Institute's Department in charge (*from now on: NCSSZI*) for the necessary database essential to the sample taking with our research team and there we were given the complete database of the population preferred by us. Thus, we had the database of each and every child living in state care (*in children's homes*). Complying the data protection regulations and orders completely (*and naturally based on the guidelines of NCSSZI*) we got a so-called serial number anonym database. So we did not carry out the sample choosing with personal data, but using serial numbers. In other words the people belonging to our serial numbers (*which were needed for the sample taking*) were identified later by the representatives of the institute providing us the database. Following this, the representatives of the very same institutes searched for the guardians related to the names (*the children*) and asked for permission concerning our questionnaire study. Only after this we got the data of those whom we could meet.

### ***1.3.2 The sample taking process used for data collection by questionnaires***

From the whole database of the serial numbers (*nearly 7000 children*) via systematic random sample taking process we have chosen 1732 children (*aged 9-18*) concerning each county. We made a list of the main addresses in which the number of children appeared proportionally by counties. Besides, we also made an additional address list based on random sample taking concerning each county from which we could replace the 'unrealised' main addresses by insertion. The reason of these addresses remaining unrealised could arise from escapes, getting out of the system or illnesses in which cases we were unable to interview the given person. After these, together with some 300 experts practising guardian law, me as the leader of the research asked for interview appointments and further permissions via personal and telephone talks. This was exceptionally important, because the permissions acquired from the ministry institutes did not necessarily mean the guarantee to realise the study since those are only the guardians who have the right to decide over the case. Parallel to this, from the membership of our volunteers in cooperation with the sociology department of Szeged, we trained 117 interviewers with whom we intended to realise the data recording based on personal interviews.

While realising important and thorough arrangement technical tasks needed partly because of the national nature of data recording, and while I was negotiating with the guards, I experienced that the concerned ones got frightened of our inquiry. One of the frequent difficulties was for instance that some would have liked to see the questionnaire no matter how correct information had been given them in connection with its topics previously. It needed much effort to make these suspicious hundreds of people understand what technical aspects were the reasons (*eg: the danger of deformation, etc.*) why we could not do so. We talked to several dozens of guardians, where cooperation was given to us only after calling the ministry again. Followed by almost a one and a half month long effort, we had the database, the sample, all the permissions and a well trained self-supported interviewer group. We went to nearly 350 places, residential- and children's homes in person. Our interviewers have made huge sacrifices. Despite the fact that their work was controlled, they carried out their tasks in a self-supported way, without getting paid. I note it once again: they did so in a controllable way.

### 1.3.3 *The methodological background of data collection by questionnaires*

After the conceptualisation, the method selection, the operationalisation and the sample selection, we realised the data recording (*questionnaire in the appendix*) from the time dimension aspect as a cross section study<sup>7</sup>. So we took a snapshot. The interviews took place from the first of March to the middle of April. We paid attention to the important criteria of the personal interviews. We tried to compile the questionnaire in a way that its question became comprehensible. For these, we also made assisting sheets of papers. These were needed since in the children's homes we encountered such children who had partial skill –problems, who should have rather been taken into specialised children's homes, among more specialised circumstances. Although all the interviewers asked the questions slowly and in a comprehensive way, there were still some children who had difficulties in interpreting them. All in all the questioned ones proved to be competent in answering the questions. We have decided to make the questionnaire study as one of the most effective supports of our research because this type of data recording method is perfectly suitable for descriptive, explanatory and exploratory purposes. Naturally, all the interviewed ones gave their answers voluntarily. We had also informed the interviewed ones about its importance (*more on this topic: in the ethical subchapter*) and asked for their approval. Considering that the questionnaire interview consisted of 172 questions, we also ensured relaxing time for the children and youth in the meantime. We found it important to primarily deal with the relevant questions. We tried to ask short questions, and at the same time we avoided negative and suggestive expressions. After compiling the questionnaire, we carried out test interviews in several children's homes.

We hesitated a lot concerning whether to choose a self filling questionnaire or a questionnaire based on personal interviews. Finally we decided to choose the latter one since the data registering thought to be more precise by doing so. The general rules of the inquiry in our case as well were the following: We had drawn the attention of the interviewed ones to the voluntarism and the anonymity. All our interviewers knew the questionnaire thoroughly, they followed the answers word by word and they wrote down the answers punctually. We controlled the work of our interviewers systematically. We did so via telephone and personal supervision. The experience of our client groups served as an important addition to our quantitative study. In the relation of the researches it is common to connect the quantitative and the qualitative researches in order to form an overall picture<sup>8</sup>. It is important to note one more time that the information coming from the diagnostic client groups are rather used in a supportive way, or rendered as the explanation of the questionnaires' results.

Now I am going to introduce briefly the territorial and demographic characteristics of the children getting into the sample.

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<sup>7</sup> Earl Babbie: *The practise of sociological research*, Balassi Publisher 2003. page 117

<sup>8</sup> László Letenyeyi (editor): *Settlement research – Anthology*, L'Harmattan – Ráció Publisher, Budapest, 2004, page 377



### 1.3.4 Regional and demographic composition of children in state care participated in the sample

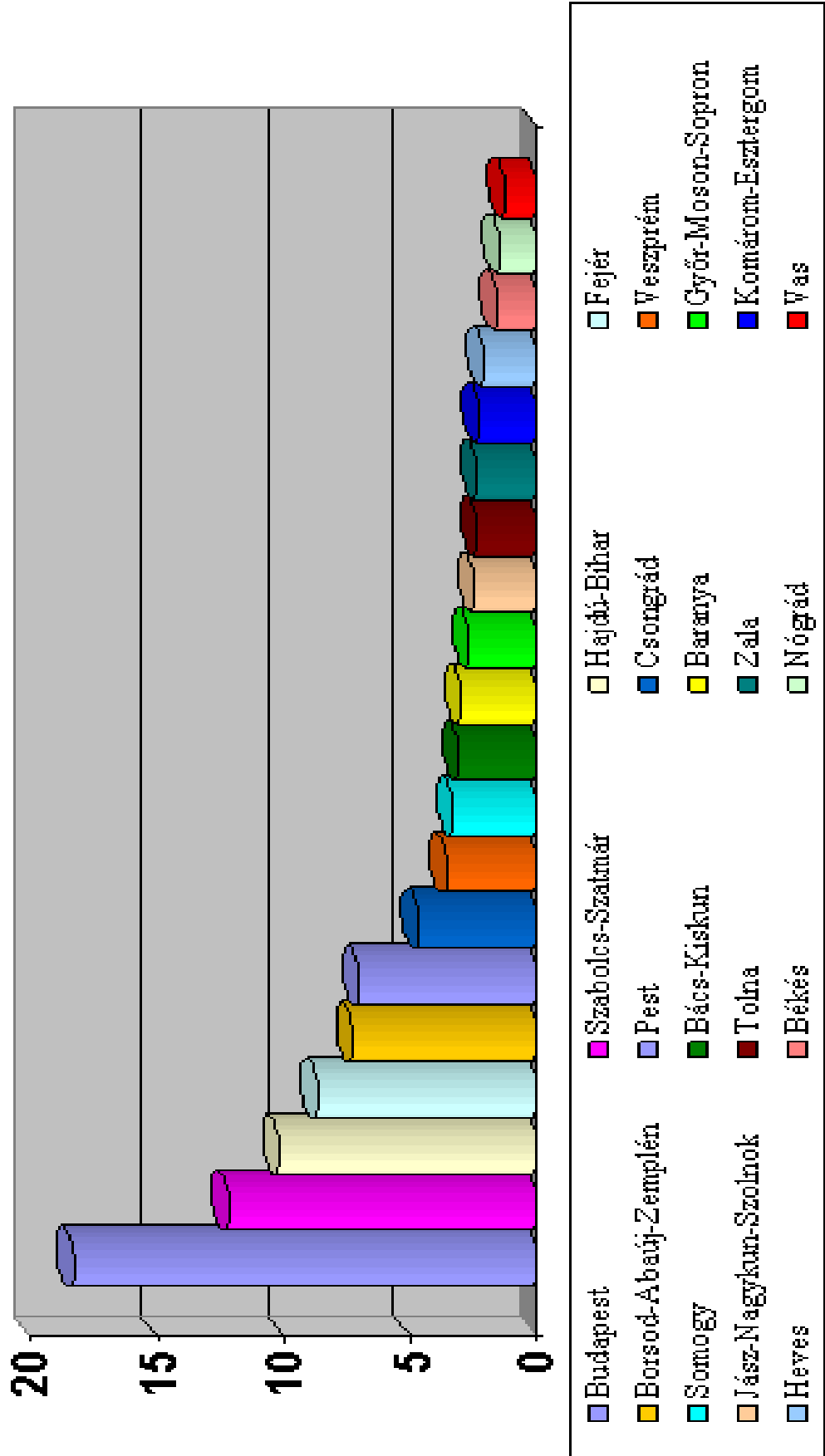
#### 1.3.4.1 Territorial division

The sample collection reflected the territorial division of children living in state care, therefore significant differences appeared in the diverse counties and regions among the 1732 children and youth.

#### 1.3.4.2 Division based on counties

The biggest sample proportion is owned by Budapest (317 people) and Szabolcs-Szatmár-Bereg county (212 people), while at the same time in half of the counties (Békés, Győr-Moson-Sopron, Heves, Jász-Nagykun-Szolnok, Komárom-Esztergom, Nógrád, Tolna, Vas, Zala) the sample proportion does not even reach 50.

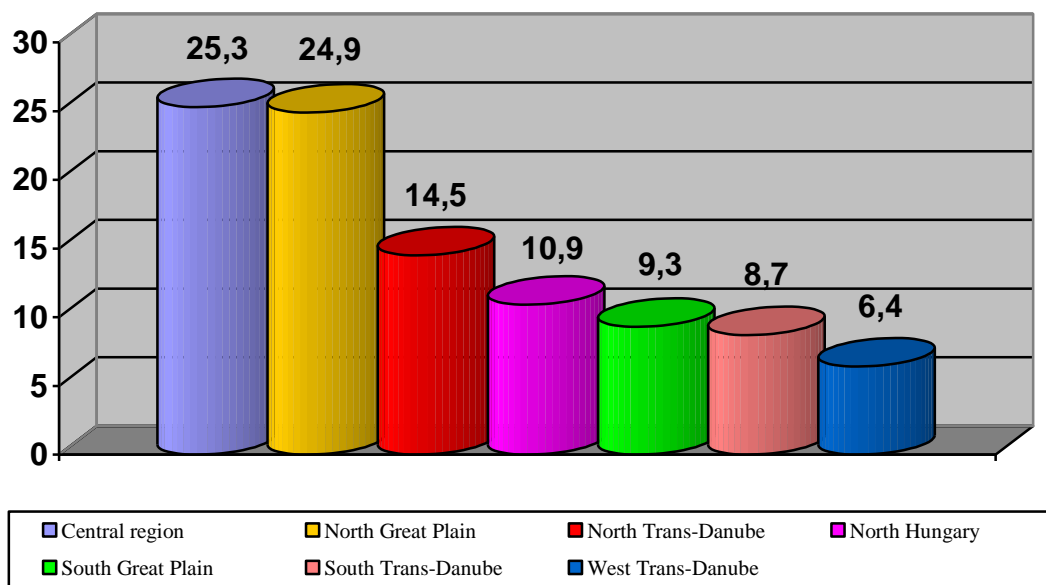
	Number of cases	Percentage
Budapest	317	18,3
Szabolcs-Szatmár	212	12,2
Hajdú-Bihar	176	10,2
Fejér	150	8,7
Borsod-Abaúj-Zemplén	126	7,3
Pest	122	7,0
Csongrád	81	4,7
Veszprém	62	3,6
Somogy	57	3,3
Bács-Kiskun	53	3,1
Baranya	52	3,0
Győr-Moson-Sopron	46	2,7
Jász-Nagykun-Szolnok	44	2,5
Tolna	42	2,4
Zala	42	2,4
Komárom-Esztergom	39	2,3
Heves	36	2,1
Békés	27	1,6
Nógrád	26	1,5
Vas	22	1,3
Total	1732	100,0



### 1.3.4.3 Regional division

If we examine the sample proportions in a regional segment, again significant differences can be seen. Triple division can be observed: (1) by far the highest proportion is in the central region (*Budapest and Pest county*) and in the North Great Plain region (*Szabolcs-Szatmár-Bereg county, Hajdú-Bihar county és Jász-Nagykun-Szolnok county*) (2) a much smaller proportion in the North Trans-Danube region (*Veszprém county, Fejér county and Komárom-Esztergom county*) is following them and (3) again the other four regions represent a smaller proportion.

	Number of cases	Percentage
Central region	439	25,3
North Great Plain	432	24,9
North Trans-Danube	251	14,5
North Hungary	188	10,9
South Great Plain	161	9,3
South Trans-Danube	151	8,7
West Trans-Danube	110	6,4
Total	1732	100,0

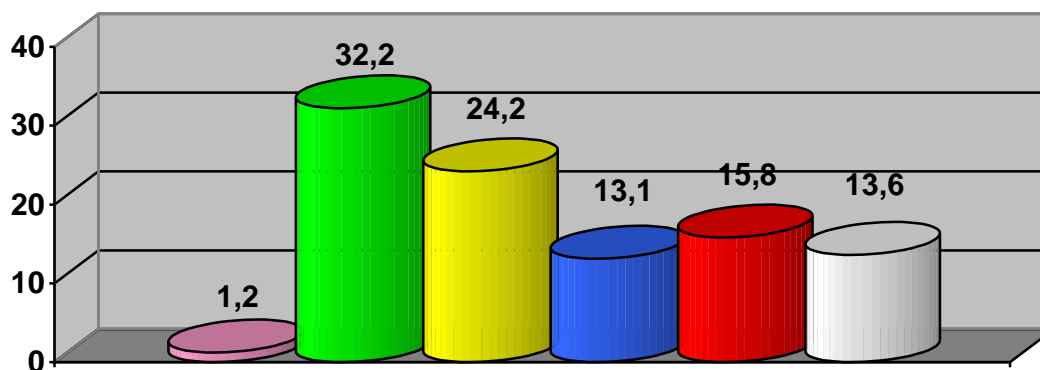


### 1.3.4.4 Settlement background

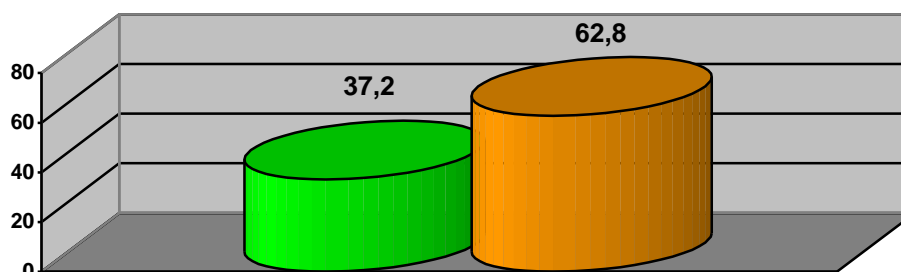
In connection with children in state care data recording provided us the opportunity to get to know a further territorial-settlement characteristic: bigger part of the children (86 %) could tell which settlement they used to live in when he/she got into state care. We can unanimously state that the „urban nature” dominates, in other words almost two-thirds of the children in state care are urban citizens. Based on this, we could make a statement about the „over” or „under” representation only if we knew exactly the territorial settlement characteristics of the age group between 9 and 18.

The type of the settlement

	Number of cases	Percentage	The number of answerers in percentage
Farm, suburb	20	1,2	1,3
Community, village	557	32,2	37,2
Town	420	24,2	28,1
County town	227	13,1	15,2
Capital	273	15,8	18,2
Total	1497	86,4	100,0
Missing	235	13,6	
Total	1732	100,0	



■ Farm, suburb 
 ■ Community, village 
 ■ Town 
 ■ County town 
 ■ Capital 
  Lack of answers

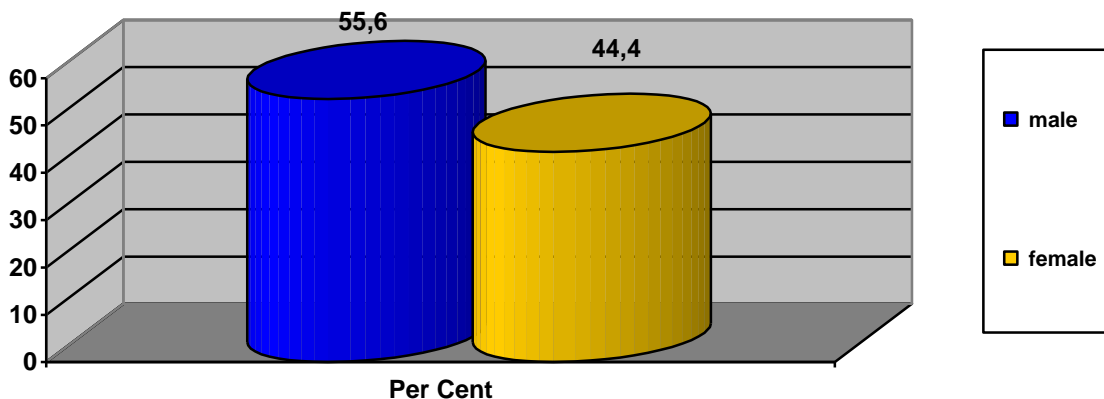


■ Community 
 ■ Town

### 1.3.4.5 Proportion based on genders

The proportions based on genders are balanced, mainly boys (56 %) and girls (44 %) participate in similar proportion. In the boy-girl proportion we did not find significant territorial difference.

	Number of cases	Percentage
male	963	55,6
female	769	44,4
Total	1732	100,0

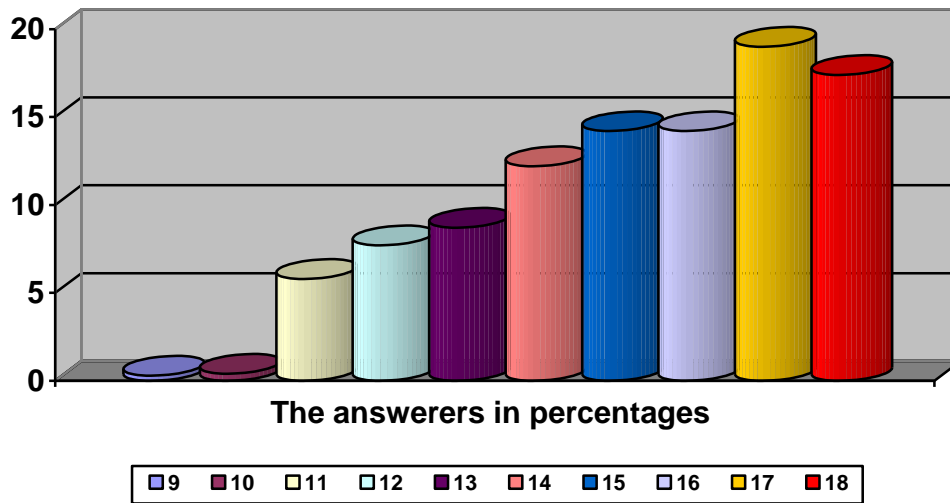


### 1.3.4.6 Age division

The sample is formed by the 9-18 age group (only five such children participated among the interviewed ones who have not turned 10 yet based on their year of birth; there is nobody older than 18 in the sample). The age division, however, is not equal, it is rather “upper” increasing, in other words elder ones can be found in bigger proportion in the sample. The average age of the interviewed ones is 15,2.

Age	Number of cases	Percentage	The answerers in percentage
9	5	,3	,3
10	7	,4	,4
11	100	5,8	5,8
12	133	7,7	7,7
13	150	8,7	8,7
14	210	12,1	12,2
15	244	14,1	14,2
16	245	14,1	14,2
17	327	18,9	19,0
18	300	17,3	17,4
Total	1721	99,4	100,0
Lack of answers	11	,6	
Total	1732	100,0	

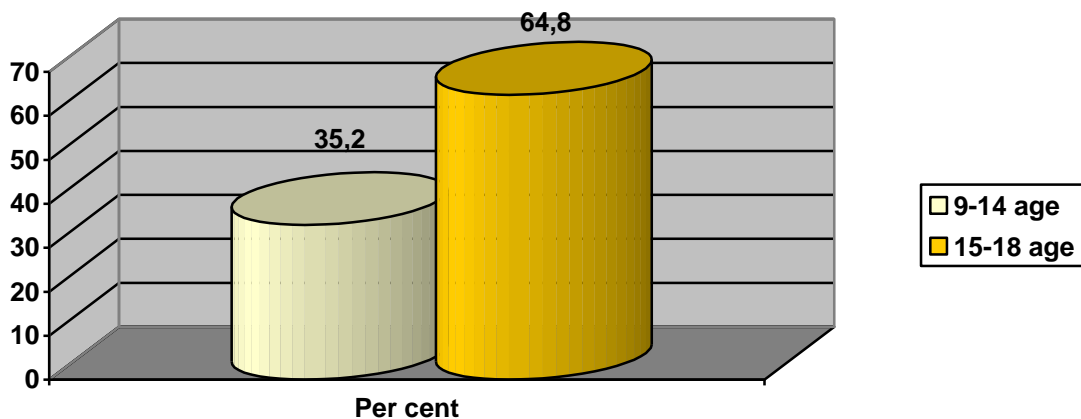
**Average age: 15,2**



### 1.3.4.7 Age groups

The further analysis have proved that the age differences played a big role in the interviewed ones' attitude to the past as well, and as it has turned out it is worth forming an age group along the age of 14. The following chart shows the sample proportion of the age groups between 9 and 14 and that of 15 and 18. The bigger proportion of the elder ones can be also clearly seen from it.

	Number of cases	Percentage
9-14 years old	605	35,2
15-18 years old	1116	64,8
Total	1721	100,0

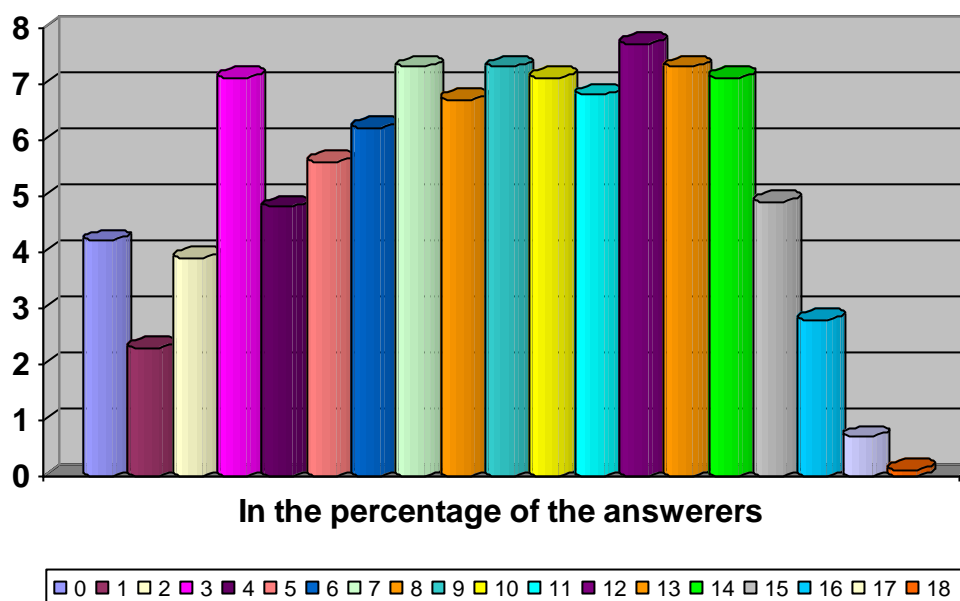


### 1.3.4.8 Start of the state care

It can be stated from our data that the start of state care is primarily carried out at the age of 3 and between the age of 7 and 14. Taking the child into state care usually happens at the age of 8,5 “on average” (although this date has only symbolical meaning.)

Age	Number of cases	Percentage	In the percentage of the answerers
,00	69	4,0	4,2
1,00	38	2,2	2,3
2,00	64	3,7	3,9
3,00	117	6,8	7,1
4,00	79	4,6	4,8
5,00	91	5,3	5,6
6,00	102	5,9	6,2
7,00	120	6,9	7,3
8,00	110	6,4	6,7
9,00	119	6,9	7,3
10,00	117	6,8	7,1
11,00	112	6,5	6,8
12,00	126	7,3	7,7
13,00	120	6,9	7,3
14,00	116	6,7	7,1
15,00	81	4,7	4,9
16,00	46	2,7	2,8
17,00	11	,6	,7
18,00	1	,1	,1
Total	1639	94,6	100,0
Lack of answers	93	5,4	
Total	1732	100,0	

**The average age of taking the child into state care is: 8,5**



### 1.3.4.9 Time spent in state care

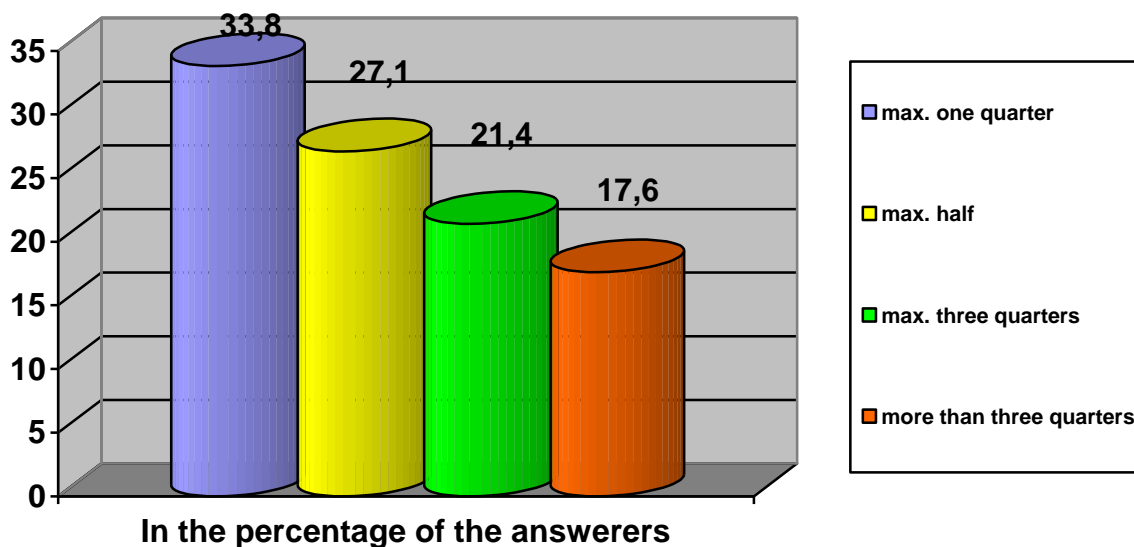
We have also calculated out that how much proportion of our answerers' life was spent in state care. Almost 60 percent (56,5 %) from the 1637 children have already spent more than one-third of their lives and almost 40 percent (39,0 %) have spent more than half of their lives in state care. According to our data, the interviewed ones have spent 44 percent of their lives in state care on average.

How much proportion of his/her life has been spent in state care so far?

	Number of cases	Percentage	In the percentage of the answerers
max. one-third	712	41,1	43,5
max. two-thirds	514	29,7	31,4
more than two-thirds	411	23,7	25,1
Total	1637	94,5	100,0
Lack of answers	95	5,5	
Total	1732	100,0	

How much proportion of his/her life has been spent in state care so far?

	Number of cases	Percentage	In the percentage of the answerers
max. one-fourth	554	32,0	33,8
max. half	444	25,6	27,1
max. three-thirds	351	20,3	21,4
more than three-thirds	288	16,6	17,6
Total	1637	94,5	100,0
Lack of answers	95	5,5	
Total	1732	100,0	



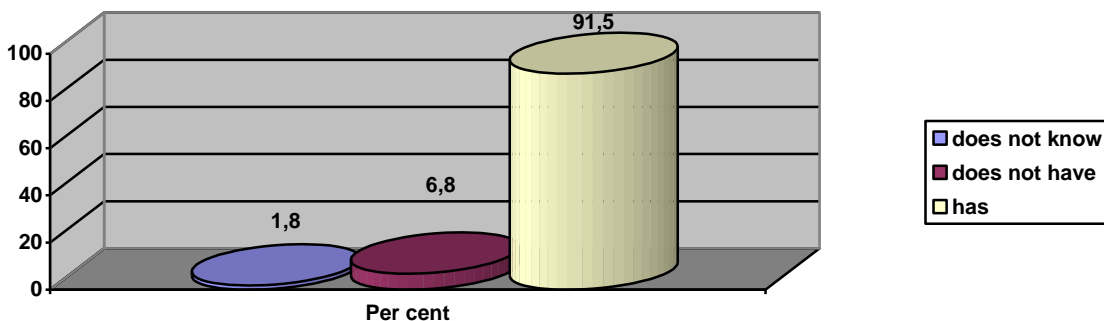


**1.3.4.10 Size of the parental family: the number of siblings**

Rather small proportions of the interviewed ones (31 children) do not even know whether they have a sibling or not. The number of those is also small (117 children) who do not have siblings. More than 90 percent (91,5 %) is the proportion of those who have siblings.

Does he/she have a sibling?

	Number of cases	Percentage
does not know	31	1,8
does not have	117	6,8
has	1583	91,5
Total	1731	100,0



Our data show unanimously that children in state care in most cases come from big families. According to our calculations, the interviewed ones have 3-4 siblings on average, that is considering them and the parents, it means that they come from families having 5-7 members on average.

The average number of siblings concerning all the answerers (1687)	The average number of siblings concerning those answerers who have siblings (1570)	The average number of siblings living in state care concerning those who have siblings	The average number of siblings living in the same children' home concerning those who have siblings
3,5104	3,7720	1,6723	1,2792

It is also considerable that almost half of the siblings is living in state care (*from 5922 siblings:2587*). At the same time a conscious intention to place the siblings in the same institute can be also seen: three-thirds of the 2587 siblings (*1961 children*) can be found in the same institute.

The number of siblings concerning all the answerers (1687)	The number of siblings living in children's homes	The number of siblings living in the same children's home
5922	2587	1961

### 1.3.4.11 The ethnical affiliation: the estimated proportion of gypsy children

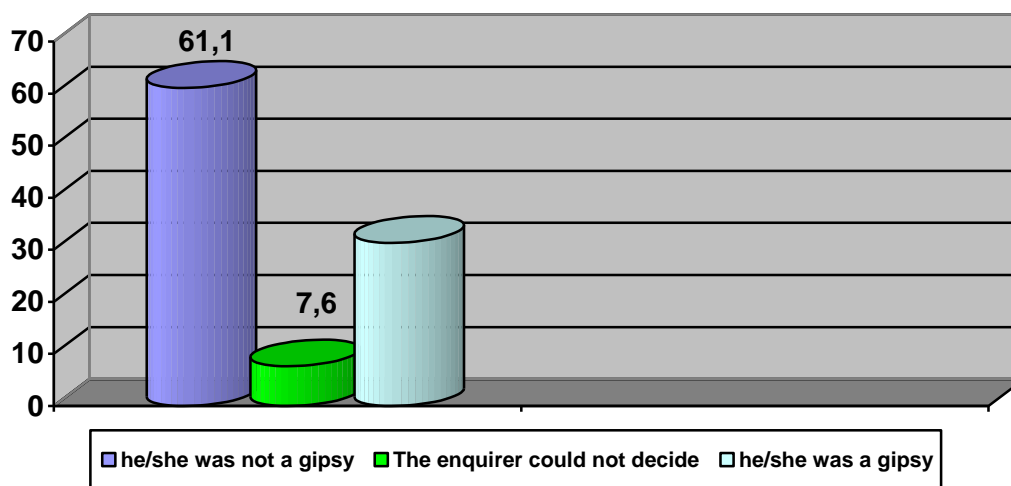
The sociological researches unanimously indicate that among families in disadvantageous situation there are gypsy families in a considerable proportion (*compared to the whole population, in an “overrepresented” way*). We asked our interviewers to decide whether their conversation partner was gypsy or not\*. The proportion of gypsy children is an interesting issue in itself, but let us also suppose that later differences will show up in some fields between gypsy children and those who are not considered gypsies concerning their family and personal characteristics.

It is highly remarkable that the „over-representative” hypotheses is about to be proved true. Besides the estimated proportion (6-7 %) of gypsy families within the population, it is also true when we consider the demographic characteristics of the gypsy families due to which, among the children, the proportion of gypsies is significantly higher than this, it may be put somewhere between 10 and 20 percent.

According to our interviewers, the proportion of gypsy children living in state care is estimated to be about one-third. Based on this value we can state that owing to the bad social situation and the family-educational problems, among the children living in state care, the gypsy children are “over-represented”.

Was the interviewed of gypsy origin?

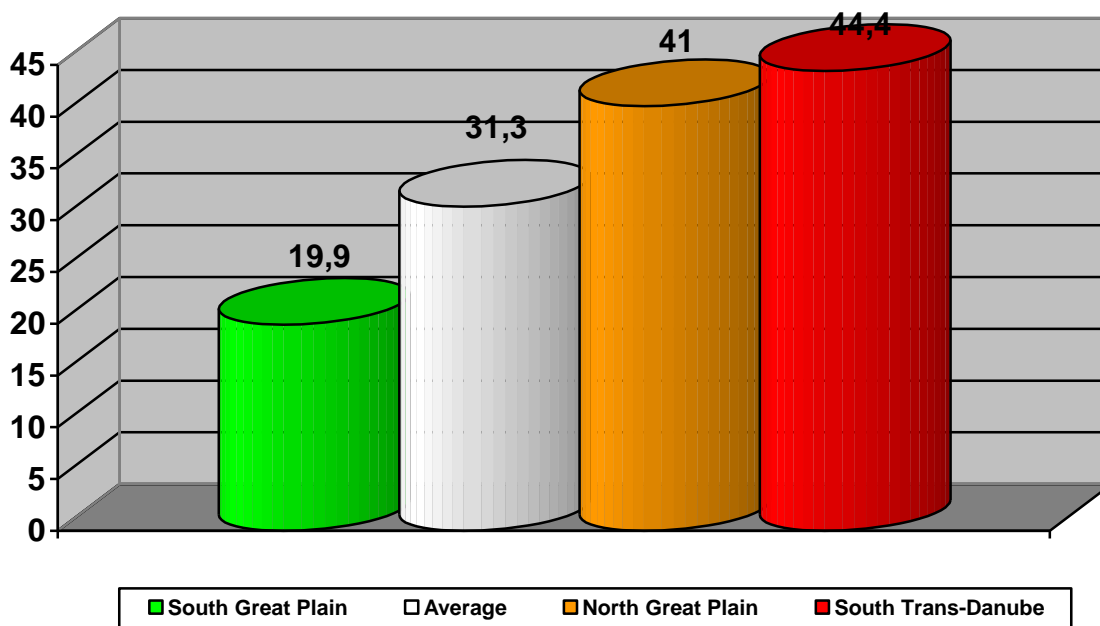
	Number of cases	Percentage
he/she was not gypsy	1058	61,1
the interviewer could not decide	132	7,6
he/she was gypsy	541	31,3
Total	1731	100,0



\* I do not intend to go into deep methodological suppositions about the issue – generating hot debates among sociologists as well – which asks what the validity is of such answers. Though, one thing is for sure: we can get a relatively good approach about the gypsy children’s proportional number.

The proportion of those children who were considered gypsies for sure (on average: 31,3 %) did show some significant territorial differences. Among the counties the highest proportion (54,4 %) could be seen in Somogy county while the lowest could be encountered in Békés (7,4 %) and in Csongrád (14,8 %). Although, during the correct interpretation of the data in percentages, we cannot forget that the number of interviewed ones in these three counties were only between 27 and 81 on average.

Among the regions, the proportion of gypsy enquired ones is the highest: 44,4 % and 41,0 % in the South Transdanubian (*Baranya, Somogy and Tolna counties*) and in the North Great Plain regions (*Szabolcs-Szatmár-Bereg, Hajdú-Bihar and Jász-Nagykun-Szolnok counties*); while it is the lowest: (19,9 %):in the South Great Plain region (*Csongrád, Bács-Kiskun, Békés counties*).



### 1.3.5 Focus group examination

The questionnaire method cannot be used for the examination of smaller children, since their introspective skills are only about to be developed and they also find it difficult to express themselves clearly. Probably they could not express their problems, desires and future images so colourfully verbally in such a way they can do it via a game or a drawing. The child's most important self expressive way is playing, drawing and the tale, that was the reason why we have chosen these methods to approach them via the focus group examination. Playing is the most natural activity of children which does not have to be learnt, which does not come from the outside world, but which is present in an inborn way from the infancy. Playing helps with acquiring and practising skills and knowledge. It is during playing when the child can work off, express and get over the emotional effects (*let them be positive or negative*) and that is how it becomes a self-healing process for him/her. The child can acquire the knowledge in the easiest way via playing and it is also the best way which enables him to express himself/herself in the possibly deepest way. Although drawing appears at a later age, not in the case of infants, but it is at least as important self-expressive method as playing. The desire to create appears in each and every child (*if his/her surrounding does not suppress or criticise it*) and drawing is one of the most evident ways of it. The drawings of children are always emotion- driven which means they do not draw the reality but what reality is like in their soul and fantasy. Thus, what is important for them is bigger, more colourful and more detailed in their drawings, while those parts which are less emphasized are drawn in smaller, more draft-like forms. Their drawings tell us a lot about their feelings, too: the bright "cheerful" colours represent the positive feelings, while the dark ones represent the negative ones. The world of tales is also very important for the soul of the children. With the help of tales they can experience and come to terms with their conflicts and problems without having to get into conflict with anybody. The child, while listening to a tale or telling the tale, always identifies himself/herself with one of the characters (*usually with the smallest and most defenceless one*), and by doing so he/she reflects his/her feelings and problems into the character. This projective skill is exploited by the tale tests used during the psychological tests, from which we used some elements during our examination.

In the focus group tests children aged 8-12 participated. We defined the lower limit in 8 because in the case of children who are younger than this limit, some verbal or grapho-motoric skill obstacles might have occurred during the technique chosen by us. When defining the number of the group participants, we have had to take into consideration that the attention of the examined age group can be engaged with difficulties in the form of a big group. Therefore, the number of the group participants was maximised in 5. Each group was led by two adults so the children got personal attention during the examination. The reason why we did not make them carry out the tasks in situations for two was that then they would have wanted to satisfy the expectations of the adults. The division with their companions (*e.g.: in the case of values*) helped them to express their feelings in a more honest way which is closer to their real lives. In order to filter the age group specifics from the results, we also completed the examination with those who live in families. So we led small group activities with 59 children living in children's homes (*34 boys, 25 girls*) and 39 children living in families (*from now on: control group*) (*18 boys, 21 girls*). 5 or 4 children participated in the groups. The examination was of playful nature, the children took part in them happily without any constraints.

The examined fields of the games were the followings:

1. The selection of the preferred values
2. The definition of the three wishes
3. Future image
4. Sharing the positive and negative experience

### ***1. The selection of the preferred values***

The children were given small cards in which there were the following 20 words: family, house, child, book, music, love, romantic love, computer, car, disco, friends, dancing, playing, football, drawing, excursion, sport, TV /VCR, tale and animals and they also got an empty sheet of paper onto which they could write anything. Their task was to choose which was the most important for a man according to them, and during two further rounds they had to choose the second and third most important things. In all the three cases they shared their points with their companions and also gave their arguments.

### ***2. The definition of the three wishes***

During the definition of the wishes we did not ask them directly about their wishes, but in an unfinished tale a small child dreamt that a fairy was about to make three of his/her wishes come true. The children had to say what the dreamer wished. We chose this method, since by doing so, the limits experienced in their own lives had less effect on defining their desires.

### ***3. Future image***

Since the children find it difficult to define how they imagine their future, or more exactly we were rather interested in to know their ideas about what their adult relationship system would be like, we asked them to draw their 25<sup>th</sup> birthday. We were interested in who would be in this drawing because it has been known by even an 8-year-old that important people appear on a birthday.

### ***4. Sharing the positive and negative experience***

Concerning the positive and negative experience, again we did not ask them directly, but via an unfinished tale we formed such a situation where usually a small child told his/her friend what positive and negative things had happened to him/her. Therefore, the children were given the chance to share even their most embarrassing experiences without undertaking them as their own ones.

### 1.3.6 Sociometric examination

For the measurement of the social interactions of those living in state care sociometric (*further on the method in the conclusion no.2*) questionnaire was used which we carried out in the classes of the children.

#### **Conclusion on the method of the sociometric examination (2)**

It was Lévy Moreno who worked out that method which became well-known as sociometry and which intends to reveal the informal group structure. The thesis of Moreno was that the network of spontaneous associations (*the relationships evolving at workplaces*) is the latent background of the institutional systems consisting of statuses (*schools, companies, firms, etc.*). According to him, the human relations are primarily based on emotions and sympathy. His aim was to reveal this hidden network with the tools of choices based on sympathy. The sociometric system worked out by him as an analytical method contains such questions which are about whom the given person would choose as a partner in important life situations. According to Morano's way of thinking, these choices equal the spontaneous emotion driven connections thus, we can get a picture of the latent relation network evolved within the institutional framework. With this method, the sympathy based relationships can be seen, namely that who is liked by who in a given community, who is in a closer, more heart-to heart relationship with who, etc. Based on the answers, the group relations among the enquired ones also show up, and furthermore the status of the given person and his/her closer relations within a given community. One of the innovations of Morano in sociometry was the invention of the sociogram in which certain people are featured by points, while the relation between them is represented by lines, so the system of connection can be featured, drawn graphically as well.

In Hungary it was Ferenc Mérei who made this system known and by whom it became further developed<sup>9</sup>. The version suggested by him is called sociometry of multiple aspects, with the help of which, we can not only get the individual's place in the social field, in the group, but we can also get a picture about the community itself and the different functions of the individuals playing within the group. Based on the results, we can conclude whether the composition of the community is favourable to sort out the given task and whether the group is capable of a performance requiring common effort or not. Furthermore, we can also get answers to such questions like: is the community the type to where the members joyfully belong?; do the members insist on the community?; are there isolated lonely individuals who do not really have relationships in the community, etc. Via the sociometric survey of multiple aspects, not only the choices based on sympathy but also function natured choices can be analysed. To this latter one such questions belong which examine the community fitness, the individual characteristics and skills and the professional competence. The questions are usually formulated linked to a real situation and in general. While filling in the questionnaires, the members of the given group, communitiy actually vote about who counts to be the best concerning the given characteristic and ability. Sociometry works with questionnaire technique. However, if it is needed it also records via direct enquiry the examined ones' personal relationships, affections, towards which they are neutral, whom (*in what connection*) they appreciate, value and accept.

In other words, what emotions and reactions the members of the group arose evolved in each other. By doing so, we can get a picture about almost the whole network of the examined people's relations. The questions forced the examined (*enquired*) person to choose, to unintentionally rank his/her mates based on the given aspects. In the sociogram each and every person and team member is marked by a (*numbered*) circle. The relationship evolved between two people is marked by a line. Naturally, the different connections and relations must be expressed according to the aim of the study. This is the most important part of making a sociogram. It has to be shown exactly that how many mutual, meaning returned and one-sided relations a person has, how many people he/she has chosen as partners, how many people he/she has acknowledged according to some aspects and among these people how many have chosen him/her. How many lonely, isolated people who were not chosen by anybody, there are in the group, etc. Based on only the proportion and the relation of these can be the sociometric structure of the group determined, and practically useful consequences can be drawn. During our research, we were interested in the status of children in state care inside the class, therefore we carried out our analysis focusing on them.

Considering the process of the examination we have searched the school of 150 such children living in state care who attend classes of the ordinary curriculum. As a lower limit, we have chosen the fourth class, while the upper limit was the end of secondary school. The arrangements have run into countless difficulties, for example: the schools unanimously rejected the research, it turned out about the children that they did not attend the classes because in several cases they were private students or in a lot

<sup>9</sup> Ferenc Mérei [1971] (2006). *The hidden network of communities*. Budapest: Osiris Publisher

of places the examination could not be carried out due to the lack of parental permissions. Finally, we could record the questionnaire in 16 classes. Among these, there were 12 primary school classes and 4 secondary school classes. The smallest community consisted of 12 students, while the biggest one was made up of 28 students. 8 schools from big towns, 1 suburban school, 6 schools from small towns and 1 village school got into the examination. The number of the examined children was 20 since there were such classes where more children living in state care attended, too (*12 girls, 8 boys*). They had lived in state care for 3.3 years on average (*minimum for 3 months, maximum for 11 years*). The average age of the children was 14.7 (*12 was the youngest and 18 was the oldest*), 40 % of them (*8 students*) were too old in their own class.

The questions of the questionnaire consisting of 25 topics can be ranked into the following categories:

- Choices based on sympathy;
- The roles and functions in the classroom;
- Positive features, talent, popularity;
- Choices based on antipathy, negative features;
- Negative popularity;

The questionnaire was self-filling typed, the children could write minimum one, maximum three names to each question.

### 1.3.7 Diagnostic client groups, as an analytical method

This form of our analysis gives us the chance to support the information coming from the questionnaire data recording with the experiences deriving from the diagnostic client groups. These diagnostic client groups were realised mainly by the social therapeutic role-play and other such activity forms through which the aim was not only the chance of diagnose but also the mental enforcement of the children and youth.

All the latest examinations carried out among adolescents and youth show that the teenagers' self-awareness sensibility is high<sup>10</sup>. This meant us a good basis, too: between 2004 and 2009 these above-mentioned group activities were carried out in 12 children's homes. These were arranged from the following counties: Bács-Kiskun, Jász-Nagykun-Szolnok, Veszprém, Hajdú-Bihar, Baranya, Szabolcs-Szatmár-Bereg and Pest. Our research and experimental pedagogic programs were in progress during half a year in all the 12 children's homes. These half year programs carried several such activities of diagnostic nature in themselves which are useful to make the results of the questionnaire examination more nuanced. In the study we published 8 *conclusions*.

In this program we thematized such topics as trust, interpersonal relationships, norms and guidelines, trauma treatment, feeling of defencelessness, self-determination, relation to performance and future image. The groups, concerning the age, consisted of children and youth aged between 15 and 24 and in one case between 12 and 15. The groups had one constant leader (*educator, social worker, psychologist or therapist*) and besides a facilitator-helper co-group leader. Their work was also helped by an authentic helper (*his/her presence represents one of the specifications of the methodological nature of these groups, called KÁSZPEM®*) who was brought up in state care, too.

The group activities concerning the dimension-like frames took place in one of the separated rooms of a given children's home or in Szeged in the Methodological Estate of ÁGOTA® Foundation.

One of the strong elements of these gatherings was the socialtherapeutic roleplay intentionally used with diagnostic aim<sup>11</sup>. This method offers alternative play forms to improve our perception and that of others, the social behaviour within the group, the perception, the structuralisation and the solution strategies of the actual problems. This assisting and analytical method prefers the building onto the clients' healthy self parts, it can mobilize the self-assisting and self-healing power of these. At the same time, the current group member's rhythm and knowledge level are also taken into consideration. The groups also help the development of the social norms, too. People are inevitably strongly influenced by the thoughts and deeds of others<sup>12</sup>. In these groups we used pictures and symbols in most cases in order to help the children and youth get closer to the privation of the deflective mechanisms (*The usage of symbol for instance, an animal suitable for an imaginary ride which takes us to the place where we long to be. An imaginary photo can be also useful which can such a snapshot as well, when we felt happy or even sad. The usage, the division and the introduction of these pictures and symbols, the publication of the experiences related to them and the self-reflexion feedback followed by it are all one of the most effective ways to get to know the emotional and life status characteristics of the children and youth.*) In each and every group it was also important to listen to the extreme behaviours<sup>13</sup>.

The method itself was also considered to be important because of the self-knowledge nature of the experimental pedagogic problems of our methodological foundation. Those self-knowledge groups which apply the socialtherapeutic roleplay (*more on the method in conclusion no.3*) work with the three changing and relating dimensions and reflexions of the person. Here is the biographical background from which the individual has evolved and which forms the behaviour, the experiences and the attitude of the given person in a determining way. The second dimension is the actual physical and mental state,

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<sup>10</sup> Dr. István Koncz: Adolescent – incline, Urbis Publisher, Budapest 2005, page 28;

<sup>11</sup> Adelheid Stein: Somewhere a flower blooms for everybody – The group method of the socialtherapeutic roleplay; Published by: Hungarian Socialtherapeutic Roleplay Association, Budapest, 2003. page 34.

<sup>12</sup> Eliot R. Smith – Diane M. Mackie: Socialpsychology, Osiris Publisher, Budapest, 2004, page 483;

<sup>13</sup> Fran Newman: Children in crisis situation, Pont Publisher, 2004, Budapest, page 43;



while the third one refers to the future plans, intentions, secret desires and visions<sup>14</sup>. The self-knowledge groups are good diagnostic research tools in general, too. They help the client reach his “inner peace”<sup>15</sup>.

Undoubtedly, it is “one of the big inventions of our era”<sup>16</sup>. While at the same time, it is also a useful field of the information coming from impressions<sup>17</sup>.

We have worked from the methods of the socialtherapeutic roleplays with general adventure games, problem centred games, group centred fantasy and contact games. We could get to know the self-knowledge opportunities of the group members and also the possibilities of their perceiving others, the type of their answer giving and their attitude towards their present and previous adventures. The group leader therapist has undoubtedly a huge responsibility since his/her reassuring effect prevailed in the group<sup>18</sup>. Body language also had significance in the groups<sup>19</sup>.

We could acquire information through these games about what the group member hopes, what sends him/her into despair, what he/she considers the biggest aim in life and what reasons he/she has to change a given situation. These issues have been thematised in the questionnaire data recording, too. Though in these groups, we could get acquainted with the socialisation, traumas, desires and all other aspects considered important by them from the aspects of those living in children’s homes in a by far much wider dimension.

### ***Conclusion on the socialtherapeutic roleplay method as a diagnostic tool (3)***

The socialtherapeutic roleplay is an independent method which can be used effectively in the fields of socialtherapy, adult education and supervision. It can be separated well from other treating methods. It adapts to the activity strategies of the social work/socialpedagogy, it adjusts to the attitude and behaviour form, basically characteristic for this profession. It takes those clients’ characteristics into consideration who are in social state of emergency, in crisis or in extreme situations. It also deals with the reasons why these concerns have occurred, it explores those behaviour forms which might help to foster changes or to stabilise the situation and it enables the development of relationships. The games are divided into perception based, group focused and problem centred ones. Before the socialtherapeutic games we usually play warm-up and empathetic games. These are usually such well-known games the aim of which is to bring the group members in.

The aim of the games based on sensation/perception is to help the self-perception and that of others, they deal with the conscious and forgotten movements of the individual life story, the guilty conscience and the existential crises. In case of these games, the followings are characteristic: confrontation with some experiences and feelings related to certain pictures or objects, empathy towards others (their life, their personalty) and the determined usage of symbols. The group centred games bring back or enable experiences within the group. They reflect the structure of the group and the group process or they deal with the characteristics of the relationships formed in the group and the peculiarities of the relation towards other groups. Their aim is to make up for the social gaps, to change the attitudes and to increase the decision making and the conflict bearing. As a game form, here we apply roleplay which becomes symbolic due to the indirectness of the group themes. The problem centred games deal with the experience or activity aspects of a problematic or embarrassing (frustrating) situation. Their aim is to analyse the problem, to work out the activity forms and to get over insufficiency or the feeling of omnipotence. The game used here is also roleplay which might become symbolic due to being indirect. The socialtherapeutic game follows certain rules which help the client learn how to help himself/herself. There are rules which are relevant generally and also such rules which are characteristic only for a given game type. The rules are compulsory concerning both the group leader and the group members.

<sup>14</sup> Herbert Huber-Walter Schild: The lake of desires – socialtherapeutic roleplay in practice, Published by: Hungarian Socialtherapeutic Roleplay Association, Budapest, page 99;

<sup>15</sup> Imre Csernus, Lívia Mohás, Péter Popper: Healthy individual – sick society? The safety of fake illusions, Saxum Publisher, Budapest, 2006, page 1;

<sup>16</sup>János Rudas (editor): Self-knowledge Groups, Animula Publisher, page 10;

<sup>17</sup> József Forgács: The psychology of social contact, Kairosz Publisher, Budapest, page 71;

<sup>18</sup> Dr. László Tringer: The healing conversation, Hiete Publisher, Budapest, 1998, page 99;

<sup>19</sup> Dr. Richard Woolfson: Child body language– What do the signals and expressions of our children mean? Trivium Publisher, 1996, page 7-10;

The group leader often shows the rules by providing values. The group leader must take the following aspects into consideration:

the problem is more important than the rule; -the group leader knows and keeps the rules, in an extreme case the problem can make it reasonable to break the rule; -feelings or experiences must be always attached to objects or pictures; -neither the group leader nor the group members interpret the others' comments (they have to stay on the level of pictures); -statement in connection with the other group mate's problem is given via empathy;-the group leader also participates in the game, while he/she keeps the suitable distance; -the game descriptions and guidelines make it possible for the group members to occasionally "omit" certain tasks; -the pace of work and the depth of solving are determined by the group; the group leader controls the group process by giving role and identificational feedbacks; -nobody in the group is left alone with his/her dramatic experiences. It is the group leader who provides support if the group members have been unable to do so, yet; -the practicability of a behaviour model can be measured via its consequences. There is no prejudice; -it is not practical. These solutions cannot be used only in extreme cases, since mostly they serve as a precious learning possibility; -a contract is so called bound with the participants of the socialtherapeutic roleplay;

The process of changing tends to refer to the level of experience in some cases and to the level of activity in other cases. Each and every meeting is followed by a thorough evaluation and by doing so, the procedure of the processing of the group problems and the individual statements alike can be forwarded. The socialtherapeutic game is fundamentally a group method. Depending on professional reasons, it can be used individually or together with other methods.

**On the one hand, the method helps to provide such considerations of diagnostic value which might lead to psychosocial treatments within socialtherapy, on the other hand in itself it contributes effectively to mature personally both the clients and the social workers /socialpedagogists. According to our starting point there is mutual interdependence between the diagnostic and the therapeutic process, thus the statements of diagnostic nature have already contained the aspects of the change while the statements in connection with the procedure of change –no matter how limited it is- provide diagnostic aspects. The social worker/socialpedagogist encounters diagnostic signs when, during the game and the conversations followed, faces the social behaviour and the conflict solving ability of the clients and the group. He/she gets acquainted with the possibilities of the group members concerning self-perception and perceiving others, how they initiate and give answers and what their attitude is like towards their previous experiences. He/she also gets information about what the group member hopes, what sends him/her into despair, what counts to be his/her life aim, what he/she considers as value, what motivations he/she has to change a situation and slowly learns the strengths of each client which might be the guarantee of "over-learning" for them.**

The socialtherapeutic roleplay would like to increase the social competence and extend the behavioral set. Its direct aim is to develop the ability to gain experiences related to the group members, ourselves, and the joy of playing.

### 1.3.7.1 *About the records of diagnostic clientgroups*

We have administrated both with process records and so-called game records the happenings of the diagnostic client groups. The process realised during the group activities was anonymised in the ordinance of these documents. By doing so, our aim was that when we use the references (*supports*) in it, we can preserve the data of our children and youth being in the groups. With anonymity we wanted to ensure the unidentification of the child. When we quote from these diagnostic minutes, we do so by calling the person talking about his/her feelings and experiences by a fantasy name or a strange monogram.

### 1.3.8 *Interview- conversations (individual and group)*

Our interviews which intended to support our observations completed in the field (*this is the space of those who have integrated into society*) largely differ from the inquiry method of the questionnaire. In the questionnaire examinations, the questionnaires are always strictly structured. As opposed to this, we have thought it more useful to do semi-structured or rather structureless interviews among young adults already integrated into society (*or are in the verge of the integration*). Compared to the questionnaire inquiry, the qualitative interview is such an interaction between the interviewer and the interviewed in which, though the enquirer knows roughly in advance what he/she would like to know, his/her plan does not cover either the specific formation of the questions or the exact order of the questions<sup>20</sup>. We have paid special attention to record the interviews in the most direct and most natural way. Naturally, we also tried to give a main direction to the conversations. The main directions basically served the introduction of the possible life routes considering that the aim of our interviews was also this, namely the acquaintance of the so-called successful life paths. The 5 interviews released here are only fractions of the whole, although they are perfectly suitable to make us feel for the fate of these young adults. We also have to make clear what we mean under the term of success.

By no means how success has been defined nowadays or how it is shown by the media in a so-called sensational way. Therefore, we have not looked for stars grown up in state care, wealthy businessmen concerning their financial existence, or successful public figures but such average former state cared people who could integrate into society and who, as adults live their everyday life satisfied with their circumstances. Such people who live in relationship and who are appreciated in their surrounding. Those who have a workplace and a self-contained home. Under a self-contained home, we do not necessarily mean a self-owned house or flat, but such independence where the given person can take care of himself/herself in a surrounding formed by him/her. A further aspect was the he/she had to have a child but if it was not so, that was not an exclusive reason. Finally we decided to introduce those subjects who do not have children. Therefore, we handled the definition of success on the level of our everyday knowledge. In other words, the interviewed person should live among such circumstances as average people do in Hungary. The main topics of the individual and group conversations along which our conversations took place covered the followings besides the general introduction:

- time spent in state care, experiences in connection with the circumstances of getting into state care;
- the experiences of the stay in foster and children's home;
- important people in the interviewed's life in the institutional years;
- experiencing the individual situation in the outsider relationships;
- determining positive and negative experiences;
- the issue of further education, getting a profession and the circumstances of getting out;

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<sup>20</sup> Earl Babbie: The practice of the Social Research, Balassi Publisher, Budapest, 2001, page 336; (*the translation was based on the edition: Earl Babbie: The Practice of Social Research, 9<sup>th</sup> edition, Wadsworth/Thomson Learning, 2001*);

- the period of integration, keeping in touch with the companions;
- undertaking of fate or negation and discriminations;
- love relationship and family image, experiences acquired in this field and having children;
- opinion about the circumstances and difficulties of companions living nowadays;
- any other opinion which –according to the interviewed- might be important to make the society understand youth having such fate, better;

In our present research publication we use the interviews with supportive nature by quoting certain parts or in some cases, the whole interview. The content analysis or context examination of the interviews are not part of the publication of this research. For these, it is not completely suitable as far as I am concerned.

### **1.3.9 Observations (in a non intervening way)**

Our observations get emphasis in this work also with supportive nature. While using the measure tools during our research, we always have had the chance to observe. During the questionnaire examination the circumstances experienced in the children's home, our experiences acquired during the interview recordings or the informal gatherings and the morals of the children of the diagnostic client groups (*for instance.: time spent together besides the group activities*) were all parts of the observation. Our observations come from those spontaneous experiences which we saw and perceived between 2004 and 2009 in connection with children and youth taken out of families and the involved ones related to them. These experiences cannot be described with any general rule, though they served as perfect tools to evaluate and interpret certain situations in a much deeper way.

## 1.4 Ethical guidelines of our research

As I have already referred to in previous subchapters, we tried to do our best to ensure that our research, concerning those taken out of families, meets even the most severe ethical norms.

### 1.4.1 *About our permissions and the volunteer participation of the ones taken part in our research*

The norm of volunteer participation was a primary aspect. During all the examinations we informed the involved ones (*the children, youth and guardians involved in the examination, the departments of the ministry in charge, the directories of the Regional Child Protective Professional Service, the directors and professional leaders of the institutes and children's homes, pedagogist tutor colleagues and caregivers alike*) about the aim and method of our research and after we asked for their agreement. We have also gone to several educational and professional meetings and forums with my colleagues where we also introduced our method. We have also drawn the attention to the fact that we intend to examine only those who can help us in a volunteer way after giving their free agreement. It had great importance since for instance in case of several of our diagnostic groups, it happened that the children were not delegated on a volunteer basis (“...well, I had to come because my caregiver told me so...”) by the institute –*invited to the experimental pedagogic program*-. These children were also informed about the importance of the volunteer participation. After learning this, many of them decided not to participate. We respected it. During all the questionnaire inquiries and the usage of all other measure tools, we put great emphasis on asking the approval of the involved ones. We also got these approvals from the guardians in written form.

### 1.4.2 *About the protection, anonymity and secrecy of the ones taken part in our research*

Usually, a research, like ours as well, can guarantee anonymity only in that case if the answers cannot be identified with the answerers, in other words neither the reader nor the researcher knows who said what<sup>21</sup>. The co-operative department of the ministry in charge and the NCSSZI together with TEGYESZ released the serial number anonym database. From this, we could carry out the sample taking for the *questionnaire examination* and of course besides these, we also had to possess the data of the ones who had got into the sample (*the identification was completed by the colleagues of the above-mentioned institutes and also they were the ones who helped us get the guardian permissions*). We could get to the involved ones only based on these. In this process we were given countless advice from the employees of the NCSSZI who had already participated in some of our previous researches. We followed the data protective aspects advised by them (*one of the examples was the sample of the so-called ESPAD-research*). As soon as the inquiry was completed also in an anonym way, (*which means neither the names nor other data of the children and youth were on the questionnaire*), then we shredded the database containing the data of those who got into the sample (*name and address*) in the presence of a legal representative and witnesses. We did so with not only paper-based data but also with in case of all electronic forms (*destruction of CDs and final cancellation of electronic documents and files*). By the time we fixed the answers given to the questions of the questionnaire, we had not possessed any personal data, in other words in the case of the questionnaire study we also satisfied the criterion according to which it became completely unidentifiable who gave the answers for the given question.

Although in case of the other measure tools (*sociometry, focus groups*) there was no need to carry out such sample taking process, we also shredded those data while preparing them. **Each and every information released in this research is anonym and unidentified.** In case of our *diagnostic client groups*, the subjects of the diagnostic records were given fantasy names and in order to avoid the identification of the institutes, we used numbers. So, the number of children's homes ranges from 1 to 8, but from this nobody knows which children's home it is about. Keeping the group secret also served the protection of the groups. This affected not only us (*who led the groups*) but also the children themselves.

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<sup>21</sup> Earl Babbie: *The practice of the Social Research*, Balassi Publisher, Budapest, 2001, page 535; (*the translation was based on the edition: Earl Babbie: The Practice of Social Research, 9<sup>th</sup> edition, Wadsworth/Thomson Learning, 2001*);

In case of each and every group one of the aspects of the formation was the group contract. Keeping the group secret was also part of the commonly set up system of norms (*rules*). This means that not even the group members can talk about the happening behind the other's back, or forward it. The group secret gives a guarantee not only to the fact that whatever happened there remains among the members, but it is also at the same a guarantee of honesty and trust. All such pieces of information which we use from the diagnostic records in order to support other examinations in this publication are only quotations and no identifiable personal data can be taken out of them. Fixing the answers of the questionnaire in an anonym way, providing the group participants with fantasy names and not letting the institutes be identified all served the complete anonymity. We aimed the same range of anonymity concerning the subjects of the *interviews* and the involved people *in our observations* alike (*fantasy name and scene, etc.*)

### 1.4.3 About the ideology exemption of the research and other ethical references

I find it important to call the reader's attention to the fact that this publication is really exempt from any political, religious or ideological belief. Our present publication does not intend to intervene into the process of the national child protective structure or into the professional work going on there, but it is devoted to write down its reality in such a way and measure as this social field can become accessible for us. Our aims as we have already mentioned are clear. Along these aims, none of our statements intend to qualify. If somebody does feel that these released pieces of information have a qualifying nature, for that person I advise to take it into consideration that this research releases experimental facts, not opinions. A given opinion might become the subject of a debate, but the situation is different with the facts.

The ethical norms referring to the client groups, the ethical codex of the social work and the ethical codex of the psychologists served as the basis of our research during the whole time.

The interpretation of the ethical codex of the Association of the American Opinion Researchers (*AAPOR*) and last but not the least the ethical codex of the International Sociological Association (*ISA Ethical Codex, about which more in the 4<sup>th</sup> conclusion*) also served as a basis when thinking over the ethical questions of our research. The definition of the ethical requirements studied by us are in accordance with the statements of the Hungarian legal system concerning the protection and rights of the children and youth. We also met the expectations of these legal criteria.

#### **Conclusion on the statements involved in the Ethical Codex of the International Sociological Association (ISA)(4)**

The Ethical Codex of the International Sociological Association (ISA) consists of a Preamble and the four groups of the particular Ethical Norms (Standards). The ISA membership makes the members follow these rules. The Ethical Codex does not give details, does not cover everything and it is not rigid. Therefore, if a particular behaviour does not participate in the Codex, it does mean in any sense that that behaviour is ethical or unethical.

##### Preamble

The sociologists' aim is to get reliable and valid information about the world via their researches and by doing so, to contribute to the improvement of all the human life conditions. The aim of the Ethical Codex –like the aim of the symbol of the ISA identity- is to

- (1) provide protection to all those groups and people who are either participants, either subjects of the research or sociologists, furthermore
- (2) to serve as a behavioral guideline and by doing so, to define such expectations for the ISA members which prevail both in the context between the members and in the context between the researchers and the outer society.

From all of those who accept these behavioral rules, we expect to respect them, to interpret them in good faith and to make them widespread.

Every sociologist - based on his/her own culture, research experiences and personal values – can enrich (*complete*) the Ethical Codex. He/she can complete it, but cannot break the behavioral rules laid down in the Codex. It is the personal responsibility of each and every sociologist to meet the behavioral expectations of the highest level. The successful implementation of the Ethical Codex is primarily based on the self-discipline and self-control of the appliers.

### **1. Sociology as a scientific and practical field**

As from a researcher, we also expect from a sociologist to accomplish his/her work (*let it be national or international*) based on the principle of fairness; irrespective of age, sexual attitude, ethnical, religious or political affiliation without discrimination.

- 1.2 The group work, the cooperation and the mutual (*experience*) exchange between the sociologists are all necessary for the sociology to achieve its aims. Furthermore, we expect from the sociologists to take part in the scientific debates in connection with their own and also in connection with the others' work.
- 1.3 The sociologists must be aware that their point of views (theses) affect the society. Therefore on the one hand, their responsibility is to be as objective as possible, on the other hand, they must be aware of the fact that their research results do not give a final answer (*they are of enquiring and relative nature*) and they should not hide (*they should make open*) their ideological affiliation. Neither of the sociological aspects can be shown as the truth beyond dispute.
- 1.4 The sociologists must keep the favourable image about sociology evolved in the society and must also preserve the integrity of their discipline: this obviously cannot mean that they should give up their critical way of thinking in connection with basic theses, methods and achievements.
- 1.5 The sociologists must act based on the principles of extrovertiveness, the critical attitude and the appreciation towards other scientific approaches.
- 1.6 The sociologists are expected to respect the rights of their students and clients.

### **2. Cases in connection with the research**

#### **2.1 Data collection**

2.1.1 The sociologists, as researchers must make those methods public through which they acquired their data.

2.1.2 They strictly have to respect the research subject's and the data provider's safety, anonymity and the right of disposal over their personal data let it be a qualitative or a quantitative research. The resource of the data acquired by the researchers must be handled confidentially except for that case when the data providers approved its publication. In case the data providers can be easily identified, the researchers must clearly call their attention to the potential consequences followed by the publication of the research data and results.

Giving fee to the data provider –although theoretically it cannot be excluded- must be avoided as much as possible. If fee is given, it must happen beside unambiguous conditions with special regard to the reliability of the provided information.

2.1.3 From those sociologists who have access to the research materials, we expect to respect those private pieces of information which they acquired through the data collection. If they work with data coming from historical archives, they must keep the given country's laws, the norms accepted by the international scientific community and the rules of the given archives.

2.1.4 The research subjects' and data providers' approval must be received in advance. The hidden research must be avoided in theory, except for that case when this is the only way of getting the information or when those who are in power hinder the access to the resource of the information.

### **3. Publication and communication of the data**

3.1 The collected data during the sociological research work and the research work itself form the intellectual possession of the researchers, who theoretically have copyright, too.

3.2 It's a principle the researchers are entitled to permit the publication of their research or to have it released covering its expenses.

3.3 The researchers have the right to make sure that the sponsors do not manipulate the research results and do not take them out of the context.

3.4 The scientists, sponsors, technical and other contributors playing significant role during the research must be mentioned in the publication followed.

3.5 The database cannot count to be public property until the researchers have named the resources of the data and the way they were collected. They must do so in reasonable time. They must make it possible that other researchers –deciding over their authenticity- can look into the still not final database\* .

3.6 The already released publication about a research must be considered as something which has become part of the society's common knowledge and the background knowledge of the scientific community. As a result, it can be commented and judged freely and the researchers can also freely react to it.

\* Accepted in the session 26-27 of the ISA Executive Council on the 26<sup>th</sup> of November in 1996 in Colima.

#### **4. The usage of the research besides science**

4.1 The results of the sociological researches might arouse public interest. Their spreading in which people's fundamental right to be provided with information is manifested cannot be prevented. Nevertheless, the researchers must be aware of the dangers of the distortion, simplification and manipulation of the research results which might occur in the interpersonal and mass communication. The researchers must be able to intervene and correct, and they also have the right to do so, if their work is misinterpreted or used for harmful purposes.

4.2 The researchers must stay away from giving their professional opinion in such questions in connection with which they do not possess deep enough knowledge when they participate in a public exchange of views or in a political debate.



## 1.5 The summary of the methodological background of our research

In the background of the **preliminaries** of the ÁGOTA<sup>®</sup> Research (2004-2009) our intention was to establish such an assisting pedagogic module which largely contributes to the integration of those having been taken out of families.

In order to accomplish this pedagogic pursuit (*KÁSZPEM*<sup>®</sup>), we considered it important to research in this field. We thought that a national, state rationalizing study might get us closer to acquire such an authentic knowledge base onto which we can really build. Naturally, our examination is also completed by the 12 years of experience obtained as assistants in children's homes.

When defining our **aims** (*besides our helping intention based on our experiences*) we also found it important to acquire really authentic research results and to develop a closer relationship with the issues. Our further aim was to help our colleagues to find their way in this field, and also to make think and encourage to act. We also wanted the material of this work to serve as an effective tool of the national adult and tertiary education.

In the context of **our analytical units**, we have primarily considered those living in children's homes (*aged 8-25*) but we have paid special attention to those getting out of state care (*aged 22-45*) as well. We have examined the legal background and structure of the home provision alike. We have also gone through all the writings published in the form of technical literature or other editions relevant to our topic. The general fields of our enquiry were the followings: 1.-Difficult life events, feeling of defencelessness and trust image; 2.-Interpersonal relationships; 3.-Self-determination, norms and guidelines; 4.-Relation to performance and future image;

Concerning the **data collective methods** and measure tools of our research, we have decided to use the following examination methods: 1. Examination based on personal inquiry questionnaire; 2.- Focus group examination; 3.- Sociometric examination; 4.- Diagnostic client groups; 5.- Qualitative Interviews; 6.- Not intervening observations;

In favour of the sample taking process used during the **questionnaire** data recording, we applied a serial number anonym database. Based on this, we accomplished a systematic, random and county-divided sample taking process. There have been significant differences among those who got into the samples (*1732 people*) concerning the diverse counties and regions. **This study is representative nationally concerning both the chosen age group (9-18) and the provisional form.** The proportion of genders did not show significant difference. The age group division has had an increasing tendency.

The examined fields of the focus group are: 1. Selection of the preferred values; 2. Definition of the three wishes; 3. Future image; 4. The division of positive and negative experiences;

**Our sociometric measure** examined the social situation of the ones living in state care.

The experienced facts in the **diagnostic clientgroups** gained emphasis as the support of other measure methods. These represent separate parts in this piece of work.

In our **interview-conversations** we had a close look at the situation of those who had already integrated into the society.

The **ethical** principles of our research were largely determined by the followings: the receipt of the necessary permissions and the participation of the volunteers in our research. We have paid special attention to the protection, the anonymity and secrecy of the involved ones. Our examination was exempt from any kind of ideological or political belief.

**Obviously we could not release all such information in this work what we possess by now. Even thousands of pages would not be enough to do so. We could give only a taste of almost everything. Our research is a gift. It is a gift also for the representatives of the profession. It is not worth reading out, but reading it...with all your heart and soul.**

## 2. chapter

### Difficult life events (traumas), feeling of defencelessness and trust image

*Thoughts from Sándor Szécsényi*

*Children's traumas and feelings of defencelessness before getting into state care*

*Family background and the relation toward it*

*Financial background of the family*

*Family home atmosphere*

*Comparison between family home and state foster home: which would be better?*

*Who initiated state care?*

*The reason of taking into state care*

*The reason of getting into state care in the interpretation of children and youth*

*Emotional relation towards the parents*

*What was bad at home? In the interpretation of children and youth*

*What was good at home? In the interpretation of children and youth*

*Personal affections, emotional safety and trust*

*Keeping in touch with the parents*

*Keeping in touch with the "world": those who visit the children and those who are visited by the children*

*The network of personal relations and its strengths among those children who know their parents*

*The relation to unknown parents from those children who do not know their parents*

*Who is the most important person in the child's life at present?*

*Life conditions of the state foster homes, satisfaction with the conditions*

*Affection to the state foster homes and the caretakers*

*Keeping discipline, punishment, beating*

*Situation at school*

*Disadvantages, discrimination at school*

*Judgement of the treatment toward the child in state care at offices and institutions*

*/Conclusion/*

*Conversation with adults in state care...*

*I.*

## Thoughts from Sándor Szécsényi

For the 2.1 chapter

I was given the chance to write some thoughts for the chapter dealing with the issue analysing the period of the children before getting into statecare. Before I actually start doing so, I absolutely must talk about the whole publication.

About the unique work which is about the national childcare professional provision. Such a deep and representative work has not been published so far since the implementation of the XXXI<sup>st</sup> law of 1997 which is about the the protection and guardianship of children. Owing to János Kothencz and his creative group, we have such a treasury of data from which the experts can glance back at the past 10 years of this field of the professional provision. Furthermore, knowing the process of change and the long completion of this change referring to each and every element of the system, concerning the big provisional systems –and the childcare provision can be also listed here – we can surely state that this work is a good guideline for those who wish to see the next 10 years.

The huge merit of this book is that it was completed with unbelievable thoroughness and expertise. It can also be well used by those who intend “only” to get information in this topic, who would like to draw consequences and also a good base for those who, working in this field of the professional provision, wish to determine the future goals and tasks.

*About the chapter:*

By analysing the period of the children before getting into state care, the researchers tried to explore a very sensitive topic. The happenings before getting into statecare, the family tragedies, the frequently felt defencelessness, the feeling of not being understood leave an unbelievably deep trace in our children. A lot of wounds might reopen while remembering and big emphasis and empathy have to be laid on treating these. It turned out from the materials of the research that our children had got into several life situations before getting into state care. The different family and financial background might conclude in diverse referral reasons. The chapter contains useful information to the experts of the professional provision as well since as it can be seen in some cases, despite the visible circumstances of the surface, danger can evolve. Moreover, it is highly important to those working in professional provision to know the preliminaries and previous life events of the child, since by this they are able to treat the impulses and reasons of their deeds and behaviours.

If we understand them, we have a bigger chance to solve their problems together and to make them get into forwarding and positive situations.

This chapter helps the experts to carry out their tasks more effectively.

Read it, analyse it and make good use of it!

## 2.1 Children's traumas and feelings of defencelessness before getting into state care

In order to accomplish our goals in the field of helping children and youth, it is worth having a closer look at what fate characteristics, potential difficulties and traumas had been present in the children's life before getting into state care. We are going to see how defenceless situations these children got even at a very young age. While we were examining this field, we were very cautious and discreet. We should not lose sight of the fact that the above-mentioned difficulties and their -frequently-traumatic nature cannot be easily shared on their part.

Compared to our previous cautiousness, according to our experience, the children were able to talk about this period in an honest and open way.

One of the important aspects of the state before getting into state care was their family background and their relation toward it.

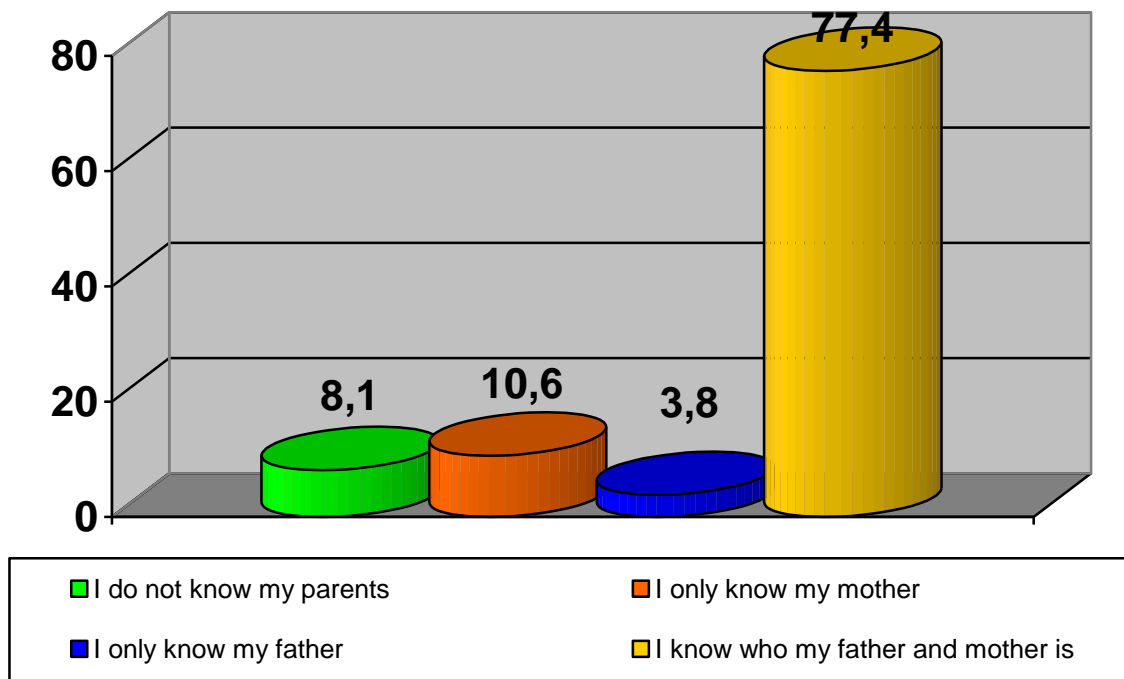
### 2.1.1 Family background and the relation toward it

#### *Knowing the parents*

When introducing the relation to the family, we have to see clearly that a smaller proportion of the children (*141 children, 8,1 %*) **do not know either their mother or their father**. In a double proportion (*250 children, 14,4 %*) there are such children who **know only one of their parents**. From this, we can conclude that only three-quarters of the children (*1340 children, 77,4 %*) **know both of their parents**

Do you know your parents?

	Number of cases	Percentage
I do not know my parents	141	8,1
I only know my mother	184	10,6
I only know my father	66	3,8
I know who my mother and my father is	1340	77,4
Total	1731	100,0



Therefore, from here on, we analyse the relation toward the family concerning the two groups separately: Those who know at least one of the parents (1590 children, 91,9 %), and those who do not know either of their parents (141 children, 8,1 %).

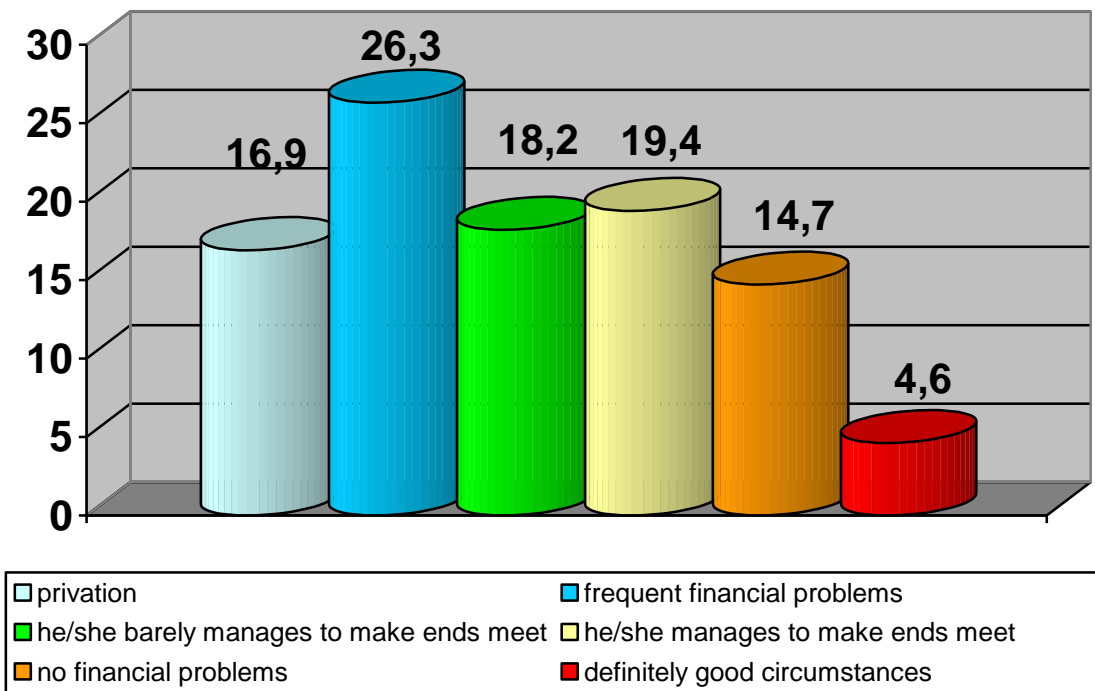
### 2.1.2 The financial background of the family

It is highly remarkable that a balanced picture comes to the children's mind when they remember their financial situation: concerning the financial circumstances, **it is not poverty that dominates.**

A little bit more than 40% of the children (43,2 %) talked about bad financial situation, while nearly 40 % of them (38,7 %) remember financially good and sound circumstances.

According to your memories, among what financial circumstances did you live?

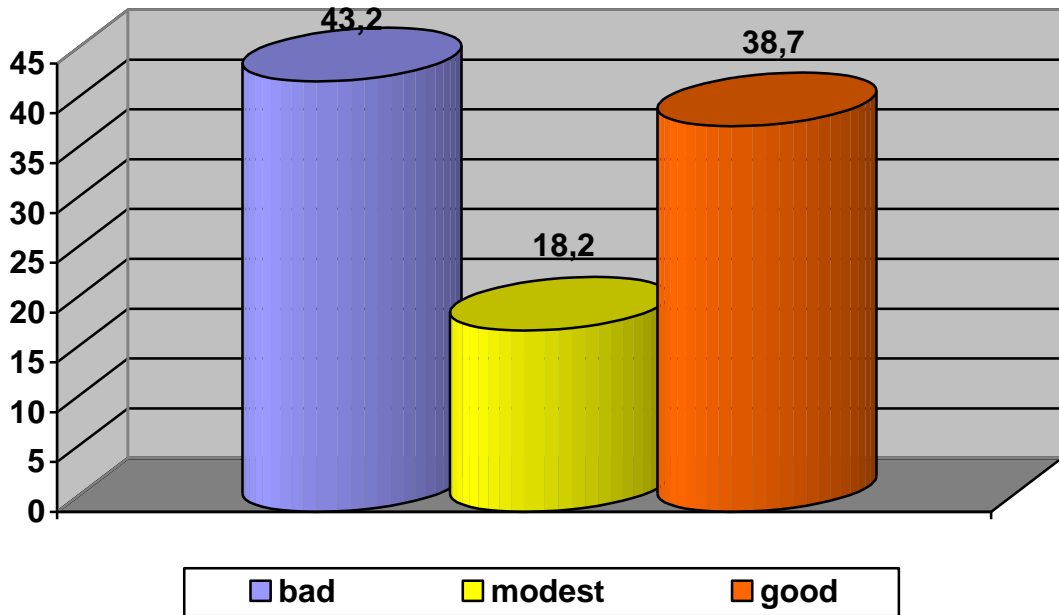
	Number of cases	Percentage	The answerers in percentage
in privation	244	14,1	16,9
among frequent financial problems	380	21,9	26,3
they could barely manage	263	15,2	18,2
they managed to meet ends meet	280	16,2	19,4
without financial problems	213	12,3	14,7
among definitely good circumstances	66	3,8	4,6
Total	1446	83,5	100,0
Lack of answers	286	16,5	
Total	1732	100,0	



If we put together the answer categories of the relatively good financial circumstances, it becomes even more obvious how balanced the picture is (*although while interpreting it, we have to bear in mind that it is built upon the subjective memories of the children, not on objective measures*). Taking it as a basis, we can risk to say that taking a child into state care is a complex thing and in most of the cases, it is not the bad financial situation which plays the leading role.

According to your memories, among what financial circumstances did you live?

	Number of cases	Percentage	The answerers in percentage
Bad	624	36,0	43,2
Modest	263	15,2	18,2
Good	559	32,3	38,7
Total	1446	83,5	100,0
Lack of answers	286	16,5	
Total	1732	100,0	



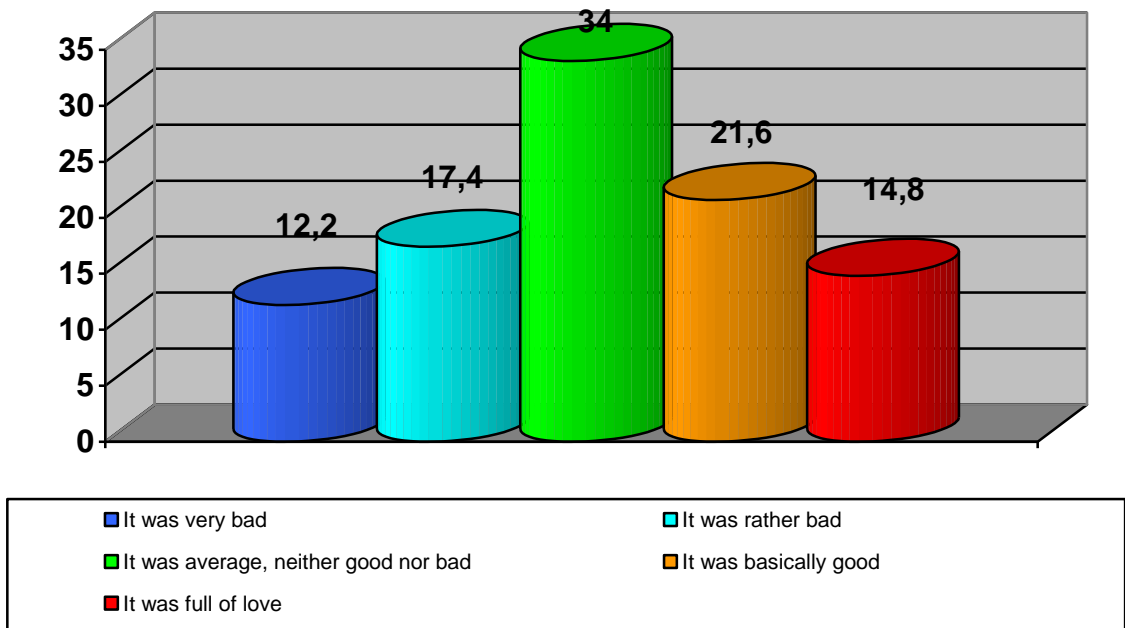
### 2.1.3 Family home atmosphere

The picture is as balanced as in the case of the financial circumstances: for less than one-third of the children means the family house a bad memory, while a bit more than one-third of them remember a good, so to say loving atmosphere. Of course, it is also possible that distance lends enchantment to the view, but one thing is for sure: the children themselves can judge the home atmosphere in the most competent way.

What was the atmosphere like at home?

	Number of case	Percentage	The answerers in percentage
1 It was very bad	182	10,5	12,2
2 It was rather bad	260	15,0	17,4
3 It was average,neither good, nor bad	507	29,3	34,0
4 It was basically good	322	18,6	21,6
5 It was full of love (loving)	220	12,7	14,8
Total	1491	86,1	100,0
Lack of answers	241	13,9	
Total	1732	100,0	
“Average” (1-5): <b>3,1</b>			

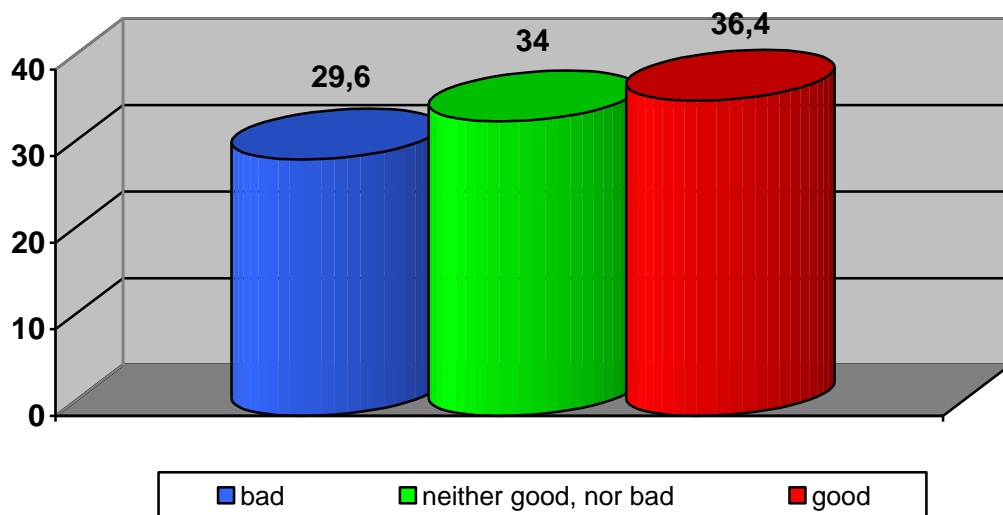




By putting the answer categories together, it just gains confirmation that in the background of taking a child into state care, there are various family-human relations: on the one hand those living in state care do not come exclusively from families having cold atmosphere, on the other hand it happens pretty often that the cared ones come from families with loving atmosphere. Naturally, the indexes of “bad” and “neither good, nor bad” make one think.

#### What was the atmosphere like at home?

	Number of cases	Percentage	The answers in percentage
bad	442	25,5	29,6
neither good, nor bad	507	29,3	34,0
good	542	31,3	36,4
Total	1491	86,1	100,0
Lack of answers	241	13,9	
Total	1732	100,0	



Examining the common occurrence of the *financial situation* and the *family atmosphere*, almost one-fifth of the children (18,9 %) experienced “**bad-bad**” situation! Otherwise, we can find “**good-good**” situation in almost the same proportion (19,3 %). This also confirms that “mixed formulas” occur in most of the cases.

Although, an interesting movement called our attention: it makes a little bit difference how girls and boys and also how the younger (9-14 year-old) and the older (15-18 year-old) children remember. Unanimously *the picture is “darker” in the eyes of the girls and the older children*, and “brighter” from the boys and younger children’s point of view.

This is also true in the case of the financial situation, but it is strikingly present mostly concerning the judgement of the family atmosphere. Ranking one to five how “cosy” the family atmosphere was, we got 3,09 in average, and this average is 2,95 among the girls (as opposed to 3,21 among the boys) and 2,99 among the older ones (as opposed to 3,28 among the younger ones).

As a conclusion, we can state that we encountered the “darkest” picture among girls aged 15-18 (2,86) and the “brightest” picture among boys aged 9-14 (3,36). The former ones’ 38%, the latter ones’ 25% say that the family atmosphere was bad.

/ *During my observations* I often encountered such situations where children in their spontaneous conversations talked about the period before getting into state care intentionally vaguely in front of each other. More exactly, they talked completely differently when they did it in front of each other and when the reason was the attention of an adult (*when they were asked by an adult*). The brute honesty which is shown by the child in a client group can be also felt in the interviews, while in other circumstances conversations about it are much more superficial. /

**Conclusion: Interview extracts about the period before getting into state care (5)**

**I. Interviewed:** „...Yes. When my parents, my mother and my father beat each other up, I also remember that. Then the police and the ambulance came out, because my father bit my mother. He bit her hand through.  
I have rather only negative experiences, I don't think I have any positive ones.  
When once my mother hit me, because I had been bad and I ran to my father who was having a shave. She hit me on the face...  
And then I told it to my father and the following day he reported her. By then my parents' divorce had been in progress and dad wanted me at any costs to be at him.  
My younger brother was hit, too but he was too young...He was about 2-3 years old, I was 6. He knocked some porcelain off a shelf and my mother got really angry. My brother did not dare to climb down from the bunk-bed, but then he somehow climbed down and fell into the porcelain on all fours and cut his hands and legs. That was the reason why he was smacked in the face.  
And once he climbed into the kitchen cupboard, too and knocked down 30 plates, knocked them down from the shelf, they broke, I remember then he was also hit. And my mother did not let me see my daddy...  
My mom had some locks fixed on the rooms and when daddy came home, she closed the door with some kind of a chain.  
And when daddy came, I always opened the door quickly so that mom could not see and then I got a kiss from daddy.  
I said hello to him. But as soon as mom noticed it, she closed the door.  
I was beaten up more seriously on several occasions as well, but I can't remember those. Only...my siblings told me about those.  
The first time I felt helpless concerning everything was when my mother tried to commit suicide on several occasions, and well she had kept on saying 3 months before she died that she would kill herself and in the very last evening of her life she said what she would hang herself, that she would put the rake crosswise and then...and she said it almost every day how she would...And after a while I got bored of it and thought she was talking nonsense. This last one was very serious, she put on make-up, she had a bath and we hid those things, the extension cord and the rake and we went to sleep, because she had gone out. And when she came back, she hanged herself onto the banisters but with the dog leash...  
I was 11 years old...”

**II. Interviewed:** „...All I know about getting into state care is that my mother left me in the hospital together with my twin sibling. That's all... A soon as I was born, she left me there immediately. She abandoned me. I only heard that...”

**III. Interviewed:** „...There was a lot of aggression at us. Despite the fact that my parents were quite educated. My mother was a teacher and my father was a locksmith, but I consider him an educated man, too. Mom often beat us up. Dad never beat us. Although, mom even broke glasses on us on several occasions. We were hit until we finally went to school.

It was before I turned 6, until then and as soon as I went to school, I was not beaten. Before the age of 6, when we went to kindergarden, we were given corporal punishment a lot. Mom tried to work off her anger on us since they fought with dad. Mom told us that once dad tried to stab her with a knife. The only reason why they did not divorce was that my younger sibling was born, then I was about 4 years old. My sibling was born then and only because of this they did not divorce.

Maybe were weren't the best children, but there weren't so extreme cases, either why we should have been beaten...but sometimes I was smacked instead of my sibling, though as I was told, it was of educational intention. A long time ago there was this Advent calendar in which there were chocolates, and we forwarded by three days. So we were hit with a wooden spoon. Dad shouted at us a lot or hit mom, but with such strength that the door-post gave the other, I mean it. There was no blood, but sometimes we had to call the police.

There were cases when dad threatened mom with a knife. Granny told us. There was a similar case when I was 5, and then he got really mad and so we had to go somewhere.

When I was about 10, we had to move to my cousin. First, only because of dad's gambling and alcohol problem.

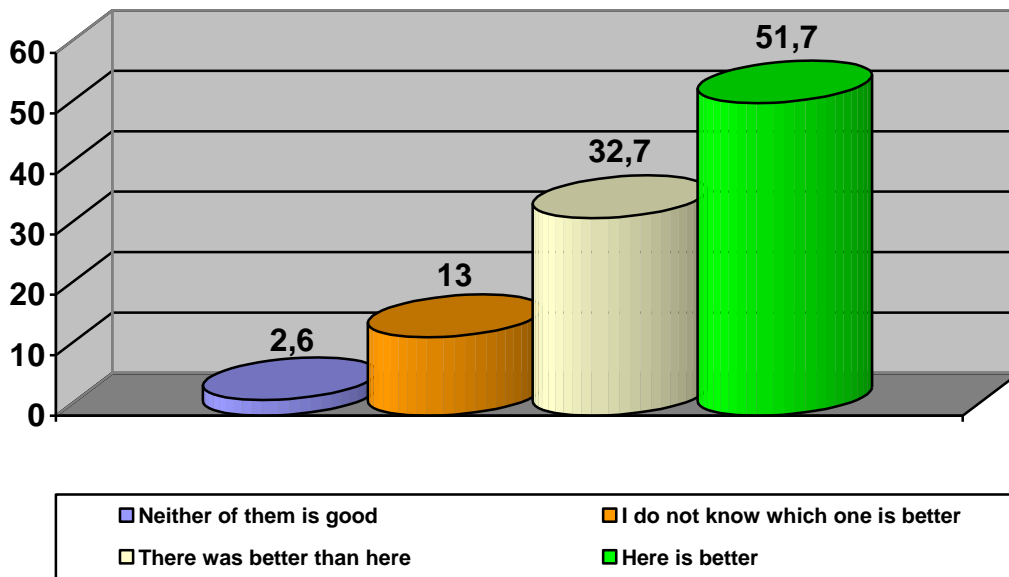
Then mom met this little guy, with whom she has been together since then, and from then on, there were problems because of hiding him and when daddy lived there, we also hid him then. He was 4 years older than me. We hid him from the police, as well. On several occasions, it happened that policemen knocked on our door, there were the two of us and him, and we had to hide him in between the bed-linnens. I was barely 8 or 9, my sibling was even younger...My mom's lover was about 14...”

### 2.1.4 Comparison between family home and state foster home: which would be better?

Based on the children's memories on their family home (the inquired children evaluated it good and bad in the same proportion) we can conclude that the result of the comparison between the family home and the state foster home, is a draw. However, at quite a surprising way, **the comparison rather tends to be decided for the sake of the state foster home**: the state foster homes are considered better, they prefer living here than at home.

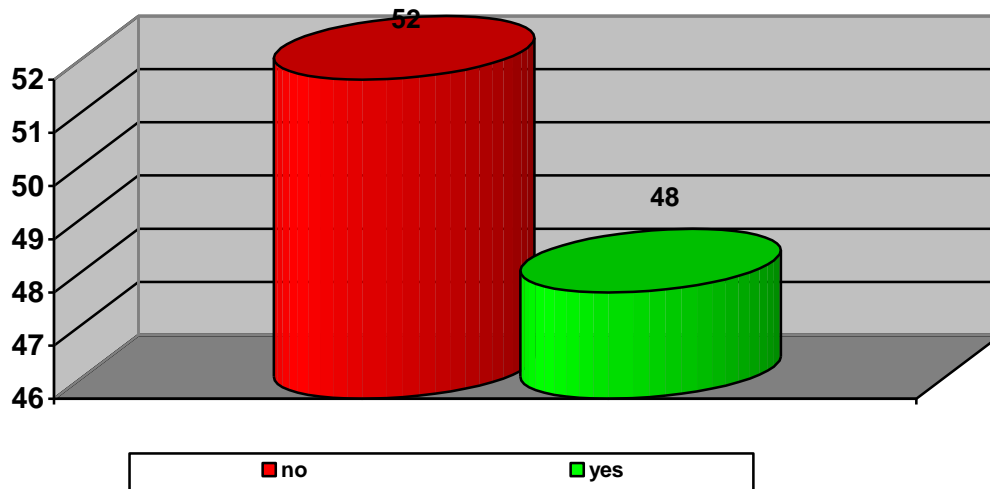
All in all, was it better at home than here in the children's home?

	Number of cases	Percentage	Answerers in percentage
Neither of them is good	40	2,3	2,6
I do not know which one is better	199	11,5	13,0
There was better than here	501	28,9	32,7
Here is better	793	45,8	51,7
Total	1533	88,5	100,0
Lack of answers	199	11,5	
Total	1732	100,0	



### Would you prefer to live at home now?

	Number of cases	Percentage	Answerers in percentage
no	801	46,2	52,0
yes	740	42,7	48,0
Total	1541	89,0	100,0
Lack of answers	191	11,0	
Total	1732	100,0	



The *preference of the family home* is also stronger among *boys* and *younger children*. One-third of the enquired ones consider the family home better, this proportion is 38% in case of boys and 41% in case of younger children (as opposed to the proportion 26% of the girls and 28% of the elder children).

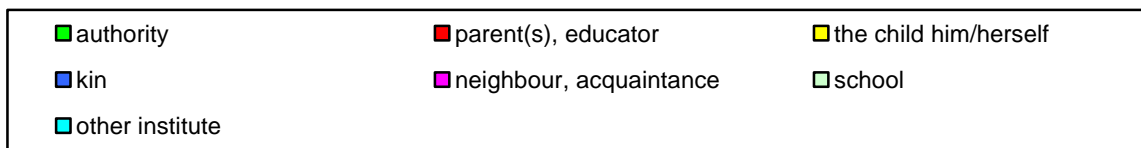
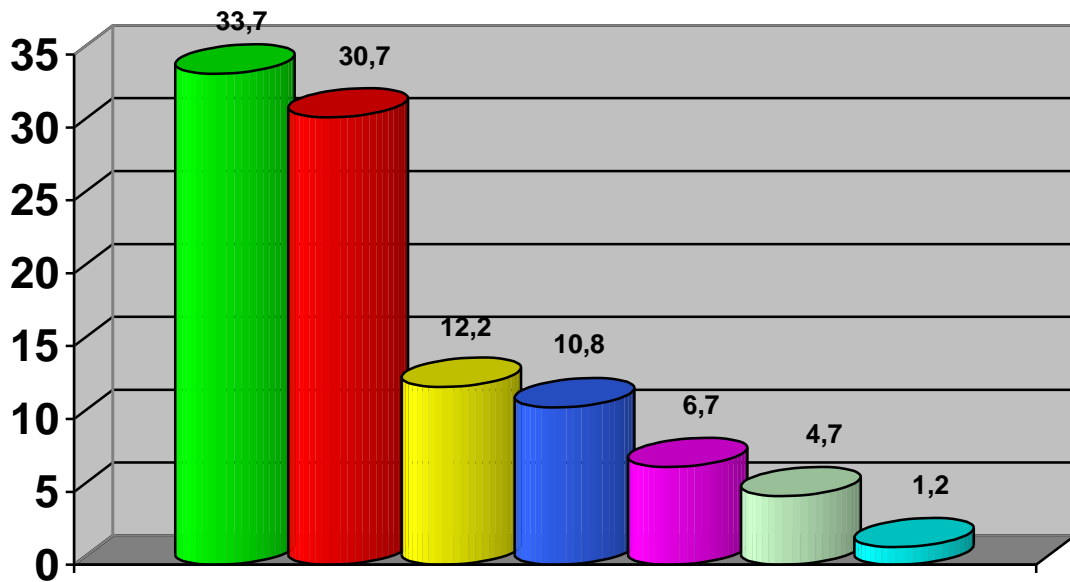
As a consequence of this, we can state that girls and elder children prefer to live in children's homes to living with their family. As opposed to the average 52%, 62% of the girls thought so (this proportion in case of elder children is only 55%).

/ According to *my observations* the development of the elder children's self-reflective ability is one of the reasons why the elder children state differently compared to the younger ones. Nevertheless, I have also seen on several occasions that the elder girls experience the issue: what will happen to them after getting out of state care with bigger anxiety. According to me, in case of these youth, the insistence on the institute as safety is much more obvious. This can be one of the reasons of the diversity./

#### 2.1.5 Who initiated state care?

It turns out clearly from the chart below how often the following participants initiate state care. In the first group we can find *the authorities* (33,7%) and the *parents* (30,7%). In the least active second group we can find the involved child (12,2%) and the kins (10,8%). In the other cases the initiators are the school (4,7%), other people (6,7%) and the institutes (1,2%).

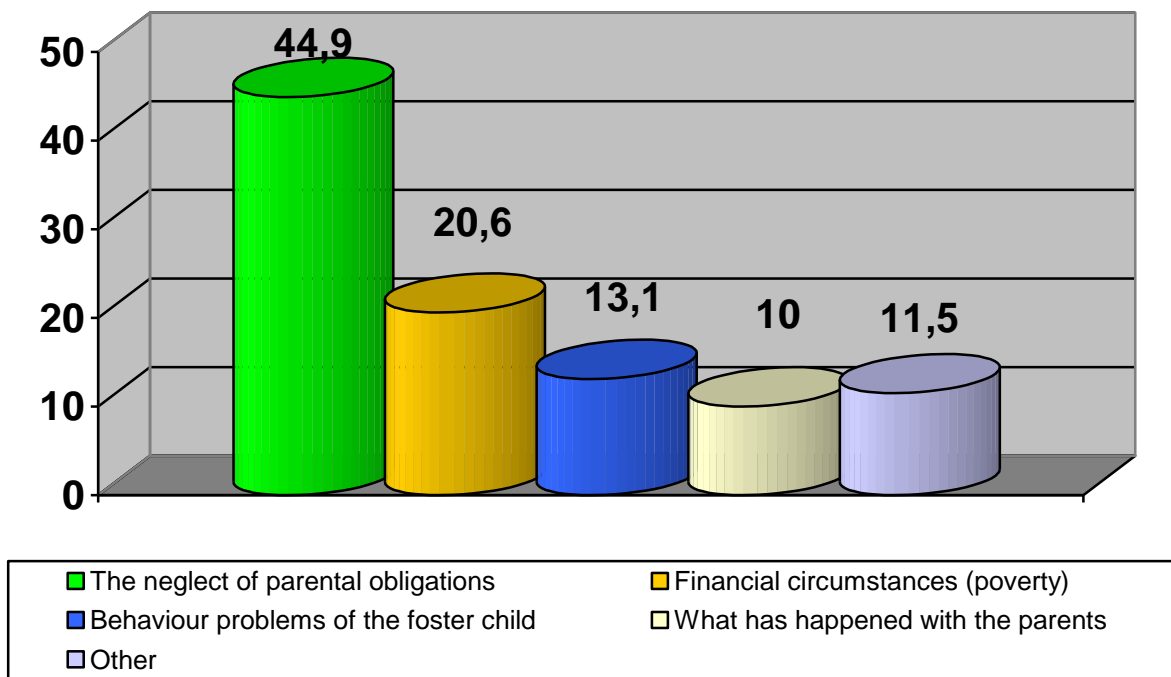
	Number of cases	Percentage	Answerers in percentage
Authorities	449	25,9	33,7
parent(s), educator	408	23,6	30,7
the child him/herself	163	9,4	12,2
Kin	144	8,3	10,8
School	62	3,6	4,7
neighbour, acquaintance	42	2,4	3,2
other person	47	2,7	3,5
other institute	16	,9	1,2
Total	1331	76,8	100,0
Lack of answers	401	23,2	
Total	1732	100,0	



### 2.1.6 The reason of taking into state care

In almost half of the cases (45%) it can be traced back to to **the neglect of parental obligations**, **the financial reasons** only play the determining role in only every fifth case. Among the main causes, there are furthermore the child's behavioral problems /13,1%/ and such events happened to the parents /disease, prison, death/ which endanger the upbringing of the child /10%/.

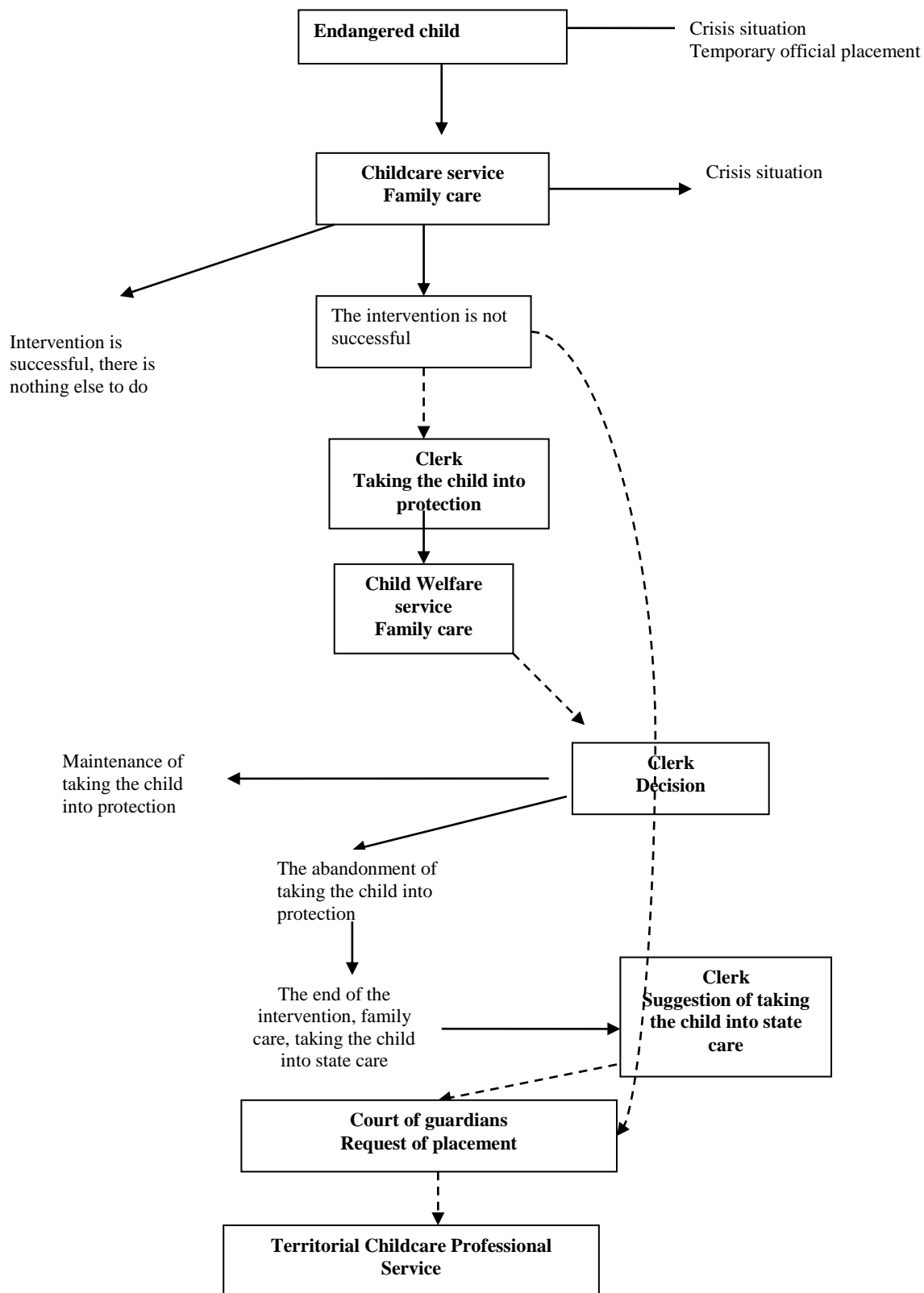
	Number of cases	Percentage	Answerers in percentage
Neglect of the parental obligations	630	36,4	44,9
Financial circumstances (poverty)	289	16,7	20,6
Behavior problems of the foster child	184	10,6	13,1
What has happened with the parents	140	8,1	10,0
Other	161	9,3	11,5
Total	1404	81,1	100,0
Lack of answers	328	18,9	
Total	1732	100,0	



According to our data out of all the enquired children, 622 (35,9%) blame somebody for getting into state care, mostly (in 480 cases) their parents. And this definitely plays a huge role in their emotional relationship towards their parents.

In the following graphs – *just as a reminder* -I would give a conclusion on the process of getting into state care, in order to help the reader see things clearly.

*Conclusion on the process and system of getting into state and foster care on the level of basic and professional provision*





**The placement methods of the child in case of complete institutional home provision in connection with our research**

The body entitled to determine the need and to expert analysis is the Childcare Expert Committee (19 counties + the capital + 1 upper forum National Childcare Expert Committee OGYSZB which also functions as a forum of appeal.

**„Normal” children’s homes**  
Significant majority of children with normal needs

**Extraordinary children’s homes**  
Children with special needs

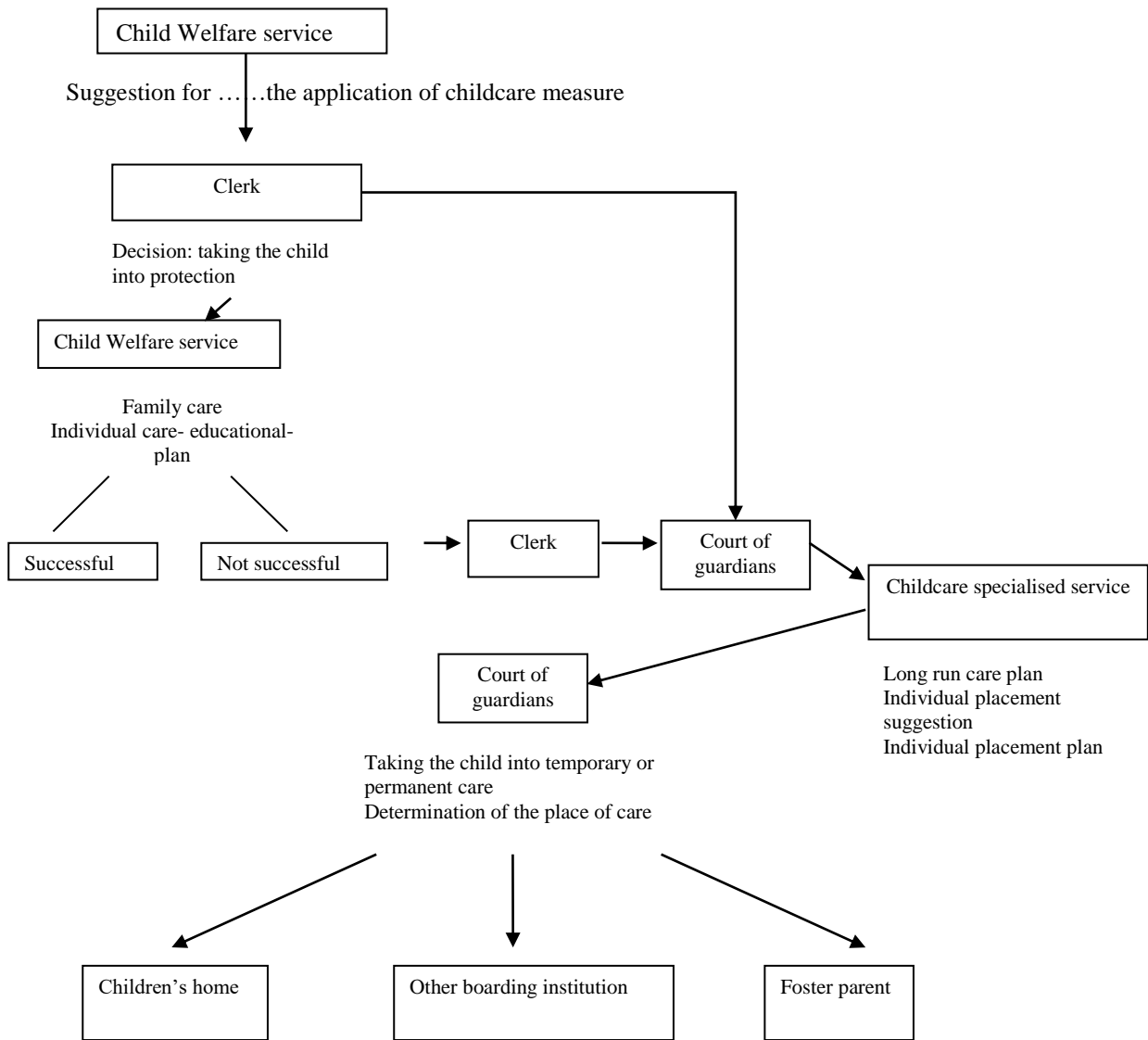
1. 0-3 year
2. Permanently ill (along medical aspect system). They are entitled to get extra child benefit.
3. Children with mental disorders, handicapped children and children with special educational needs. In case of children with special educational needs (SNI) , the childcare Expert Committee is always attached to the opinion of the Rehabilitation and Expert Committee for Examining Learning Abilities

**Special children’s home**  
The special need can be verified above the age of 12

1. Child having serious psychic symptoms
2. Child having serious dissocial symptoms (juvenile delinquency, behavior disorders, truancy)
3. Psychoactive drug addict or drug addict children

**The members of the Childcare Expert Committee:** Social worker, specialised psychologist, paediatrician

**A The members of the Childcare Expert Committee:** Special needs teacher, social worker, specialised psychologist , paediatrician and psychiatrist



The following ones will show the own definition of children and youth concerning three topics. *What was the reason of taking into state care? What was bad at home? What was good at home?*

I hesitated a lot where to put this huge amount of shocking pile of information. I could have put it into the appendix chapter (*it might have been more sophisticated*), but I was afraid that the reader might have failed to notice the significance of it. Finally I decided to introduce within this chapter the way of thinking of children and youth concerning these three important questions of the period before getting into state care. I decided to do so, because I feel it important here to make the reader know and think about the immense burdens of these children.

### 2.1.6.1 *The reason of getting into state care in the interpretation of children and youth*

*The answers to the questions broken down into gender and age:*

<b>The answers of 9 -year-old boys</b>	<b>The answers of 9- year-old girls</b>
<ul style="list-style-type: none"> <li>- the behaviour of my mother</li> <li>- we had nowhere to go</li> </ul>	-
Did not answer: 1	Did not answer: 2
Total number: 3 boys	Total number: 2 girls

<b>The answers of 10 -year-old boys</b>	<b>The answers of 10- year-old girls</b>
<ul style="list-style-type: none"> <li>- financial circumstances</li> <li>- my mother wanted to take to Pest, but my father did not let her do so, so she decided to put me into state care</li> </ul>	- alcoholism, poverty
Did not answer : 3	Did not answer : 1
Total number : 5 boys	Total number: 2 girls

The answers of 11 -year-old boys	The answers of 11 -year-old girls
<ul style="list-style-type: none"> <li>- my elder sister was raped by the brother of my father</li> <li>- our financial circumstances were not too good</li> <li>- I cannot remember</li> <li>- poverty</li> <li>- my mom was ill and we did not have money</li> <li>- there was a lot of fight at home</li> <li>- he does not know</li> <li>- my parents quarreled and fought (e.g. the police was also called sometimes) dad's drunkness</li> <li>- I misbehaved, smoked, set things on fire, fought and stabbed a child on his thigh when I was 8</li> <li>- my parents quarrelled a lot</li> <li>- he does not know</li> <li>- I was beaten</li> <li>- because of the financial circumstances</li> <li>- I ran away from home</li> <li>- we had no money, our financial circumstances were bad</li> <li>- theft</li> <li>- we had a lot of bills</li> <li>- my parents drank (both my mom and my dad)</li> <li>- we had nothing to eat, dad locked me out</li> <li>- I was beaten</li> <li>- quarrels</li> <li>- my parents were driving drunkenly and died in a car crash</li> <li>- I don't know</li> <li>- mom and dad killed our neighbour!</li> <li>- mom and dad divorced</li> <li>- a big quarrel</li> <li>- mom died</li> <li>- mom was taken to prison, because she had hit dad badly, we were not looked after, the house was robbed</li> <li>- I always went to school dirty</li> <li>- I was beaten a lot</li> <li>- I hated being at home very much</li> <li>- I don't know</li> <li>- my parents drank, I was poisoned, I almost died</li> <li>- dad became ill so he could not bring us up</li> <li>- I didn't go to school, my grandmother died</li> <li>- somebody said I put the blame on my mom because of a can, but it's not true!</li> <li>- my mother was an alcoholic</li> <li>- mom and dad quarreled</li> <li>- I don't know</li> <li>- my mother left home</li> </ul>	<ul style="list-style-type: none"> <li>- because dad worked and did not want us to stay at home alone</li> <li>- dad was drunk a lot and beat me a lot</li> <li>- I don't know</li> <li>- the fact that I went to the playground alone</li> <li>- she does not know</li> <li>- mom could not cook and wash for us, she couldn't work</li> <li>- they always quarreled and there were a lot of problems at home</li> <li>- mom died, dad got into prison</li> <li>- mom and dad drank</li> <li>- dad killed mom and since then he has not been seen. He disappeared.</li> <li>- because of our circumstances</li> <li>- because of our flat circumstances</li> <li>- I was beaten</li> <li>- mom's alcoholism, financial circumstances</li> <li>- we were denounced by the woman next door</li> <li>- I didn't go to school</li> <li>- she does not know</li> <li>- because of the house</li> <li>- our financial circumstances were bad, a lot of quarrel</li> <li>- (my blood father) beat me up, my elder brother changed my nappy</li> <li>- my parents were not at home, we weren't looked after</li> <li>- mom drank regularly</li> <li>- my sibling did not attend school</li> <li>- because mom wrote to the court of guardians that we were never at home</li> <li>- my parents were unemployed</li> <li>- maybe because my parents drank</li> </ul>
Did not answer: 17	Did not answer : 17
Total number: 56 boys	Total number : 43 girls

The answers of 12 -year-old boys	The answers of 12 -year-old girls
<ul style="list-style-type: none"> <li>- because my grandmother poisoned herself</li> <li>- my sibling was hit by a train</li> <li>- to force me to learn</li> <li>- my parents died</li> <li>- dad came home drunkenly, threatened us with an axe. The police took us away from our mom by using force.</li> <li>- he does not know</li> <li>- he does not know</li> <li>- my mom is an alcoholic</li> <li>- our house was in a very bad condition, that's why we had to come in.</li> <li>- court of guardians, because of our financial circumstances</li> <li>- we were evicted, we became poor</li> <li>- financial circumstances</li> <li>- he does not know</li> <li>- my parents divorced and could not look after me</li> <li>- well, because once I hit a teacher who had always hit me</li> <li>- mom could not support me, we didn't have a flat</li> <li>- we didn't have money to pay the rent after dad had gone to Canada</li> <li>- my sibling stole 1 million</li> <li>- dad hit mom</li> <li>- he does not know</li> <li>- my mother drank</li> <li>- they could not support me</li> <li>- my parents always quarrelled</li> <li>- I don't know</li> <li>- dad was as drunk as a lord, mom reported him because he put a knife to my sibling's neck</li> <li>- my family could not support me</li> <li>- my mom drank, we had very bad financial circumstances, my grandmother hit me</li> <li>- We weren't cared that much</li> <li>- dad drank, mom became insane</li> <li>- I was beaten</li> <li>- We weren't supported at home, drinking, poverty</li> <li>- we didn't have a house, my foster father threw us out</li> <li>- mom was ill and could not educate us</li> <li>- the family counsellor started it, because mom drank...</li> <li>- they were completely drunk all the time, mainly dad</li> <li>- the kindergarden initiated it</li> <li>- bad financial circumstances, parental negligence</li> <li>- poverty</li> <li>- the gypsies beat up mom and dad</li> <li>- I was a little bit naughty</li> <li>- we had nowhere to sleep, we were evicted</li> <li>- we weren't looked after properly, mom and dad drank</li> <li>- our home burnt down</li> <li>- our house burnt down</li> <li>- my grandma educated us, but she became ill</li> <li>- we didn't go to school</li> </ul>	<ul style="list-style-type: none"> <li>- mom abandoned us, she could not support her family</li> <li>- I was always ill, I had pyelitis</li> <li>- quarrels</li> <li>- because of financial problems</li> <li>- because I didn't go to school</li> <li>- mom abandoned us, dad could not handle us</li> <li>- mom was young and she wanted to go partying</li> <li>- mom drank, she did not look after us</li> <li>- my parents drank</li> <li>- once the police came to us and took us away by car</li> <li>- when I was a baby mom threw me out of the pram</li> <li>- circumstances, quarrels</li> <li>- my parents fought</li> <li>- our father didn't leave us alone (mom initiated to put us into state care)</li> <li>- quarrels</li> <li>- court of guardians. Dad is an alcoholic.</li> <li>- alcoholism</li> <li>- we didn't have a house</li> <li>- my parents drank and we did not eat for days (poverty)</li> <li>- dad beat me up</li> <li>- we ran away from home, because it was very bad</li> <li>- financial circumstances, the death of my parents</li> <li>- there were problems at school</li> <li>- mom died</li> <li>- dad drank a lot, my sisters lied that dad had raped them.</li> <li>- mom liked going to the disco very much, she left us alone so my half sibling's father took me to the child protective services</li> </ul>

<ul style="list-style-type: none"> <li>- I was bad at school</li> <li>- mom died</li> <li>- mom died</li> <li>- I heard there was not enough place for me and my sibling</li> <li>- the foster parents had younger kids and we didn't get on well with them</li> <li>- my siblings know but they won't tell me</li> <li>- my parents divorced so the court of guardians brought us away from home</li> <li>- my father practised sexual perversion with us</li> <li>- the death of my mother</li> <li>- we were poor</li> <li>- robbery, car opening, tramping, truancy</li> <li>- mom drank and smoked</li> <li>- dad was imprisoned, mom could not look after us alone</li> <li>- mom got into prison, grandma could not handle us any more, dad is in prison</li> <li>- mom drank, the circumstances were bad</li> <li>- they could not support us properly</li> <li>- too much alcohol consumption</li> <li>- they could not support us, children</li> <li>- he does not know</li> </ul>	
Did not answer : 20	Did not answer : 21
Total number: 85 boys	Total number : 47 girls

<b>The answers of 13 -year-old boys</b>	<b>The answers of 13 -year-old girls</b>
<ul style="list-style-type: none"> <li>- I was beaten at home, neighbours, harassment</li> <li>- mom abandoned me</li> <li>- Before getting in, during that previous 1-2 month, mom could not support the family</li> <li>- it was initiated by the court of guardians</li> <li>- my siblings and the school</li> <li>- dad fought, so mom sent gypsies on him</li> <li>- my brother's conflict with the parent</li> <li>- Dad died 4 years ago Apukám, the new boyfriend of my mom threatened us, but it was not true, just the secret-mongering</li> <li>- I did badly at school</li> <li>- Because mom became a bitch and dad didn't agree with it</li> <li>- My mom did not go to the trial on court</li> <li>- Dad always beat up my mom and my grandma didn't want me to grow up like this</li> <li>- I didn't go to school</li> <li>- Mom left me on the tube</li> <li>- Financial problems</li> <li>- she could not support me</li> <li>- school problems</li> <li>- I don't know</li> <li>- I don't know</li> <li>- I did not go to kindergarden</li> <li>- dad drank</li> <li>- my mom has heart problems</li> <li>- I was taken to state care because of financial problems</li> <li>- I was fired from school</li> <li>- I was afraid of my step father</li> <li>- mom drank and shouted a lot, dad drank, too</li> <li>- mom didn't love us, she always shouted</li> </ul>	<ul style="list-style-type: none"> <li>- Mom didn't pay the rent. After we moved somewhere, then we came here</li> <li>- my father's alcoholism</li> <li>- dad initiated it, because they could not even give us food</li> <li>- Maybe, the reason was that my dad –because of his work- was too busy to deal with me</li> <li>- Both my dad and mom drank</li> <li>- Financial circumstances</li> <li>- I don't know</li> <li>- we didn't have a flat</li> <li>- mom went to steal regularly</li> <li>- My mom drank</li> <li>- because my mom beat me up</li> <li>- my siblings got in, so I followed them, I didn't want to live with dad</li> <li>- the common- law –wife of my dad smashed the windows</li> <li>- the alcoholism of my parents</li> <li>- both my dad and my mom were in prison</li> <li>- quarrels</li> <li>- financial circumstances</li> <li>- because of the debates at home</li> <li>- dad beat us up a lot</li> <li>- we didn't have money</li> <li>- our house wasn't good, the roof almost broke in</li> <li>- dad beat me</li> <li>- we didn't have a house</li> <li>- the alcoholism of my parents</li> <li>- we were brought up by my elder sister and since she could not stand it any longer, she put us into state care</li> </ul>

<ul style="list-style-type: none"> <li>- because of financial reasons</li> <li>- it was bad, I was also a truant</li> <li>- I was beaten</li> <li>- the death of my mom</li> <li>- we didn't have a flat, both mom and dad drank</li> <li>- my mother</li> <li>- my mother left me in the hospital</li> <li>- I was beaten</li> <li>- mom had some tenants, mom gave them money for the utility bill and they spent the money on drinking</li> <li>- our mother left, grandma could not support us</li> <li>- the court of guardians. My parents sold cigarette, they were imprisoned.</li> <li>- mom became ill</li> <li>- dad beat us</li> <li>- family circumstances</li> <li>- the upbringing of dad</li> <li>- the selling of the house</li> <li>- mom had a lot of debts</li> <li>- financial circumstances</li> <li>- he does not know</li> <li>- my parents divorced</li> <li>- I don't know</li> <li>- mom left</li> <li>- he does not know</li> <li>- my parents divorced, I stayed at my mom, she met a guy, who beat me which drew the attention of the court of guardians</li> <li>- I had an operation on my stomach, I was operated as soon as I was born. My father drank and hit my mom while she was pregnant.</li> <li>- I did well in the kindergarden</li> <li>- my mother could not stand it any longer</li> <li>- my parents divorced</li> <li>- my mother could not support me</li> <li>- When I was born, my father was in prison and my mother did not undertake my upbringing</li> <li>- the neighbours misunderstood the situation</li> </ul>	<ul style="list-style-type: none"> <li>- the behaviour of my grandmother</li> <li>- mom abandoned us and dad couldn't bring us up, because he drank</li> <li>- I was also beaten</li> <li>- dad got into prison</li> <li>- the sibling of my mother beat me, my mother didn't deal with us, I educated my siblings</li> <li>- because of negligence</li> <li>- because of my father</li> <li>- we were naughty and mom beat us</li> <li>- privation</li> <li>- she does not know</li> <li>- dad drank and they broke up</li> <li>- financial problems</li> <li>- dad abused my elder sister</li> <li>- I didn't go to school, I was a truant</li> <li>- we were very poor</li> <li>- because we didn't have a house</li> <li>- my mom and dad drank a lot</li> <li>- our house collapsed</li> <li>- dad drank and they argued</li> <li>- the quarrels of my parents</li> <li>- dad is an alcoholic, corporal punishment</li> </ul>
Did not answer : 30	Did not answer: 14
Total number: 90 boys	Total number: 60 girls

The answers of 14 -year-old boys	The answers of 14 -year -old girls
<ul style="list-style-type: none"> <li>- my father practised sexual perversion with my elder sister</li> <li>- he does not know</li> <li>- I don't know</li> <li>- we had a lot of rows with my sibling</li> <li>- I don't know</li> <li>- my mother dad all the time and beat me- it was the court of guardians who initiated it</li> <li>- I misbehaved (it was said)</li> <li>- mom drank, beat us and then abandoned us</li> <li>- I set a cellar on fire</li> <li>- I was continuously beaten by my father</li> <li>- I don't know " (Maybe they could not look after me at home, or the money)</li> <li>- Money worries</li> <li>- Because my parents hated me</li> <li>- My parents didn't have a flat</li> <li>- mom drank</li> </ul>	<ul style="list-style-type: none"> <li>- mom didn't live with us for 4 months</li> <li>- financial situation</li> <li>- my parents</li> <li>- my grandmother could not look after us properly</li> <li>- she does not know</li> <li>- my mother drank a lot</li> <li>- I was tramping</li> <li>- bad financial circumstances</li> <li>- my father died, my mother is an alcoholic, my stepfather beat me</li> <li>- we didn't have a flat, because we were evicted</li> <li>- it was initiated by a family caretaker, because we were evicted and we lived in a temporary hostel...</li> <li>- mom had dad killed by a hired assassin. So, the reason of getting in: the death of dad, and mom's getting into prison</li> </ul>

<ul style="list-style-type: none"> <li>- my behaviour</li> <li>- dad was in prison, mom died</li> <li>- Mom drank</li> <li>- we didn't have a flat</li> <li>- He does not know</li> <li>- my parents divorced</li> <li>- I didn't go to school, thus the school suggested it</li> <li>- the illness and later the death of my mom</li> <li>- financial circumstances</li> <li>- we lived in a workers' hostel</li> <li>- studies</li> <li>- financial problems</li> <li>- the fact that my father abandoned me</li> <li>- I didn't go to school</li> <li>- bad financial background</li> <li>- housing problem, family quarrel</li> <li>- my parents argued, my mom left home, dad worked, we didn't go to school</li> <li>- I was beaten and taken to hospital</li> <li>- I was put into state care because of my mother</li> <li>- I didn't go to school</li> <li>- dad drank a lot</li> <li>- our house was almost ruined</li> <li>- he does not know</li> <li>- dad drank and took away mom's salary</li> <li>- my mother was not found</li> <li>- I was beaten, mom always spent our money, we were starving and mom always woke me to look after the babies</li> <li>- the family quarrelled</li> <li>- there was no money</li> <li>- we ran away from school all the time</li> <li>- we were always beaten</li> <li>- mom's death, dad drank, he had beaten her on more occasions so severely that she had to be taken to the emergency</li> <li>- we didn't have a house</li> <li>- we were evicted from the house several times</li> <li>- my dad got into the hospital, mom put us into state care</li> <li>- we were evicted, we had nowhere to live</li> <li>- I didn't go to school</li> <li>- the behaviour of my mother</li> <li>- my mom and my step father argued</li> <li>- quarrel</li> <li>- I don't know because I was young</li> <li>- dad drank, my mother abandoned me</li> <li>- he does not know</li> <li>- he does not know</li> <li>- theft, robbery</li> <li>- the debate of my parents</li> <li>- I didn't go to school</li> <li>- our parents left us alone for 1-2 days, therefore the neighbour called the authorities</li> <li>- my father was in prison, my mother didn't take the responsibility for us</li> <li>- I was naughty, I didn't do anything</li> <li>- they could not handle me</li> <li>- my parents divorced</li> <li>- my father died early, and we didn't like mom's common-law husband since he drank, I got to my elder sister, but she didn't have money, either</li> <li>- I didn't go to school</li> </ul>	<ul style="list-style-type: none"> <li>- money worries and my parents drank</li> <li>- Our father got ill and could not look after us any more</li> <li>- My mother could not bear the fact that I stood by my father</li> <li>- I didn't go to school</li> <li>- I always saw when my father beat my mom</li> <li>- My dad beat me</li> <li>- I didn't go to school</li> <li>- I was told that my mother had beaten me a lot</li> <li>- dad didn't come for us</li> <li>- she does not know</li> <li>- my parents drank and we didn't have money</li> <li>- there were housing problems</li> <li>- we lost the flat where we lived</li> <li>- financial problems</li> <li>- the fact that I was born in prison and my mother could not support me</li> <li>- maybe because of the financial circumstances</li> <li>- mom could not look after us, bad family circumstances</li> <li>- my parents broke up</li> <li>- I didn't go to school</li> <li>- an accident</li> <li>- our financial circumstances did not meet the expectations</li> <li>- mom spent all our money on alcohol</li> <li>- a lot of quarrels, dad got into prison, mom got into hospital</li> <li>- dad sold the house, the relative at whom we lived didn't behave properly</li> <li>- my parents beat me+ they were drunk all the time</li> <li>- conflict with my foster father</li> <li>- because we were left alone and there was nobody to look after us</li> <li>- we stood in the bus stop naked, mom didn't give us anything to eat</li> <li>- my mom could not undertake us any more</li> <li>- because of meeting boys</li> <li>- I don't know</li> <li>- there was no surveillance</li> <li>- dad abandoned me</li> <li>- the circumstances were not good, dad drank and beat the family</li> <li>- money was spent on drinking</li> <li>- my illness (allergy to flour, epilepsy), allergy to flour could not be treated at home</li> <li>- I did not get on well with my parent</li> <li>- she does not know</li> <li>- my stepfather beat me with a belt</li> <li>- dad died and I think mom could not undertake us</li> <li>- the kindergarden teacher noticed the traces of hit on me, the common-law-husband of my mom didn't give me food</li> <li>- financial situation</li> <li>- mom and dad drank sometimes</li> <li>- we were beaten by our foster father</li> <li>- my foster father beat my mom</li> <li>- family circumstances</li> <li>- my mother drank on a regular basis</li> <li>- alcohol</li> <li>- my sibling always stole everything, mom abandoned us</li> </ul>
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<ul style="list-style-type: none"> <li>- I don't know exactly</li> <li>- I fought all the time</li> <li>- our house was pronounced to be highly dangerous, and there were problems with dad</li> <li>- my parents got into prison</li> <li>- dad's drinking</li> <li>- we didn't have money</li> <li>- financial problems, quarrels</li> <li>- debate between dad and mom</li> <li>- because of dad's death, mom drank a lot</li> <li>- I was ill and we had no money for the treatment</li> </ul>	<ul style="list-style-type: none"> <li>- I don't know</li> <li>- my father</li> <li>- dad could not support us, because my mom died and he didn't work</li> <li>- my parent felt sorry for me</li> <li>- we had nothing to eat, nowhere to sleep, we were scared and we were beaten</li> <li>- she does not know</li> <li>- I don't know</li> <li>- escapes, gangs</li> <li>- my parents passed away</li> </ul>
Did not answer: 33	Did not answer: 28
Total number: 111 boys	Total number: 98 girls

<b>The answers of 15 -year-old boys</b>	<b>The answers of 15 -year-old girls</b>
<ul style="list-style-type: none"> <li>- my younger brother was hit by a train</li> <li>- my parents were not married and for the pressure of my grandmother, they gave me in the behaviour of my stepfather</li> <li>- I didn't go to school</li> <li>- my dad initiated it, I don't know why</li> <li>- Mom called dad on the phone and told him we were tramping and did not go to school</li> <li>- my cousin involved us in a theft</li> <li>- we didn't always go to school, we were tramping and we skipped classes</li> <li>- the clerk initiated it, I don't know what the reason was</li> <li>- financial problems, my mother's illness</li> <li>- the local authorities initiated it, because I was tramping and stealing</li> <li>- well, they drank</li> <li>- I don't know</li> <li>- I don't know</li> <li>- I don't know</li> <li>- Financial problems</li> <li>- My father is a drug addict, he was also under the influence of drugs when he took me in</li> <li>- I didn't get on well with my foster father and I didn't go to school</li> <li>- I didn't go to school, I had rows</li> <li>- I didn't learn, I was tramping</li> <li>- I was bad</li> <li>- probably poverty, as I have heard</li> <li>- we didn't go to school</li> <li>- because (my mother) sold the flat and could not put us anywhere</li> <li>- big problems arose out of tiny things</li> <li>- I was bad, I was beside myself</li> <li>- bad circumstances</li> <li>- I wasn't at home much, I was tramping</li> <li>- I was a truant, I skipped classes</li> <li>- the house was bad</li> <li>- the surrounding</li> <li>- tramping, disobedience</li> <li>- I was suspected with my sibling's accident, although I was innocent because he slipped</li> <li>- I misbehaved</li> <li>- my mom was a prostitute, financial problems</li> <li>- the alcoholism of my parents and poverty</li> <li>- I didn't want to go home from my foster</li> </ul>	<ul style="list-style-type: none"> <li>- my father got into prison, my grandma could not deal with 5 children</li> <li>- she does not know</li> <li>- I didn't go to school</li> <li>- I didn't go to school</li> <li>- My mother got into prison, my grandma could not look after us</li> <li>- my sibling initiated it, because our father's drinking</li> <li>- my mother abandoned us</li> <li>- We got louse from two of our siblings, therefore social workers came to us</li> <li>- My parents always drank and fought</li> <li>- Because we were penniless and we didn't have a flat</li> <li>- Corporal punishment, alcohol</li> <li>- I didn't go to school regularly</li> <li>- financial circumstances</li> <li>- financial problems</li> <li>- circumstances</li> <li>- mom and dad drank</li> <li>- my parents</li> <li>- my parents</li> <li>- fight, my stepfather beat me non-stop</li> <li>- bad circumstances</li> <li>- there were plus two children living at us, the boy was a drug addict, the girls was forced to become a prostitute</li> <li>- my parents' way of life</li> <li>- drinking</li> <li>- my parents argued a lot</li> <li>- while my mom was ill, she was at my grandma, dad didn't come to pick us up, the kindergarden teacher called the family counselling centre and they took us to a children's home</li> <li>- I did badly at school after my mother's death</li> <li>- my father drank and beat us, severe financial problems</li> <li>- our family problems</li> <li>- mom died...</li> <li>- the common-law-husband of my mom practised sexual perversion with my elder sister and wanted to do alike with me</li> <li>- dad died, mom could not support us</li> <li>- I didn't arrive home in time, I got into bad</li> </ul>

<ul style="list-style-type: none"> <li>parents</li> <li>- the person, who brought me up, died, this was not my parent</li> <li>- poverty</li> <li>- bad financial circumstances, I didn't go to school</li> <li>- my mother was a drug addict, my father spent all our money on drinking and gambling, I was tramping and took drugs</li> <li>- he does not know</li> <li>- my father drank, my mother left</li> <li>- because my dad hated me, my stepfather</li> <li>- we were not told anything, the police brought us from home</li> <li>- dad stabbed my mom on her side</li> <li>- my parents always argued</li> <li>- I don't know</li> <li>- my mother and the hospital initiated it because of poverty and the neglect of financial responsibilities</li> <li>- not suitable circumstances</li> <li>- circumstances+ my behaviour</li> <li>- my real parents died, I misbehaved at my foster parents so they took me back to the institute..</li> <li>- I didn't go to school</li> <li>- I skipped classes</li> <li>- my father's aggression</li> <li>- my father's alcoholism</li> <li>- financial circumstances</li> <li>- dad beat us</li> <li>- because of the financial circumstances</li> <li>- because I ....am, I had a different father</li> <li>- my mom died, my dad worked, my grandma got into hospital</li> <li>- I didn't go to school</li> <li>- they didn't wash my clothes and stuffs like that</li> <li>- my mother</li> <li>- dad drank</li> <li>- my father died, my mother could not support me</li> <li>- my parents argued, mom drank</li> <li>- they couldn't support me</li> <li>- my parents drank and divorced</li> <li>- my parents drank</li> <li>- I didn't go to school</li> <li>- my parents broke up</li> <li>- mom died, dad didn't deal with us</li> <li>- my parents beat me, they drank and they are both in prison</li> <li>- I didn't go to school</li> <li>- death</li> <li>- I didn't go to school, because of theft</li> <li>- accident-my mother fell into a knife</li> <li>- family problems, my father drank</li> <li>- there was nothing in the house, we lived in privation</li> <li>- rows</li> <li>- we didn't go to school</li> <li>- Money worries</li> <li>- I didn't go to school</li> <li>- prison sentence</li> <li>- bad circumstances</li> <li>- helth problems, housing problems</li> </ul>	<ul style="list-style-type: none"> <li>company, I was stubborn</li> <li>- quarrels at home, I didn't go to school</li> <li>- poverty</li> <li>- mom didn't work, we didn't have money</li> <li>- we had nowhere to live</li> <li>- because of financial problems</li> <li>- clothing wasn't good, there was no electricity, the school lunch wasn't paid, mom is a drunkard</li> <li>- the police initiated it</li> <li>- after my father had got into prison, the court of guardians initiated it, because my grandfather could not support me</li> <li>- because my dad drank, my mother died</li> <li>- I was beaten, my parents drank</li> <li>- they could not support us</li> <li>- my parents died so the court of guardians took steps</li> <li>- alcohol, harassment...</li> <li>- prison</li> <li>- ALCOHOL</li> <li>- my parents could not support us/they drank/</li> <li>- we didn't go to school, we didn't have clean clothes</li> <li>- I didn't get on well with my foster father</li> <li>- dad abused me</li> <li>- my mom drank</li> <li>- I don't know</li> <li>- I didn't go to school</li> <li>- financial circumstances</li> <li>- my mother drank</li> <li>- I was beaten at home</li> <li>- my stepfather beat me and drank all our money</li> <li>- we had a debate with dad, we moved to...and mom gave us in</li> <li>- my mom's drinking</li> <li>- mom didn't have me enrolled to school</li> <li>- my mother got into prison</li> <li>- my foster father abused me</li> <li>- my parents beat me</li> <li>- harassment</li> <li>- mom became paralysed, dad didn't dealwith me/us</li> <li>- family circumstances, divorce</li> <li>- they let me tramp, they didn't deal with me</li> <li>- dad drank, he didn't work, we didn't have money</li> <li>- I didn't go to school</li> <li>- I ran away from home, I became wanted and I finally got here (it was initiated by my foster father)</li> <li>- I didn't go to school</li> <li>- the death of my blood parents, I had quarrels with my foster parents, they blamed everything on me, they spent my money</li> <li>- I didn't get on well with my uncle</li> <li>- disco, fight, truancy, escape</li> <li>- I didn't go to school, my mother died, I didn't see my father much</li> <li>- My mother abandoned us</li> <li>- My grandmother died</li> <li>- Because I didn't give my money to my elder sister</li> <li>- financial circumstances</li> </ul>
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<ul style="list-style-type: none"> <li>- I needed a brain surgery</li> <li>- after my mother's death, my father could not support us</li> <li>- the circumstances were bad, we were penniless, there was no electricity, we were robbed</li> <li>- I didn't go to school</li> <li>- behaviour</li> <li>- we didn't have money</li> <li>- we always escaped and the illness of my mother</li> <li>- dad was an alcoholic, he broke plates and also beat mom several times</li> <li>- dad got into prison</li> <li>- my parents died</li> <li>- family circumstances/financial problems/quarrels/</li> </ul>	<ul style="list-style-type: none"> <li>- mom started to drink</li> <li>- problems at home, the alcohol problems of mom and dad</li> <li>- my mom didn't come to pick me up</li> <li>- the incompatibility of my parents, my father hated us, too</li> <li>- the house was not good, we didn't have money</li> <li>- I had a baby</li> <li>- because of truancy</li> <li>- we didn't go to school</li> </ul>
Did not answer: 20	Did not answer: 25
Total number: 129 boys	Total number: 113 girls

<b>The answers of 16-year-old boys</b>	<b>The answers of 16-year-old girls</b>
<ul style="list-style-type: none"> <li>- truancy, police cases</li> <li>- my constant conflict with somebody</li> <li>- because it is better like this</li> <li>- because of financial problems</li> <li>- because we didn't go to school</li> <li>- concerning further studies, it is better like this</li> <li>- I didn't go to school</li> <li>- he does not know</li> <li>- the death of my parents</li> <li>- my father died and my mother could not support me</li> <li>- my mother died, because of trumped-up charges</li> <li>- family circumstances</li> <li>- family circumstances</li> <li>- our family circumstances weren't good</li> <li>- dad was in prison, mom drank and neglected us</li> <li>- we spent little time at school</li> <li>- There was a lot of alcohol, my parents drank a lot</li> <li>- Because my grandparents were old, and could not provide me everything I needed</li> <li>- I was bad</li> <li>- I didn't go to school and I was hanging around with my mates a lot</li> <li>- I skipped classes</li> <li>- It was my hobby to sit on the roof and throw stones on the children</li> <li>- my father was a drug addict</li> <li>- money worries</li> <li>- my parents' relationship towards each other</li> <li>- money worries</li> <li>- my parents</li> <li>- My mother died, my father didn't take care of us</li> <li>- we had nowhere to live, because my parents had sold the flat</li> <li>- I was never told</li> <li>- the bad condition of the house – it was about to collapse</li> </ul>	<ul style="list-style-type: none"> <li>- quarrels</li> <li>- my mother left us alone with a one and a half - year -old baby</li> <li>- neglect, my parents drank</li> <li>- I had armed robbery</li> <li>- mom was always drunk, there was no food at home, they always argued</li> <li>- my dad's drinking</li> <li>- my mom drinks</li> <li>- the court of guardiaans initiated it because my mother drank on a regular basis</li> <li>- my relationship with my grandmother</li> <li>- Because we sometimes had a rent, sometimes didn't . There were times when we were homeless</li> <li>- because I ran away from home sometimes, so she didn't take responsibility for me</li> <li>- Money worries</li> <li>- I told a lot of white lies and I was tramping with my mates. She didn't like my mate and I didn't go to church</li> <li>- Money worries</li> <li>- My parents divorced, dad didn't have money</li> <li>- my father was an alcoholic</li> <li>- I ran away from home five times because I had been beaten</li> <li>- Money worries</li> <li>- school, absence</li> <li>- circumstances at home</li> <li>- mom got into hospital and she could not support me</li> <li>- The constant quarrel of my parents</li> <li>- I didn't go to school because of bad company</li> <li>- they drank</li> <li>- my mother drank</li> <li>- financial problems</li> <li>- money worries</li> <li>- I didn't go to school</li> <li>- financial problems</li> <li>- quarrels, the alcoholism of my father</li> <li>- my mother died when I was 9 years old, my</li> </ul>

<ul style="list-style-type: none"> <li>- financial problems, neglect</li> <li>- I was a truant sometimes</li> <li>- drinking, quarrels</li> <li>- I didn't go to school</li> <li>- out of financial reasons</li> <li>- he does not know</li> <li>- financial problems</li> <li>- I didn't go to school, I had police cases</li> <li>- my parents divorced and the financial circumstances weren't suitable</li> <li>- I was drinking at my workplace</li> <li>- not suitable family background</li> <li>- we didn't have a flat, financial background</li> <li>- money worries</li> <li>- according to the official statement: behaviour disorder, according to the court of guardians: bad circumstances. My thick file disturbed them.</li> <li>- neglect of school</li> <li>- mom's alcoholism, I fought at school</li> <li>- circumstances, alcoholism</li> <li>- dad died, mom drank, she is an alcoholic</li> <li>- mom abandoned me</li> <li>- I didn't go to school + I was bad</li> <li>- the court of guardians. Mom drank</li> <li>- mom left us</li> <li>- my father drank, my siblings had been there, I had to come in</li> <li>- because of things at home</li> <li>- my parents divorced, my mom educated me badly</li> <li>- I didn't behave well, I got into bad company</li> <li>- financial background</li> <li>- money worries</li> <li>- we had sold the house and we didn't buy a new one</li> <li>- the death of my parents</li> <li>- we had nowhere to live</li> <li>- financial problems</li> <li>- the death of my dad</li> <li>- my parents didn't look after us</li> <li>- family circumstances, and I haven't gone to school lately</li> <li>- nobody needed me</li> <li>- I didn't go to school</li> <li>- my mother left home. Then I also asked to let me be here, let me learn and have a wash</li> <li>- Social problems</li> <li>- My sister got to have a boyfriend, I had rows</li> <li>- We had nothing to eat</li> <li>- I was bad at school</li> <li>- they drank so they quarreled a lot</li> <li>- the alcoholism of the family</li> <li>- I could not get on with my stepmother</li> <li>- my father drank</li> <li>- he does not know</li> <li>- I didn't go to school regularly</li> <li>- my parents died</li> <li>- my father drank</li> <li>- my mom sold the house</li> <li>- my parents argued, they hit my sibling and me, too</li> <li>- mom died, dad became an alcoholic</li> <li>- I got in because of my mom's lung cancer</li> <li>- my parents drank and beat me</li> </ul>	<ul style="list-style-type: none"> <li>elder sister brought me up until I was 13 years old, then she gave me in because of personal conflict</li> <li>- the financial background was bad, we didn't have a flat, we basically didn't have anything, we weren't clean</li> <li>- I felt lonely, I looked for company</li> <li>- my father drank all our money, my foster mother could not undertake us</li> <li>- the reason was to provide me defence</li> <li>- my old, ill parents</li> <li>- poverty</li> <li>- my foster parents died, my foster mother beat me</li> <li>- my parents beat me and drank</li> <li>- the atmosphere at home was very bad</li> <li>- my mother drank</li> <li>- circumstances, mom drank</li> <li>- dad could not support me</li> <li>- we debated with dad</li> <li>- we didn't have a house</li> <li>- because of misbehaviour</li> <li>- family reasons. mom died, dad educated me alone</li> <li>- I felt unwell at home. Mom died and dad drank a lot</li> <li>- the fact that our father beat our mother and he beat us, too</li> <li>- my life was bad</li> <li>- dad was insane and threatened to kill me</li> <li>- mom could not support us</li> <li>- my father drank</li> <li>- my parents were alcoholists</li> <li>- my parents' addictions, beating</li> <li>- there was not enough money to cover the expenses</li> <li>- alcoholism</li> <li>- I didn't go to school</li> <li>- quarrels</li> <li>- my mom drank, we had nowhere to live, I didn't go to school</li> <li>- my dad beat me</li> <li>- I had a row with my dad</li> <li>- we couldn't make a living and my foster father..</li> <li>- quarrels</li> <li>- the circumstances and they thought my stepfather was dangerous for me (I was beaten every day)</li> <li>- I was tramping, I was bad</li> <li>- my parents drank</li> <li>- mom drank, dad didn't work</li> <li>- financial circumstances</li> <li>- because of my father, quarrel, beating, loneliness</li> <li>- mom started a relationship with her cousin, my grandma didn't undertake me, and I didn't want to live with them, either</li> <li>- I think, because of the difficult circumstances. And they beat us</li> <li>- my father was an alcoholic</li> <li>- I was left alone</li> <li>- we didn't go to school</li> <li>- my mother died</li> <li>- dad killed my cousin</li> </ul>
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<ul style="list-style-type: none"> <li>- my parents broke up</li> <li>- my father beat my mother, he got into prison, my mother didn't have a job</li> <li>- after my father's death, I didn't go to school, I wasn't obedient, I was away from home, a lot</li> </ul>	<ul style="list-style-type: none"> <li>- I didn't go to school, I ran away from home because of my elder brother</li> <li>- I went out with my boyfriend and because of this I didn't get on with my family</li> <li>- dad couldn't support us, and he drank</li> <li>- alcohol</li> <li>- My parents drank and dad beat us</li> </ul>
Did not answer: 51	Did not answer: 23
Total number: 140 boys	Total number: 105 girls

<b>The answers of 17-year-old boys</b>	<b>The answers of 17-year-old girls</b>
<ul style="list-style-type: none"> <li>- dad drank, mom cheated on him</li> <li>- my mom treated me badly</li> <li>- he does not know</li> <li>- I didn't go to school</li> <li>- family, behavioral problem</li> <li>- I ran away from home</li> <li>- my father drank</li> <li>- my father drank a lot</li> <li>- we were poor as they said</li> <li>- my mother drank all our money!</li> <li>- my grandmother initiated it because I didn't go to school, just next to it</li> <li>- family circumstances</li> <li>- my mother died, my granny educated me but then she became ill and could not support me any longer, so she initiated state care</li> <li>- the clerk initiated state care</li> <li>- so that my father could not beat us</li> <li>- alcoholism</li> <li>- financial circumstances. I was beaten</li> <li>- I lived with dad, but he worked all the time and I was alone at home</li> <li>- my foster father beat me, he didn't give me food-that was the punishment</li> <li>- tramping</li> <li>- behavioural problems</li> <li>- mom drank a lot</li> <li>- I didn't go to school</li> <li>- housing problem</li> <li>- constant quarrel, denouncement, I didn't go to school</li> <li>- I didn't go to school</li> <li>- I didn't go to school</li> <li>- dad did not undertake me</li> <li>- mom drank</li> <li>- they drank and fought</li> <li>- we were beaten</li> <li>- my father drank</li> <li>- my mom could not bear the burdens any more</li> <li>- the absence of my parents</li> <li>- we didn't go to school</li> <li>- I skipped a lot of classes</li> <li>- money worries</li> <li>- my parents broke up</li> <li>- I did not get on with the new partner of my mom</li> <li>- my mother broke up with her boyfriend and so she didn't have a flat</li> <li>- mom could not support us</li> <li>- we lived in privation and because of this my father committed a crime</li> </ul>	<ul style="list-style-type: none"> <li>- I ran away from home</li> <li>- behaviour</li> <li>- she does not know</li> <li>- illness in the family, financial problems</li> <li>- the deeds of my father</li> <li>- my mother drank</li> <li>- my mother and I could not solve the conflicts between us</li> <li>- because I was abused by my father and they thought my other siblings were in danger, too</li> <li>- I was bad at school</li> <li>- the common-law-husband of my mother forced her to make a decision: either put us into state care or he leaves her</li> <li>- my mom disappeared for quite a long time</li> <li>- I didn't get on with my family, I used drugs</li> <li>- problems with my parents</li> <li>- I was ill, I got into hospital and I didn't go home from there</li> <li>- my elder sister initiated it because of financial problems</li> <li>- we were naughty + they divorced, too</li> <li>- my mom had schizophrenia</li> <li>- I didn't go to school</li> <li>- my grandfather abused me, my grandmother knew it, but didn't do anything</li> <li>- when mom went to work, she left us alone several times</li> <li>- the fact that my mom drank</li> <li>- I had a lot of arguments with my mother, we didn't really get on well with each other</li> <li>- my mom was unsuitable for maternity</li> <li>- mainly that I didn't go to school, my father drank and he didn't work</li> <li>- my dad drank, my constant suicide attempts</li> <li>- A lot of rows</li> <li>- I didn't go to school</li> <li>- we didn't have electricity and so we could not cook</li> <li>- My mom thought that I started a relationship with her boyfriend, she got jealous and gave me in</li> <li>- dad beat me</li> <li>- My mom passed away, my dad beat me-he drank</li> <li>- family circumstances</li> <li>- my mother got into prison</li> <li>- my suicide attempts, drugs, partying</li> <li>- My foster father abused me</li> <li>- My parents: dad drank, mom got into hospital</li> <li>- hosing problems, we had debts+ we became</li> </ul>

<ul style="list-style-type: none"> <li>- my parents died</li> <li>- my dad could not support me</li> <li>- alcohol and beating from dad's part</li> <li>- there was problem with my behaviour</li> <li>- my father abused me</li> <li>- we weren't good children</li> <li>- my father beat me</li> <li>- there were a lot of problems with me</li> <li>- my mom didn't love me that's why she gave me in</li> <li>- money</li> <li>- we lived together with my cousin, we argued a lot, so I decided to rather come in</li> <li>- I didn't go home, I didn't go to school, either, I went into gangs and took drugs</li> <li>- my father beat me</li> <li>- both mom and dad drank</li> <li>- granny who brought me up, died</li> <li>- family problem</li> <li>- Because of truancy. My mother didn't keep in touch with her child welfare institute</li> <li>- I didn't do the tasks and I stole from home</li> <li>- we lived in a rather old house and there was no money for renovation</li> <li>- the grandmother could not support us-the two of us</li> <li>- my father was put into prison</li> <li>- fights</li> <li>- they drank tremendously a lot and we were evicted</li> <li>- mom was jealous of my elder sister because I was at her constantly</li> <li>- my elder sister</li> <li>- circumstances+ we weren't looked after properly</li> <li>- mom was beaten and we had nowhere to sleep</li> <li>- ...that my parents drank, but this is not true</li> <li>- beatings, the quarrels</li> <li>- bad financial circumstances, dad drank</li> <li>- my godfather drank</li> <li>- my elder brother always beat me</li> <li>- my mom got a nervous breakdown</li> <li>- I didn't go to school, I got into bad company</li> <li>- my grandmother gave us in, since he became old and could not undertake us any longer</li> <li>- corporal punishment</li> <li>- my dad initiated it because he thought I was not his son</li> <li>- circumstances</li> <li>- he does not know</li> <li>- because of school</li> <li>- my escapes</li> <li>- they divorced, quarrels</li> <li>- circumstances</li> <li>- he does not know</li> <li>- money worries</li> <li>- bad personal relationship with my stepmother</li> <li>- there were a lot of problems with me</li> <li>- learning, constant beating</li> <li>- I misbehave</li> <li>- financial situation, and behavioural problems</li> <li>- my parents passed away</li> <li>- my parents drank</li> <li>- the debates were frequent at home, my mother was beaten on more occasions</li> </ul>	<ul style="list-style-type: none"> <li>homeless</li> <li>- I don't know</li> <li>- my father beat me</li> <li>- the alcoholism of my parents</li> <li>- my mom didn't take care of me, she neglected me</li> <li>- my mom beat me and I denounced her</li> <li>- because of drinking</li> <li>- I didn't go to school and my parents could not bear it</li> <li>- my father beat me</li> <li>- we had no money</li> <li>- my mother's alcoholism</li> <li>- I didn't go to school</li> <li>- mom also got into prison because of our foster father</li> <li>- my parents ran away and dad didn't take me with him</li> <li>- dad and mom argued a lot, dad sold the house, we had to leave there that is how we got into mother's home</li> <li>- our financial background was not suitable</li> <li>- my mom abandoned me</li> <li>- an acquaintance initiated it, because the common-law-husband of my mother beat my sibling who ran away</li> <li>- both of my parents are in prison</li> <li>- I don't know exactly, I think because of my mother</li> <li>- dad has beaten us a lot lately</li> <li>- sexual harassment</li> <li>- I didn't go to school</li> <li>- the flat was small, my parents divorced, the new husband influenced my mother</li> <li>- they did not look after us properly</li> <li>- I didn't go to school</li> <li>- drinking, our mother left us alone for a week</li> <li>- family circumstances</li> <li>- I didn't go to school</li> <li>- my father raped my elder sister</li> <li>- financial problems, illness</li> <li>- financial problems at home</li> <li>- they didn't want to educate me any longer</li> <li>- financial reason</li> <li>- the attitude of my stepfather (jailbird), my mother's difficult situation</li> <li>- I was left at strangers and I was beaten all the time</li> <li>- constant quarrels, corporal punishment</li> <li>- they could not support me</li> <li>- after grandma died, I got back to my parents and after because of the lot of quarrels, I got into state care</li> <li>- dad drank</li> <li>- mom could not educate us alone, she initiated state care</li> <li>- dad practised sexual perversion with me</li> <li>- circumstances at home</li> <li>- My corporal sanity</li> <li>- the alcoholism of my parents and I could not stand the quarrels any longer</li> <li>- dad drank after mom died</li> <li>- my dad got into prison, because of bad circumstances</li> <li>- my father drank, lack of money</li> </ul>
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<ul style="list-style-type: none"> <li>- my father drank</li> <li>- I didn't go to school</li> <li>- my father drank, I could not go to school, I was absent a lot (no time, money)</li> <li>- my stepfather drank, he made my mother smoke again, all hell broke loose</li> <li>- there were a lot of quarrels, our parents beat us a lot</li> <li>- bad financial circumstances, a lot of quarrels, I had to repeat a class, it happened that I went to school without shoes</li> <li>- Financial circumstances, Mom abandoned us</li> <li>- My mom went to Budapest, she left us at home</li> <li>- my parents divorced, my mother did not undertake her children</li> <li>- family debate, alcoholism</li> <li>- I was tramping, I didn't go to school</li> <li>- negligence</li> <li>- money worries</li> <li>- they could not undertake me</li> <li>- my father became an alcoholic after my mother's death</li> <li>- I did not go to school, we could not afford it</li> <li>- the court of guardians</li> <li>- I was fed up with my stepsiblings' behaviour, I went to my sibling but there was not enough room</li> <li>- much moving, money worries, we lived at 13 places</li> <li>- he does not know</li> <li>- my mother died, my father worked day and night, the state also took me away from my father</li> <li>- my grandmother was my guardian and she died</li> <li>- I was at my mother's girlfriend for 2 months or so, my mother did not come to pick me up and the foster parent put me into an institute</li> <li>- the drinking of my father</li> <li>- mom left home</li> <li>- Alcohol consumption</li> <li>- they could not support us, they found it hard to bear us</li> <li>- the death of dad, mom drank</li> <li>- they could not handle money</li> <li>- I didn't go to school</li> <li>- the behaviour of my mother</li> <li>- because we were neglected</li> <li>- the death of my parents</li> <li>- I broke in somewhere</li> <li>- financial problems, bad circumstances, I was beaten</li> <li>- money worries</li> </ul>	<ul style="list-style-type: none"> <li>- my mother drank</li> <li>- my foster father abused me</li> <li>- my foster father beat me regularly</li> <li>- mom got a breakdown, because I was bad. I didn't like his boyfriend's behaviour and so we argued a lot</li> <li>- harassment</li> <li>- the clerk saw how we lived</li> <li>- I had a boyfriend and I was not with my siblings</li> <li>- I don't want to talk about it</li> <li>- dad is in prison, mom died, my godmom couldn't afford my education</li> <li>- my mom left me, I worked but I could not support them</li> <li>- family problem</li> <li>- we did not have enough money, mom drank</li> <li>- the neighbour saw that my parents were not at home. We, the elder ones did not go to school to look after our smaller siblings</li> <li>- my relationship with my foster mother</li> <li>- mom became psychically ill, and there was nobody to support us</li> <li>- my parents divorced</li> <li>- the reason was the husband of my mother, he threw me out</li> <li>- I always ran away from home</li> <li>- my mother abandoned me</li> <li>- my mother beat me, my dad drank</li> <li>- my uncle renounced me</li> <li>- my father died, my mother didn't work and could not support me</li> <li>- My parents drank and we had money for nothing</li> <li>- My father died when I was 13. My relatives wanted to sell me, my mother didn't care for me. I drank and took drugs</li> <li>- my foster mother</li> <li>- my mother tried to commit suicide and she got treatment for quite a long time</li> </ul>
Did not answer: 45	Did not answer: 39
Total number: 176 boys	Total number: 149 girls

The answers of 18-year-old boys	The answers of 18-year-old girls
<ul style="list-style-type: none"> <li>- the behaviour of my dad</li> <li>- not suitable circumstances</li> <li>- there was nobody to look after me, I didn't want to sponge on my elder brother</li> <li>- my naughtiness</li> <li>- financial circumstances</li> <li>- the alcoholism of my father</li> <li>- my stepfather beat me</li> <li>- I didn't go to school, I did a little buying and selling on the side</li> <li>- I was tramping</li> <li>- first my sibling had required to put me into state care, but after moving abroad, it was me who asked for it</li> <li>- the alcoholism of mom</li> <li>- my dad always beat us, he drank without any reason and he always tried to find mistakes in us</li> <li>- (my parents) drank and shouted, the neighbours informed the authorities, we were locked out...</li> <li>- we moved from a house, and we had nowhere to move afterwards</li> <li>- my sibling initiated it because dad beat me occasionally</li> <li>- when I was 5, it was granny who initiated it, then I spent there 2 years. I got back to my parents. Then at the age of 12, I came from free will</li> <li>- financial things</li> <li>- I am unmanagable</li> <li>- My grandfather could not support me financially and he was old (my mother is handicapped)</li> <li>- My mother abandoned us, my father could not support us alone</li> <li>- Money worries</li> <li>- Money worries and mom's punishment</li> <li>- family circumstances</li> <li>- my parents got into prison</li> <li>- mom abandoned us, dad did not live with us</li> <li>- my parents divorced, they drank and fought because I did not go to school</li> <li>- I did not go to school, the behaviour of my parents</li> <li>- I got bored of the boundaries, I wanted to get out</li> <li>- car breaking</li> <li>- because of my dad, he beat us</li> <li>- juvenile hooliganism</li> <li>- my father drank</li> <li>- financial circumstances</li> <li>- alcoholism</li> <li>- there were a lot of rows, the neighbours always denounced us</li> <li>- mom beat me and my smaller siblings, too</li> <li>- according to my godmother, my grandmother is unable to support me</li> <li>- everything was filthy and dirty, I did not see any chance to develop</li> <li>- there were a lot of rows, my parents drank, they did not deal with me, they beat me and</li> </ul>	<ul style="list-style-type: none"> <li>- my father abused me sexually</li> <li>- my mom became ill, she could not support us</li> <li>- after the divorce of my parents, we got to my dad who didn't look after us properly</li> <li>- she does not know</li> <li>- the alcoholism of my mother</li> <li>- the fact that my father was an alcoholic</li> <li>- my mother died and my foster father initiated it</li> <li>- Dad and mom divorced and they could not come to terms concerning our placement. Dad came to the school and he quarreled</li> <li>- my mother was an alcoholic, she terrorized me, so I ran away and went to my grandparents, but granny rather chose state care...</li> <li>- I am not sure but maybe because they could not support me</li> <li>- my parents are alcoholists</li> <li>- my elder sister (lived in..., she wanted me to be close to her)</li> <li>- my father did not have a job, we had nowhere to live</li> <li>- our parents did not deal with us, we were starving</li> <li>- ... and mom was in prison. She is still there. Dad died</li> <li>- family circumstances</li> <li>- the deteriorated relationship</li> <li>- Because our mother wanted to put me in, I don't know exactly why</li> <li>- We did not have the money for the minimum provision, either</li> <li>- money worries</li> <li>- Mom left us alone</li> <li>- we did not have a flat</li> <li>- it has a lot of reasons, my parents did not work and did not deal with me</li> <li>- I don't know, they didn't tell me</li> <li>- My dad beat me and did a lot of other things and so he got into prison</li> <li>- the relationship with my parents got so much deteriorated that there was no other choice. There was no emotional responsibility in them</li> <li>- so that they could not beat me any more</li> <li>- I didn't feel safe and sound then</li> <li>- they did not have any reason</li> <li>- it was the wish of my parents, they fought</li> <li>- my parents disappeared</li> <li>- uninhabitable circumstances</li> <li>- I didn't go to school</li> <li>- My grandmother did not take the responsibility</li> <li>- My elder sister sold the house, my father</li> <li>- my grandparents threw us out</li> <li>- I wasn't willing to go to home</li> <li>- I didn't have good relationship with my mother</li> <li>- my mother's drug addiction The ill mother-daughter relationship</li> <li>- my older brother raised me and and he</li> </ul>



<ul style="list-style-type: none"> <li>- threw me with knives</li> <li>- my father drank</li> <li>- financial problems, our mother was never at home, we could not look after ourselves</li> <li>- the quarrels</li> <li>- circumstances at home</li> <li>- the alcohol</li> <li>- my stepfather almost stabbed the secateurs into me, I was beaten</li> <li>- my mother became insane when my father died, she started drinking</li> <li>- I didn't go to school, because nobody dealt with me</li> <li>- dad got into hospital, mom got into prison...</li> <li>- I had a row with my mother, and my dad could not support us</li> <li>- alcoholism, quarrels</li> <li>- I didn't go to school, I was tramping</li> <li>- allegedly, we did not go to school</li> <li>- bad family circumstances</li> <li>- behaviour</li> <li>- I didn't go to school</li> <li>- housing circumstances</li> <li>- alcoholism</li> <li>- bad circumstances, there was no food at all</li> <li>- circumstances at home</li> <li>- eviction</li> <li>- I don't know</li> <li>- family problems</li> <li>- I was bad, I deprived</li> <li>- my mother wanted to throw me under the bus</li> <li>- because of my behaviour</li> <li>- we were alone at home</li> <li>- drinking</li> <li>- my parents drank, dad died</li> <li>- We didn't have food because my parents drank it away</li> <li>- drugs, I didn't go to school</li> <li>- stealing</li> <li>- I got into bad company, arguments at home</li> <li>- bad financial and other circumstances, lot of arguments</li> <li>- the behaviour of my father</li> <li>- disease ( of my mother)</li> <li>- Behavioural problems</li> <li>- my parents and the authority made a common decision, and because of poverty</li> <li>- Dad rank, he didn't have a workplace, my mum died.</li> <li>- my father got into jail and my mother became a big bitch.</li> <li>- dad got into jail, mum died</li> <li>- we were hurt and we were left with my younger brother</li> <li>- alcoholism and circumstances</li> <li>- both of my parents were ill</li> <li>- beatings, humiliation</li> <li>- my father drank more after the death of my mother</li> <li>- my father drank and he wasn't able to assure the conditions</li> <li>- my parents</li> <li>- my father raised us alone, they thought not in the right way, he sometimes went to the pub</li> <li>- the grandma didn't bear us, like she used to</li> </ul>	<ul style="list-style-type: none"> <li>- couldn't support it</li> <li>- moey, my parents drank</li> <li>- mom and dad had a lot of arguments</li> <li>- my parents drank and beat me</li> <li>- I would have really like to go to....., my older sister was there too, I felt motivated</li> <li>- my parents died</li> <li>- school problems, circumstances at home</li> <li>- my mom couldn't support me</li> <li>- my mom and daddy argued a lot, an acquaintance, a girl denounced me</li> <li>- circumstances at home (money worries, moral ones)</li> <li>- because there weren't any papers</li> <li>- my mother drank, lot of quarrels, money worries</li> <li>- Circumstances</li> <li>- dad beaten me a lot, and he drank</li> <li>- my dad drank, and spent all our money, my mum couldn't support me</li> <li>- from my parents we got to my grandmother who couldn't support me</li> <li>- my godmother didn' tolerate that I went out with my friends despite being prohibited</li> <li>- my parents divorced, we stayed with my dad, he drank all our money away</li> <li>- I kept having parties, I got into bad company</li> <li>- I think the reason was not to live in the street</li> <li>- my parents couldn't seupport me</li> <li>- We were alone at home ,mum made us come here</li> <li>- godmother became my guardian and we had a lot of conflicts</li> <li>- daddy was an alcoholic</li> <li>- mum and dad were alcoholics, they did not treat us as they should have</li> <li>- my younger sister didn't behave as she should have</li> <li>- bad financial circumstances, the lack of care</li> <li>- we didn't have the proper circumstances</li> <li>- my father drank</li> <li>- dad drank, shouted, and fought</li> <li>- dad was an alcoholic</li> <li>- bad circumstances</li> <li>- dad drank and mum became ill</li> <li>- my father was an alcoholic bastard</li> <li>- I didn' go to school, my parents died</li> <li>- money worries, drinking, corporal punishment</li> <li>- we were evicted</li> <li>- my mother drank, I got into the psychiatry and I didn't want to go home anymore</li> <li>- my mum drank</li> <li>- because of dad</li> <li>- father tried to kill my younger sister several times, he tried to rape me, and he tried to make my brother drink</li> <li>- mom drank, we didn't go to school</li> <li>- the circumstances, the alcoholism of my parents</li> <li>- there wasn't anywhere to sleep</li> <li>- there wasn't a proper flat</li> <li>- my parents drank</li> <li>- the continous drinking of my parents, and they beat me</li> </ul>
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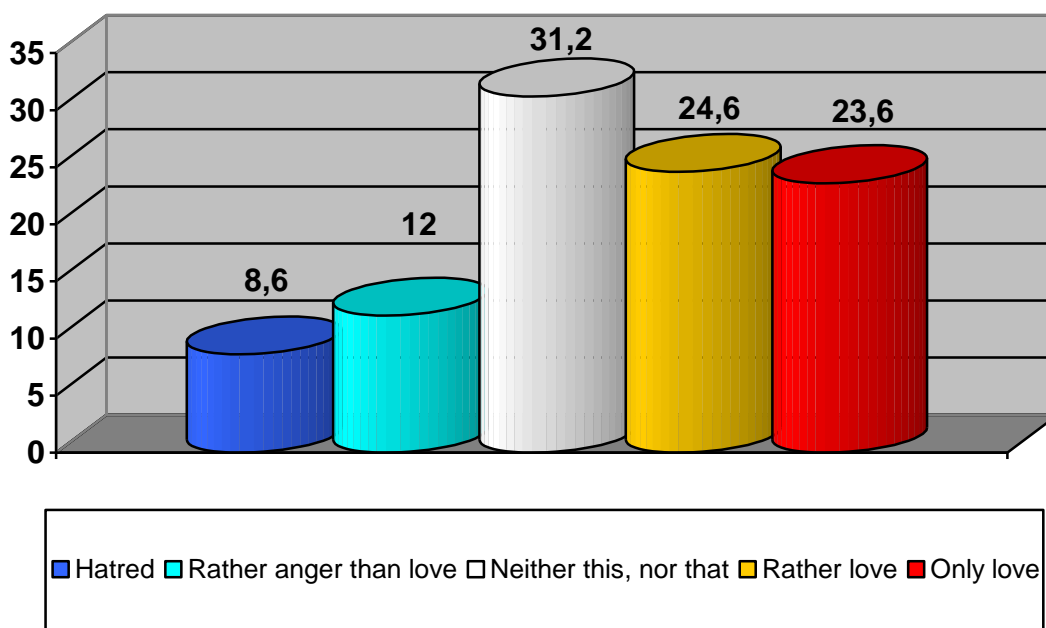
<p>when we were younger</p> <ul style="list-style-type: none"> <li>- problems in my behaviour</li> <li>- I beat my stepfather so I was taken out, my mother initiated it</li> <li>- my father had no financial background at all, he kept beating me</li> <li>- money worries, they couldn't take care of us, and dad was an alcoholic</li> <li>- the death of my parents</li> <li>- financial circumstances and police affairs</li> <li>- bad circumstances, our disease</li> <li>- mom drank and grandma was dying</li> <li>- my mother got into hospital, I was left alone</li> <li>- the quarrel of my parents</li> <li>- financial circumstances</li> <li>- my mom drank</li> <li>- my parents drank a lot</li> <li>- it was requested by a relative of my stepfather</li> <li>- both of my parents got into jail</li> <li>- dad died, mum couldn't support us</li> <li>- mom and dad beat us</li> </ul>	<ul style="list-style-type: none"> <li>- I didn't go to school, I didn't go home</li> <li>- dad left home</li> <li>- mom stole</li> <li>- atmosphere at home</li> <li>- I got to the street, they beat me</li> <li>- they drank and they were violent</li> <li>- I was afraid of my parents</li> <li>- I didn't go to school, behaviour</li> <li>- my father beat me</li> <li>- mom had diabetes, despite this she drank and came with a big knife toward me, so that I asked for my relocation</li> <li>- the family ostracized the children</li> <li>- Social problems, my parents' alcohol problems</li> <li>- Because they didn't love me.</li> <li>- aggression, alcohol</li> <li>- circumstances at home</li> <li>- I don't know</li> <li>- my parents created a kind of maffia, and treated us as slaves</li> <li>- We didn't go to school, we didn't have anything to eat</li> <li>- I didn't get on with my parents</li> <li>- my mother died</li> <li>- drinking, arguement, homelessness</li> <li>- family trouble</li> <li>- my mother's improper parental behaviour</li> <li>- I got to my uncle, and he kept beating me</li> <li>- father drank</li> <li>- because of my mother, I had to run away to eat</li> <li>- circumstances at home, the death of my father, my tramping</li> <li>- my parents drank</li> <li>- there was no food at home, we were dirty, we had little possibility to clean, we were alone at home a lot</li> <li>- my stepfather was a bustard and I didn't go to school</li> <li>- my father drank</li> <li>- Laci kept beating me</li> <li>- quarrels, dad beat us a lot</li> <li>- tramping, I stood by my brother</li> </ul>
Did not answer: 52	Did not answer: 28
Total number: 159 boys	Total number: 148 girls

**2.1.6.1.1 Emotional relation toward the parents**

Concerning the emotional relation toward the parents, we can state that all in all **rather the positive feelings are stronger**. Only one-fifth of the children (18,6%) have negative feelings toward their parents, one-third of them (31,2%) have “neutral” feelings, while at same time almost in case of every second child (48,2%), it is love that dominates.

What are your feelings like toward your parents now?

	Number of cases	Percentage	The answerers in percentage
1 Hatred	134	7,7	8,6
2 Rather anger than love	187	10,8	12,0
3 Neither this, nor that	485	28,0	31,2
4 Rather love	382	22,1	24,6
5 Only love	367	21,2	23,6
Total	1555	89,8	100,0
Lack of answers	177	10,2	
Total	1732	100,0	
Average 1-5: 3,42			



We can see that one-fifth (20,6%) of the answerers relate negatively to their parents emotionally. We found that this rate is the highest among those who talked about negative home atmosphere (39,5%), among those who blame the parent/parents for getting into state care (36,1%), among the ones who got into state care from families having bad financial background (28,3%) and in case of those where the reason of getting into state care was parental behaviour (28,1%).

Concerning the emotional relation toward the parents, we can see that all in all it is rather positive, although **the emotional attachment to the mother is significantly stronger** (in a one-five scale, its average is 3,48) while this is (3,12) concerning the attachment to the father. It is highly thought-provoking that 24,6% of the children remember their parents with love independently from the lot of bad things what they experienced before getting into state care.

### 2.1.6.2 What was bad at home? In the interpretation of children and youth

Answers given to the question in the division of gender and age:

The answers of 9-year-old boys	The answers of 9-year-old girls
<ul style="list-style-type: none"> <li>- they drank and fought</li> <li>- mom and dad quarrelled</li> <li>- I was beaten by dad</li> <li>- The house was small, there was not enough room in it</li> </ul>	<ul style="list-style-type: none"> <li>- I argued with my sibling</li> <li>- she does not know</li> </ul>
Did not answer:	Did not answer:
Total number: 4 boys	Total number : 2 girls

The answers of 10-year-old boys	The answers of 10-year-old girls
<ul style="list-style-type: none"> <li>- I cannot remember</li> <li>- there was nothing bad</li> <li>- my parents drank and fought</li> <li>- I cannot remember</li> </ul>	<ul style="list-style-type: none"> <li>- mom always drank and we had to tidy up and clean</li> <li>- there was nothing bad</li> </ul>
Did not answer : 2	Did not answer : 0
Total number: 6 boys	Total number: 2 girls

The answers of 11-year-old boys	The answers of 11-year-old girls
<ul style="list-style-type: none"> <li>- the fact that I had to go to school</li> <li>- there is nothing like that</li> <li>- when I had to learn</li> <li>- I don't know</li> <li>- dad beat us when we were naughty</li> <li>- there was nothing bad</li> <li>- My dad</li> <li>- there was nothing bad</li> <li>- My parents quarrelled a lot</li> <li>- I was not allowed to go to a football match. My sole reopened, I had surgery</li> <li>- Everything</li> <li>- I don't know</li> <li>- I was five when I got in</li> <li>- I was beaten</li> <li>- Nothing</li> <li>- they always fought, my father drank</li> <li>- when they fought, mom grabbed us and took us with her</li> <li>- my dad beat my siblings</li> <li>- we rarely quarrelled</li> <li>- my parents quarrelled</li> <li>- dad beat me</li> <li>- dad locked us out and beat us</li> <li>- my father disappeared, I was raised by mom, I was kidnapped</li> <li>- he does not know</li> <li>- there is nothing like that</li> <li>- the fact that my dad beat my mom</li> <li>- when I misbehaved at school</li> <li>- nothing</li> <li>- when I had to leave mom and dad</li> <li>- nothing</li> <li>- there was nothing like that</li> <li>- there is nothing like that</li> </ul>	<ul style="list-style-type: none"> <li>- I don't know</li> <li>- my parents always quarrelled</li> <li>- I didn't like the whole family, there were quarrels all the time</li> <li>- there was nothing like that</li> <li>- when dad and mom quarrelled and mom wanted to stab dad</li> <li>- my mom drank</li> <li>- she does not know</li> <li>- my parents argued</li> <li>- when my parents quarrelled</li> <li>- dad drank and beat me</li> <li>- I know my mother</li> <li>- mom and dad drank and quarrelled</li> <li>- we had nothing to eat. Dad killed mom, only I was at home, I caressed her, but she was not alive. I felt sorry for her</li> <li>- our dad beat us</li> <li>- when my parents went to work, I had to do everything alone, my little siblings were left at me</li> <li>- ..., (my little brother with mental disorder) was beaten</li> <li>- housing circumstances, it was cold</li> <li>- I was beaten</li> <li>- I cannot remember</li> <li>- there was nothing like that</li> <li>- I did not go to school</li> <li>- she does not know</li> <li>- she does not know</li> <li>- when we were taken away from home</li> <li>- my parents divorced because my father drank, my foster father and my mom quarrelled a lot, my foster father drank</li> <li>- when I broke the swing off, mom beat me</li> </ul>

<ul style="list-style-type: none"> <li>- my parents quarrelled and drank</li> <li>- my parents quarrelled</li> <li>- my father regularly beat me with a wooden spoon</li> <li>- when I broke my hand</li> <li>- there was nothing like that</li> <li>- I was beaten</li> <li>- My stepfather beat my siblings, my mom and me</li> <li>- My dad beat me several times</li> <li>- they drank</li> <li>- there was nothing like that</li> <li>- the quarrells</li> <li>- when mom and dad quarrelled</li> <li>- I don't know</li> <li>- there was nothing like that</li> <li>- I had to look after my baby sibling</li> </ul>	<ul style="list-style-type: none"> <li>- my parents were not at home very often</li> <li>- my mother drinks regularly</li> <li>- everything</li> <li>- nothing</li> </ul>
Did not answer: 11	Did not answer : 13
Total number: 58 boys	Total number: 43 girls

<b>The answers of 12-year-old boys</b>	<b>The answers of 12-year-old-girls</b>
<ul style="list-style-type: none"> <li>- my elder sibling always threatened me</li> <li>- he does not know</li> <li>- mom's illness</li> <li>- I don't remember anything bad</li> <li>- I don't know</li> <li>- nothing</li> <li>- dad drank, he left my mom and then I got in</li> <li>- when a knife was stabbed into my leg</li> <li>- there was nothing bad</li> <li>- there was nothing like that</li> <li>- there was nothing like that</li> <li>- there is nothing like that</li> <li>- when my father got angry, he behaved aggressively</li> <li>- my mom died. I got here</li> <li>- I was hungry a lot of times</li> <li>- My dad beat my mom</li> <li>- When mom beat me because I did not learn</li> <li>- I don't know, I was 3 when I got here</li> <li>- That I got here</li> <li>- nothing</li> <li>- the fact that my dad went to Canada</li> <li>- When I got home late, I got 1-2 smacks</li> <li>- nothing</li> <li>- QUARRELLS</li> <li>- my parents fought</li> <li>- when my parents quarrelled</li> <li>- there was nothing bad</li> <li>- my parents fought, they beat each other (1-2 smacks)</li> <li>- my parents quarrelled</li> <li>- there was nothing bad at home</li> <li>- my father set the house on fire</li> <li>- I can't remember</li> <li>- dad drank and beat mom</li> <li>- I was beaten with a fly-swatter, a stick and a strap</li> <li>- when my mom was beaten</li> <li>- when my parents fought</li> <li>- my foster father had lovers besides mom</li> <li>- when mom became drunk</li> </ul>	<ul style="list-style-type: none"> <li>- there was nothing like that</li> <li>- the quarrel of my parents</li> <li>- when my mother and my father quarrelled</li> <li>- when mom drank</li> <li>- we were beaten</li> <li>- We had only 2 cats although I would have like more</li> <li>- I was young, I don't know</li> <li>- Nothing</li> <li>- She does not know</li> <li>- I don't know, I was young when I was taken away from home</li> <li>- My mom robbed my aunt</li> <li>- They did not look after me</li> <li>- dad died, mom treated us badly</li> <li>- she does not know</li> <li>- when mom and dad started to fight and we were beaten</li> <li>- when my parents drank</li> <li>- I cannot say anything bad, but when they took me away from home was bad</li> <li>- my parents quarrelled a lot, my father drank</li> <li>- she does not know</li> <li>- that my mom and dad fought</li> <li>- when my sibling was taken to prison</li> <li>- my dad drank and beat my mom</li> <li>- when there was quarrel</li> <li>- dad drank</li> <li>- dad drank and beat us</li> <li>- my parents quarrelled a lot</li> <li>- my parents drank</li> <li>- dad beat me</li> <li>- my parents quarrelled</li> <li>- she does not know</li> <li>- I cannot remember</li> <li>- they drank</li> <li>- she does not know</li> <li>- I can't remember</li> <li>- there was nothing like that</li> <li>- my parents drank</li> <li>- my classmates excluded me</li> </ul>

<ul style="list-style-type: none"> <li>- my parents quarrelled and drank, mainly my father</li> <li>- there was no food, drink, my parents fought, we did not go to school</li> <li>- my stepfather beat my sibling</li> <li>- dad died. The second husband of my mom threw the table on me</li> <li>- there was no electricity, there was no food</li> <li>- we left</li> <li>- poverty</li> <li>- there was nothing bad at home, it was bad when the police came for us</li> <li>- my stepfather, because he drank together with my mother</li> <li>- the house was in flames</li> <li>- I got a 1 mark</li> <li>- we threw a petard to the civil guards</li> <li>- he does not know</li> <li>- when they left</li> <li>- we were not allowed to go anywhere</li> <li>- dad drank</li> <li>- he does not know</li> <li>- he does not know</li> <li>- dad was not at home much</li> <li>- nothing</li> <li>- we always had to work</li> <li>- my father practised sexual perversion with us</li> <li>- my mother died</li> <li>- he does not know</li> <li>- I can't remember</li> <li>- there was nothing like that</li> <li>- I quarrelled with mom once</li> <li>- when my parents divorced and we were taken away</li> <li>- nothing</li> <li>- he does not know</li> <li>- my mom and dad quarrelled</li> <li>- that my mom drank our money away</li> <li>- alcoholism</li> <li>- my parents shouted at me</li> <li>- there was nothing like that</li> </ul>	<ul style="list-style-type: none"> <li>- I don't know</li> <li>- I don't know, I was young</li> <li>- I was 2, I don't know</li> </ul>
Did not answer: 13	Did not answer: 7
Total number: 87 boys	Total number: 47 girls

<b>The answers of 13-year-old boys</b>	<b>The answers of 13-year-old girls</b>
<ul style="list-style-type: none"> <li>- my alcoholic mother was not there</li> <li>- we were beaten that is how we were educated</li> <li>- When I got into the institute, that evening my dad got drunk</li> <li>- there was nothing like that</li> <li>- I did not have any bad experience</li> <li>- The problem was that we lived next to gypsies</li> <li>- He does not know</li> <li>- There was nothing like that</li> <li>- my dad drank</li> <li>- I don't know</li> <li>- I don't know</li> <li>- My dad beat my mom</li> <li>- once my mom and dad quarrelled</li> <li>- he does not know</li> <li>- we had to sleep early</li> <li>- quarrels</li> </ul>	<ul style="list-style-type: none"> <li>- she does not know</li> <li>- dad drank</li> <li>- my parents divorced</li> <li>- dad drank and beat mom</li> <li>- nothing</li> <li>- my parents quarrelled</li> <li>- that my parents got drunk (dad is in prison now)</li> <li>- That mom was not there (My mother died)</li> <li>- When mom and dad quarrelled</li> <li>- The neighbours killed my pets</li> <li>- Nothing</li> <li>- I don't know</li> <li>- mom was at home just very rarely</li> <li>- I don't know</li> <li>- I don't know</li> <li>- our mom got into hospital</li> </ul>

<ul style="list-style-type: none"> <li>- My mother abandoned me</li> <li>- I don't know</li> <li>- nothing</li> <li>- when mom and dad got drunk</li> <li>- it does not refer to him, he got into state care from nursery</li> <li>- when my dad died</li> <li>- when dad drank all the time</li> <li>- my siblings beat me</li> <li>- there was nothing bad</li> <li>- he does not know</li> <li>- the death of my dad</li> <li>- we lived in the...district, it was very bad there the alcohol</li> <li>- my parents quarrelled</li> <li>- I don't know</li> <li>- my father beat me</li> <li>- we were not allowed to go into the town, we had to tidy at home</li> <li>- there was nothing really bad</li> <li>- my parents always argued</li> <li>- he does not know</li> <li>- dad left mom, they quarrelled a lot</li> <li>- he does not know</li> <li>- we were beaten</li> <li>- when my mother died</li> <li>- my parents beat us</li> <li>- I had to work</li> <li>- I did not live at home</li> <li>- he does not know</li> <li>- when I came home from kindergarden and my mom started to cry since my dad died</li> <li>- When my mom started going out, and once dad beat us and he did not come back</li> <li>- My father beat me with a whip (corporal punishment)</li> <li>- we were not looked after</li> <li>- dad drank, beat us, took our money away</li> <li>- dad drank, they fought</li> <li>- I don't know</li> <li>- dad beat us</li> <li>- Easter fight</li> <li>- mom abandoned me</li> <li>- my father treated me badly, he beat me sleeping</li> <li>- he does not know</li> <li>- that we had to be separated</li> <li>- mom worked and I did not see her until the evening</li> <li>- there is nothing like that</li> <li>- there was nothing like that</li> <li>- he does not know</li> <li>- nothing</li> <li>- they sold everything</li> <li>- I was beaten by the ear /corporal punishment/</li> <li>- he does not know</li> <li>- I don't know, I cannot remember</li> <li>- my mom did not let me go everywhere</li> <li>- he does not know</li> <li>- I was forced to sit on a bench alone – by a woman</li> <li>- I did not have any bad experience</li> <li>- Circumstances, food, I did not have parents, mom left then dad left, too</li> <li>- Nothing</li> </ul>	<ul style="list-style-type: none"> <li>- I don't know</li> <li>- I was beaten (my dad drank)</li> <li>- when my dad beat my mom</li> <li>- my parents quarrelled</li> <li>- we lived among gypsies</li> <li>- she does not know</li> <li>- the many rows</li> <li>- dad beat us a lot</li> <li>- I don't know</li> <li>- dad always drank</li> <li>- I quarrelled with my sibling</li> <li>- our dad always beat us</li> <li>- mom and dad fought</li> <li>- quarrels</li> <li>- they drank</li> <li>- they barely looked after us</li> <li>- my grandmother always beat me</li> <li>- when my mother beat me</li> <li>- they drank and fought</li> <li>- my dad got drunk and beat us</li> <li>- my mom died</li> <li>- my mother was swearing and beat us</li> <li>- when mom bought wine from the child benefit</li> <li>- when dad beat us</li> <li>- my parents quarrelled, mom sold everything to drink, she locked us for 5 days</li> <li>- quarrels</li> <li>- I was young, I don't know</li> <li>- my parents quarrelled, dad beat mom</li> <li>- lack of hygiene, dad drank</li> <li>- there was nothing like that</li> <li>- when my parents drank</li> <li>- the quarrel of my parents</li> <li>- my father</li> <li>- mom didn't make a cake every weekend</li> <li>- when my father was drunk and shouted</li> <li>- my parents quarrelled</li> <li>- my parents quarrelled</li> <li>- dad is an alcoholic</li> <li>- she does not know</li> </ul>
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<ul style="list-style-type: none"> <li>- None</li> <li>- He does not know</li> <li>- Nothing</li> <li>- There was little room</li> </ul>	
Did not answer: 13	Did not answer: 6
Total number: 90 boys	Total number: 61 girls

<b>The answers of 14-year-old boys</b>	<b>The answers of 14-year-old girls</b>
<ul style="list-style-type: none"> <li>- If I did not learn, I was not allowed to go out to play</li> <li>- he does know</li> <li>- I don't know</li> <li>- nothing for me</li> <li>- my dad drank</li> <li>- my mom died</li> <li>- mom beat me drunkenly</li> <li>- my father drank</li> <li>- my mother drank and beat me</li> <li>- my sibling did not really care for me</li> <li>- when my father beat me</li> <li>- the school</li> <li>- "No" (There is nothing like that)</li> <li>- Mom did not take care of me</li> <li>- When my father got home drunk</li> <li>- quarrel between mom and dad</li> <li>- he does not know</li> <li>- There was nothing like that</li> <li>- my parents quarrelled and fought</li> <li>- mom drank</li> <li>- nothing</li> <li>- he does not know</li> <li>- mom did not look after me</li> <li>- I don't know anything like this</li> <li>- nothing</li> <li>- I could not go out with anybody</li> <li>- my father when he was drunk</li> <li>- we lived in a hotel, we did not have an own home</li> <li>- I got into the institute</li> <li>- They always quarrelled</li> <li>- he does not know</li> <li>- I cannot remember</li> <li>- when I slept on the ground</li> <li>- my sibling threw the cat on me and she forced me to leave home</li> <li>- I cannot say anything bad</li> <li>- my parents drank and fought</li> <li>- family quarrel</li> <li>- when my parents quarrelled</li> <li>- I was beaten by mom and dad, too</li> <li>- my dad beat my mom</li> <li>- I don't know</li> <li>- my father was there</li> <li>- a lot of quarrels</li> <li>- there was nothing like that</li> <li>- mom and dad always quarrelled</li> <li>- when my dad and godfather quarrelled</li> <li>- I was beaten, but once I stood up, I protected myself but my mother set my foster father against me</li> <li>- my dad and mom debated</li> <li>- My father was not with me</li> </ul>	<ul style="list-style-type: none"> <li>- the circumstances</li> <li>- mom did not live with us</li> <li>- financial situation</li> <li>- when I was left alone at home</li> <li>- there was no food!</li> <li>- she does not know</li> <li>- my dad beat me</li> <li>- my mother left us at my grandother who found it difficult to look after us, dad got into prison</li> <li>- the school</li> <li>- mom beat me</li> <li>- my mom always drank</li> <li>- the circumstances</li> <li>- we did not have a house</li> <li>- when I was beaten (by my stepfather)</li> <li>- when mom and dad fought</li> <li>- I don't know</li> <li>- dad and mom quarrelled all the time</li> <li>- we were not given food, mom beat us, we did not go to school, we were not allowed to go out, they drank..</li> <li>- when my parents drank</li> <li>- There were a lot of debates, dad was very stressed</li> <li>- Dad drank</li> <li>- Quarrels</li> <li>- when dad beat my mom</li> <li>- dad beat me</li> <li>- When we almost set the kitchen on fire while we were frying potatoes with my elder sisters</li> <li>- when my parents quarrelled</li> <li>- I don't know</li> <li>- I cannot remember</li> <li>- we were beaten</li> <li>- My parents quarrelled and fought</li> <li>- mom and dad quarrelled</li> <li>- they drank, quarrelled and fought</li> <li>- Mom smacked me on the face</li> <li>- dad always beat us</li> <li>- it does not refer to her</li> <li>- mom beat me</li> <li>- mom and dad quarrelled</li> <li>- dad beat my mom</li> <li>- she does not know</li> <li>- my mom left</li> <li>- nothing</li> <li>- money worries</li> <li>- my mom drank and did not deal with us</li> <li>- there were a lot of debates, I was often beaten</li> <li>- quarrels</li> <li>- when I was beaten</li> <li>- my dad drank and beat us</li> <li>- constant drinking of my parents</li> <li>- to be with my foster father</li> </ul>



<ul style="list-style-type: none"> <li>- I was not loved at home, they always protected my elder brother</li> <li>- two families lived in one house</li> <li>- I was beaten</li> <li>- my father and mother drank</li> <li>- I was always beaten by my parents</li> <li>- I did not have to go to school</li> <li>- when I had to leave home</li> <li>- poverty</li> <li>- my father had a common- law-wife; we did not really get on with each other</li> <li>- when I had to go to my mother</li> <li>- my father drank</li> <li>- my mother didn't really look after us</li> <li>- my mom drank</li> <li>- my parents fought</li> <li>- my stepfather</li> <li>- quarrels</li> <li>- there was little room</li> <li>- my dad drank</li> <li>- my sibling burnt himself</li> <li>- we were beaten all the time</li> <li>- there was nothing like that</li> <li>- he does not know</li> <li>- he does not know</li> <li>- everything. we were starving</li> <li>- when my parents were not at home</li> <li>- I was not allowed anywhere</li> <li>- there was nothing like that</li> <li>- I cannot remember</li> <li>- a lot of quarrels, we were beaten</li> <li>- When I got here</li> <li>- Mom beat me</li> <li>- the home atmosphere</li> <li>- mom and dad always quarrelled</li> <li>- I had to work</li> <li>- When I had to leave home</li> <li>- He does not know</li> <li>- there was nothing like that</li> <li>- Sometimes I was beaten</li> <li>- my dad drank</li> <li>- I was never allowed to go to town</li> <li>- when we got in, when dad came home drunk</li> <li>- my dad drank</li> <li>- We did not have electricity, proper kitchen, dad is an alcoholic, he beat mom, he wanted to take me away</li> <li>- the death of dad</li> <li>- they barely took care of me</li> </ul>	<ul style="list-style-type: none"> <li>- when we stayed alone</li> <li>- my father drank and beat us</li> <li>- my father drank and beat us</li> <li>- when we could not eat because we were poor alone</li> <li>- dad beat me up</li> <li>- I don't know</li> <li>- my father shouted</li> <li>- I cannot remember</li> <li>- my dad drank</li> <li>- I was not allowed to do a lot of things</li> <li>- she does not know</li> <li>- dad and mom drank</li> <li>- I was one when I got in, I can't remember</li> <li>- everything was bad</li> <li>- quarrels</li> <li>- nothing</li> <li>- I had to be with mom all the time, I could not go anywhere</li> <li>- I cannot remember</li> <li>- my mother lived with another man who behaved with us in a way he should not have</li> <li>- nothing, I liked being at home</li> <li>- I cannot remember</li> <li>- sometimes I fought with my siblings</li> <li>- our foster father lived with us</li> <li>- my foster father beat my mom</li> <li>- Dad and mom drank</li> <li>- everything was bad, there were a lot of debates at home</li> <li>- they quarrelled</li> <li>- my father beat my mother</li> <li>- my father beat me and raped me</li> <li>- we lived in an old, bad house, we were not clean, there was no proper food</li> <li>- I was beaten a lot</li> <li>- they always left me alone at home while they were out drinking</li> <li>- she does not know</li> <li>- When mom beat us</li> <li>- I got involved in a gang and there were a lot of problems from this at home</li> <li>- quarrels with the neighbours</li> </ul>
Did not answer: 19	Did not answer: 13
Total number: 113 boys	Total number: 98 girls

The answers of 15-year-old boys	The answers of 15-year-old girls
<ul style="list-style-type: none"> <li>- they shouted at me</li> <li>- when we came here</li> <li>- quarrels</li> <li>- nothing</li> <li>- that we had to leave</li> <li>- my younger brother was hit by the train</li> <li>- my stepfather drank and beat me quite often</li> <li>- there was nothing like that</li> <li>- the school</li> </ul>	<ul style="list-style-type: none"> <li>- fight between my parents</li> <li>- she does not know</li> <li>- housing circumstances</li> <li>- my siblings were beaten all the time</li> <li>- mom drank a lot</li> <li>- my mother drank</li> <li>- I quarrelled a lot with mom</li> <li>- when my parents quarrelled and then did not talk to each other</li> </ul>

<ul style="list-style-type: none"> <li>- I don't know</li> <li>- nothing</li> <li>- none</li> <li>- I don't know</li> <li>- nothing</li> <li>- my father beat my mother</li> <li>- financial circumstances</li> <li>- sometimes my parents drank</li> <li>- my parents drank</li> <li>- Mom beat my sibling</li> <li>- Nothing</li> <li>- None</li> <li>- I don't know</li> <li>- We quarrelled a lot at home</li> <li>- My foster father beat me and did not take care of me</li> <li>- Nothing</li> <li>- I always had to look after my siblings</li> <li>- he does not know</li> <li>- When they quarrelled</li> <li>- we were penniless</li> <li>- The alcoholism of my parents</li> <li>- my grandmother beat me with a wooden spoon until it broke</li> <li>- nothing</li> <li>- there was nothing like that</li> <li>- I was beaten a lot</li> <li>- my dad drank, I did not like that because then he quarrelled</li> <li>- I got wounded</li> <li>- quarrels</li> <li>- When I had to go to sleep in the evening</li> <li>- alcohol</li> <li>- they loved me, but they quarrelled with each other</li> <li>- dad and mom quarrelled</li> <li>- conflicts, quarrels</li> <li>- constant debates they drank</li> <li>- my mother was not beside me</li> <li>- my parents drank</li> <li>- he does not know</li> <li>- nothing</li> <li>- he does not know</li> <li>- My mother chased me with a stick to beat me</li> <li>- my parents quarrelled a lot, my father drank</li> <li>- my mother was always provoking me and I pushed her</li> <li>- mom always drank</li> <li>- my father drank</li> <li>- my stepfather because he hated me</li> <li>- dad drank, he beat us</li> <li>- when my parents quarrelled</li> <li>- I did not have bad experience</li> <li>- while my mom was working, I was left alone in the street</li> <li>- my father drank, mom abandoned us</li> <li>- we lived together with my uncle who was an alcoholic</li> <li>- when I was 2, my father dropped me drunkenly ( this is his first memory..)</li> <li>- my dad drank and fought</li> <li>- my parents got drunk and beat us</li> <li>- our dad drank</li> <li>- I was taken from home</li> <li>- my father beat us</li> </ul>	<ul style="list-style-type: none"> <li>- she does not know</li> <li>- When mom beat a man in front of my eyes and when she stabbed my foster father</li> <li>- dad drank and beat us when we deserved it</li> <li>- when my dad drank and shouted</li> <li>- when my father beat my mother and us</li> <li>- I don't know</li> <li>- the constant quarrel and drinking</li> <li>- My father was always drunk and he shouted</li> <li>- I don't know</li> <li>- there were debates</li> <li>- I don't know</li> <li>- quarrel, fight</li> <li>- dad sometimes fought</li> <li>- dad beat us</li> <li>- My father was a neurotic</li> <li>- when they told me things I did not like</li> <li>- When dad beat mom</li> <li>- fights</li> <li>- my stepfather</li> <li>- I had to go back from mom</li> <li>- they did not look after us</li> <li>- when my parents quarrelled and drank</li> <li>- my parents drank and fought, I was also beaten</li> <li>- my parents did not live together</li> <li>- they drank, quarrelled, and did not come for us to the kindergarden</li> <li>- my mom died, we lived in privation</li> <li>- my father drank and beat my mother and us</li> <li>- none</li> <li>- none</li> <li>- my dad chased mom with a knife</li> <li>- she does not know</li> <li>- she does not know</li> <li>- my dad is an alcoholic</li> <li>- I argued a lot with my father</li> <li>- my dad drank our money away and beat mom</li> <li>- my foster father beat mom</li> <li>- none</li> <li>- the electricity was switched off</li> <li>- mom made a comment on everything, she could do everything while we were not allowed to do anything</li> <li>- constant fight, drinking</li> <li>- mom always shouted</li> <li>- when my father got drunk</li> <li>- I had to be outside in the street even in the evening</li> <li>- my parents quarrelled</li> <li>- nothing</li> <li>- dad drank and beat us</li> <li>- dad beat us</li> <li>- my parents quarrelled</li> <li>- I cannot remember</li> <li>- we were not allowed to attend school</li> <li>- we were not allowed to attend school</li> <li>- the funeral of my mom; I got into state care</li> <li>- the debates</li> <li>- dad and mom quarrelled and drank</li> <li>- dad and mom divorced</li> <li>- my mom drank</li> <li>- my dad died</li> <li>- I was beatenvertek</li> <li>- nothing was bad</li> </ul>
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<ul style="list-style-type: none"> <li>- my mom died</li> <li>- circumstances, money worries</li> <li>- my dad beat me and set the house on fire</li> <li>- dad started drinking</li> <li>- he does not know</li> <li>- nothing</li> <li>- my parents drank</li> <li>- when my parents quarrelled</li> <li>- dad and mom quarrelled and drank</li> <li>- when I got here</li> <li>- I don't know, I was young</li> <li>- my father drank heavily</li> <li>- dad drank</li> <li>- my parents drank</li> <li>- my parents quarrelled</li> <li>- he does not know</li> <li>- none</li> <li>- there is nothing like that</li> <li>- I was constantly beaten</li> <li>- he does not know</li> <li>- none</li> <li>- my stepfather was drunk</li> <li>- my father drank</li> <li>- My parents always drank</li> <li>- when I had to leave</li> <li>- I had no bad experience</li> <li>- there is nothing like that</li> <li>- we lived far from school and we had to walk a lot to get there</li> <li>- nothing was bad...my dad is in prison</li> <li>- we left home</li> <li>- my aunt – who raised me-went to pubs, there was no water and electricity</li> <li>- he does not know</li> <li>- my mother died</li> <li>- my father always drank</li> <li>- I was alone, I was bored, there was nobody to play</li> <li>- When we wanted to do something and we were not allowed to do so. For example: we wanted to play football</li> <li>- I did not have a tv game because we had broken it</li> <li>- quarrel with my dad</li> <li>- Family quarrels, only verbal debates</li> </ul>	<ul style="list-style-type: none"> <li>- nothing</li> <li>- my stepfather beat us</li> <li>- when we left home</li> <li>- my mom drank</li> <li>- when dad died</li> <li>- constant quarrel</li> <li>- the behaviour of my father</li> <li>- none</li> <li>- debates</li> <li>- the mood</li> <li>- my parents drank</li> <li>- dad drank</li> <li>- rows between my parents</li> <li>- my mother fought</li> <li>- mom and dad quarrelled a lot</li> <li>- quarrels</li> <li>- that my father left</li> <li>- When we quarrelled</li> <li>- There was nobody to look after me (my soul) I would have needed more attention</li> <li>- When my elder brother fought</li> <li>- my parents divorced</li> <li>- just that my dad drink</li> <li>- I cannot remember</li> <li>- I was beaten once or twice</li> <li>- everything, they quarrelled, drank, beat me</li> <li>- there was no unity and harmony, I was beaten</li> <li>- once my parents quarrelled and shouted</li> <li>- my parents drank</li> <li>- nothing</li> <li>- when my parents drank</li> <li>- she does not know</li> <li>- that my mother died</li> </ul>
Did not answer: 26	Did not answer: 15
Total number: 131 boys	Total number: 114 girls

<b>The answers of 16-year-old boys</b>	<b>The answers of 16-year-old girls</b>
<ul style="list-style-type: none"> <li>- when my foster father got there</li> <li>- facing racism</li> <li>- exclusion</li> <li>- lifestyle (smoking)</li> <li>- I cannot say anything to this</li> <li>- when we were fired from school because we had not attended classes</li> <li>- that I got into state care</li> <li>- dad and mom quarrelled</li> <li>- there is nothing like that</li> <li>- my father beat me</li> <li>- when my parents died</li> <li>- housing problems, there was nothing to eat</li> </ul>	<ul style="list-style-type: none"> <li>- I did not get on with my stepfather and my siblings</li> <li>- my mother</li> <li>- my parents quarrelled, I was beaten, too though I did not deserve it</li> <li>- we were not allowed to go anywhere</li> <li>- they quarrelled</li> <li>- my father was shot on the head and I went there just then</li> <li>- my mother drank, they quarrelled all the time</li> <li>- my father's drinking</li> <li>- my aunt moved to us and started a sexual relationship with my dad</li> </ul>

<ul style="list-style-type: none"> <li>- none</li> <li>- when my dad got drunk</li> <li>- I was naughty, dad beat me but I deserved it</li> <li>- my father always beat me, he drank</li> <li>- I don't know</li> <li>- my parents beat me</li> <li>- Mom died</li> <li>- Dad died</li> <li>- When my father quarrelled with me</li> <li>- Because of kneeling and other punishment</li> <li>- nothing comes to my mind</li> <li>- I could not do what I wanted</li> <li>- dad beat my mother</li> <li>- my father beat my mother</li> <li>- hen my parents drink more than enough</li> <li>- Debates</li> <li>- Debates</li> <li>- my dad was taken to prison</li> <li>- quarrel</li> <li>- nothing really</li> <li>- there were a lot of debates, they drank, etc.</li> <li>- I cannot remember</li> <li>- escapes</li> <li>- they did not really look after me</li> <li>- there was nothing</li> <li>- the common-law-husband of my mother was often drunk, on these occasions he was provoking us and bawled (but he did not beat us)</li> <li>- that mom and dad did not have self-control</li> <li>- none</li> <li>- constant quarrel</li> <li>- dad's behaviour with grany, he did not take care of me</li> <li>- I did not go to school</li> <li>- he does not know</li> <li>- I cannot remember</li> <li>- my stepfather drank</li> <li>- when my father died</li> <li>- my father always beat me</li> <li>- my mother drank</li> <li>- that I got in</li> <li>- it was never bad for me at home</li> <li>- my mom drank</li> <li>- beating</li> <li>- drinking, fighting</li> <li>- none</li> <li>- I had to go to school</li> <li>- my mother drank</li> <li>- I was always beaten</li> <li>- my father drank</li> <li>- my parents drank and we had to look after ourselves</li> <li>- he does not know</li> <li>- they beat my sibling because there was no money</li> <li>- my foster parent vented the anger on me</li> <li>- I don't know, I cannot remember circumstances, we could not use the toilet, the pantry, they were dirty</li> <li>- I don't know</li> <li>- he does not know</li> <li>- the common-law-husbands of my mother</li> <li>- he does not know</li> <li>- the death of dad</li> </ul>	<ul style="list-style-type: none"> <li>- there was lack of unity</li> <li>- my mother drank</li> <li>- my grandmother (we did not like each other)</li> <li>- I was young, I cannot remember anything</li> <li>- I don't know, I was at home for 1 week</li> <li>- My father beat me with a cane</li> <li>- I did not get on with my family members</li> <li>- None</li> <li>- My grandmother /she raised me/ quarrelled with her daughter, but it was always me who had to take the blame</li> <li>- the quarrel</li> <li>- dad drank</li> <li>- I hated my father</li> <li>- that I was beaten,I did not get anything to eat until I ate something I did not want to</li> <li>- My parents drank</li> <li>- She does not know</li> <li>- She does not know</li> <li>- when we were beaten</li> <li>- quarrel</li> <li>- nothing when I was a little child, later: my life</li> <li>- we were alone very frequently</li> <li>- mom drank</li> <li>- I cannot remember any</li> <li>- mom and dad fought</li> <li>- my father drank</li> <li>- nothing was bad, only I believed so because I had to go to school</li> <li>- dad beat me</li> <li>- when my parents quarrelled</li> <li>- personal conflict with the boyfriend of my elder sister</li> <li>- there was no such safety we would have deserved and they didn't take care of us enough</li> <li>- I did not have a mate with whom I could have played, who would have taken care of me</li> <li>- quarrels at home, I had to eat a lot of liver and I do not like that</li> <li>- none</li> <li>- nothing</li> <li>- I cannot remember</li> <li>- I don't know</li> <li>- we argued</li> <li>- my parents beat me, they drank</li> <li>- that my younger brother was not with us, there were a lot of debates</li> <li>- my mother drank</li> <li>- she does not know</li> <li>- mom hit me, I got scared, I was afraid of her, she beat me a lot</li> <li>- mom was an alcoholic</li> <li>- dad drank</li> <li>- my parents divorced</li> <li>- mom always blamed me for everything(wooden spoon breakage, sibling beating)</li> <li>- that my father drank</li> <li>- they drank</li> <li>- that our father always beat our mother in front of our eyes</li> <li>- we got to our cousin</li> <li>- mom and dad drank a lot</li> <li>- alcohol and beating</li> </ul>
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<ul style="list-style-type: none"> <li>- I was young, I don't know</li> <li>- dad drank</li> <li>- my parents quarrelled and beat me</li> <li>- none</li> <li>- nothing</li> <li>- to learn</li> <li>- Family debates</li> <li>- the husband of my aunt did not love me</li> <li>- the absence of dad because he died</li> <li>- Mom and dad drank</li> <li>- my parents drank</li> <li>- when I was not allowed to go to the disco</li> <li>- they shouted and quarrelled, the quarrels between my parents</li> <li>- he does not know</li> <li>- I did not get on with my parents</li> <li>- Once my dad was drunk and he beat me</li> <li>- dad drank</li> <li>- he does not know</li> <li>- they did not treat me as they should have</li> <li>- the flat and the food</li> <li>- my mother beat me</li> <li>- poverty</li> <li>- big poverty</li> <li>- he does not know</li> <li>- the behaviour of dad</li> <li>- The house was in bad condition</li> <li>- It was always me who looked after my siblings, quarrels</li> <li>- I hated my foster father</li> <li>- my parents always quarrelled, my father beat me up</li> <li>- when my mom died, I was 5</li> <li>- my parents divorced, I did not really know my father, I have bad opinion about him</li> <li>- My mother and my father regularly drank and quarrelled</li> <li>- I was beaten</li> <li>- I cannot remember</li> <li>- my mother drank</li> <li>- my father died when he was 14</li> <li>- we had no money for hi-fi system and computer</li> <li>- my parents quarrelled</li> </ul>	<ul style="list-style-type: none"> <li>- nothing</li> <li>- my parents are alcoholists, they sold our house, too</li> <li>- I was always alone, my mom took medicines, my dad drank</li> <li>- none</li> <li>- family debates</li> <li>- dad was violent, sometimes because of the alcohol, sometimes without any reason</li> <li>- I was not looked after</li> <li>- when I got to know that I was adopted</li> <li>- when my grandmother died</li> <li>- circumstances</li> <li>- my dad beat us</li> <li>- when my parents got drunk</li> <li>- dad was not always at home</li> <li>- I did not get on with my dad</li> <li>- beating</li> <li>- when my parents constantly quarrelled</li> <li>- the quarrel of my parents</li> <li>- my parents quarrelled</li> <li>- I was not together with my siblings</li> <li>- I always had to be alone</li> <li>- the quarrels</li> <li>- My whole life was bad</li> <li>- my dad drank, they fought</li> <li>- when my mom abandoned me</li> <li>- my father drank</li> <li>- dad beat mom and drank</li> <li>- Both my father and my mother were alcoholists</li> <li>- I cannot remember</li> <li>- my elder brother did not like me because before our birth my father had said to abort me, therefore my parents divorced</li> <li>- I was not allowed to go anywhere because they feared for me very much</li> <li>- dad drank, he beat mom, he wanted to kill me when my mom was 8 months old pregnant with me</li> <li>- that my parents drank</li> <li>- When dad beat me</li> <li>- I was alone, I did not feel loved at home</li> </ul>
Did not answer: 33	Did not answer: 11
Total number: 141 boys	Total number: 105 girls

The answers of 17-year-old boys	The answers of 17-year-old girls
<ul style="list-style-type: none"> <li>- Quarrel</li> <li>- Quarrel</li> <li>- I cannot remember</li> <li>- my mother stabbed me with a knife on my head</li> <li>- everything was bad</li> <li>- nothing was bad</li> <li>- they did not care for me</li> <li>- I was beaten</li> <li>- my dad beat me</li> <li>- he does not know</li> <li>- we got into state care</li> <li>- none!</li> <li>- when my father beat me</li> </ul>	<ul style="list-style-type: none"> <li>- quarrel</li> <li>- nothing I remember</li> <li>- mom drank</li> <li>- nothing bad happened to me</li> <li>- dad beat me and raped me</li> <li>- nothing was bad</li> <li>- we quarrelled a lot with my mother because of my friends</li> <li>- our parents drank, beat us and my father abused me sexually</li> <li>- quarrels</li> <li>- for my mother her common-law-husband was more important than her children, the common-law-husband quarrelled a lot with us</li> </ul>

<ul style="list-style-type: none"> <li>- nothing</li> <li>- I did not get on with my elder brother</li> <li>- mom drank+ beat me</li> <li>- I got in here</li> <li>- the beatings</li> <li>- My foster father beat me. Mom drank.</li> <li>- Mom stabbed dad with a knife, but dad also drank</li> <li>- I had to live according to the stupid rules of my foster father</li> <li>- I was not allowed to go anywhere</li> <li>- there is nothing like that</li> <li>- there was none</li> <li>- Mom sold the house and he became poor</li> <li>- Quarrel</li> <li>- there was none</li> <li>- there was nothing like that</li> <li>- When dad beat me</li> <li>- Everything</li> <li>- I was not allowed to go out</li> <li>- mom abandoned us</li> <li>- mom drank</li> <li>- we were not dealt with</li> <li>- I was 3 when I got in, I cannot remember</li> <li>- the shortages, my father drank</li> <li>- none</li> <li>- he does not know</li> <li>- I don't know</li> <li>- neighbours</li> <li>- sometimes I was beaten</li> <li>- my father beat my mother</li> <li>- I don't know</li> <li>- maybe the alcoholism of my stepfather</li> <li>- mom drank and beat us</li> <li>- there were rows</li> <li>- mom and dad quarrelled</li> <li>- when my sibling disappeared</li> <li>- none</li> <li>- sometimes we quarrelled with my sibling</li> <li>- I don't know</li> <li>- we were beaten a lot when we were naughty</li> <li>- when my mom beat me</li> <li>- my father drank, he wanted to stab me</li> <li>- mom because she did not like anything</li> <li>- my father drank and beat me</li> <li>- he does not know</li> <li>- everything</li> <li>- we did not like each other with mom very much, she beat me a lot, etc.</li> <li>- quarrels</li> <li>- none</li> <li>- none</li> <li>- my father beat them</li> <li>- none</li> <li>- the alcoholism of my parents</li> <li>- the school was far</li> <li>- my father</li> <li>- I was always ordered and they let my siblings do more than I was allowed to</li> <li>- none</li> <li>- there was nothing so bad</li> <li>- that my mother drank</li> <li>- we lived in privation</li> <li>- we quarrelled+ beatings</li> <li>- they drank and fought</li> </ul>	<ul style="list-style-type: none"> <li>- mom drank a lot, she spent little time with us</li> <li>- I did not feel myself at home</li> <li>- a lot of quarrels</li> <li>- My father, more exactly my parents drank</li> <li>- my parents quarrelled</li> <li>- there was hardly any food, my mother beat me a lot</li> <li>- my parents beat my siblings</li> <li>- dad quarrelled</li> <li>- none</li> <li>- my parents divorced, we stayed at mom who did not look after us at all</li> <li>- my dad was strict with me and I was raped</li> <li>- my parents drank and quarrelled</li> <li>- when my mother beat me and when my grandfather abused me sexually</li> <li>- When my mom started to work in "such" a workplace</li> <li>- when my mom was drunk</li> <li>- I quarrelled a lot with mom</li> <li>- Almost everything</li> <li>- when my mother died</li> <li>- My parents constantly quarrelled</li> <li>- When my parents beat me and when I got into an institute</li> <li>- when mom was ill</li> <li>- when my parents quarrelled</li> <li>- Mom is an alcoholic, a drug addict and a bitch who takes medicines and needs a dick all the time. She broke my face with steel-padded boots</li> <li>- that dad beat us a lot of times</li> <li>- dad was an alcoholic</li> <li>- she does not know</li> <li>- my mother</li> <li>- to bear my stepfather</li> <li>- I was young, I don't know</li> <li>- we were alone</li> <li>- the drinking of my father+ beatings</li> <li>- nothing</li> <li>- When my foster father beat my mom</li> <li>- when my mom started being with other guys</li> <li>- quarrel</li> <li>- my father beat me and drank</li> <li>- there was my father</li> <li>- The alcoholism of my parents</li> <li>- averages financial circumstances</li> <li>- my mother always beat me</li> <li>- dad always beat me</li> <li>- my parents spent all the money, they drank and ended up in a fight</li> <li>- my father beat me</li> <li>- none</li> <li>- my mother drank</li> <li>- I cannot remember any more</li> <li>- Our foster father and his attitude towards us while we were living with mom. she is rather insane. she shouted and hurt us</li> <li>- they quarrelled unbelievably a lot, they beat us a lot, dad beat mom, too</li> <li>- they swore with me</li> <li>- my mother abandoned me</li> <li>- my elder sister was far away from me</li> <li>- none</li> <li>- she does not know</li> </ul>
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<ul style="list-style-type: none"> <li>- when my parents drank</li> <li>- mom drank</li> <li>- my father drank</li> <li>- when my younger brother got into state care (he had got in sooner)</li> <li>- dad beat mom</li> <li>- my parents drank</li> <li>- my parents quarrelled all the time</li> <li>- I was young, I cannot remember the circumstances</li> <li>- my parents drank</li> <li>- none</li> <li>- a lot of quarrels</li> <li>- mom was ill</li> <li>- quarrels</li> <li>- we did not have a constant home</li> <li>- my parents and my grandmother beat me, they gave me no food</li> <li>- dad insulted me too often</li> <li>- he does not know</li> <li>- alcohol</li> <li>- he does not know</li> <li>- they drank</li> <li>- I was not allowed to go to my grandmom</li> <li>- I cannot remember</li> <li>- the sibling of my mother jumped out of the window</li> <li>- I have been here since I was very young</li> <li>- they differentiated us: own child, not an own child</li> <li>- the relationship with my stepmother</li> <li>- because of dad's drinking the family was often forced to leave our home</li> <li>- my mother</li> <li>- quarrel</li> <li>- I did not go to school</li> <li>- constant quarrel between mom and dad</li> <li>- everyday quarrels</li> <li>- my parents drank</li> <li>- My mom was beaten (our foster father, there were two of them)</li> <li>- none</li> <li>- none</li> <li>- my father drank, he disappeared for days, mom and I had to look for him. I felt ashamed</li> <li>- my stepfather beat my mother</li> <li>- there were a lot of debates at home</li> <li>- my parents drank, they quarrelled a lot</li> <li>- My elder brother told me to get out of the house and we were often in the street</li> <li>- When my dad died</li> <li>- I was not allowed to go to the disco</li> <li>- my father was drunk and beat my mother then my mother got drunk and abandoned us</li> <li>- family chaos</li> <li>- sometimes my parents drank</li> <li>- I did not learn</li> <li>- provision</li> <li>- my dog died</li> <li>- my mother died</li> <li>- When we became poor</li> <li>- my parents constantly beat me and drank alcohol</li> <li>- I did not go to school</li> <li>- I was not allowed to meet my girlfriend</li> </ul>	<ul style="list-style-type: none"> <li>- I was not allowed to go anywhere, I was restricted</li> <li>- quarrels, my father drank</li> <li>- nothing, I got in because of the school</li> <li>- my dad was ill then he died</li> <li>- nothing</li> <li>- dad drank</li> <li>- my parents were alcoholists</li> <li>- there were always quarrels</li> <li>- I was not allowed to go anywhere</li> <li>- my father drank and he raped my elder sister</li> <li>- my parents drank, they were alcoholists</li> <li>- the behaviour of my grandmother</li> <li>- I don't know</li> <li>- there no such thing as bad experience</li> <li>- mom always drank</li> <li>- dad beat my mother</li> <li>- we quarrelled a lot</li> <li>- my father beat my mother seriously</li> <li>- the common-law-husband of my mom beat me</li> <li>- quarrels</li> <li>- It was very bad at homeNagyon rossz, there were a lot of conflicts and quarrels</li> <li>- Nothing</li> <li>- when dad died</li> <li>- quarrels, my father always beat me</li> <li>- dad beat mom and us, he drank a lot</li> <li>- there were problems with mom</li> <li>- frequent quarrels</li> <li>- my parents drank which ended up in family quarrels</li> <li>- dad did not behave properly</li> <li>- I cannot remember</li> <li>- when my father drank</li> <li>- to live with my mother</li> <li>- they did not take care of me</li> <li>- Fights, I was beaten</li> <li>- my father drank</li> <li>- When my father died</li> <li>- when we quarrelled</li> <li>- the quarrel of mom and dad</li> <li>- she does not know</li> <li>- she does not know</li> <li>- none</li> <li>- my stepfather wanted to rape me</li> <li>- my mom drank</li> <li>- me and my siblings were beaten</li> <li>- my parents left us alone for a longer period of time</li> <li>- that I had to live with such a person whom I did not like at all (foster mother)</li> <li>- when mom became depressed and beat us</li> <li>- none</li> <li>- the husband of my mom</li> <li>- I did not know that my father was not my real father</li> <li>- the lot of debates and quarrels</li> <li>- I was alone a lot</li> <li>- mom's behaviour</li> <li>- I don't know</li> <li>- my father died when I was 9</li> <li>- When my mother and my stepfather quarrelled and endangered my younger brother's life</li> <li>- The relatives quarrelled a lot, there were constant family conflicts after my father died</li> </ul>
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<ul style="list-style-type: none"> <li>- my stepsiblings beat me a lot, I was at the police station quite frequently</li> <li>- my uncle lived with us</li> <li>- the quarrels</li> <li>- none</li> <li>- my father was never at home, he always worked</li> <li>- when my mom died</li> <li>- the quarrel of my mother and father</li> <li>- nothing</li> <li>- none</li> <li>- when my grandfather moved</li> <li>- Alcohol consumption</li> <li>- it was boring, it was impossible to move in the flat</li> <li>- my mother drank</li> <li>- quarrel</li> <li>- nothing</li> <li>- my mother always excluded me</li> <li>- frequent quarrel and beating as its consequence</li> <li>- we were beaten</li> <li>- he does not know</li> </ul>	<ul style="list-style-type: none"> <li>- my foster father</li> <li>- mom drank quite a lot and a lot of conflicts evolved from it</li> <li>- they drank and fought</li> </ul>
Did not answer: 40	Did not answer: 26
Total number: 188 boys	Total number : 150 girls

<b>The answers of 18-year-old boys</b>	<b>The answers of 18-year-old girls</b>
<ul style="list-style-type: none"> <li>- I was alone at home</li> <li>- they drank</li> <li>- I was bored</li> <li>- dad beat mom, he drank</li> <li>- my father beat me, I missed my mother</li> <li>- exaggerated discipline</li> <li>- there were not any rules</li> <li>- the drinking of my father</li> <li>- my stepfather, he is the reason why I am here</li> <li>- dad and mom always drank</li> <li>- none</li> <li>- quarrel</li> <li>- he does not know</li> <li>- he does not know</li> <li>- They did not trust me</li> <li>- I don't know</li> <li>- the alcoholism of mom</li> <li>- we constantly quarrelled</li> <li>- I was beaten, they did not give me food</li> <li>- quarrels</li> <li>- my father drank and fought. He beat mom and the children, too</li> <li>- we were left alone</li> <li>- I was beaten</li> <li>- mom drank, there were conflicts because of the school, beating</li> <li>- There were a lot of quarrels because of money</li> <li>- Mom needed the "dick" more than her own children</li> <li>- the death of my grandmother</li> <li>- that my mother abandoned us</li> <li>- Circumstances /there was no water/</li> <li>- Nothing</li> <li>- My father did not look after me</li> <li>- my father got drunk, he was boozing</li> </ul>	<ul style="list-style-type: none"> <li>- that I had to leave home</li> <li>- I could not do what I wanted, there were rules</li> <li>- my father drank, he was depraved and he quarrelled a lot</li> <li>- she does not know</li> <li>- my mother drank and beat my grandmother</li> <li>- my father was an alcoholic</li> <li>- my mother was often ill, that is why she was only rarely at home</li> <li>- my father drank</li> <li>- Dad and mom quarrelled</li> <li>- mom drank day by day</li> <li>- constant quarrels, fights</li> <li>- my parents quarrelled</li> <li>- the lot of fights</li> <li>- the police came out in front of our house</li> <li>- mom and my stepfather fought and drank</li> <li>- when dad drank. He beat me twice a week</li> <li>- my father constantly beat us</li> <li>- to live with my parents, they drank</li> <li>- mom was an alcoholic together with dad. (Dad died)</li> <li>- we could not go to school, our parents could not afford it</li> <li>- mom</li> <li>- my parents drank</li> <li>- we did not talk to each other, My father was always drunk</li> <li>- I lived at my godparents. I was blamed for being for example: a drug-addict or a bitch...</li> <li>- None</li> <li>- My father beat my mother and me</li> <li>- Money worries, sometimes there was not enough food</li> <li>- my mom had been depressed for years and it</li> </ul>



<ul style="list-style-type: none"> <li>- when my mother drank</li> <li>- I was together with my family</li> <li>- mom set the flat on fire</li> <li>- I don't know</li> <li>- when I did not learn, I was not allowed to play football</li> <li>- drinking, debating</li> <li>- my mom sometimes restricted me in some things</li> <li>- that my mother drank</li> <li>- lack of freedom, financial circumstances</li> <li>- when my father drank</li> <li>- my mother is an alcoholic, she does not have an own estate</li> <li>- when my dad drank</li> <li>- they did not look after me</li> <li>- I cannot remember</li> <li>- my foster father beat me, he drank a lot</li> <li>- my mother beat my younger siblings, she broke my head</li> <li>- my foster father fought</li> <li>- I was 3 when my parents died, I was brought up by my old granny</li> <li>- Circumstances</li> <li>- Everything</li> <li>- he does not know</li> <li>- constant quarrels, crowdedness, cigarette, alcohol there were always a lot of people going by</li> <li>- constant quarrel and the drinking of my stepfather</li> <li>- my mother beat me and my sibling without any reason</li> <li>- my father drank quite heavily</li> <li>- they drank, dad beat me</li> <li>- my parents drank and fought</li> <li>- dad died</li> <li>- there was nothing to eat, dad drank constantly</li> <li>- quarrel, fight</li> <li>- dad beat me heavily</li> <li>- family scandal</li> <li>- when I had to go to school</li> <li>- no clue</li> <li>- the family</li> <li>- Everything</li> <li>- Nothing</li> <li>- He does not know</li> <li>- my dad drank</li> <li>- my father drank, quarrels</li> <li>- my parents drank, quarrels</li> <li>- when there was little food</li> <li>- He was always left alone</li> <li>- quarrel</li> <li>- none</li> <li>- I cannot remember</li> <li>- I don't know</li> <li>- they were strict with me</li> <li>- he does not know</li> <li>- he does not know</li> <li>- he does not know</li> <li>- the relationship at my mother</li> <li>- a lot of debates and my parents drank</li> <li>- mom drank</li> <li>- my parents drank</li> <li>- quarrels</li> </ul>	<ul style="list-style-type: none"> <li>- culminated on my 13rd birthday</li> <li>- when they beat me, when they drank</li> <li>- My mom and my dad hurt each other, I missed the feeling of love</li> <li>- That my father kept on beating me</li> <li>- there was no unity between us</li> <li>- he was very bad (the foster parent), I was beaten for 6,5 years, I was locked out of the flat every day, etc.</li> <li>- mom and my foster father beat each other and me</li> <li>- I was left alone at home, there were a lot of rows between my parents</li> <li>- she does not know</li> <li>- my parents drank</li> <li>- my mom beat me, she is an alcoholic</li> <li>- quarrels</li> <li>- none</li> <li>- I was not allowed to go out at night</li> <li>- A lot of quarrels and fights</li> <li>- I was raped at the age of 8 by one of the friends of my stepfather</li> <li>- my mother treated us very badly</li> <li>- my parent</li> <li>- constant quarrel</li> <li>- drinking and fighting</li> <li>- fighting</li> <li>- nothing, I loved being at home</li> <li>- my family was not normal</li> <li>- none</li> <li>- nothing</li> <li>- the alcoholism of my parents</li> <li>- the behaviour of my mother</li> <li>- my mom drinks, and I could not stand her ex common-law-husband</li> <li>- my father drank and beat us</li> <li>- that my mother was not at home</li> <li>- there were a fights, my father stabbed my pregnant mother, they locked us, my mother drank</li> <li>- she does not know</li> <li>- when I escaped, then the...came</li> <li>- my father drank constantly and beat me for everything</li> <li>- my father drank and beat my mother</li> <li>- I got disappointed in my parents, they were evil, they beat me while I was at home until the age of 15</li> <li>- when I was 12 my mother died, my father moved, my godmother quarrelled a lot, she did not talk to us</li> <li>- a lot of quarrels</li> <li>- that I was a rebel</li> <li>- There was no unity in the family, finally my grandmother went mad</li> <li>- the situation itself, drinking, we were beaten, my sibling moved from home</li> <li>- dad was an alcoholic, he beat my mother</li> <li>- that my father was not at home much</li> <li>- when dad beat mom</li> <li>- prohibition, we were not allowed to do anything</li> <li>- none</li> <li>- fights</li> <li>- there was nothing bad for me</li> </ul>
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<ul style="list-style-type: none"> <li>- I cannot remember any</li> <li>- I cannot mention any</li> <li>- my father drank</li> <li>- he does not know</li> <li>- both my dad and my mom drank</li> <li>- I lost my mom and also that I was put in here</li> <li>- I was beaten constantly and I was given no food</li> <li>- when I got away from home</li> <li>- constant prohibition</li> <li>- my father drank</li> <li>- mom and dad quarrelled</li> <li>- my parents did not obey their parental responsibilities</li> <li>- I cannot remember</li> <li>- I quarrelled with my foster father</li> <li>- my father is an alcoholic</li> <li>- the alcohol consumption of my parents</li> <li>- nothing was bad</li> <li>- mom died and dad educated us alone</li> <li>- the nasty behaviour of my grandmother, since my mother had died and she became the guardian</li> <li>- my dad did not get on with mom</li> <li>- my mother drank</li> <li>- my father was an alcoholic, he beat me all the time</li> <li>- my parents drank</li> <li>- poverty, pennilessness</li> <li>- I cannot remember exactly</li> <li>- nothing</li> <li>- my mother drank constantly</li> <li>- the flat was tiny</li> <li>- I don't know</li> <li>- the debate of my parents</li> <li>- when I left and I did not say a word to my parents, that was bad</li> <li>- my mother drank</li> <li>- my parents quarrelled</li> </ul>	<ul style="list-style-type: none"> <li>- I cannot remember</li> <li>- dad always beat me</li> <li>- none</li> <li>- none</li> <li>- I don't know</li> <li>- the quarrels of my father</li> <li>- my parents were not with us. The gypsies took away all our money, so my parents hid in order not to be beaten</li> <li>- nothing was good</li> <li>- my parents abandoned me</li> <li>- dad drank and fought</li> <li>- I did not get on well with my mother, it was insane how she feared for me and did not let me go anywhere</li> <li>- my mother drank</li> <li>- I did not get on with my mom</li> <li>- dad drank</li> <li>- dad beat me and drank</li> <li>- our father beat us, my father wanted to rape me, he made my siblings drink and wanted to kill them</li> <li>- mom drank</li> <li>- quarrels</li> <li>- our parents did not deal with us, we did not get enough love and attention</li> <li>- we did not have a home, we lived in the street</li> <li>- I don't know</li> <li>- she does not know</li> <li>- my parents drank</li> <li>- mom cut her throat with a blade in the middle of the room (on more occasions), alcoholism</li> <li>- none</li> <li>- alcohol, privation and they were violent</li> <li>- quarrels</li> <li>- I was beaten</li> <li>- I was beaten all the time</li> <li>- my parents drank and beat me</li> <li>- I had to look after my siblings, I could not learn</li> <li>- I did not eat good food</li> <li>- she does not know</li> <li>- I got to know that my mom had diabetes, and despite this she drank and became aggressive</li> <li>- we were penniless</li> <li>- Constant quarrels</li> <li>- My parents and the relationship with my stepfather...</li> <li>- Shoddiness</li> <li>- They broke my head, beat me, let me starve and put me into the institute</li> <li>- my father passed away and mother escaped into alcoholism</li> <li>- I was beaten all the time</li> <li>- quarrels</li> <li>- they divorced after 8 children</li> <li>- my foster father drank</li> <li>- we did not have a bath</li> <li>- It was not good at home</li> <li>- my foster father beat her mom</li> <li>- my father drank</li> <li>- dad drank</li> <li>- the family got separated</li> <li>- My father raped me when I was 5, my mother was not at home for months, my mother drank,</li> </ul>
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	<ul style="list-style-type: none"> <li>- she was a prostitute</li> <li>- mom got into prison</li> <li>- dad drank</li> <li>- dad and mom drank, they did not look after us at all, there were a lot of quarrels</li> <li>- the death of my father</li> <li>- we were almost always alone</li> <li>- When my stepfather and mom quarrelled</li> <li>- family quarrel, the common-law-husband of mom beat me</li> <li>- There were constant quarrels and our father sometimes beat us, too</li> <li>- mom did not take care of us</li> </ul>
Did not answer: 34	Did not answer: 11
Total number: 155 boys	Total number: 147 girls

### 2.1.6.3 *What was good at home? In the interpretation of children and youth*

*The answers to the questions broken down into gender and age:*

<b>The answers of 9-year-old boys</b>	<b>The answers of 9-year-old girls</b>
<ul style="list-style-type: none"> <li>- when they made peace with each other</li> <li>- birthdays</li> </ul>	<ul style="list-style-type: none"> <li>- I played</li> <li>- she does not know</li> </ul>
Did not answer: 1	Did not answer:
Total number: 3 boys	Total number: 2 girls

<b>The answers of 10-year-old boys</b>	<b>The answers of 10-year-old girls</b>
<ul style="list-style-type: none"> <li>- I cannot remember</li> <li>- there was surely some but I cannot remember</li> <li>- when dad also played football with us</li> <li>- to play</li> </ul>	<ul style="list-style-type: none"> <li>- we could go everywhere</li> <li>- everything</li> </ul>
Did not answer: 1	Did not answer:
Total number: 5 boys	Total number: 2 girls

The answers of 11-year-old boys	The answers of 11-year-old girls
<ul style="list-style-type: none"> <li>- I could feed the neighbour's pigs</li> <li>- he does not know</li> <li>- I went to my friends</li> <li>- I played</li> <li>- I could wander around</li> <li>- when we went to a nice little house</li> <li>- The proximity of mom and my friends</li> <li>- when I could go to play to my classmates</li> <li>- I don't know, it was a long time ago</li> <li>- I was enrolled to the match, mom always took me home. During the holidays I always went to my friends</li> <li>- nothing was good</li> <li>- I don't know</li> <li>- I was 5 when I got in</li> <li>- Nothing</li> <li>- Everything</li> <li>- When they did not fight and when dad did not drink</li> <li>- when dad took me and made me know his relatives</li> <li>- we were together with my siblings</li> <li>- excursion</li> <li>- I don't know anything</li> <li>- love</li> <li>- mom always carressed</li> <li>- nothing was good</li> <li>- everything</li> <li>- that I was at home</li> <li>- we played a lot</li> <li>- when dad was not at home</li> <li>- when I had friends</li> <li>- there was leisure time</li> <li>- when dad bought me a bike and we went shopping by it</li> <li>- to play</li> <li>- I played with my sibling</li> <li>- I was with my parents</li> <li>- when they did not quarrel</li> <li>- when I could go outside to the garden</li> <li>- everything</li> <li>- everything</li> <li>- none</li> <li>- I cannot mention anything that would have been good, there was no such thing</li> <li>- My sibling</li> <li>- none</li> <li>- that I was at home</li> <li>- I played</li> <li>- we played a lot with my elder brother and my siblings</li> <li>- I don't know</li> <li>- mom was always at home</li> </ul>	<ul style="list-style-type: none"> <li>- I don't know</li> <li>- There were times when dad was normal</li> <li>- When my little sibling was born</li> <li>- love</li> <li>- I was with my siblings</li> <li>- she does not know</li> <li>- she does not know</li> <li>- that we were allowed to do everything</li> <li>- when we went to... or to the grandmother</li> <li>- when we went on an excursion together</li> <li>- I could be with my daddy</li> <li>- riding my bike</li> <li>- nothing</li> <li>- I don't know</li> <li>- when the family was together</li> <li>- on my birthday we had a party</li> <li>- the animals around the house, the goats</li> <li>- everything</li> <li>- the family was together</li> <li>- none</li> <li>- nothing was good</li> <li>- I cannot remember</li> <li>- I played with my younger siblings, we talked with my parents, the sun was shining, we went to the pitch</li> <li>- we played with my siblings</li> <li>- I COULD PLAY</li> <li>- she does not know</li> <li>- When we could be with my parents</li> <li>- she loved going to school</li> <li>- mom let me ride my bike outside</li> <li>- she could be together with her family</li> <li>- she could be together with her family</li> <li>- that I met mom</li> <li>- I was at home</li> <li>- both mom and dad drank, so nothing...</li> </ul>
Did not answer: 11	Did not answer: 9
Total number: 57 boys	Total number: 43 girls

The answers of 12-year-old boys	The answers of 12-year-old girls
<ul style="list-style-type: none"> <li>- he does not know</li> <li>- he does not know</li> <li>- none</li> <li>- everything was good</li> <li>- I could play a lot and I could also play on my computer</li> <li>- I could play with the dog and everything was good</li> <li>- we won an excursion</li> <li>- 2 of my younger brothers were born</li> <li>- we went to the beach</li> <li>- I could see my family</li> <li>- I could help my godmom</li> <li>- the family was together</li> <li>- family feasts</li> <li>- dad taught me how to ride my bike, he played a lot with me and took me to my godmom</li> <li>- I was together with my siblings</li> <li>- Watching tv</li> <li>- When I was allowed to play football and to go here and there</li> <li>- he does not know, he got in when he was 3</li> <li>- To be at home with my sibling and mommy</li> <li>- When i got a bike</li> <li>- Nothing special</li> <li>- I could go anywhere with my friends</li> <li>- I could watch more tv, there were a lot of fruits in the garden</li> <li>- I could play with the dog</li> <li>- I COULD BE WITH MOM</li> <li>- when everything was peace and quiet</li> <li>- we were together</li> <li>- it was good to play football with my siblings</li> <li>- I got everything, I could go anywhere</li> <li>- one summer we went on an excursion to the beach</li> <li>- walking</li> <li>- he does not know</li> <li>- it does not come to my mind</li> <li>- I got presents</li> <li>- nothing</li> <li>- none</li> <li>- when I played with dad</li> <li>- that I lived in a family</li> <li>- I stayed at school until late, I did not have to see that they drank, I could go to church</li> <li>- when we were playing football with dad and when we built a dog house</li> <li>- I could go to play football</li> <li>- feasts</li> <li>- that I could be with my family</li> <li>- I was with my parents. we played</li> <li>- we went to work /to the onion field</li> <li>- I played with my siblings, I helped mom at home</li> <li>- when the family was together</li> <li>- we were together</li> <li>- everything</li> <li>- we played</li> <li>- that I was at my father for two weeks</li> <li>- he does not know</li> <li>- when I got something</li> </ul>	<ul style="list-style-type: none"> <li>- that the family was together</li> <li>- we were together</li> <li>- when I went to the fun park with dad</li> <li>- when we went on an excursion</li> <li>- nothing</li> <li>- that I could be at home</li> <li>- I was young, I don't know</li> <li>- everything</li> <li>- We went to the ZOO with mom and dad</li> <li>- I don't know, I was young when I left home</li> <li>- She does not know</li> <li>- I could look after my younger brother</li> <li>- She does not know</li> <li>- a lot of things</li> <li>- that we went for walks and to my cousin because then our parents were not so strict with us</li> <li>- when we went to...to my elder brother</li> <li>- the whole family could be together</li> <li>- she does not know</li> <li>- she does not know</li> <li>- when there was peace and quiet</li> <li>- the winter</li> <li>- nothing</li> <li>- that mom stood by us</li> <li>- nothing</li> <li>- none</li> <li>- walking with mom</li> <li>- when we went on excursions</li> <li>- I could be with my parents</li> <li>- the family was together</li> <li>- I cannot remember</li> <li>- when I got something</li> <li>- she does not know</li> <li>- to go to school</li> <li>- that I could be there</li> <li>- love</li> <li>- time spent with my mates</li> <li>- I could be with my parents</li> <li>- I don't know</li> <li>- I was young, I cannot remember</li> <li>- she does not know</li> <li>- only dad drank, at least mom did not</li> <li>- I could play with my siblings</li> </ul>

<ul style="list-style-type: none"> <li>- playing</li> <li>- the family was together</li> <li>- he does not know</li> <li>- he does not know</li> <li>- there was a loving atmosphere, we were taken care of</li> <li>- dad brought me cheese balls every day</li> <li>- we could go everywhere, we were wandering around</li> <li>- listening to the tape recorder, listening to music</li> <li>- my friends</li> <li>- the birth of my sibling</li> <li>- we were riding the bike</li> <li>- quarrels with my mom</li> <li>- none</li> <li>- we were together a lot</li> <li>- we went fishing, the family was together</li> <li>- we were together, I adore being at home the company</li> <li>- we went to play football, we went to the mates by bike and mom and dad</li> <li>- that I could be at home with my parents</li> <li>- nothing</li> <li>- after learning, I was free</li> <li>- to go to the swimming pool</li> </ul>	
Did not answer: 11	Did not answer: 5
Total number: 86 boys	Total number: 47 girls

<b>The answers of 13-year-old boys</b>	<b>The answers of 13-year-old girls</b>
<ul style="list-style-type: none"> <li>- that I could be with dad</li> <li>- everything</li> <li>- I could help my parents</li> <li>- To go fishing with dad</li> <li>- football and chatting with my friends at home</li> <li>- that I could spend time with my family</li> <li>- playing football</li> <li>- dad educated me</li> <li>- That I was at home</li> <li>- This is quite a long story, for example when we went shopping and I was selecting which gummy bear I wanted for half an hour and I got it!</li> <li>- I was loved</li> <li>- I don't know</li> <li>- I don't know</li> <li>- We went to the fun park. At times like this, it was peace and quiet</li> <li>- I could list...</li> <li>- I don't know</li> <li>- I could watch tv and play until late</li> <li>- family parties</li> <li>- I don't know</li> <li>- we played, we played cards when I was taken home for the weekend, that was a long time ago</li> <li>- the trips</li> <li>- when we stabbed a pig</li> <li>- when we went to the playground</li> <li>- everything</li> </ul>	<ul style="list-style-type: none"> <li>- she does not know</li> <li>- I could go sledging every winter</li> <li>- when my parents were together</li> <li>- nothing</li> <li>- I could see my siblings</li> <li>- I don't know</li> <li>- the family could be together</li> <li>- that I could be always with my dad</li> <li>- Once in my life (at christmas) I got a present</li> <li>- when my little sister was born</li> <li>- grandmother, my grandfather and my elder brother were there</li> <li>- I was allowed to do everything</li> <li>- the family was together</li> <li>- my mom drank, her common-law-husband beat me</li> <li>- she does not know</li> <li>- she does not know</li> <li>- I don't know</li> <li>- that I could be with my siblings</li> <li>- I don't know</li> <li>- I could be in a family</li> <li>- we were with mom</li> <li>- the family</li> <li>- we went on a lot of trips</li> <li>- I was with my family</li> <li>- I cannot remember</li> <li>- we were together</li> <li>- that I was with mom</li> <li>- none</li> <li>- when they did not drink</li> </ul>

<ul style="list-style-type: none"> <li>- everything</li> <li>- we lived in a farm</li> <li>- I could be with mom</li> <li>- that we could be at home</li> <li>- it was good to be with mom and dad</li> <li>- when we got to my stepdaddy</li> <li>- I saw mom all the time, I dealt with her</li> <li>- we got a lot of love</li> <li>- he played at his grandmother with his cousin</li> <li>- I could play a lot</li> <li>- Play Station</li> <li>- he does not know</li> <li>- none</li> <li>- Christmas</li> <li>- we played a lot, we went to the village and to grandma</li> <li>- to play</li> <li>- I did not live at home</li> <li>- I always had to learn</li> <li>- he does not know</li> <li>- when I started playing volleyball, when we snowballed, when we made a snowman (mom, dad and my sibling)</li> <li>- I was beside my parents</li> <li>- I climbed on the apple tree with my siblings and we played</li> <li>- I don't know</li> <li>- I was at my mother</li> <li>- I went fishing with my godmother</li> <li>- summer holiday</li> <li>- fishing</li> <li>- he does not know</li> <li>- the family was together</li> <li>- I don't know</li> <li>- none</li> <li>- everything was very good</li> <li>- he does not know</li> <li>- we always went to play football</li> <li>- we were wandering around</li> <li>- fishing</li> <li>- playing</li> <li>- he does not know</li> <li>- I don't know, I cannot remember</li> <li>- I could play with my siblings</li> <li>- I don't know</li> <li>- I robbed my grandmother</li> <li>- we played a lot</li> <li>- the family was together</li> <li>- I could be at home</li> <li>- he does not know</li> <li>- When we went on the boating lake</li> <li>- Computer</li> <li>- when we were partying with my family</li> <li>- that mom did not beat me, did not drink and we could play</li> <li>- we were together, they were not drunk</li> </ul>	<ul style="list-style-type: none"> <li>- I don't know</li> <li>- when I had my birthday</li> <li>- the family was together</li> <li>- I played</li> <li>- I could be with my siblings</li> <li>- when they were not drunk</li> <li>- when there was no quarrel</li> <li>- dad was at home</li> <li>- when there was no debate</li> <li>- she does not know</li> <li>- that I could be at home with my family</li> <li>- I kept in touch with the big family</li> <li>- that I could be at home</li> <li>- when I was wandering around</li> <li>- when there were no quarrels</li> <li>- I was with mom and my friend</li> <li>- we laughed a lot, I felt I was alive there</li> <li>- everybody was together</li> <li>- I could be with my siblings</li> <li>- everything was good</li> <li>- to be with my grandmother</li> <li>- nothing</li> </ul>
Did not answer: 15	Did not answer: 9
Total number: 90 boys	Total number: 60 girls

The answers of 14 –year-old boys	The answers of 14-year-old girls
<ul style="list-style-type: none"> <li>- when I got the Play Station and the telephone</li> <li>- everything was good</li> <li>- I don't know</li> <li>- I don't know</li> <li>- it was good and that'all</li> <li>- that we spent the feasts together with the whole family</li> <li>- when my parents were not at home and I could go out any time</li> <li>- I am with my parents</li> <li>- I went to the beach with dad</li> <li>- I could go wherever I wanted</li> <li>- the kindergarden</li> <li>- I don't know</li> <li>- I fcould spend time well at home</li> <li>- I got in here</li> <li>- I cannot mention any</li> <li>- Sometimes I played with my daddy</li> <li>- he does not know</li> <li>- I was allowed everything, I could do wha I wanted</li> <li>- we had fun, we went to the playground</li> <li>- I could go out with my classmates</li> <li>- I don't know</li> <li>- he does not know</li> <li>- I cannot remember</li> <li>- I cannot mention any</li> <li>- everything</li> <li>- everything</li> <li>- when the whole family was together at home</li> <li>- I could go out with my friends</li> <li>- none</li> <li>- When I could be with mommy</li> <li>- I could ask for lunch whatever I wanted</li> <li>- I could be with my family</li> <li>- I got a bike</li> <li>- I cannot remember</li> <li>- daddy came over and gave me a lollipop</li> <li>- christmas, because we celebrated it together, even guests came to us</li> <li>- I was with my parents, I felt much better</li> <li>- nothing, really</li> <li>- love and I was given everything</li> <li>- I could go anywhere, I was allowed to do anything, they treated me well</li> <li>- nothing, really</li> <li>- I could be at home</li> <li>- I don't know</li> <li>- I don't know</li> <li>- nothing</li> <li>- to be with friends</li> <li>- playing together, excursion</li> <li>- I could play on my Nintendo</li> <li>- that I could go to see daddy and also that while I was at school, they could not beat me</li> <li>- there were animals at home and I used to have fun with them</li> <li>- that I could be at home</li> <li>- I did not have to get home in time</li> <li>- the place was good</li> <li>- we celebrated birthdays</li> <li>- I don't know</li> <li>- I could be with my siblings</li> </ul>	<ul style="list-style-type: none"> <li>- I was with mom and my siblings</li> <li>- we did not quarrel, we got on well</li> <li>- that I knew mom was there beside me</li> <li>- we went for walks</li> <li>- if there was food, we were together</li> <li>- riding my bike</li> <li>- I cannot mention any</li> <li>- the family</li> <li>- I went to my foster father</li> <li>- I did what I wanted</li> <li>- nothing</li> <li>- I was with my family</li> <li>- Nothing</li> <li>- we went to a place where we could be together</li> <li>- everything was good</li> <li>- that I was loved</li> <li>- I could be with my grandfather</li> <li>- when my parents did not drink</li> <li>- That I got everything, and love at home what I am not given here</li> <li>- The fact that I know, knew my mom</li> <li>- Excursion</li> <li>- that I could be at home</li> <li>- when we went on holiday</li> <li>- When we went out somewhere</li> <li>- that I could be at home</li> <li>- the whole family was together</li> <li>- we got lots of sweets</li> <li>- the family was together</li> <li>- driving, we slept since while we were sleeping, nothing bad could happen</li> <li>- when I was very young, we went to the ZOO</li> <li>- does not refer to her</li> <li>- I don't know</li> <li>- when I was walking up and down in my mom's high heeled shoes</li> <li>- she does not know</li> <li>- the family was together</li> <li>- freedom</li> <li>- everything</li> <li>- my mother</li> <li>- none</li> <li>- we could go anywhere</li> <li>- feasts</li> <li>- I could be with mommy</li> <li>- when we made peace with each other</li> <li>- nothing</li> <li>- when I played with the neighbours</li> <li>- my mom</li> <li>- nothing</li> <li>- I don't know</li> <li>- the family was together</li> <li>- when my father left</li> <li>- I cannot remember</li> <li>- that there were no restrictions</li> <li>- we always went on holiday</li> <li>- she does not know</li> <li>- nothing</li> <li>- that I was with my family</li> <li>- none</li> <li>- love</li> <li>- nothing</li> <li>- when I could go to my aunt</li> </ul>



<ul style="list-style-type: none"> <li>- friends</li> <li>- when I had my birthday</li> <li>- that I could play with my siblings and with the slippers</li> <li>- we stood by each other</li> <li>- nothing was good at home</li> <li>- the family was together</li> <li>- We met with my siblings</li> <li>- I was loved</li> <li>- I had a dog</li> <li>- the family was together</li> <li>- he does not know</li> <li>- I was at home</li> <li>- he does not know</li> <li>- he does not know</li> <li>- one christmas</li> <li>- it was good as it was</li> <li>- I could be with my family</li> <li>- I cannot remember</li> <li>- When my stepfather left home, at least he could not do anything while he was away</li> <li>- Friends, family</li> <li>- When we spent time together with dad</li> <li>- none</li> <li>- we played at home</li> <li>- the mood and the atmosphere were good</li> <li>- When the family was together</li> <li>- He does not know</li> <li>- time spent with my friends</li> <li>- To play with my younger siblings</li> <li>- that I was together with my siblings</li> <li>- we were together</li> <li>- he does not know</li> <li>- when we were alone at home, when my father was not there</li> <li>- I got a remote-controlled car</li> <li>- besides my father, there were no debates, we lived a normal life</li> <li>- that I could be at home</li> <li>- friends</li> <li>- I don't know</li> <li>- everything</li> <li>- we were together</li> </ul>	<ul style="list-style-type: none"> <li>- in the evening we were in the street with my mates</li> <li>- nothing</li> <li>- I could be at home</li> <li>- it was good at mom</li> <li>- I could spend a lot of time in my family, we played, etc.</li> <li>- I could be with mommy</li> <li>- family</li> <li>- I cannot mention any</li> <li>- listening to music, she could be with her family</li> <li>- there was peace and quiet in the family (sometimes)</li> <li>- sometimes I was not at home</li> <li>- when my daddy did not beat me in the evening</li> <li>- there were my siblings, we played, we made characters from mud</li> <li>- my sibling</li> <li>- none</li> <li>- she does not know</li> <li>- that I was with my family</li> <li>- celebrating birthdays</li> <li>- the family was together</li> <li>- none</li> <li>- to be with my siblings</li> </ul>
Did not answer: 17	Did not answer: 15
Total number: 112 boys	Total number: 98 girls

<b>The answers of 15-year-old boys</b>	<b>The answers of 15-year-old girls</b>
<ul style="list-style-type: none"> <li>- when they did not shout</li> <li>- to be together with my family</li> <li>- when granny still lived</li> <li>- I was with my siblings</li> <li>- everything was good</li> <li>- I cannot mention any</li> <li>- the proximity of my parents</li> <li>- when we played football</li> <li>- I don't know</li> <li>- a lot of things, I cannot say a specific example</li> <li>- to be with my parents</li> <li>- I could go anywhere...</li> <li>- I don't know, it was a long time ago</li> <li>- none</li> <li>- that we lived in a family</li> </ul>	<ul style="list-style-type: none"> <li>- being together</li> <li>- she does not know</li> <li>- being together</li> <li>- the family was together</li> <li>- when mom was not at home</li> <li>- that I was with them</li> <li>- summer holidays, it was good at home</li> <li>- when we got on well</li> <li>- she does not know</li> <li>- we were in a loving atmosphere</li> <li>- I don't know</li> <li>- that the siblings were together</li> <li>- I don't know</li> <li>- Love</li> <li>- When we were at my elder sister</li> </ul>

<ul style="list-style-type: none"> <li>- nothing</li> <li>- the family was together</li> <li>- that the family was together</li> <li>- Nothing</li> <li>- I don't know</li> <li>- I was at home</li> <li>- none</li> <li>- When my foster father was not at home</li> <li>- I don't know</li> <li>- I was always free</li> <li>- he does not know</li> <li>- When I got a present</li> <li>- we got presents</li> <li>- That we were together</li> <li>- I was at home</li> <li>- the family was together</li> <li>- everything since being at home is the best</li> <li>- the family was together</li> <li>- we got a Tv game</li> <li>- I could see my siblings and my grandfather</li> <li>- little love from my family</li> <li>- living together</li> <li>- I always drove my father's car</li> <li>- to be with with daddy</li> <li>- my friends lived close to me</li> <li>- being at home was always good</li> <li>- we got everything at home: shoes, Walkman</li> <li>- general good atmosphere</li> <li>- none</li> <li>- nothing</li> <li>- that I was at home</li> <li>- I cannot mention any</li> <li>- everything</li> <li>- he does not know</li> <li>- feasts</li> <li>- I could wander around</li> <li>- he does not know</li> <li>- that we could be with mom</li> <li>- to play with my siblings</li> <li>- we could go anywhere, if we said in advance,</li> <li>- we were allowed to go</li> <li>- we were free, we could go wherever we</li> <li>- wanted</li> <li>- that I could be together with my family</li> <li>- to play with my siblings</li> <li>- none</li> <li>- riding my bike (he said it after some</li> <li>- hesitation)</li> <li>- I could go to play football</li> <li>- mom dealt with me</li> <li>- summer holidays</li> <li>- I was there at home at my daddy</li> <li>- I don't know, it was a long time ago</li> <li>- my sibling came home</li> <li>- my mother and my father did not quarrel</li> <li>- the family was together</li> <li>- I cannot remember</li> <li>- the family was together</li> <li>- he does not know</li> <li>- I could be with my parents</li> <li>- when they did not drink and did not quarrel</li> <li>- when we had fun together, we played a lot</li> <li>- my father made a cake</li> <li>- I was free, I went where I wanted</li> <li>- I was free, I went where I wanted</li> </ul>	<ul style="list-style-type: none"> <li>- When I could go somewhere</li> <li>- I cannot remember, I don't know</li> <li>- we were at home</li> <li>- she does not know</li> <li>- the proximity of mom</li> <li>- when I lived at home</li> <li>- nothing</li> <li>- freedom, I was more free there</li> <li>- we could be together</li> <li>- I could be with mommy</li> <li>- she does not know</li> <li>- common excursion</li> <li>- my friends came over every weekend</li> <li>- then my sibling was still alive</li> <li>- I cannot remember</li> <li>- to play with the dog, we were all together</li> <li>- my eldest sibling looked after me</li> <li>- everything was good</li> <li>- we were together a lot</li> <li>- she does not know</li> <li>- going to the neighbours</li> <li>- my siblings</li> <li>- conversations, love, unity, honesty</li> <li>- she does not know</li> <li>- she does not know</li> <li>- none</li> <li>- my girlfriends, I helped mom</li> <li>- none</li> <li>- we bought a car</li> <li>- that we had a separate room</li> <li>- dad took us to the shop, he bought chocolate</li> <li>- at the weekends mom let us go to the disco</li> <li>- when we were in the spa</li> <li>- I cannot mention any</li> <li>- that I could be at home with my parents</li> <li>- nothing</li> <li>- when I was with my elder sister and my mom</li> <li>- nothing</li> <li>- nothing</li> <li>- nothing</li> <li>- I don't know</li> <li>- to go out with mom</li> <li>- everything</li> <li>- birthdays</li> <li>- the family is together</li> <li>- that I was born</li> <li>- family atmosphere</li> <li>- at the weekend we went on trips</li> <li>- my stepfather moved from home</li> <li>- excursions, christmases</li> <li>- I had much more friends than here</li> <li>- we were about to go abroad with the family</li> <li>- I was with my siblings</li> <li>- my friends</li> <li>- when the family was together</li> <li>- I don't know</li> <li>- none</li> <li>- the divorce of my parents</li> <li>- that I was at home at my parents</li> <li>- everything was good</li> <li>- to be with the family</li> <li>- the family was together</li> <li>- mom</li> <li>- ... that I was at home...</li> <li>- That we were together...</li> </ul>
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<ul style="list-style-type: none"> <li>- he does not know</li> <li>- everything else was good</li> <li>- to be at home with my siblings</li> <li>- he does not know</li> <li>- the family went out together</li> <li>- the family was together</li> <li>- my father found me and we have kept in touch since then</li> <li>- we could spend the feasts together</li> <li>- none</li> <li>- everything</li> <li>- silence, fresh air</li> <li>- I could be with my parents</li> <li>- I don't know</li> <li>- I was with my family</li> <li>- Freedom</li> <li>- when I got to the sibling of my father</li> <li>- when I could go here and there</li> <li>- I could be at home</li> <li>- the family was good</li> <li>- I was with the family</li> <li>- I was allowed to go anywhere, we could go everywhere</li> <li>- I was transformed here</li> <li>- once I could buy nice clothes</li> <li>- he does not know</li> <li>- once I could sit in a rally car on a real rally course</li> <li>- I had a lot of friends, I often met my parents we frquently went on trips</li> <li>- when dad was not at home</li> <li>- I was with my father</li> <li>- I could be at home with my parents</li> <li>- when the family was together and we chatted</li> <li>- I had a lot of siblings, I was happy mainly because of my elder brother</li> <li>- my siblings were looked after</li> <li>- I played a lot with my siblings, it was good to be together</li> <li>- there were not so many obligations, I could be with my parents</li> <li>- to go to my grandmother</li> <li>- nothing</li> <li>- nothing</li> </ul>	<ul style="list-style-type: none"> <li>- I don't know...</li> <li>- When I played with my younger siblings</li> <li>- none</li> <li>- I was never bored at home</li> <li>- none</li> <li>- we could be together in that New Year's Eve</li> <li>- when I went to Italy with mom</li> <li>- mom and my younger brother</li> <li>- the family was together</li> <li>- she does not know</li> <li>- everything</li> <li>- when we were together</li> <li>- we enjoyed ourselves</li> <li>- that I could be with my family</li> <li>- - I cannot remember</li> <li>- the family was together</li> </ul>
Did not answer: 16	Did not answer: 18
Total number: 130 boys	Total number: 114 girls

The answers of 16-year-old boys	The answers of 16-year-old girls
<ul style="list-style-type: none"> <li>- when my foster father left</li> <li>- we were together with the family</li> <li>- I could go over to my grandmother</li> <li>- we were together</li> <li>- I was together with my family</li> <li>- I went fishing with dad, we were in a family</li> <li>- that the family was together</li> <li>- did not answer</li> <li>- when we did not quarrel</li> <li>- I got what I asked for</li> <li>- he does not know</li> <li>- he does not know</li> <li>- the family was together</li> <li>- to be with the family</li> <li>- we went on trips</li> <li>- at christmas we stole candies from the tree with my sibling</li> <li>- My relationship with my siblings and my mother</li> <li>- when we went for a walk in the evenings</li> <li>- the family was together</li> <li>- When we had money and the family was together</li> <li>- everybody was there</li> <li>- when got a present or went somewhere together</li> <li>- food</li> <li>- I don't know</li> <li>- I don't know</li> <li>- I don't know</li> <li>- I learnt how to fish</li> <li>- When we were together</li> <li>- that we were together</li> <li>- the excursions</li> <li>- When my little sister was born</li> <li>- to be at home</li> <li>- when we celebrated my birthday</li> <li>- when there were no quarrels at home</li> <li>- I cannot remember</li> <li>- I did not have to go to the police</li> <li>- to play on my computer</li> <li>- I could stay in the disco until late</li> <li>- my foster father had good salary and he bought me everything in the shop, whatever I wished</li> <li>- playing football</li> <li>- when mommy or daddy brought chocolate from the shop</li> <li>- I played, we talked and watched tv a lot</li> <li>- I cannot mention any</li> <li>- my parents loved me</li> <li>- I did what I wanted</li> <li>- he does not know</li> <li>- I cannot remember</li> <li>- he does not know</li> <li>- none</li> <li>- when my mother did not drink</li> <li>- my first BMX</li> <li>- that I was at home</li> <li>- I lived with my siblings</li> <li>- my last birthday with my mother</li> <li>- I could help them</li> <li>- none</li> </ul>	<ul style="list-style-type: none"> <li>- Mom</li> <li>- my mother, just unfortunately she died a long time ago</li> <li>- nothing</li> <li>- we went to the disco, though we were not allowed to do so</li> <li>- we were together</li> <li>- summer holidays</li> <li>- I cannot remember</li> <li>- when I was at school</li> <li>- I met my elder brother</li> <li>- I had everything a child needs</li> <li>- I cannot specify one-everything was good</li> <li>- I was young, I cannot remember anything</li> <li>- I don't know, I was at home for 1 week</li> <li>- When we had a house, everybody visited me and looked after me until they started to drink</li> <li>- They paid attention to what I needed</li> <li>- She does not know</li> <li>- A trip around Italy</li> <li>- Everything. We were together</li> <li>- when I got my first dog</li> <li>- nothing</li> <li>- she does not know</li> <li>- she does not know</li> <li>- The other</li> <li>- Everybody was calm</li> <li>- everything</li> <li>- the family circle</li> <li>- we enjoyed ourselves together</li> <li>- summer holidays, I got a dog</li> <li>- I could wander around a lot</li> <li>- nothing</li> <li>- everything</li> <li>- playing with my elder sister</li> <li>- the family was together</li> <li>- family atmosphere, cousins</li> <li>- I knew my relatives</li> <li>- my dogs</li> <li>- we went on holiday for 1 week with my family</li> <li>- I could live with my family</li> <li>- I cannot remember</li> <li>- I cannot remember</li> <li>- I was in a family</li> <li>- I don't know</li> <li>- none</li> <li>- I could be with mommy</li> <li>- she does not know</li> <li>- I played a lot, mom taught me a lot of things</li> <li>- my relationship with dad was very good</li> <li>- I could be with my siblings</li> <li>- we were together</li> <li>- I could go out to the village</li> <li>- my dog</li> <li>- when they did not drink</li> <li>- she does not know</li> <li>- the family was together</li> <li>- none</li> <li>- when there was a problem, we could solve it</li> <li>- that I was with my parents</li> <li>- christmas</li> <li>- everything was good</li> <li>- I cannot remember anything good</li> </ul>

<ul style="list-style-type: none"> <li>- skipping classes a lot</li> <li>- I don't know</li> <li>- that we were together</li> <li>- he does not know</li> <li>- because I got in here</li> <li>- it does not come to my mind</li> <li>- I don't know</li> <li>- I had more mates, I had more freedom</li> <li>- I was with my parents</li> <li>- the family was together</li> <li>- that I was with mom and dad</li> <li>- he does not know</li> <li>- the family was together</li> <li>- he does not know</li> <li>- nothing at all</li> <li>- I loved going to school</li> <li>- in my free time I could do what I wanted</li> <li>- it does not come to my mind</li> <li>- to be with daddy</li> <li>- Harmonious time spent with my family</li> <li>- I could go where I wanted</li> <li>- Fights with my sibling</li> <li>- We went on holiday for a week to river Tisza with my parents</li> <li>- Love</li> <li>- Summer holidays</li> <li>- I cannot mention any</li> <li>- when there was no quarrel in the family</li> <li>- he does not know</li> <li>- TV, listening to music</li> <li>- family atmosphere</li> <li>- he does not know</li> <li>- the christmases</li> <li>- I cannot really remember</li> <li>- my parents</li> <li>- that we were together</li> <li>- the family was together</li> <li>- I had liked living in our previous home, but we had to move</li> <li>- I had a company</li> <li>- time spent with the family</li> <li>- because of my siblings and my mom</li> <li>- when I was with my siblings</li> <li>- the whole family</li> <li>- we understood each other with my mother</li> <li>- when I started elementary school my parents looked after me and did not drink</li> <li>- christmas, feasts</li> <li>- I don't know</li> <li>- it was good to be at home</li> <li>- there was a good atmosphere at home</li> <li>- my sibling</li> <li>- I don't know</li> </ul>	<ul style="list-style-type: none"> <li>- nothing comes to my mind</li> <li>- I don't know</li> <li>- family programmes</li> <li>- I got to know my daddy</li> <li>- I was with my siblings</li> <li>- I could be with my siblings</li> <li>- when they did not drink, they were normal</li> <li>- we lived with mom</li> <li>- I could be with my younger sister</li> <li>- when I played with my two younger sisters and mom</li> <li>- none</li> <li>- when everybody was together and we played</li> <li>- I could be at home</li> <li>- nothing</li> <li>- she does not know</li> <li>- When I went shopping with mommy</li> <li>- none</li> <li>- everything besides the above-mentioned one</li> <li>- none</li> <li>- I cannot remember</li> <li>- the love of my younger brother and my mother</li> <li>- when my friend moved next door and I could always go over to him</li> <li>- when our siblings were there and we were dealt with</li> <li>- I am not sure if there was any</li> <li>- When my sibling and mom were at home</li> <li>- Christmas, because the whole family was together</li> <li>- everything</li> </ul>
Did not answer: 34	Did not answer: 18
Total number: 140 boys	Total number: 105 girls

The answers of 17-year-old boys	The answers of 17-year-old girls
<ul style="list-style-type: none"> <li>- being together</li> <li>- we were together</li> <li>- I cannot remember</li> <li>- nothing</li> <li>- nothing</li> </ul>	<ul style="list-style-type: none"> <li>- I was more free</li> <li>- holiday abroad</li> <li>- siblings</li> <li>- the siblings stood by each other</li> <li>- that I could be at home</li> </ul>

<ul style="list-style-type: none"> <li>- we went on holiday with my elder sister</li> <li>- he does not know</li> <li>- it was good with my siblings</li> <li>- freedom</li> <li>- cultivating grapes</li> <li>- we were together</li> <li>- when the family was together</li> <li>- none</li> <li>- the family</li> <li>- I was allowed to go anywhere I wanted</li> <li>- time spent with my family</li> <li>- we always went working a bit with my daddy</li> <li>- I saw my elder brother every day</li> <li>- huge plays</li> <li>- I had a separate room with my elder sister. I had a dog</li> <li>- I could be with daddy</li> <li>- The family was together for a while</li> <li>- Love</li> <li>- Nothing comes to my mind now</li> <li>- none</li> <li>- We could always go somewhere</li> <li>- the family was together</li> <li>- nothing</li> <li>- now, suddenly I cannot mention any</li> <li>- when dad was not at home</li> <li>- none</li> <li>- I got everything I asked for</li> <li>- For Christmas I got what I wished, the roller blades</li> <li>- I don't know</li> <li>- nothing</li> <li>- I was 3 when I got in, I cannot remember</li> <li>- he does not know</li> <li>- the family</li> <li>- he does not know</li> <li>- none</li> <li>- the family was together</li> <li>- even to be at home was good</li> <li>- I played with my elder sister</li> <li>- we had a garden</li> <li>- the surrounding, the atmosphere, the friends</li> <li>- peace and quiet</li> <li>- when I could bring the car from the kindergarden</li> <li>- when we were together</li> <li>- when we moved</li> <li>- to be with my parents</li> <li>- none</li> <li>- when I could help at home and my sibling did not disturb me, I was with my parents</li> <li>- I don't know</li> <li>- the family was together</li> <li>- once I had a fine meal</li> <li>- I don't know</li> <li>- my mates</li> <li>- I could go fishing</li> <li>- he does not know</li> <li>- nothing</li> <li>- I rode a horse with my grandfather</li> <li>- the family was together</li> <li>- I loved being at home</li> <li>- It was good to be with my siblings</li> <li>- I loved walking</li> <li>- the family was together</li> </ul>	<ul style="list-style-type: none"> <li>- nothing</li> <li>- common family programmes, stroll, excursion</li> <li>- I could talk to my mom about everything</li> <li>- when the family was together</li> <li>- summer holidays</li> <li>- I was together with my siblings a lot, we stood by each other</li> <li>- nothing</li> <li>- nothing</li> <li>- none</li> <li>- That I was educated by my grandmother</li> <li>- I don't know</li> <li>- nothing</li> <li>- we were with mom</li> <li>- I could live with my grandparents</li> <li>- Once all of us went on an excursion</li> <li>- she does not know</li> <li>- nothing</li> <li>- There was no such thing</li> <li>- she does not know</li> <li>- The family was together anyway</li> <li>- Nothing</li> <li>- a lot of things</li> <li>- she does not know</li> <li>- When I celebrated the feasts with my family and when there were no rows</li> <li>- When mom was beside me</li> <li>- when my elder brother still lived at home</li> <li>- My younger brother</li> <li>- I don't know</li> <li>- she does not know</li> <li>- she does not know</li> <li>- my godmother</li> <li>- Everything was good until my foster mother passed away</li> <li>- I was too young, I don't know</li> <li>- the family was together</li> <li>- there was not any really</li> <li>- to be together with the family</li> <li>- that the family was together</li> <li>- that I was at home</li> <li>- the family was together</li> <li>- nothing, I had somewhere to live</li> <li>- none</li> <li>- I felt free</li> <li>- we had fun with my siblings</li> <li>- we did whatever we wanted</li> <li>- when we celebrated christmas together</li> <li>- she does not know</li> <li>- I cannot remember</li> <li>- that we were loved</li> <li>- I cannot remember any more</li> <li>- that we were together with the family</li> <li>- daddy</li> <li>- besides us, we had two other siblings and they looked after us</li> <li>- when the family did not quarrel</li> <li>- nothing</li> <li>- we understood each other with mom</li> <li>- mates, my siblings</li> <li>- that we could be with mom</li> <li>- I could be with my family</li> <li>- the family was together</li> <li>- everything was good</li> <li>- everything else</li> </ul>
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<ul style="list-style-type: none"> <li>- none</li> <li>- we were together every day</li> <li>- mom and my sibling</li> <li>- I was together with my family members</li> <li>- maybe when they did not tell me a word that we were together</li> <li>- it was good until we were at home</li> <li>- that my father had also drunk but he gave it up</li> <li>- we were together</li> <li>- going out</li> <li>- nothing</li> <li>- the period of time when I went to kindergarden</li> <li>- there were animals</li> <li>- when dad took me by his motorbike</li> <li>- we had everything</li> <li>- we were together, we had everything</li> <li>- when my father was not at home</li> <li>- nothing</li> <li>- being together with the family</li> <li>- I was at home</li> <li>- fishing</li> <li>- the trips</li> <li>- love</li> <li>- the birth of my little sibling</li> <li>- I could not mention a specially good experience</li> <li>- none</li> <li>- to be with my friends</li> <li>- he does not know</li> <li>- he does not know</li> <li>- the family</li> <li>- I was allowed to go to my mates</li> <li>- I could go on holiday</li> <li>- I cannot remember</li> <li>- I got away from home</li> <li>- I could go to my sibling and I could also go out</li> <li>- none</li> <li>- I don't know</li> <li>- none</li> <li>- I could be with my elder brothers</li> <li>- I was with my mates</li> <li>- we were looked after anyway</li> <li>- I went to the disco</li> <li>- love</li> <li>- when I moved to my elder sibling</li> <li>- he does not know</li> <li>- none</li> <li>- there was my grandmother</li> <li>- I got on well with my real father, we still do</li> <li>- we could be with mom</li> <li>- I walked a lot and played with my siblings</li> <li>- None</li> <li>- I cannot remember</li> <li>- I could do a lot of funny things</li> <li>- none</li> <li>- there is no such thing, there never was</li> <li>- I was allowed to go everywhere</li> <li>- I can go home</li> <li>- time spent with my friends</li> <li>- none</li> <li>- free life</li> <li>- he does not know</li> <li>- he does not know</li> </ul>	<ul style="list-style-type: none"> <li>- the family was together</li> <li>- I cannot remember</li> <li>- I was together with my siblings</li> <li>- the family was together</li> <li>- I always got money</li> <li>- we had a lot of friends</li> <li>- when our parents got money, we stole some of it and bought some things for ourselves</li> <li>- my mother</li> <li>- I could be with my mommy, all the seven of us could be together</li> <li>- everything</li> <li>- when we lived in...(foreign country)</li> <li>- the celebration of my birthday once</li> <li>- I could be with my siblings</li> <li>- while my father was not at home</li> <li>- that I got away from there</li> <li>- one-two joys</li> <li>- to ride my bike</li> <li>- did not answer</li> <li>- friends, school</li> <li>- when my daddy was still alive</li> <li>- when my father got drunk and then he did not hurt me. I always waited when he would get drunk</li> <li>- none</li> <li>- time spent together with my daddy</li> <li>- We could spend the feasts together</li> <li>- I did not have good experiences</li> <li>- the family was together</li> <li>- I cannot remember</li> <li>- there were not such quarrels</li> <li>- nothing</li> <li>- none</li> <li>- To watch Tv, to draw</li> <li>- She does not know</li> <li>- none</li> <li>- she does not know</li> <li>- that I could be at home with mommy</li> <li>- I have no such experience</li> <li>- none</li> <li>- everything was good</li> <li>- I was together with my granfather</li> <li>- I cannot remember</li> <li>- I could be with my siblings</li> <li>- none</li> <li>- it was good together with my siblings</li> <li>- she does not know</li> <li>- she does not know</li> <li>- I loved being with my mother</li> <li>- nothing</li> <li>- nothing</li> <li>- to be with my siblings</li> <li>- the visit of my foster parents</li> <li>- I could be with my siblings</li> <li>- I cannot tell</li> <li>- I do not know</li> <li>- I was often allowed to go out, I could go to parties with my friends</li> <li>- I could be with my sibling</li> <li>- she does not know</li> <li>- parties</li> <li>- nothing</li> </ul>
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<ul style="list-style-type: none"> <li>- he was wandering around</li> <li>- I was with my girlfriend</li> <li>- we went out to the forest</li> <li>- I was with my parents</li> <li>- none</li> <li>- to talk</li> <li>- I went for a walk to the forest with my elder brother and my elder sister</li> <li>- I loved being at home</li> <li>- when I was at my grandparents</li> <li>- that I could be at home</li> <li>- when the family was together</li> <li>- there were a lot of good things</li> <li>- when I was loved</li> <li>- none</li> <li>- friends</li> <li>- the family was together</li> <li>- I could be at home</li> <li>- that I could be with my siblings</li> <li>- That generally we were always together</li> <li>- that I was accepted as I was and they knew me well</li> <li>- he does not know</li> </ul>	
Did not answer: 29	Did not answer: 25
Total number: 178 boys	Total number: 149 girls

<b>The answers of 18-year-old boys</b>	<b>The answers of 18-year-old girls</b>
<ul style="list-style-type: none"> <li>- none</li> <li>- we had a lot of fun</li> <li>- when I could visit my aunt</li> <li>- everything else was good</li> <li>- we were in close relationship with each other</li> <li>- I was never given love</li> <li>- I played with my sibling</li> <li>- none</li> <li>- excursions</li> <li>- he does not know</li> <li>- he does not know</li> <li>- the birth of my little sister</li> <li>- when we were at home</li> <li>- to be with my siblings</li> <li>- nothing</li> <li>- family programmes, excursion</li> <li>- none</li> <li>- we have to love each other that is what evolved in us</li> <li>- there was peace and quiet</li> <li>- I could be with my friends</li> <li>- I could wander around</li> <li>- none</li> <li>- I don't know</li> <li>- Nothing</li> <li>- When I was a little child</li> <li>- I was with the family</li> <li>- I went to visit my parents</li> <li>- to be with my elder sister</li> <li>- when we went to some places, here and there</li> <li>- none</li> <li>- I got to know mom</li> <li>- I don't know</li> <li>- I was with my elder brother a lot</li> <li>- solidarity</li> </ul>	<ul style="list-style-type: none"> <li>- she does not</li> <li>- none</li> <li>- I cannot remember any</li> <li>- there were no debates</li> <li>- none</li> <li>- none</li> <li>- they were together</li> <li>- she had friends</li> <li>- When the whole family was together</li> <li>- none</li> <li>- I do not know</li> <li>- none</li> <li>- once I went to watch a cartoon with my father</li> <li>- my foster father was still alive, we ate with him</li> <li>- nothing</li> <li>- I had an elder brother who stood by me</li> <li>- I could not mention any</li> <li>- that we got into the institute</li> <li>- None</li> <li>- the family, everything</li> <li>- nothing was good</li> <li>- one christmas when we watched tv and played</li> <li>- When I got a 1m tall doll for christmas</li> <li>- The whole family</li> <li>- Children's Days</li> <li>- The family was together</li> <li>- When we were smaller, we went to the...island. Back then family had not fallen apart</li> <li>- nothing was good</li> <li>- Then, that is at the age of 10, I got everything</li> <li>- my dog</li> <li>- nothing</li> <li>- that my mom was with me</li> </ul>



<ul style="list-style-type: none"> <li>- one of my siblings had a baby</li> <li>- none</li> <li>- I cannot remember</li> <li>- I was free</li> <li>- nothing</li> <li>- being with my siblings had the best atmosphere</li> <li>- I cannot remember</li> <li>- my friends</li> <li>- when my mother did not drink</li> <li>- my grandmother cooked delicious dishes</li> <li>- the surrounding</li> <li>- none</li> <li>- he does not know</li> <li>- none</li> <li>- that there I could be with my father and I had a bit more freedom</li> <li>- when my mother was not at home</li> <li>- when I got my first motorbike</li> <li>- school</li> <li>- solidarity</li> <li>- none</li> <li>- I was given a lot of love</li> <li>- I cannot remember</li> <li>- my parents were always honest</li> <li>- the weekends</li> <li>- when we went on a trip</li> <li>- nothing</li> <li>- nothing</li> <li>- nothing</li> <li>- he does not know</li> <li>- I had more freedom than here</li> <li>- when I could stay out until no matter how late</li> <li>- I could stay up until I wanted, I had a free life</li> <li>- he does not know</li> <li>- I had no time restriction worries</li> <li>- I cannot remember</li> <li>- I don't know</li> <li>- normal family atmosphere</li> <li>- he does not know</li> <li>- he does not know</li> <li>- my sibling, my father</li> <li>- everything was better</li> <li>- everybody was there</li> <li>- I could be with my siblings</li> <li>- my parents were easygoing, they let me do everything</li> <li>- none</li> <li>- to live in a family</li> <li>- I could go to a lot of places, I had bigger freedom</li> <li>- I cannot mention any</li> <li>- I was with friends</li> <li>- he does not know</li> <li>- Mainly the feasts when we could be together surely there was something good, just it does not come to my mind now</li> <li>- When I could go to kindergarden from home once or twice when we went to...</li> <li>- everything was good</li> <li>- the community and the surrounding</li> <li>- I could go to my best friend's</li> <li>- he was with his family</li> <li>- I could go to school</li> <li>- I cannot school</li> </ul>	<ul style="list-style-type: none"> <li>- my elder sister, when she came home and she brought me presents</li> <li>- she does not know</li> <li>- she does not know</li> <li>- freedom</li> <li>- nothing</li> <li>- the love and care of mommy</li> <li>- everything was good</li> <li>- I was the youngest, so I got the most care</li> <li>- when I got away from home</li> <li>- when after a long time I saw mom again</li> <li>- the relationship with my siblings</li> <li>- the family could be together</li> <li>- when mom was not at home</li> <li>- holidays</li> <li>- freedom</li> <li>- I don't know</li> <li>- nothing</li> <li>- everything</li> <li>- the family</li> <li>- I was more free</li> <li>- I could be with my elder sisters</li> <li>- nothing</li> <li>- that we had everything</li> <li>- we watched the fireworks with dad and we went to swim</li> <li>- she does not know</li> <li>- it was cosy</li> <li>- I could be with my younger brother</li> <li>- family parties</li> <li>- I cannot remember</li> <li>- I got on well with my elder brother, when there was no quarrel, it was good</li> <li>- I was not treated so strictly</li> <li>- mom looked after us</li> <li>- I loved granny until her daughter came home</li> <li>- I had a dog</li> <li>- I cannot remember</li> <li>- I was at home</li> <li>- I preferred my dad: when I watched tv with dad</li> <li>- none</li> <li>- none</li> <li>- the siblings could be together</li> <li>- I could do what I wanted</li> <li>- I cannot remember</li> <li>- While mom was alive and until we were together</li> <li>- none</li> <li>- the birth of my siblings. I saw how two of them were born at home</li> <li>- while they were alive</li> <li>- nothing</li> <li>- when the family was together</li> <li>- dad</li> <li>- I am in a family</li> <li>- the family was together</li> <li>- I could protect my mom, I could be in hospital a lot, I could deal with my younger sister a lot</li> <li>- the family was together</li> <li>- we were together</li> <li>- none</li> <li>- I don't know</li> <li>- the family was together</li> <li>- she does not know</li> </ul>
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<ul style="list-style-type: none"> <li>- I graduated from elementary school</li> <li>- everything</li> <li>- I did what I wanted</li> <li>- mates</li> <li>- I got on well with my elder brother and my half sibling</li> <li>- none</li> <li>- that I was with my siblings</li> <li>- freedom</li> <li>- I could be with my siblings</li> <li>- that I was with my mother anyway</li> <li>- when we went for a picnic with my elder sister and my mother</li> <li>- playing music</li> <li>- big freedom</li> <li>- I cannot remember</li> <li>- the family was together</li> <li>- when I left home</li> <li>- the family was a whole</li> <li>- I cannot say</li> <li>- the attention of my mom</li> <li>- there is no such thing as boredom, there is always something to do</li> <li>- I could be at home</li> <li>- none</li> <li>- I don't know</li> <li>- I was with my sibling</li> <li>- I could be with my family</li> <li>- Love, care</li> <li>- birthdays</li> </ul>	<ul style="list-style-type: none"> <li>- nothing, really</li> <li>- mom never beat me but loved me</li> <li>- when they did not drink</li> <li>- there was no such thing</li> <li>- none</li> <li>- she does not know</li> <li>- none</li> <li>- none</li> <li>- the christmas celebrations and the birthdays</li> <li>- christmas</li> <li>- in my family there was a loving atmosphere</li> <li>- she does not know</li> <li>- the family</li> <li>- she does not know</li> <li>- There was no such thing</li> <li>- The family was together</li> <li>- I loved my mom...</li> <li>- time spent together with my siblings</li> <li>- when I did not have to be at home</li> <li>- I don't know</li> <li>- none</li> <li>- Despite that our parents drank, they looked after us</li> <li>- we did not have to go to school</li> <li>- easygoing way of thinking</li> <li>- when I + my mom and my siblings lived together</li> <li>- the family</li> <li>- there were no money worries</li> <li>- I played with my siblings</li> <li>- I cannot mention any</li> <li>- they took care of me, they loved me, they looked after me, they cared about my life</li> <li>- that I was with my siblings</li> <li>- friends</li> <li>- it was bad at home</li> <li>- we often went to visit my grandparents and it was good there</li> <li>- the feasts</li> <li>- family atmosphere</li> <li>- she does not know</li> <li>- she does not know</li> <li>- none</li> <li>- none</li> <li>- I don't know</li> <li>- I was with my younger sister</li> <li>- family life</li> <li>- she does not know</li> </ul>
Did not answer: 41	Did not answer: 16
Total number: 162 boys	Total number: 150 girls

The period before getting into state care is one of the most defining periods in the child's life. It definitely plays a huge role in what measure does the desire for love evolve in the child. During my experimental pedagogic program I created an expression which covers this. This is *the desire for love towards the absolutised person*. (see more on this topic below)

/ According to *my observations* the period before getting into state care does not only play a role in how the child relates to this, but it is also crucial concerning what trust image the child develops in the later phases of his/her life. Those children's desire for affection, way of trustgiving and attitude towards

the feeling of defencelessness who were taken out of families can create a particularly complex and difficult behaviour ensemble. This behaviour can be handled in a difficult way.

We can see on several occasions that we have to struggle much more to win the trust of a child living in state care than that of a healthily socialised “*person*”. Many times I have been the witness of that the children ordered to the beloved person -on the level of their desires- the mother, the father, the sibling or the person who means the absolute emotional safety in Their life. While I am training my colleagues I usually state that it is quite frequent that those who have been taken out of their families often build up their relationship in an absolutised way. This might result in the fact that ***the child absolutizes all that absence and desire into one person which normally should be given to him/her from more people***. The indexes of the absence can be clearly seen above. Naturally this is almost ‘unwearable’ in such a relationship where someone must ‘wear’ it...though not impossible.

The results shown above prove how hard the period before getting into statecare is. Maybe that is the reason why it would be important for the legislators to think over what they should do in order to ensure that the children get into children and youthcare have ‘*more chance to be saved*’. One thing is for sure: the expert dealing with children taken out of families must bear in mind that these children are overtraumatised and in most cases they cannot be expected to behave in a norm following way as a healthily socialised person would do. I find it important to note it since according to my frequent experience during the past 15 years, the colleagues usually expect these children to behave in a norm following way in everything. At the same time if they are not aware of this, in most cases they rather impose sanctions first than trying to make the child think about the consequences of his/her bad behaviour. The following subchapter is about to describe two phenomena deriving from this period and its related wounds. These are their difficulties in connection with their feeling of defencelessness and trust image.

## 2.2 Personal affections, emotional safety and trust

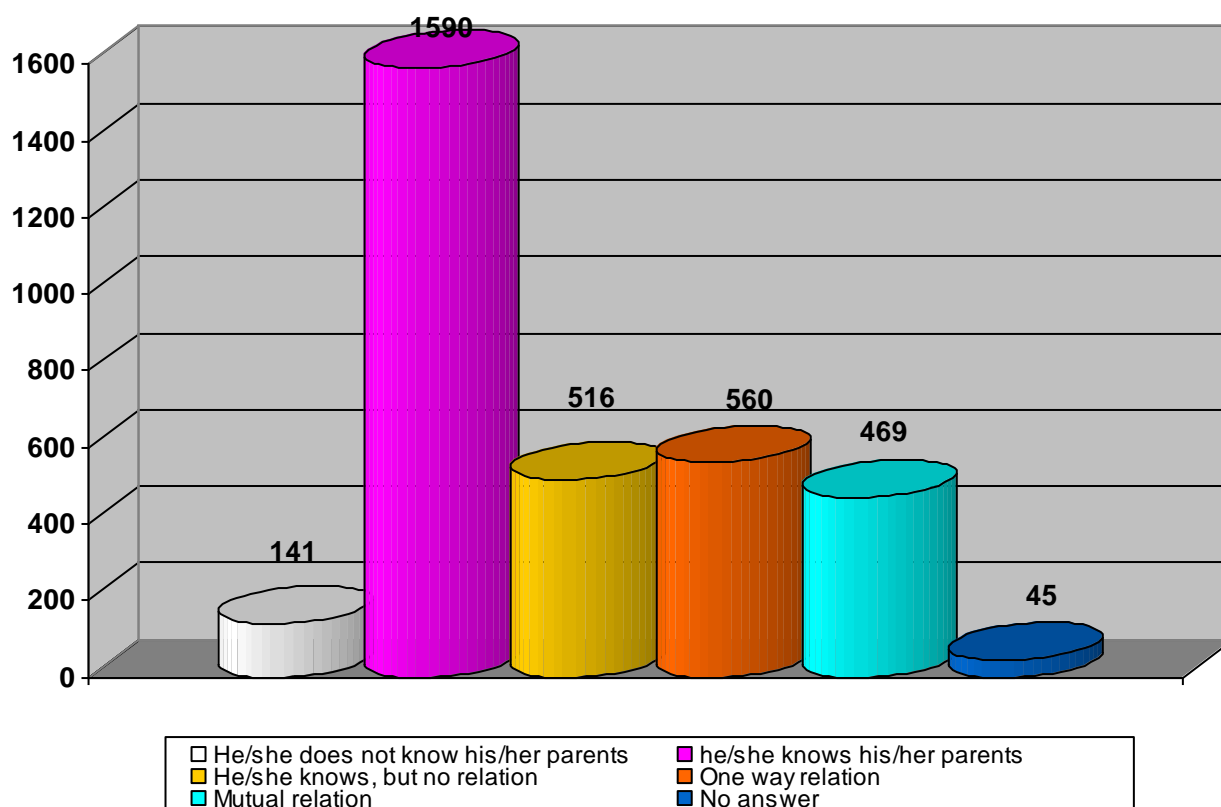
While thinking over these two topics, we also have to see how these children relate to keeping in touch with their parents. This is highly important since in the lack of these we could not have an exact picture of the background what lies behind these children's feeling of defencelessness and trust giving difficulties.

### 2.2.1 Keeping in touch with the parents

We have already known that 8,2 percent of the children do not know their parents. Thus, from the aspect of keeping in touch with the parents we can calculate by a little bit more than the 90 percent of the interviewed children (that is from the 1732 sample, 1590 children).

Children keep in touch with their parents in three different ways, quite interestingly forming roughly similar sized groups. One-third of the children (516 children out of 1590, so 33,4% of them) **do not have any relationship with the parent/parents**, the same proportion is represented by those (36,2%) where **the relation is "one-way"** [quite interestingly in this type it is more characteristic that the children visit their parents]; and almost one-third of the children **mutually keep in touch with their parents** (30,4%).

	Number of cases	*
<i>Does not know his/her parents</i>	141	
<i>Knows his/her parents</i>	1590	
<i>Knows, but there is no relation</i>	516	
<i>One-way relation</i>	560	
* <i>only the child visits his/her parents</i>		360
* <i>only the parent visits his/her child</i>		200
<i>Mutual relation</i>	469	
Lack of answers	45	



## 2.2.2 Keeping in touch with the “world”: those who visit the children and those who are visited by the children

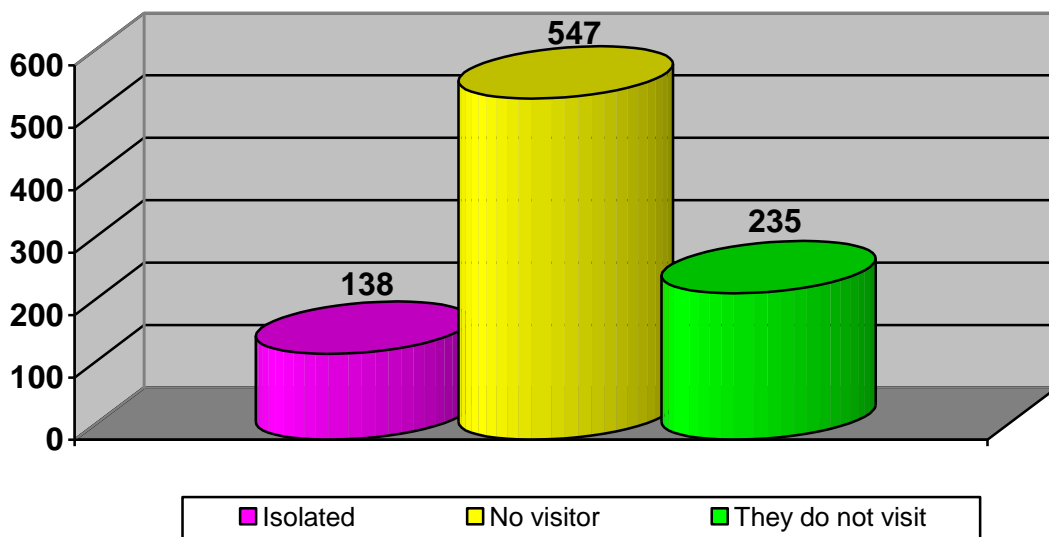
We analysed this topic in both categories of the children (both in connection with those who know and who do not know their parents). We were given the chance to explore what personal circles do the interviewed keep in touch with and we also learnt how intense the relation is. One of the most staggering experiences of the network of personal relations was that we found children in not a slight proportion who do not have any or just “reduced” (with slight intensity or only one-way) relations.

The most critical situation affects 8 percent of the children (138 children). They can be apostrophed as completely isolated: **they are not visited and they do not visit anybody, either.**

All in all almost one-third of the children (547 children, 31,6 % of the sample) **have no visitors in the children’s home.**

All in all 13,7 percent of the children (235 children) **do not visit anybody outside the children’s home.**

	Nuber of cases
Isolated	138
Is not visited	547
Does not visit anybody	235



### 2.2.3 The network of personal relations and its strengths among those children who know their parents

According to our data 1590 children (91,8 %) know their parents. We have analysed how much proportion of them are visited by the ones belonging to the given personal circle and what “frequency” means. Parallel to this, we have also explored who the children visit and how “frequently” they do so.

From the aspect of the visits the personal circle can be usually divided into three bigger groups: (1) *parents, relatives*; (2) *the same agegroup*; (3) *other circle of adults*. The first is the one which is mainly present in the network of personal relations, although the relation is not the most intense here. The second group appears in less children’s network of personal relations, although the relation is more intense with them. The third group is significantly smaller concerning both its expansion and its relation’s intensity.

It can be also observed that the connections in almost all personal relations are *asymmetrical*. Showing it on the parents’ example, it means that the number of those children who visit their parents is bigger than that of those who are visited in the children’s home by the parents, furthermore these “out-visits” in general happen more frequently than the parental “in-visits”

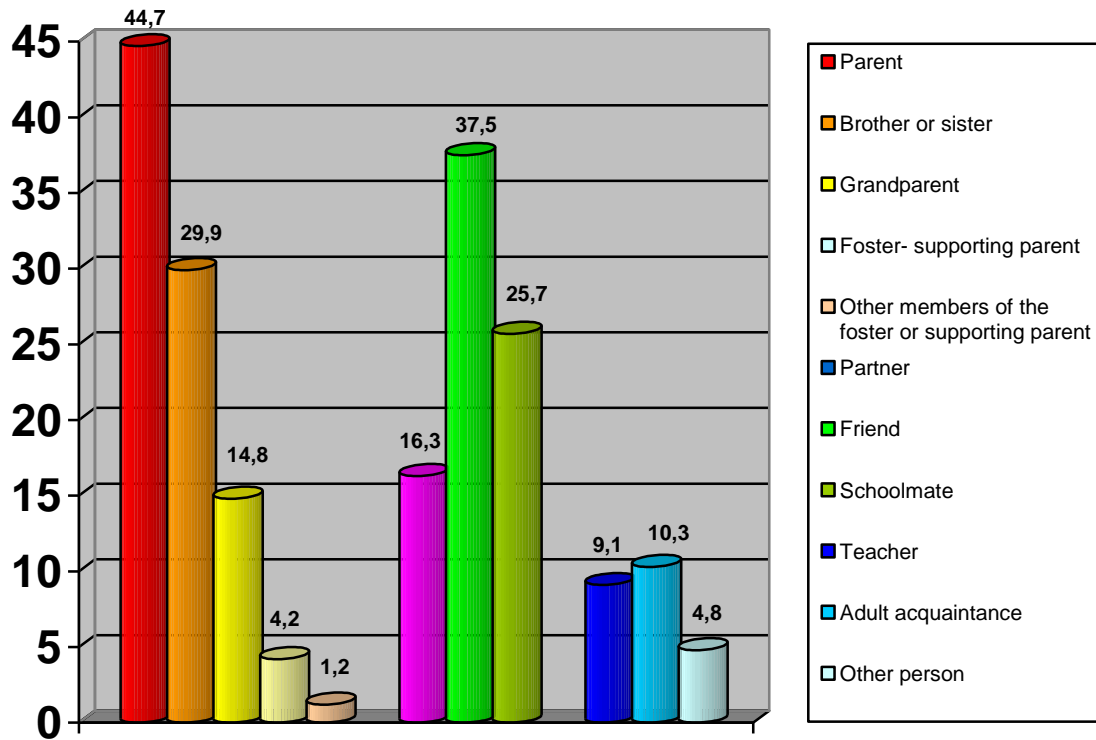
*The above-mentioned ones are summarised in the following table:*

PERSONAL CIRCLE	The involved children’s circle					
	“In-visit”			“Out-visit”		
	person	%	average intensity*	person	%	average intensity*
Parent	711	44,7	2,16	876	55,1	2,28
Sibling	475	29,9	2,10	666	41,9	2,35
Grandparent, other relative	235	14,8	1,92	469	29,5	2,13
Foster parent, supporting parent	66	4,2	2,02	90	5,7	2,28
Other members of the foster or supporting parental family	19	1,2	1,89	47	3,0	2,17
Partner	259	16,3	3,26	451	28,4	3,33
Friend	596	37,5	2,96	883	55,5	3,15
Schoolmate	409	25,7	2,84	606	38,1	3,13
Teacher	144	9,1	1,65	121	7,6	2,53
Adult acquaintance	164	10,3	2,18	285	17,9	2,52
Other person	76	4,8	1,91	99	6,2	2,39
No visitor	(547)		-	(235)		

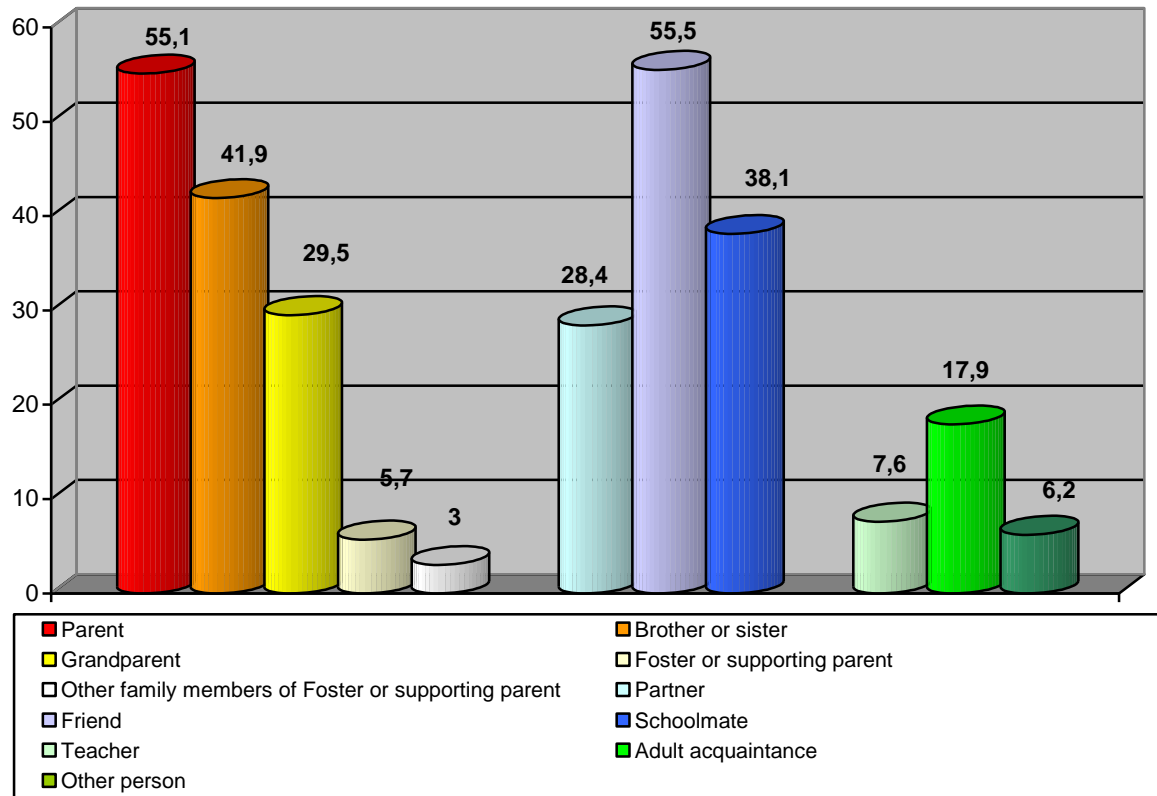
\* The possible values of the intensity scale: (1) yearly, (2) monthly, (3) weekly, (4) daily

\* The possible values of the intensity scale: (1) yearly, (2) monthly, (3) weekly, (4) daily

**The proportion of those involved children who are “in-visited” by the ones belonging to the different personal circle**



**The proportion of those children who “out-visit” the different people**



#### 2.2.4 The relation to unknown parents from those children who do not know their parents

From the interviewed children almost every tenth (142 children, that is 8,2%) does not know his/her parents. Their relation towards the unknown parents *is rather featured by isolation* as it also turns out from the summarising table below.

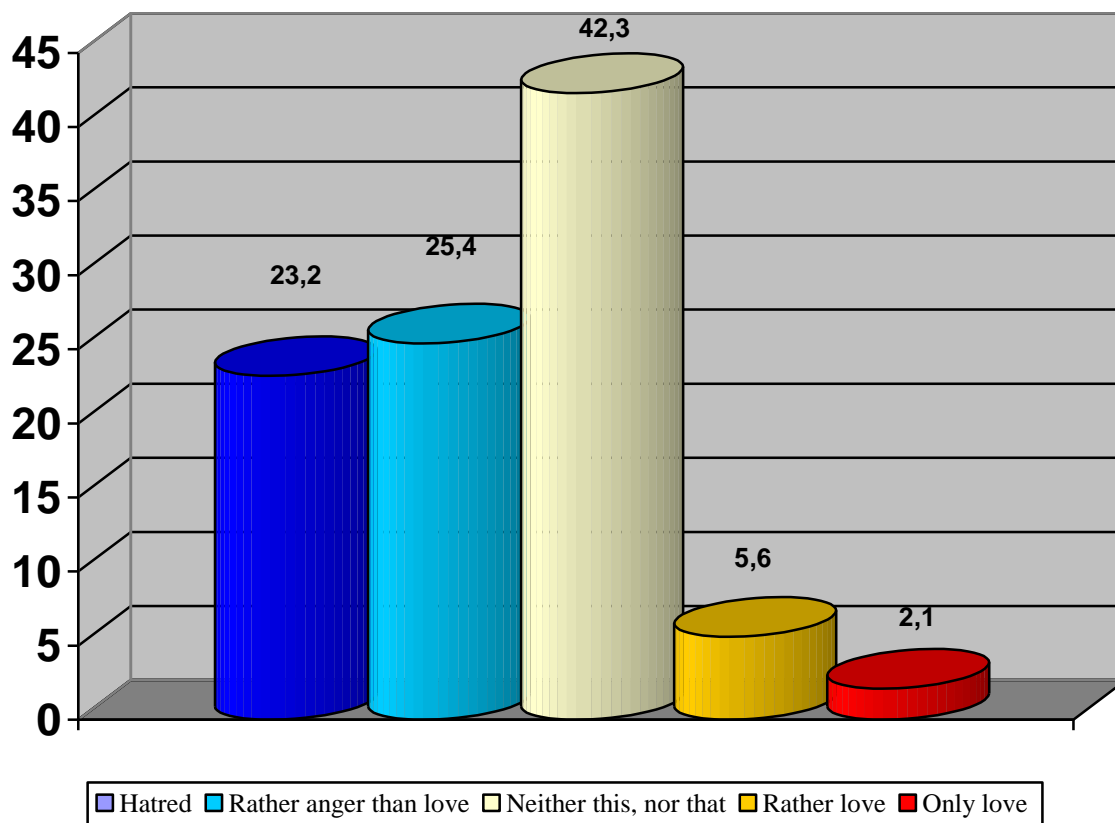
Openness/isolation	person	%
Would never like to know who his/her parents are	77	54,2
Does not miss his/her parents at all	96	67,6
Would not like to meet his/her parents	98	69,0
Would not like to be visited by his/her parents	97	68,3

**The different categories of the relation towards the parents (especially the lack of love) dramatically show that mental wound what is the consequence of the trauma: "growing up without parents" for these children.**

Emotional attitude: what do you feel now in connection with your parents?	person	%
Hatred	33	23,2
Rather anger than love	36	25,4
Neither this, nor that	60	42,3
Rather love	8	5,6
Only love	3	2,1
Lack of answers	2	1,4

Emotional attitude types	person	%
Anger, hatred	99	48,6
Neither this, nor that	60	42,3
Love	11	7,7

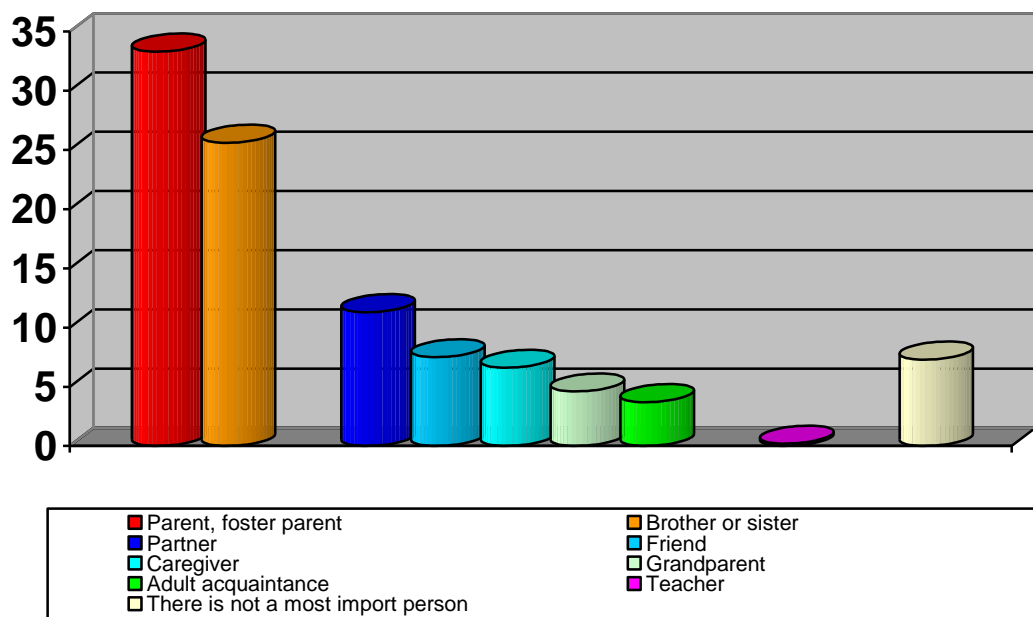




### 2.2.5 Who is the most important person in your life?

From all the responses, it turned out that it is the parent or the sibling who is the closest to the children. Every third answerer (33,3%) said this person was the parent-foster parent, while every fourth (25,6%) indicated the sibling as such. In the second circle the parent (11,3%), the friend (7,5%), the educator in the children's home (6,6%), the other relative (4,6%) and the adult acquaintance (3,7%) come at a much less significant proportion. It is considerable that teachers were mentioned by only three children (0,2%). 7,3% of the answerers (125 children) said that there is no such person as "most important" in their life.

<i>THE MOST IMPORTANT PERSON</i>	%
Parent, foster parent	33,3
Sibling	25,6
Parent	11,3
Friend	7,5
Caregiver	6,6
Grandparent, other relative	4,6
Adult acquaintance	3,7
Teacher	0,2
There is not a "most important" person	7,3



The above-shown results are in close connection with the development of the children's trust image and their feeling of defencelessness. When the dear reader is going to read the diagnostic records concerning this topic, I can highly advise to return to the data above.

### 2.2.6 *Life conditions of the state foster homes, satisfaction with the conditions*

Out of the countless components of life in children's home we have selected those eleven fields which we considered to be the most important and we asked the interviewed ones to evaluate these on such a four-graded symmetrical scale which did not contain medium evaluating possibilities. The meanings of the scale points: (1) very bad; (2) rather bad than good; (3) rather good than bad; (4) very good. By doing so, we wanted the children to decide unambiguously whether they find the given ones good or bad.

The result was definitely surprising: although during the evaluation the order of the certain fields evolved, no dramatic differences can be seen. All in all children ***make their life seem in the children's home quite good***: each and every partial fields were evaluated by "rather good than bad" and the "very good" categories' average. The lowest average value was 3,13 while the highest was 3,59 (transformed to a five-graded scale from 3,97 to 4,55). In fact the situation is similar if after merging the choice categories, we examine the percentage proportion of those who have evaluated the certain field as "bad" or "good".

Thus, even despite the applied scale technique we did not "succeed" in highlighting to such a life-field with which the children would be extremely dissatisfied. Naturally, it counts to be a big difference that 3,6% percent of the children stated that the hygienic possibilities are bad while according to 16,2% of them the atmosphere of the children's home is said to be bad. However, the summarising evaluation is positive in both fields (with the average between 3,59 and 3,13).

The acquired evaluations are obviously "institute-specific" though, since we do not have any information about which specific institutes the interviewed children live in (in connection with the institute we only know its type and the county where it is located), that is the reason why we can "filter out" the so-called extremely problematic institutes.

<b>The evaluation of certain fields of life in children's homes</b>	answerer	Mean 1-4	The mean transformed to a five-graded scale	"bad" 1+2 %	"good" 3+4 %
What are the hygienic conditions are?	1730	3,5896	4,55	3,6	96,4
What are the learning conditions are?	1724	3,3730	4,27	9,8	90,2
What are the lodging and housing circumstances are?	1729	3,2932	4,20	9,7	90,3
What is the relationship like with most of the mates?	1724	3,2918	4,17	11,9	88,1
What is the educator's (educators') humane attitude like?	1722	3,2515	4,12	13,0	87,0
What is the caregiver's (caregivers') humane attitude like?	1694	3,2391	4,11	12,8	87,2
What is the leader's (leaders') humane attitude like?	1698	3,2332	4,09	14,5	85,5
What is the supervisor's (supervisors') humane attitude like?	1690	3,2314	4,10	13,1	86,9
What are the leisure time conditions like?	1728	3,2257	4,08	14,9	85,1
What is the level of the meals like?	1730	3,1873	4,04	14,4	85,6
What is the atmosphere like here?	1724	3,1270	3,97	16,2	83,8

### 2.2.7 Affection to the state foster homes and the caretakers

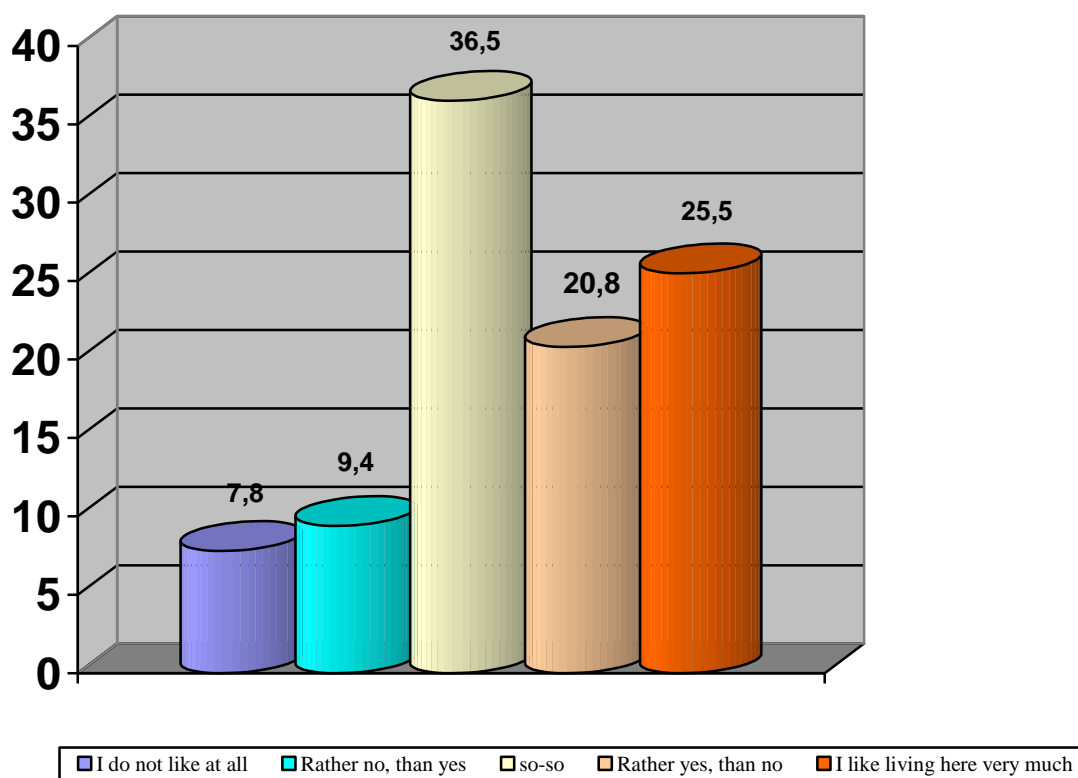
Nevertheless, we have made an attempt to ask for a summarising evaluation from the interviewed children. We were interested in to know their emotional affection towards the children's home by asking: "All in all in what rate do you like living here?". **The summarising picture is fundamentally positive**: in a five-graded scale the average was 3,47, although it also makes us think if we compare it to the results of the evaluations above which were also measured in a five-graded scale.

We can see that the emotional affection towards the children's home is not only affected by the different fields of the children's home existence since these latter ones were relatively highly evaluated by the children. Because of other features of their own personal life (almost surely because of the lack of the natural family atmosphere) their emotional affection towards the children's home –although being fundamentally positive- is far beyond that satisfaction level what we expected based on their satisfaction concerning other fields of life in the children's home.

The completed context analysis highlighted the fact that **the affection to the children's home** is best defined by two satisfaction factors: the better children consider the atmosphere of the institute and the housing circumstances, the bigger affection they feel towards the children's home.

ALL IN ALL IN WHAT RATE DO YOU LIKE LIVING HERE?	%
1 I do not like it at all	7,8
2 Rather no than yes	9,4
3 So-so	36,5
4 Rather yes than no	20,8
5 I like living here very much	25,5
MEAN 1 - 5	<b>3,47</b>

The context analysis between the insistence on the children's home and the children's socio-demographic features did not show dramatic differences between the children. There was only one field where there was a relation worth mentioning: those children who have spent most of their life in a children's home show a slightly bigger insistence.



*The personal relation towards the educators* shows a specific field of **the emotional attachment**. It only enforces the positive picture: a bit more than three-quarters of the children (77,2%) have such an educator whom they completely trust; and almost two-thirds of them (62,3%) have such an educator who could be accepted as a mother or father by them!

Do you have such an educator whom you completely trust?			Do you have such an educator whom you could accept as your parent (as a father or mother), too?		
	person	the answers in percentage		person	the answers in percentage
No, I don't	394	22,8	No, I don't	632	36,7
Yes, I do	891	51,6	Yes, I do	830	48,2
Yes, I have more	441	25,6	Yes, I have more	261	15,1
lack of answers	7		lack of answers	10	

/ According to **my observation** in several children's homes children call their caregivers mom or dad. This is usually allowed by the caregivers dealing with them. At the same time it causes a lot of tough situations when for instance for some reasons the child gets into another residential home or when he/she is transferred to another children's home. It also happens quite frequently that children consider those other cared ones -with whom they had a close relationship in the residential homes- siblings. It makes one think whether it is good or not. On the one hand, if we consider it to be good, then maybe we should think over how we can provide permanence to these children in these attachments. Since on all those occasions when the child disappears from the life of the residential home, this permanence (emotional) also gets hurt. On the other hand, if we consider it to be not good (I mean the attachment to the analogy of the relation towards the relatives), then we have to balance how to handle the children's desire of insistence for instance in case of such people towards whom the child really relates to. My dilemma is the same in case of those living at foster parents. Since we must not forget that the child naturally wishes to have a "mother", a "father" and a "sibling" ...a family. /I would not state my point of view in this matter intentionally.

## 2.2.8 Keeping discipline, punishment, beating

Keeping discipline and applying sanctions in case of norm breaking behaviour are part of the upbringing in the children's home –similarly to that at home-. Sanctions can be widely interpreted, we can impose sanction on the children by not letting them watch tv, by “house arrest”, by pocket money restriction, by cutting off playing or by cutting off some present/reward and of course corporal punishment is also there in the “*repertoire of the devices*”.

While we were studying this important field, we got to the conclusion that the behaviour of a bit more than one-fourth of the children had never been sanctioned that is he/she had never been punished.

In case of the other almost three-fourths of the children the *depriving* disciplines/punishments dominate (mostly their leave is taken away from them), but *more radical* forms might also occur (such as the “house arrest” or the corporal punishment).

	person	%
Has never received any punishment yet	485	28,3
Has already received some kind of punishment	1226	71,7

	Has never received such punishment		Has already received such punishment			Frequency index (1 – 4)*
	person	%	person	the answerers in percentage	those who have got punishment in percentage	
<b>Depriving their leave</b>	673	38,9	1049	61,1	85,6	1,97
<b>Not letting them watch tv</b>	924	53,3	805	46,7	65,7	1,74
<b>„House arrest“</b>	983	56,8	744	43,2	60,7	1,67
<b>Pocket money restriction</b>	1173	67,7	551	32,3	44,9	1,52
<b>Cutting off playing</b>	1265	73,0	462	27,0	37,7	1,43
<b>Corporal punishment</b>	1271	73,4	454	26,6	37,0	1,43
<b>Cutting off present/reward</b>	1531	88,4	196	11,6	16,0	1,17

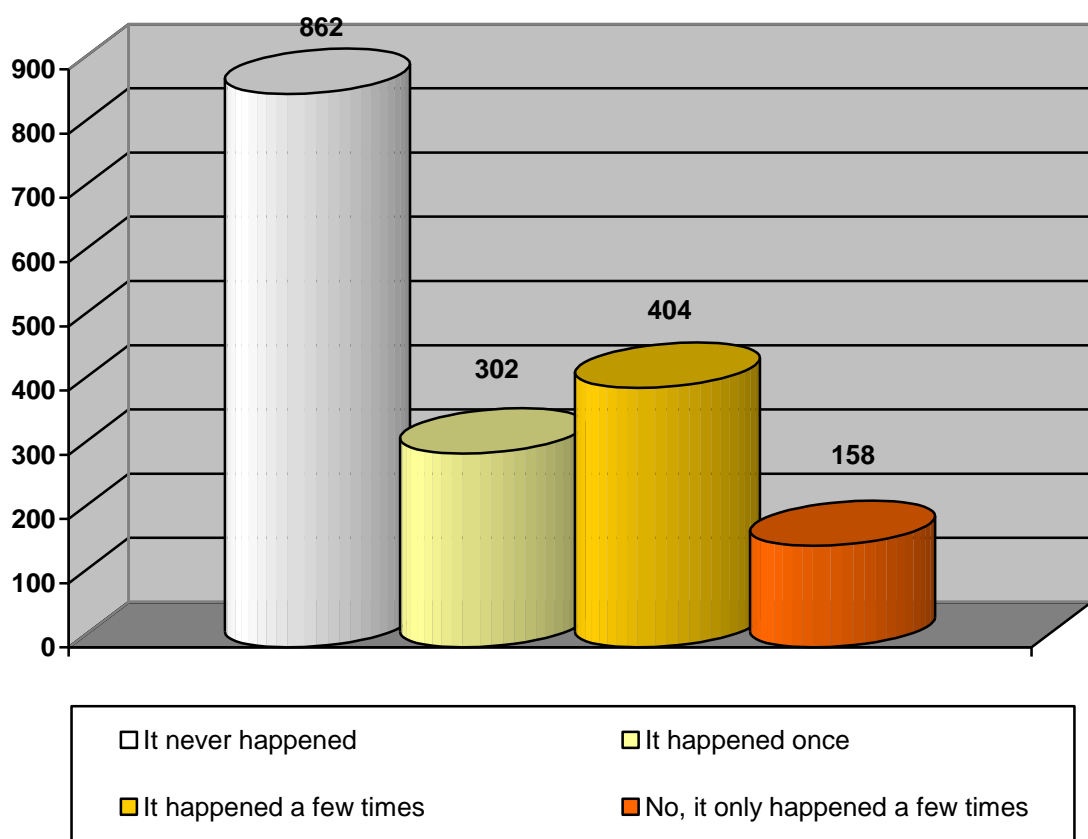
As far as the most radical device, the *corporal punishment* is concerned: one-fourth of the children (454 children) have already experienced severe corporal punishment. This can be probably taken as a minimum value but its interpretation is not easy, especially if we simultaneously take into consideration both its wide – spreading nature in families and its prohibition in the institutes.

	person
<b>It has already happened once or twice</b>	235
<b>It has already occurred on more occasions</b>	153
<b>It happens frequently</b>	66
<b>total</b>	454

Corporal punishment and beating are in close connection with each other therefore we examined this latter one separately, too. Here, half of the children said that they had been beaten in the institute.

\* 1 = it has never happened; 2 = it has already happened once or twice; 3 = it has happened on more occasions; 4 = it happens quite often

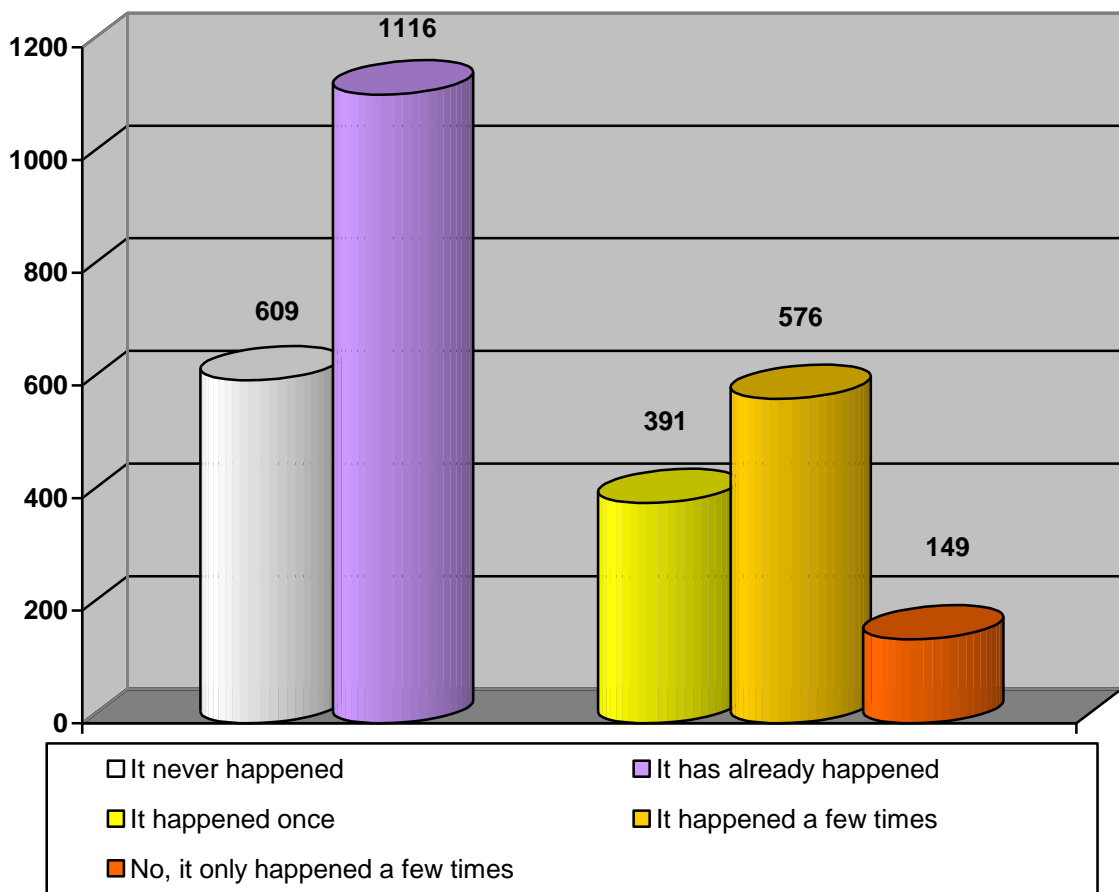
Has it ever happened that you were beaten by somebody in the institute?	person	
<b>It has never happened</b>	862	
<b>It has already happened</b>	864	
<b>It has already happened once</b>		302
<b>It has already happened on several occasions</b>		404
<b>It has happened on more occasions</b>		158
<b>total</b>	1726	



It also turns out from the answers that they are primarily beaten by their mates from the institute and secondarily by their educators. **More than ninety percent (92,5%) of those children who had been beaten were beaten by the mate from the institute and more than half of them (58,3%) were beaten by the educators of the institute.**

However, it is also quite characteristic that beatings by the mates are usually mutual: most of the children (1116 children) also stated that they had beaten one of their mates or some of them, too (and in most cases it did not happen only once).

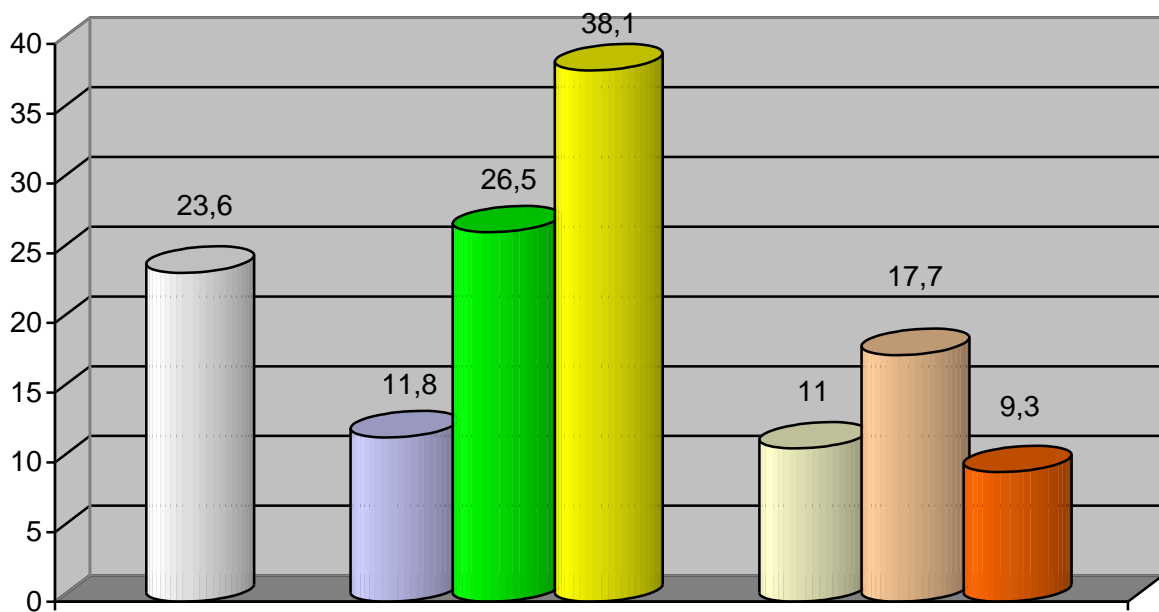
Has it ever happened that you beat one of your mates?	person	
<b>It has never happened</b>	609	
<b>It has already happened</b>	1116	
<b>It has happened once</b>		391
<b>It has happened on some occasions</b>		576
<b>It has happened on more occasions</b>		149
<b>total</b>	1725	



Based on the involvement in the beating/fights between the mates of the institute, we made a salutary typology. From this we can draw four bigger groups:

- the “*intacts*” : 23,6 % (they stay away from fights: they have never been beaten and they have never beaten anybody, either);
- the „*sufferers*”: 11,8 % (they do not beat anybody, but they are beaten)
- the „*violents*”: 26,5 % (they have never been beaten, but they have already beaten others);
- the ones belonging to the „*mixed*” type: 38,1 % (they have already been beaten and they have already beaten others), within this there are three sub-groups:
  - is rather beaten than beats: 11,0 %
  - beatings and being beaten are in “balance”: 17,9 %
  - rather beats than being beaten: 9,4 %

Beating/fighting group types	%	
„Intact”	23,6	
„Sufferer”	11,8	
„Violent”	26,5	
„Mixed”	38,1	
„Rather sufferer”		11,0
„Balanced”		17,7
„Rather violent”		9,3
<b>Total</b>	100	



□ „Intact” □ „Sufferer” ■ „Violent” ■ „Mixed” □ „Rather sufferer” □ „Balanced” ■ „Rather violent”



The context analysis pointed to some interesting relations between the punishment/beating/fighting issue and the children's socio-demographic characteristics.

Concerning the summarizing "*punishment index*" (the weighted sum of the frequent punishment types') the connection can be less visible though concerning the *corporal punishment* some relations can be more clearly seen: **the boys, the youngers (between the age of 9 and 14), the gypsy children, those who live in a hostel-like institute, those who do not know their parents and those who feel hatred/anger towards their parents get more corporal punishment.**

Concerning *the involvement in fights* the situation is similar: *the boys, the younger ones, the gypsy children, those who have lived most of their life in state care, those who come from families with bad financial background or bad atmosphere, those who do not know their parents and those who feel anger towards their parents are more frequently beaten.*

At the same time the following groups show bigger *aggression towards their mates*: *the boys, the gypsy children, those who come from smaller settlements (farm, village, those who come from families with good financial background and those who are angry with their parents.*

/ According to **my observations** unfortunately most of the time there is no chance in the residential homes (*but maybe in other provisional forms, either*) for the caregivers to be able to handle these violent situations. One of its reasons is the law and last but not the least the attitude called the expected professional behaviour. When 2 children quarrelled in front of me in the yard of a children's home, the caregiver was patiently waiting for them to finish it. When I tried to intervene, she shouted at me saying "*it was none of my business*". One of the children was heavily bleeding but was just sent to stand in the corner to be punished by the "caregiver on duty". She did not give the child medical treatment. Certainly I could mention not only this situation but more dozens where the violent behaviour between the children is not not responded to by the adult/.

We often state that these children and youth are too violent. At the same time what turns out from the basic division of our examination also makes us think. Maybe it is worth thinking over that how much the sample giving of the expert dealing with them in these situations "help" these children fix these bad samples.

### **2.2.9 Situation at school**

#### ***Disadvantages, discrimination at school***

To the question whether children living in state care feel its disadvantage at school or not, 37% percent answered: yes. This is quite a high proportion and besides the fact that these children feel discrimination at school, according to them its reason is undoubtedly that they live in state care.

**Do you feel or have you ever felt that living in state care is a disadvantage for you at school?**

		Number of cases	%	Valid %
Valid	I do not feel it	1082	62,4	63,0
	Yes, I feel it	635	36,6	37,0
	Total	1717	99,1	100,0
Missing	did not answer	3	,2	
	does not know	11	,7	
	Date	1	,1	
	Total	16	,9	
Total		1732	100,0	

We separately asked the youth whether they had felt discrimination from the teachers or schoolmates. From the answers it can be seen in both cases that the majority has not experienced such discrimination (77,6% and 68,6%), but the number of those who experience this or think they experience it at school cannot be neglected.

**Have your teachers ever discriminated you for being a child in state care?**

		Number of cases	%	Valid %
Valid	No, they haven't	1330	76,7	77,6
	Yes, they have	211	12,2	12,3
	Yes, it has happened on more occasions	174	10,0	10,1
	Total	1715	99,0	100,0
Missing	did not answer	2	,1	
	does not know	14	,9	
	Date	1	,1	
	Total	18	1,0	
Total		1732	100,0	

### Have your school mates ever discriminated you for being a child in state care?

		Number of cases	%	Valid %
Valid	No, they haven't	1183	68,3	68,6
	Yes, they have	260	15,0	15,1
	Yes, it has happened on more occasions	281	16,2	16,3
	Total	1724	99,5	100,0
Missing	did not answer	2	,1	
	does not know	6	,3	
	Date	1	,1	
	Total	8	,5	
Total		1732	100,0	

From the data of the two tables, it turns out that less children have experienced discrimination from the teachers than from the schoolmates.

It is interesting to have a look at the cross table which shows the discrimination at school and the need for help in learning, where it can be unambiguously seen that those who have not felt discrimination because of living in state care need much less help in learning than those who do not live in state care. This is seen in the table's (*explained residual value*) line where the positive numbers indicate over-representedness while the negative ones indicate below-representedness in the given cell.

Defining it more specifically, those who do not experience discrimination at school because of living in state care have answered that they do not need help in learning in a much bigger proportion than the others. This can be also seen from the percentage values, 68,2% of all the children said they did not need more help in learning than their schoolmates, although this value is 73,9% at those who have never felt discrimination and only 58,6% at those who have. Its opposite can be seen in the second table, totally 31,8% said they needed more help in learning than those who do not live in state care, although this rate is only 26,1% at those who do not feel discrimination while it is 41,4% in the case of those who do feel it.

**Do you feel or have you ever felt that you are discriminated at school because of living in state care? \* How do you see, do you need more help in learning than the majority of your schoolmates?**

Do you feel being discriminated at school because living in state care?		How do you see, do you need more help in learning than the majority of your schoolmates?		Total
		No, I don't need more help	Yes, I need more help	
I don't feel it	Number of cases	794	281	1075
	%	73,9%	26,1%	100,0%
	Explained residual value	6,5	-6,5	
Yes, I feel it	Number of cases	368	260	628
	%	58,6%	41,4%	100,0%
	Explained residual value	-6,5	6,5	
Total	Number of cases	1162	541	1703
	%	68,2%	31,8%	100,0%

Concerning the connection above the following question arises in us: Does this connection mean that:

- those who feel discrimination at school because of living in state care underestimate themselves and as decreased- valued people, they think they can achieve results only by others' increased help,
- or rather that those who find it more difficult to learn, who are less hard-working and perform more badly at school more often have bad experiences at school what they interpret as discrimination and connect its reason with their state care status?

Naturally it cannot be excluded that there is discrimination at school, thus according to the first logic, the mechanism also works, can work although there are such signs as well which indicate that the second logic works, too. The operation based on the second logic is supported by the fact that between the two groups –does not need more help, and needs more help- there is significant difference concerning the result of the previous half-term. The average of that group is higher which says they do not need more help in learning than their classmates. This difference can be continued by both logics, since the diversity can be explained in two ways; firstly: those who underestimate themselves because of the discrimination naturally perform more weakly at school and secondly: the less hard-working, less motivated children achieve weaker result.

		Total	Mean	Dispersion
The previous half-term result	No, I don't need more help	1042	3,2150	,92767
	Yes, I need more help	511	2,9589	,92050

## 2.2.10 Judgement of the treatment toward the child in state care at offices and institutions

During our research, we also tried to find the answer whether the different offices and institutions treat the youth in state care in a humane enough way while they arrange their paperwork. In order to measure this, we applied a five-range scale where 1 meant the worst and 5 meant the best. Naturally, the answerers did not get experience in connection with official procedures at different offices and institutes at the same proportion owing to their agegroup characteristics and other reasons. Resulting from the small element number, the averages next to these institutions cannot be considered representative, these were marked by red.

	Total	Mean
How humane way were you treated by the workers of the patron?	202	4,15
How humane way were you treated by the workers of the court of guardians?	1326	3,98
How humane way were you treated by the workers of the post care?	152	3,86
How humane were you treated by the workers of GYIVI, TEGYESZ?	883	3,83
How humane way were you treated by the workers of the court?	271	3,56
How humane way were you treated by the workers of the public prosecutor's office?	155	3,23
How humane way were you treated by the workers of the police?	696	3,21

All in all it can be stated that the evaluation of humane treatment of youth in state care can be apostrophed as good (3,68). The interviewed ones are the least satisfied with the treatment of the police.

/ The significant majority of **my observations** (referring to the ones below as well) proved the indicators of the above-shown frequency basic dispersions. Parallel to this it is also important to be shown that the issue of the violence index of the children and their circumstances play a really important role in forming their trust image. In the client groups of our experimental pedagogic programs we can hear on several occasions from the children that they find it difficult to express how they feel in connection with their situation. „Why should I think about this when I can only live according to ‘wolf-rules’, no matter what happens...” or “everything is fine here just I am not counted as a grown-up man”. Such and similar dispersions showed that the children felt worthless and their self-esteem was also low. However, the issues of self-esteem and self-confidence or better to say their existence or absence largely characterises the trust-giving of these children, too. I usually experienced that the most violent children are the least open to trust. Unfortunately the situation is alike in the field of their feeling of defencelessness. The conversations and time spent with them often showed that for the children not the rules of the house but those unwritten rules are the authoritative what are said to be accepted by the other children and youth living with them and in most cases these form the basic of their norm-following behaviour. Yes, no matter how astonishing it is, many times toughness is the norm. Or the spite if they feel to be looked down on. Their defencelessness does not only derive from the uncertainty of the future but also from the fact that in these unwritten rules tomorrow cannot be calculated and unfortunately in many cases the moment following the present, either. Since if the child concentrates on this, then it is unpredictable that in the following few hours whom he/she will have to confront with for his/her interest.

All these might mean less problem if they did not often feel “ownerless”. However, in the residential homes of the children’s homes many times the children are not given a sample to follow by the adult. It is really frequent that even the guard or the educator adjusts to the unwritten rules of the children. Nevertheless, their feeling of defencelessness can be experienced in a lot of forms. Which can not only mean fear from the future or from the next moment, but also co-existence with uncertainty what he/she might experience in the residential home of a children’s home. /

The issue of trust makes us also deeply think. I am going to deal with this topic later again but then it will appear as a value preference. In connection with trust, 1649 children stated their point of view out of 1732. **Out of them 1074 said they did not trust people.**

What would you say, can people be usually trusted or one can never be careful enough in connection with others?	Total
<b>Others can almost never be trusted</b>	<b>216</b>
<b>One can never be careful enough in connection with others</b>	<b>858</b>
People can almost always be trusted	144
Generally people can be trusted	431
<b>Total answerers</b>	<b>1649</b>

*...deeply thought-provoking.*

## */Conclusion/*

### *Conversation with adults in state care...*

#### **I.**

**”** *I grew up in an urban children's home...*

*I have a lot of memories about my life before I was 6. The first is when I was about 3 or 4... My younger brother is three years younger than me, he was very tiny then and that is how we bought milk every day.*

**K.J.:** *What kind of milk? I don't understand that.*

*Mother's milk. He drank it from a feeding bottle and if there was any left, I could drink it.*

**K.J.:** *How old were you back then?*

*3 or 4.*

**K.J.:** *And your little brother?*

*He was very young.*

**K.J.:** *A couple of months old? An infant?*

*Yes.*

**K.J.:** *So he had been breast-fed since he was an infant and then?*

*Yes. When my parents fought, my mom and my dad, I was still very young, I can remember that, too. Then the police and the ambulance came because dad had beaten my mom. He had beaten her hand through.*

**K.J.:** *Were you there then?*

*I saw it from the beginning to the end.*

**K.J.:** *So you saw all of these?*

*Yes.*

**K.J.:** *How old were you?*

*About 4.*

**K.J.:** *Did you experience a lot of similar things at the age of 3-4-5-6? I mean violence.*

*Yes.*

**K.J.:** *Tell me something about these!*

*Well, I have rather negative ones, I don't think I have any positive.*

*When once my mom hit me because I was bad and I ran to dad who was having a shave.*

**K.J.:** *What does it mean: she hit you? Did she smack you in the face?*

*Yes. And I told it to dad who reported her on the following day. By then the divorce procedure had already started and dad wanted me to stay at him at any price...*

*...I remember the war, the Croatian war. It was before I turned 6. We could hear the bombing and we saw the lights, the searchlights. I think the American soldiers had a significant base. I also remember that I was scared to death.*

**K.J.:** *What were you afraid of?*

*That a rocket would strike us, we would die, what would happen to us. Things like that. It was scary. One evening I was looking out of the window, looking at the lights and I saw a lot of military vans going down from the hill quite quickly and I thought there was a big trouble so I climbed under the table and started to read the Bible.*

**K.J.:** *While you were experiencing this, this kind of fear of the events happening not so far from you, was there still violence in the family simultaneously?*

*Yes. After the divorce the child placement trial lasted for six years.*

**K.J.:** *Let's stick to the period before you turned six!*

*I was 3 when they started to divorce.*

**K.J.:** *But were they living together until then?*

*Yes, during after the divorce as well.*

*And when I was having a bath, I had to go to the wall so she could dry me. When she said: "pencil", I had to stand at attention and she dried me or she said: "scarecrow" and then I had to pull out my arms and she dried my armpit, things like that. It was humiliating sometimes.*

**K.J.:** *Your little brother, did he suffer any violent acts? So, was he hit or smacked in the face?*

*Yes, he did, but he was still very young...*

**K.J.:** *Do you remember that he was hit?*

*Yes.*

**K.J.:** *How old was he when he was beaten?*

*He was about 2 or 3, I was 6 then. He accidentally knocked off some porcelaine from the shelf and mom got very angry. My brother did not dare to climb off the double bed but later somehow he did and fell into the porcelaine on all fours and he cut his legs and hands.*

**K.J.:** *And that's why he was smacked?*

*Yes. And on an other occasion he climbed into the kitchen cupboard and knocked off 30 plates and they broke, I remember he was beaten then, too. And my mom forbade me from daddy.*

**K.J.:** *While you were living in the same household, you were forbidden from your dad?*

*My mom had some locks fixed on the doors and when dad came home, she locked the doors with a chain 'gadget'.*

**K.J.:** *Safety chain lock?*



*Yes, that's it. And when dad came, I always opened the door quickly so that mom could not see it and then I was given a kiss from daddy.*

**K.J.:** *Were you given a kiss because you let daddy in?*

*No, I opened it in order to be given a kiss.*

**K.J.:** *I see.*

*And to greet him. But when mom noticed it, she closed the door.*

*I was beaten more seriously as well, but I don't remember those. Those were told...by my siblings.*

**K.J.:** *Your siblings?*

*Yes.*

**K.J.:** *And did your elder sister live with you in the same household?*

*Yes.*

**K.J.:** *So you have 2 elder sisters and a younger brother?*

*Yes.*

**K.J.:** *And what did they tell you?*

*Primarily their own experiences, that they were forced to kneel on corn and that is how they had to stay in the corner and they were also forced to stand in the corner.*

**K.J.:** *And concerning the violence towards you, what did they tell you?*

*Well that I had to wear trousers more often. I don't know why. At least I don't remember.*

**K.J.:** *Were these more brutal beatings than a smack?*

*Yes, according to my elder sister.*

**K.J.:** *So, your younger brother, you and your parents who had been in the middle of a divorce procedure since you were three years old, all lived in one household?*

*Yes.*

**K.J.:** *How old were you when your mom started to lock the door from your father?*

*I was about 4.*

**K.J.:** *What can you remember? How did the others bear it? Your elder sisters for instance, how did they bear this period?*

*I don't know.*

**K.J.:** *What is your first conscious memory from when you know you exist?*

*When I took away the feeding bottle from my little brother. I was walking through the dining-room and mom was doing the washing up in the kitchen and I held the bottle in my hand. This was my first memory.*

*I have another memory from when I was very really young. Dad was a fanatic Jehova's Witness. above all was the Bible and Jehova God.*

**K.J.:** *That is the reason why there was the Bible in the flat?*

*Yes. And we regularly went to Bible studies to Royal room.*

**K.J.:** *Was it a picture Bible what you were reading under the table?*

*No, it was a plain Calvinist translation.*

*When they started to divorce, that was when I was about 4 or 5 at our first Christmas. Mom bought a beautiful pine tree and new decorations. It was nice. It was Christmas evening, presents giving, etc. And dad rushed into the room saying that he wanted to go to the balcony and the Christmas tree was in front of the balcony door. He knocked over the tree, stamped on it and went to the balcony.*

**K.J.:** *He stamped on it? Why?*

*Yes, because according to his religion, there is no Christmas, Easter or anything.*

**K.J.:** *Because of the connection of the religious weeks. Were all of you there, you and your younger brother?*

*Yes, the family.*

**K.J.:** *How did he comment it there? What did he say while he was doing it?*

*Nothing.*

**K.J.:** *What did he do outside?*

*I have no idea. He went to the balcony.*

**K.J.:** *And what did you do?*

*We were crying there, mom was also crying because of the Christmas tree. Mom had been a child in state care since she was a little girl. They used to hold Christmas but when she became a Jehova's Witness, there was no more Christmas.*

**K.J.:** *Did your mother also become a Jehova's Witness?*

*Yes.*

**K.J.:** *And she was not so fanatic?*

*Well, she was also fanatic but later she was excluded.*

**K.J.:** *But was she still upset because of the Christmas tree?*

*Yes.*

**K.J.:** *Why was she excluded?*

*She was excluded because they had a very bad relationship at the end of their marriage. dad did not dare to divorce because if he had done so, he would have been excluded from the community.*

**K.J.:** *And since your mother started the divorce, she got to be excluded?*

*Yes, mom started it and that's why she was excluded.*

**K.J.:** *OK.*

**K.J.:** *Ok, now don't search the reason of my questions, just try to remember the followings! Let's play! Ok? The first flavour of your life what you remember. What kind of flavour was it?*

*I remember, I am just thinking whether there is a former one. I was about 6 and my wrist was broken, I also remember that.*

**K.J.:** *Was it an accident?*

*Yes. My wrist was broken and mom made some sponge cake. Below there was pudding, the cake had the shape of a ball and there were rolled-up sponge cakes on it filled with jam.*

**K.J.:** *Ok.*

**K.J.:** *The next similar impulse-like question. According to your memories when did you feel first that you were cold? When did you feel that you were shivering of cold?*

*I was either in my last year in kindergarden or in the first year in primary school. We were on our way home with my elder sister, because the school and the kindergarden were next to each other. A man jumped out of the car completely naked and he started to chase my sister. We started running and we were running through a field. Even the snow was frozen, so we stopped. We could walk on it and somewhere the ice broke in and my shoes were soaking wet. We were cold to death, icy rain was falling and we went home.*

**K.J.:** *Ok. First feast? So the first what counts to be a feast. Anything, let it be birthday, Christmas, Easter, no matter what, just a loving feast. When was it and what were the circumstances like?*

*The first Christmas, I have already talked about.*

**K.J.:** *That was the first? How old were you?*

*About three.*

**K.J.:** *When did you first see your own blood?*

*I had extremely a lot of accidents in my childhood.*

**K.J.:** *When you first saw your own blood?*

*When I was 12 we were in a temporary home. And Lajos was a newcomer.*

**K.J.:** *Was he a kid from the home?*

*Yes. There was a feather duster what I threw at him saying: "clean up!" and that bastard threw it back and it cut my finger and I was taken by the ambulance. I also had burns.*

**K.J.:** *How old were you when you first saw violence?*

*When the first scene, the fight was between my parents.*

*When dad bit my mother's hand.*

**K.J.:** *First caressing? When were you first caressed? Caressing or loving touch or hug?*

*I cannot recall any loving ones.*

*I remember one touch but such which might seem loving, I cannot remember. Dad came to me, caressed my head and asked: "How do you love me from rational sense or emotion?" And he expects me to answer that?!*

**K.J.:** *How old were you?*

*I don't know. I cannot remember any loving ones.*

*...After my mother's death. We found her. She hung herself. We were at my uncle for a week and he helped us a lot.*

**K.J.:** *How old were you?*

*12.*

*This sucks because these memories...my uncle caressed us because he felt sorry for us.*

*Maybe when I first made love. It was loving.*

**K.J.:** *How old were you?*

*16. Yes...it was so unselfish.*

**K.J.:** *The feeling when you are protected? It does not matter whether from somebody or something but you are protected. And here I am not talking about a protective system, but personal protection. When did you first experience this? How old were you? Somebody gives you the feeling of safety by protecting you.*

*School 1<sup>st</sup> class. There was....., whose father was a gangster and I was afraid of him but once we fought in the corridor and he pulled me by the hair all the way along there. G. saw this and he fought with him in the garden and though he was beaten, too...*

**K.J.:** *First feeling of helplessness? When you felt you could not do anything for something which would be really important to you?*

*Mom had suicide attempts on several occasions and well, 3 months before her death she had kept on saying that she would kill herself, etc. and in the very last evening of her life she told us how she would hang herself by crossing the rake and then...*

**K.J.:** *so she announced it in advance?*

*Yes, but she said it so many times, almost every day. After a while I got fed up with her speaking nonsense things. But in the last evening, she took it seriously, she put on make-up, she had a bath and went out. So we hid those devices, the extension cord and the rake and went to sleep. And when she came back, she hung herself across the stairs, but with the dogleash.*

**K.J.:** *and that was when you felt it.*

*Yeah.*

**K.J.:** *How old were you then?*

*11.*

**K.J.:** *How old were you when you got into state care, how did you feel, what were the first days, weeks, months like and what was the direct reason for getting in?*

*Before I got into the previous home after my mother's death we had lived at my father's. So first my dad was very nice. He slept with us, etc. And my stepbrother and my stepmother became jealous of us.*

**K.J.:** *So he had a new relationship and you lived together with the other woman's children?*

*Yes.*

**K.J.:** *How many of you were there ? There was you, your little brother, your father...*

*Yes, and my stepbrother, my stepmother and her mother*

**K.J.:** *So she also had a child...you were six.*

*Yes. Once my stepbrother said something nasty of my mom and so I beat him badly. And from then on, the world turned upside down and my stepmother always set our father against us, she always beat us, etc. and the religion was also a big problem. Because when we were young, we went to Jehova's Witnesses, when they divorced we started to go the Baptist community and...*

**K.J.:** *And did your father also switch to the Baptists?*

*No, he didn't just we did. Me and my mom, my family. Dad stayed at the Jehova Witnesses.*

**K.J.:** *I see. And after your mother's death how did your relation to religion evolve?*

*We went to the Baptist church for a while but then we had to go to Jehova's Witnesses.*

**K.J.:** *And what was the lady's religion? Was she also the Witness of Jehova? Did they meet there in the community? That's how this thing evolved?*

*Well, yes.*

**K.J.:** *And getting into state care...why...?*

*There was a foundation, one of the founding members of which was my mom. When mom died, the foundation took us up. So they followed our fate, took us on holidays to Finland and things like that and they saw and we told them what had been going on and finally they took us into state care. We were taken to Finland and as soon as we arrived home we were taken into the institute immediately. So we unpacked our bags then we said we would go to.....family who was a good friend of my ex-family. We said we would go there but instead we were taken to the institute. And I remember when we went in, we had to write...*

**K.J.:** *And this happened behind your father's back?*

*Yes. And we got into the temporary home of the children's home.*

**K.J.:** *Did you want it at all? To get away from home?*

*Yes, we did. Yes. And the foundation helped us. And we had to sign a contract stating that we came in voluntarily and then we sat into the hall and there was a clock on the wall and we continuously watched when it would show 6 because we should have been at home by six. We should have got back to dad. And then we saw it was 6 o' clock and from then on time passed slowly.*

**K.J.:** *And you knew that your father was looking for you.*

*Yes. And then dad called all the relatives trying to find out where we could be. He called them at about 10 o' clock then while he was staying at home the whole family was looking for us. In the street, at friends and at classmates. On the following day the police came in and asked that...And starting from then on they wanted to tempt us back, in fact they tempted my little brother back. But I stayed in.*

**K.J.:** *Where?*

*In the temporary home. We got in and on the following day they started to punish us to kneel down.*

**K.J.:** *Were you there in the temporary home and you are talking about that now?*

*Yes.*

**K.J.:** *What was it like?*

*The point was to make me act like a servant, that was their aim, that I had to kneel down and clean their rooms and they were 'pig-headed' all the time.*

**K.J.:** *Did you still find it a good idea then to get away from home?*

*Well, then it did not seem such a good idea...*

*And of course we did not do these. And then we were always beaten. On a lot of occasions the educator also saw that we were beaten and then we...*

*And then finally I talked to my brother-in-law, he came in and put things in order. Then they did not physically hurt us or me only verbally.*

*Slave, Harry Potter, and such.*

**K.J.:** *And did you keep in touch with your father in the meantime?*

*No.*

**K.J.:** *And your little brother? Did you keep in touch with him?*

*Only at school.*

**K.J.:** *You attended the same school.*

**K.J.:** *And then you went to primary school.*

*Yes.*

**K.J.:** *And didn't you try to get information from your little brother about how things were at home, etc.? Or didn't your father try to get closer to you through your little brother?*

*No, my father didn't try to get closer to me.*

**K.J.:** *So your father finished with you?*

*Yes. He didn't deal with me.*

**K.J.:** *Didn't you regret it? Then there?*

*No. Though, no... the first couple of years weren't so good in the institute but there were good moments.*

**K.J.:** *And then how old were you when you got to.....street from the temporary home?*

*I was 13 when I got to the group of Mrs...*

**K.J.:** *Did you feel any discrimination at school because of being a child in state care?*

*The parents of my many old classmates did not let me visit them any more.*

**K.J.:** *Because you got into state care, you could not visit them.*

*Yes, because I steal, cheat, lie, etc.*

**K.J.:** *All right,ok thanks. At the end of this block, I would also ask some impulsive-like questions. Namely that how would you apostrophe the state you were living in? The expression, ghetto has been already mentioned. What other names did you use?*

*Hock.*

**K.J.:** *Ok. First friend. When was it?*

*In primary school.*

**K.J.:** *How old were you?*

*12. He was the only one who did not differentiate me and he still dared to undertake his role. He always fed me.*

**K.J.:** *First love.*

*At the age of 10.*

**K.J.:** *First time when you drank alcohol.*

*At the age of 10.*

**K.J.:** *First cigarette?*

8

**K.J.:** *First leave from the institute? Free, unrestricted. Leave. Not an outgoing. Leave.*

*We were 14 when we were fired from the group and we were told to go...*

*After 1-2 years, quite toughly.*

**K.J.:** *Did any of you escape from the institute?*

*I first escaped when I was 15.*

**K.J.:** *Where did you go?*

*I had arranged it with my friend, I wrote a letter to the educator to have gone to a party saying that I would come at a given time.*

**K.J.:** *Was there police report?*

*No, there wasn't.*

*The first tough one when I hit the roof was when I broke the door and quit. I went for a walk and on my way back the policemen came.*

**K.J.:** *Were you wanted then?*

*Yes, because they quickly reported it to the police, since I was out of my mind.*

*I was on my way back and the policemen caught and asked my name.I said.....The policeman got out of the car, took his baton and kept on shouting: "Why the hell do you escape from the fucking institute?" I was scared to death. Then the policecar took me to the station. "I want to be a policeman"-I said and then I started to cry while they were laughing at me.*

*At the police station I was given a cigarette, I cried till I had no more tears and I left. I was given some brochures concerning what I had to do to become a policeman, what the criteria were.*

**K.J.:** *How old were you when you escaped?*

*15, when I hit the roof and I was also 15 at the house party story.*

**K.J.:** *When did you first see a whole loaf of bread? So not sliced bread in a basket but a whole loaf?*

*At the age of 12.*

**K.J.:** *When you first went to the library, how old were you?*

*10.*

**K.J.:** *First cinema?*

*12-13.*

**K.J.:** *First birthday celebration?*

*13.*

**K.J.:** *This block would be about what feelings you had in connection with going to secondary school while living in state care. What was it like? Where did you continue your studies? Why did you go where you actually went? What motivated you? Did you have any alternatives, possibilities? Was there anybody who encouraged you and gave you a helping hand? Was there any ambition in you that drove you? Thus what was the reason and the ways of your secondary studies? How did your personal fate develop? How has your life developed from the secondary school until now?*

*There wasn't any problem since I said at the very beginning that I was a child in state care.*

**K.J.:** *What kind of secondary school did you attend?*

*Interior security forces.*

**K.J.:** *Was it a vocational school?*

*Yes. I applied for it first but I had not thought that I would be admitted. At the same time I was also admitted as a cook and as a waiter. On the other hand, first I was not admitted here.....We submitted an appeal to the mayor and he arranged it. That is how I got into the secondary school. I feel no discrimination what is more I am respected and loved for being different from the others..*

**K.J.:** *What does it mean? What are the others like?*

*Well, they know that children in state care do not fare well in life. Many of my classmates have already been in the institute and they saw others there.*

**K.J.:** *What are their experiences like based on what you are said to be different from the others? What have they experienced about your companions in misfortune?*

*Steals, cheats, lies.*

**K.J.:** *Are these personal experiences on their part? Based on what you see, I am asking: Is it prejudice-like? How does this prejudice develop? Does it spread from mouth to mouth? Is it a tradition? Do the family or the parents tell them so? What do you see from this? What fosters their prejudice?*

*I don't know.*



**K.J.:** *Haven't you ever asked back what is the reason why they state that you are different? Do they know what the others are like? Haven't you asked back?*

*No, I haven't.*

**K.J.:** *Haven't you ever felt its importance? Or were you happy to be accepted?*

*No, at the beginning they didn't even know what an institute was. And then I told them what kind of people there are etc...I told them, so that was the base of their way of thinking. In my eyes, not really the parents.*

**K.J.:** *It was you who said that the majority of the people steal and cheat in the institutes?*

*Well, not the majority but there are some. Most of them are quite problematic, they go to the young offender institution and there are my personal experiences so what happened to me. And so based on these. I am so much different, etc. They come to me for advice. One thing is for sure, I cannot state my point of view concerning their family matters. When somebody comes to me and tells me about a family situation saying he does not know what to do.*

**K.J.:** *So you formed their opinion about your own companions in misfortune?*

*Well, roughly speaking, yes. I told them what kind of people there were and about how I grew up and of course I mentioned good examples, too.*

**K.J.:** *How do your companions in misfortune feel about your ambitions? The fact that you continue your studies? That you want something from life.*

*Mainly positive. Last time they took a final exam in the.....*

**K.J.:** *Isn't it a tendency there either that somebody gets close to the final exam?*

*Hm... the others make fun of me because of this...*

**K.J.:** *How do the caregivers support learning?*

*They support it.*

**K.J.:** *How can it be seen?*

**K.J.:** *The person who supports you mentally is the group leader?*

*The former group leader, Mrs.....*

**K.J.:** *From the apparatus not directly dealing with you?*

*The present group leader does not care, either. She has not even asked in the past two years how I manage or what happened at school. I take in my mark-book and she signs it.*

**K.J.:** *Why is that according to you? Isn't she interested or...?*

*She isn't interested.*

*They support me anyway, I get on well with the financial department leader, I am given four extra lessons a week.*

**K.J.:** *Have you taken your final exam yet?*

*I am going to take it now, I would like to. (note: he is a college student now)*

**K.J.:** *Afterwards, plans?*

*When I started the secondary school, I fanatically wanted to become a policeman but since then I have changed my mind. So, it is not only the police what might help me go forward. I am interested in social-pedagogy. And I am interested in that now.*

**K.J.:** *Did your relation with your family develop?*

*Yes, I have made peace with my elder sister, and I get on well with my father.*

**K.J.:** *What does it mean, how does it look like that you get on well with each other?*

*We talked and he helps in what he can. We visit each other.*

**K.J.:** *What are its specific sides?*

*It is rather financial help and advice-provision. Something like that. It is a bit superficial. I cannot regard on him and talk to him as I should. He is my father and that's all. I love him and I am longing for his being my father, I don't really know...*

**K.J.:** *On the one hand you are saying that you are longing for his love, on the other hand you are saying that you would not like so. What would you like in connection with him?*

*I am longing for his love, but I know it does not work like that at him. Maybe I would not like to force it but..., I don't know what will come out of this.*

**K.J.:** *As you are becoming an adult soon, do you often remember when he asked you in your childhood: "do you love me rationally or emotionally?"*

*Yes. How do you love me? Emotionally or rationally?*

**K.J.:** *Has this dilemma occurred between you and him since then?*

*No, but it is still working in me.*

**K.J.:** *What is working in you?*

*That how I love my father. At present, rationally or emotionally?*

**K.J.:** *How do you love him? Is it possible to love somebody rationally? What is working in you?*

*My father...*

**K.J.:** *Is this still working in you because he asked you when you were a child?*

*Amongst others. And all the other things that happened between us.*

*I don't know whether it will be one day...Whether we will get on so well as father and son. Because, when I see others...*

**K.J.:** *Have you ever got on so well?*

*Well, finally, no.*

**K.J.:** *Do you have an idol image in your mind about what it is like when a son gets on well with his father?*

*Yes. Well...*

**K.J.:** *Are you uncertain?*

*Yes. Well for a couple of years. Since when I was born.*

**K.J.:** *You said you hadn't had a relationship with your father for a while, when did it liven up again?*

*When I was 15. About. From the age of 12 till the age of 15. There was a Maths teacher, Mrs....., and she was a sadist woman but she forced that I should get to know my father and she said times had changed. Maybe he had changed, too. What if we tried to arrange a date? Since then we have talked to each other.*

**K.J.:** *Did both of you change?*

*Yes.*

**K.J.:** *In what did you have to change?*

*I had to change my opinion about him. That's what I had to change.*

**K.J.:** *Did he change ?*

*A lot. Since they divorced he has changed a lot.*

**K.J.:** *In what?*

*He deals with us. Although he has never told me that he loves me, but I sent him a postcard from Croatia. Out of politeness I wrote I missed him. Not only out of politeness but also because he is my father.*

**K.J.:** *Can we go deeper in? Will your dream image ever be fulfilled in connection with him?*

*Maybe!*

**K.J.:** *Do you believe in it?*

*Yes! Maybe, a grandchild would change him!*

**K.J.:** *What makes you think so?*

*Because it is said no matter whether the father makes mistakes with his son, he will not do so with his grandson.*

**K.J.:** *Do you think it from others' tales? Does your mother appear in your conversations?*

*Now, not really...*

**K.J.:** *What is the father's task in your opinion? In case of an ideal father you are longing for, how should the father 'operate'? What is his task?*

*He gives love, I can talk to him about anything, about even tiny things, he protects me, he appreciates me, he says: "I am proud of you, my son!" so, the gesture itself. But even that does not exist. There is not even free gesture and expression. He could do it in a superficial way, but he doesn't even do so.*

**K.J.:** *According to you what is the reason why he does not do so?*

*Because he escapes into religion from his childhood. He did not have a nice childhood, either. He is looking for it in the religion.*

**K.J.:** *Do you think that the religion forbids the father to show his love towards his son?*

*It does not forbid it, but I know a lot of Jehova's Witnesses and they are all so narrow-minded...*

**K.J.:** *Do you mean he has become alienated from his child?*

*Yes.*

**K.J.:** *Has it ever happened to you that you put a different label on somebody's behaviour, so let's say your father does what he does, says what he says in connection with you, he supports you financially, and as you say he gives you legal advice. Isn't it possible that it is the same kind of love what he shows just you would long to experience it in another way?*

*Yes, but what he shows is not what I am longing for.*

**K.J.:** *So for not this kind of love. Does it usually send you to despair, this waiting in vain? The fact that you are waiting for experiencing his love and you do not get it in that form in general? How do you feel? Does it make you desperate?*

*Yes and it comes to my mind pretty often that I do not want to be like him at all.*

**K.J.:** *Narrow-minded?*

*Yes, according to him, two plus two is always four.*

**K.J.:** *Your little brother? Do you look after him?*

*Yes, but he finds it difficult to open. On many occasions I can't do anything about him. No matter how much I would like to.*

**K.J.:** *Are you influenced by your father concerning how you behave with your sibling?*

*He tries to influence me, but...*

**K.J.:** *Does your father act like a model in any way in your eyes concerning how you behave with your sibling? Do you treat your sibling as if he was your son?*

*No, because he is my sibling.*

**K.J.:** *Don't you ever have such attitude? Approximately would you behave the same way with your own child the way you look after your little brother?*

*No.*

**K.J.:** *And how would you handle your son?*

*I would give him love and I would make him feel that I stand by him and love him.*

**K.J.:** *Without that teacher, is it possible that you would not even talk to each other now?*

*Yes.*

**K.J.:** *If it is so, it would have been your fault, too?*

*Yes, it's a question of pride. Since it's him who made a mistake, not me. Shall I run after him?*

**K.J.:** *Oh, so is this the question?*

*And the experiences I have acquired so far about my father.*

**K.J.:** *So you definitely feel that it is him who has to pay?*

Yes.

**K.J.:** *Just playing with the possibility, let's suppose that somebody goes to you saying that: listen....., your father is not at the level to be able to jump his own barriers, since two plus two is always four at him and he escapes into religion. And you are perhaps at the level to defeat your own barriers.*

*I have already thought about it, but I don't know how to start it because he is my father.*

**K.J.:** *Have you got any idea that.....*

*What a good father is like?But how could I change him completely?*

**K.J.:** *It is not that you should change him.*

*I would not even know how to start it.*

**K.J.:** *Do you feel defenceless?*

Yes.

**K.J.:** *Why?*

*Because I could do something but I don't know how. Maybe it is useless now.*

**K.J.:** *What are you going to do with your desire?*

*That desire is inside me and I want to reach it now.*

**K.J.:** *How about the desire to get the father-son relationship from your father?*

*To my children...*

**K.J.:** *Will it be better like this?*

*For them!*

**K.J.:** *I am interested in you...*

*It affects me, too.*

*It also heals me if I can give them what I didn't get. This is similar to the foundation.*

*Now I would like to pass my school-leaving exam, it's high time to learn. I have just broken up with my girlfriend and I feel miserable about it. Last summer we started going out together again and now we have broken up again. There were a lot of problems. We have just been in Croatia together. We started talking and she said she loves somebody else. In the past I did not think I would go to college but now I have decided I would like to.*

**K.J.:** *The relationship with your sibling?*

*I help him in what I can. And if he comes to me, I give him a helping hand. We meet, he comes to my place, we chat. So, that's it. It's difficult!*

**K.J.:** *What is difficult?*

*He has an idea about for example in connection with his further studies. So he would like that and it is ok. We do not agree. I cannot say my disagreement, I rather show it.*

**K.J.:** *Family?*

*Minimum 2 children. A house, a real family.*

**K.J.:** *What does ÁGOTA mean to you?*

*Safety, getting to know myself, getting to know my limits.*

**K.J.** *How much can you trust?*

*I don't trust anybody. But recently I have realised that it is cool. I dare to live.*

**K.J.:** *Why is it good?*

*I don't know, it's cool to live like this. I am appreciated. Concerning forgiveness I am about to develop... ”*

### **3. chapter**

#### **Social relationships**

*Thoughts from Dr. Miklós Radoszv*

*Status in contemporary groups*

*Who looks up on you in the children’s home*

*Who looks up on you from your friends*

*Who asks you for advice*

*How much the others like you at school*

*How much the other like you in the children’s home*

*What you are the best at*

*Friends and relationships*

*Friends*

*Those whom you spend your freetime with*

*Where you like spending your freetime the most*

*Real, good friends*

*Help and request for support*

*Acquaintances*

*Description of the sociometric examination*

*Choices based on sympathy*

*Roles and functions in the classroom*

*Postive features, talent*

*Popularity*

*Choices based on antypathy*

*Negative features*

*Negative popularity*

*The results and connections of the sociometric study*

*The results of the positive and negative choices*

*Activity in the classrooms*

*Conclusion*

*/Conclusion/*

*Conversations with adults in state care...*

*II.*



## *Thoughts from Dr. Miklós Radoszv*

### *About the 3. chapter*

One of the important aims of the law about the protection of children is to get the child taken out of the family back to his/her own family by promoting his/her family relationships while providing the chance to maintain, promote and improve these relationships in state-care at the same time. For the sake of this one of the expectations is that in an ideal case the place of care should be no farther than 50 kms from the original residence and if it is not necessary the child should not change school for instance. The data acquired in this chapter show well that being in children's homes has a huge effect on the social relationships of the children. Though at the same time it was an extremely positive surprise to see that 80% of the children feel loved by their schoolmates. It is interesting to state that "the older the children in state-care are, the more socially disadvantaged acquaintances they have". However, this does not necessarily mean that the more time children spend in state-care, proportionally the more such acquaintances they will have. It rather indicates that if the children get into state-care later, in other words when they are older this is also the consequence of taking them out of their families and as a result of this, during the care and the process of the pedagogic work the proportion of these effects must be reduced.

The result of the sociometric analysis is quite salutary from which it turns out that the education of children in state-care is one of the most touchy subjects in case of those children who get into state-care late since the anomalies concerning going to school and the fact that they are over-aged are the most important reasons of getting into state-care. So obviously it is less expectable that "normal" primary or secondary schools can integrate those youth in state-care who could not be integrated by their own residence for years. Results acquired here can serve as a moral and call the attention of the problems to solve not only for the colleagues working in the children's homes but also for those educational institutions who teach children in state-care in an integrated way.

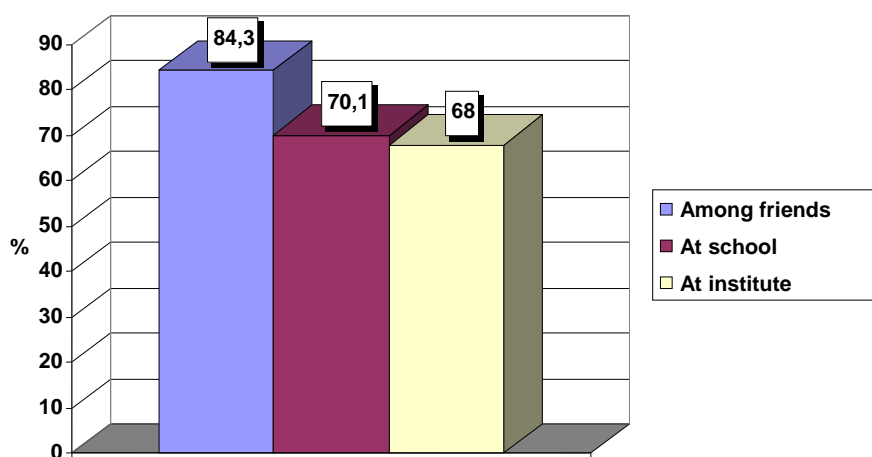
### 3.1 Status in contemporary groups

During our questionnaire study –amongst others- we also wanted to investigate that how youth in state care evaluate their status in contemporary groups in the institute and at school. In our first question referring to this we wanted to know how the youth and children in state care who live in a contemporary group see: do they have any mates who look up on them?

**Do you have anybody among your acquaintances who looks up on you?**

Contemporary group	Number of cases	Rate in the percentage of cases
Among friends	702	84,3
At school	958	70,1
In the institute	929	68,0

**Do you have anybody among your acquaintances who looks up on you?**



In most cases it can be stated that in all the three contemporary groups there are a great number of mates who “look up on” the interviewed ones in their opinion for some reason. It is mostly among friends that the interviewed ones feel being “looked up on” by the others (83,4% of all cases), and that is followed by the positive image of the status gained at school (70,1%). **The positive image inside the institute occurs in the least cases, in other words it is the community where the least rate of people (68%) “look up on” the interviewed one for some reason.**

**Do you have anybody among your acquaintances who looks up on you at school...**

	Frequency	Percentage
no	599	34,6
yes	958	55,3
Total	1557	89,8

Almost two-thirds (61,5%) of the interviewed ones think that there is such a mate who “looks up on “ them at school.

**Do you have anybody among your acquaintances who looks up on you at the institute?**

	Frequency	Percentage
no	604	34,9
yes	929	53,6
Total	1533	88,5

The image is similar to that of the school according to this index of the status within the contemporary group. 60,6% of the interviewed ones think that there is such a mate who “looks up on “ them at the institute.

**Do you have anybody among your acquaintances who looks up on you among your friends?**

	Frequency	Percentage
no	436	25,2
yes	1153	66,5
Total	1589	91,7

The image of the status among friends is the most favourable. According to this, 72,6% of the interviewed ones think that there is somebody among their friends who appreciate them.

**Do you have anybody among your acquaintances who looks up on you at school? \* Was the interviewed of gypsy origin?**

		Was the interviewed of gypsy origin?		Total
		yes	no	
Do you have anybody among your acquaintances who looks up on you at school?	no	34,2%	41,2%	38,8%
	yes	65,8%	58,8%	61,2%
Total		100,0%	100,0%	100,0%

It can also be proved statistically that there is significant relation between the ethnicity of the interviewed ones and their status within the school’s contemporary group. Among the gypsy subjects there were more who said that their school mates and mates in the institute look up on them in a bigger rate. Although this significant relation cannot be proved concerning the status among friends.

**Do you have anybody among your acquaintances who looks up on you at the institute? \* Was the interviewed of gypsy origin?**

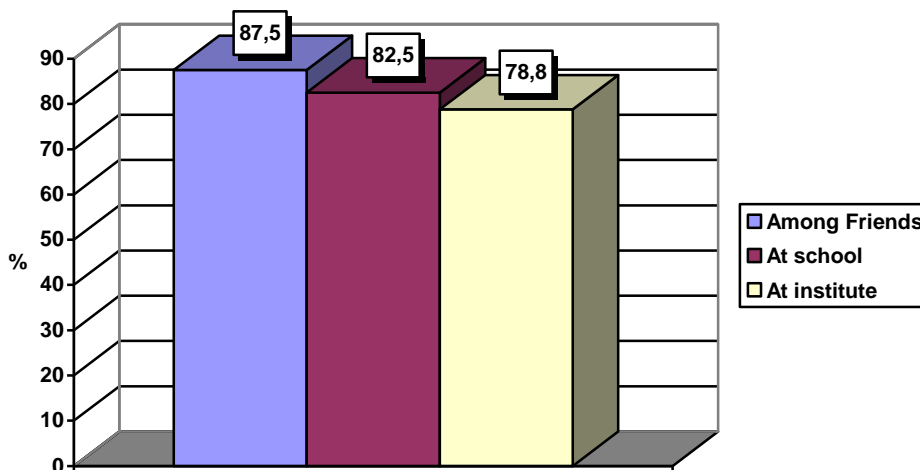
		Was the interviewed of gypsy origin?		Total
		yes	no	
Do you have anybody among your acquaintances who looks up on you at the institute?	no	33,5%	43,1%	39,7%
	yes	66,5%	56,9%	60,3%
Total		100,0%	100,0%	100,0%

In our following question we wanted to know how the youth and children in state care who live in different contemporary groups see: do they have any mates who ask for their opinion and advice?

**Do you have anybody among your acquaintances who asks for your advice...**

Contemporary group	Number of cases	Rate in the percentage of cases
Among friends	1327	87,5
At school	1251	82,5
At the institute	1195	78,8

**Do you have anybody among your acquaintances who asks for your advice? is**



In most cases (87,5%) they say there are such who ask for their advice among friends. This is followed by the school mates (82,5%) and repeatedly mates in the institute are the last in the row.

**Do you have anybody among your acquaintances at school who asks for your advice?**

	Frequency	Valid percentage
no	451	26,5
yes	1251	73,5
Total	1702	100,0

Almost three-fourth (73,5%) of the interviewed said that their schoolmates sometimes ask for their advice.

**Do you have anybody among your acquaintances at the institute who asks for your advice?**

	Frequency	Valid percentage
no	514	30,1
yes	1195	69,9
Total	1709	100,0

69,9 % is the rate of those who are asked for advice within the institute.

**Do you have anybody among your friends who asks for your advice?**

	Frequency	Valid percentage
no	382	22,4
yes	1327	77,6
Total	1709	100,0

Most of them said that it occurs among their friends that the others asked for their advice (77,6%).

All in all, it can be stated that out of the three contemporary groups it is among friends where the image of the status is the most favourable whereas **it is in the institute where the image of this status is the least favourable.** Maybe this result can also make us think that why the self-esteem of the children in state-care is “*like it is*”. This significantly relates to the status. It is not for sure that it depends on the prejudice-nature of the society in each and every case. The above-shown results also deal with the issues of interdependence or the mood of those living in state care. These data can also make us think about the responsibility of the teachers dealing with them. Responsibility concerning how the children appreciate each other. It is important to note that we are not talking about the lovability of children according to them but about whether Their opinion is important to somebody in the children’s home or not.

In order to evaluate how much they are loved by their schoolmates and their mates within the institute, we used a five-grade scale. In this scale 1 counts to be the most negative while 5 means the most positive attitude.

**How do you feel? How much do the others like you at school?**

Total	Valid	1673
	Missing data	60
Mean		4,10
The most frquent value		4

The mean measured on a five-grade scale (4,1) and the most frequent value (4 - quite a lot of them like me) show the same. According to the interviewed youth, quite a lot of their schoolmates like them.

**How do you feel? The others at school:**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Valid	Quite a lot of them like you	684	39,5	40,9	40,9
	Like you	627	36,2	37,5	78,4
	Neutral towards you	289	16,7	17,3	95,6
	Nobody loves you	49	2,8	2,9	98,6
	They hate you, they can’t stand you	24	1,4	1,4	100,0
	Total	1673	96,5	100,0	
Missing data	does not know	44	2,6		
	did not answer	13	,8		
	System	2	,1		
	Total	60	3,5		
Total		1732	100,0		

Most of the interviewed youth (78,4%) feel to be liked by their schoolmates. 17,3% of them feel to be neutral towards their classmates at school and only 4,3% of them feel to be disliked or even hated by their schoolmat

**How do you feel? How much do the others like you at the institute?**

Total	1692
	41
Mean	4,13
The most frequent value	5

In children's homes the picture is slightly a bit more positive. Though the mean measured on a five-grade scale increased only minimally, but most of the subjects have chosen the highest value (5 – they love me).

**How do you feel? The majority of your mates in children's home:**

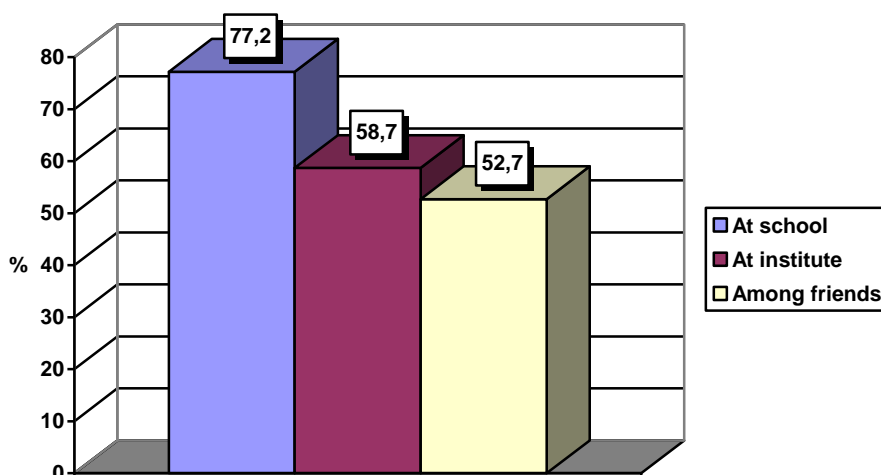
		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Valid	They like you	671	38,8	39,7	39,7
	Quite a lot of them like you	647	37,3	38,2	78,0
	They are neutral towards you	315	18,2	18,6	96,6
	Nobody loves you	39	2,3	2,3	98,9
	They hate you, they cannot stand you	19	1,1	1,1	100,0
	Total	1692	97,6	100,0	
Missing data	does not know	36	2,1		
	did not answer	3	,2		
	(System)	2	,1		
	Total	41	2,4		
Total		1732	100,0		

Our following question intended to find out how the children in state-care see: at what they are the best among their mates. The question was again asked referring to the three contemporary groups which means in an open question what the thing is exactly the interviewed thinks he/she is the best at:

**Is there anything he/she is the best at...**

Contemporary group	Number of cases	Rate in the percentage of cases
At school	1010	77,2
At the institute	768	58,7
Among friends	690	52,7

### Is there anything he/she is the best at?



According to most of them, in 77,2% of the cases it is the school where they think they are the best at something in their opinion. This is followed by the contemporary groups of the institute (58,7%) and friends (52,7%).

Concerning what the youth are the best at according to them in the three contemporary groups we can conclude:

The activities relating to the three different contemporary groups, the activity types based on the answers to the open questions can be well-differentiated.

- At school there are two main activities around which the things, children think they are the best at, can be classified:
  1. Learning
  2. Deviant behaviour
- At the institute three different main activity types can be differentiated:
  1. Daily routine tasks at the institute
  2. Entertainment, sport
  3. Undiscipline, deviant behaviour
- Among friends mainly one activity type occurs:
  1. Entertainment, sport

*(Concerning the indexes above, our pedagogic programme – KÁSZPEM<sup>®</sup> –, gives serious answers in the 2<sup>nd</sup> volume.)*

## 3.2 Friends and relations

### 3.2.1 Friends

Do you have such friends with whom you spend your free time with?

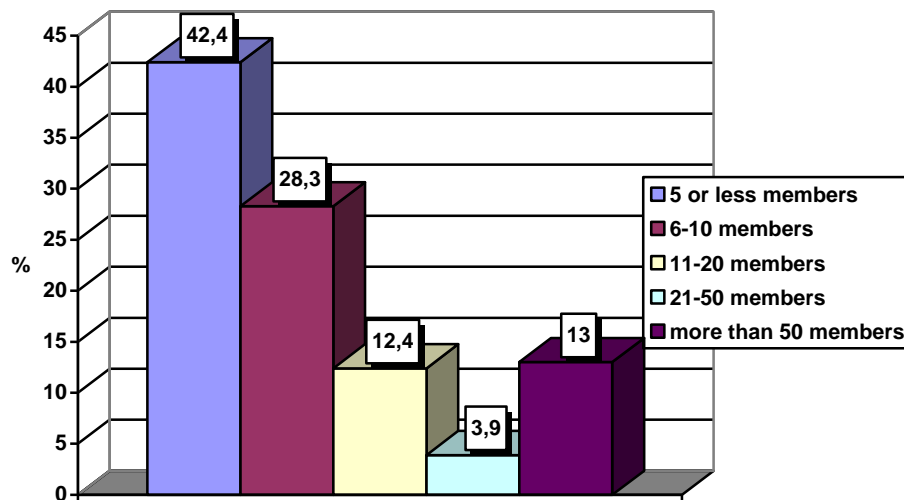
	Frequency	Valid percentage
no	200	11,6
yes	1530	88,4
Total	1730	100,0

Most of the youth in state-care (88,4%) have such friends with whom they can spend their free time.

#### The number of friends

	Frequency	Valid percentage
5 or less members	733	42,4
6-10 members	489	28,3
11-20 members	215	12,4
21-50 members	67	3,9
more than 50 members	224	13,0
Total	1728	100,0

#### The number of friends

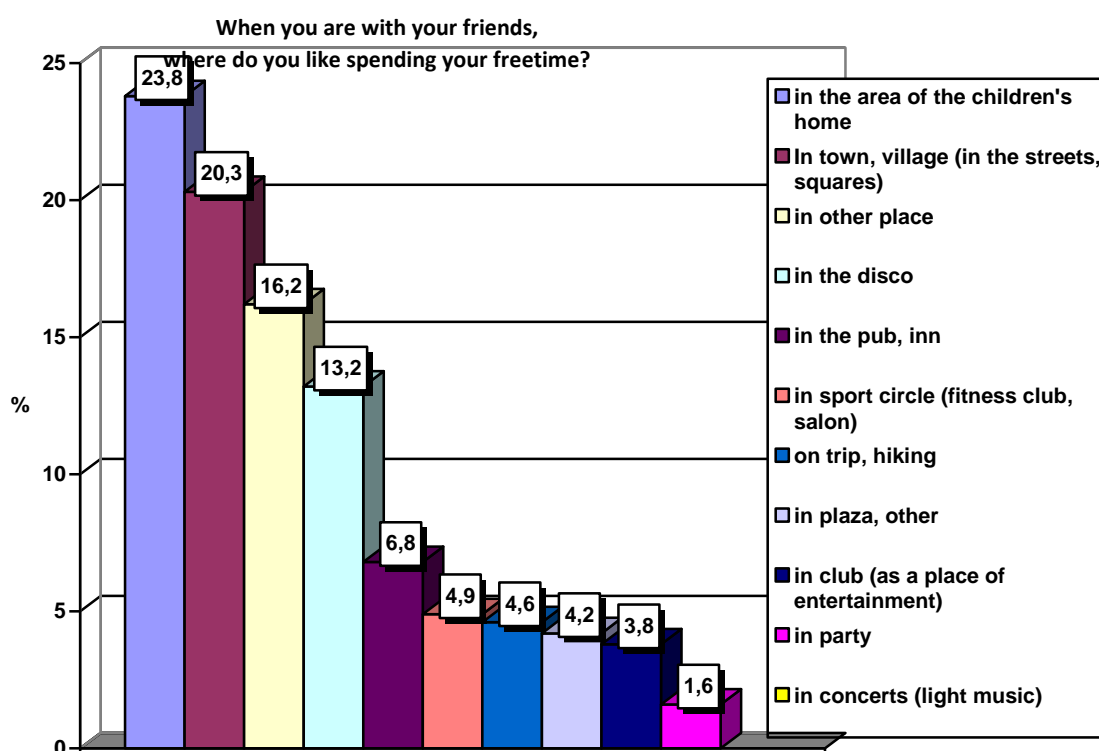


Most of these companies consist of 5-10 members, but according to the interviewed ones it is not rare to talk about companies consisting of even 20-50 members. Of course it is relative what the children mean under “friends”. To the question what they like doing the best they said: talking, partying and doing sports.



**When you are with your friends (buddies) where do you like spending time?**

	Frequency	Valid percentage
in the area of children’s homes	362	23,8
in the town, village (in the street, in squares, etc.)	308	20,3
in other places	246	16,2
in a disco	201	13,2
in a pub, inn	103	6,8
in sport circle (fitness club, salon etc.)	74	4,9
on a trip, hiking	70	4,6
in plazas, and other shopping malls	63	4,2
in a club (as a place of entertainment)	57	3,8
in a party	25	1,6
in a concert (pop music)	9	0,6
Total	1518	100,0



In most cases (23,8%) these friends spend their free time in the area of the children’s homes, but in not a few cases (20,3%) they spend their free time in the street and in squares. Discos are also popular places (13,2%) concerning this issue.

**How many real, good friends do you have?**

Total	1680
Mean	3,91
The most frequent value	1

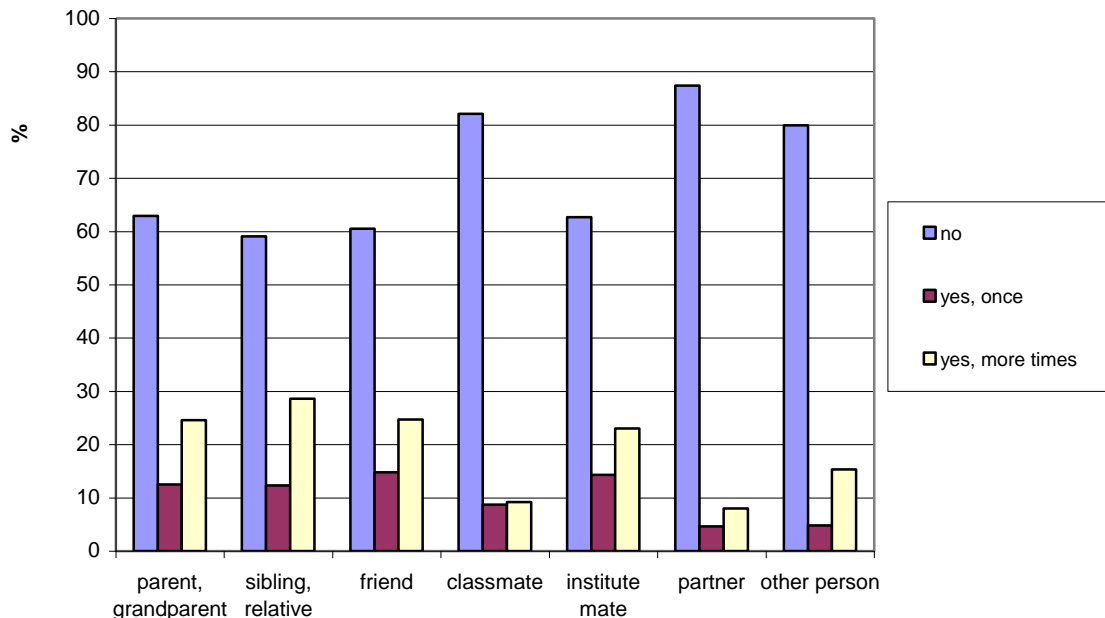
On average the interviewed youth have 3,91 good friends, though most of them have only one best friend.

### 3.3 Asking for help and support

	Have you ever asked for help when you had financial problems...			
	No %	yes, once %	yes, more times%	Total%
parent, grandparent	62,9	12,5	24,6	100
sibling, relative	59,1	12,3	28,6	100
friend	60,5	14,8	24,7	100
classmate	82,1	8,7	9,2	100
mate from the institute	62,7	14,3	23	100
beloved partner	87,4	4,6	8	100
other person	79,9	4,8	15,3	100

In case of financial problems most of them said they had not asked for help yet, but those who had already done so, asked from their siblings and relatives in most cases (28,6%), from their parents and grandparents (24,6%) or from their friends (24,7%). Occasionally the answerers asked for financial help from their friends (14,8%) or their mates from the institutes (14,3%).

**Have you ask for help (from the persons below) when you had financial problems?**

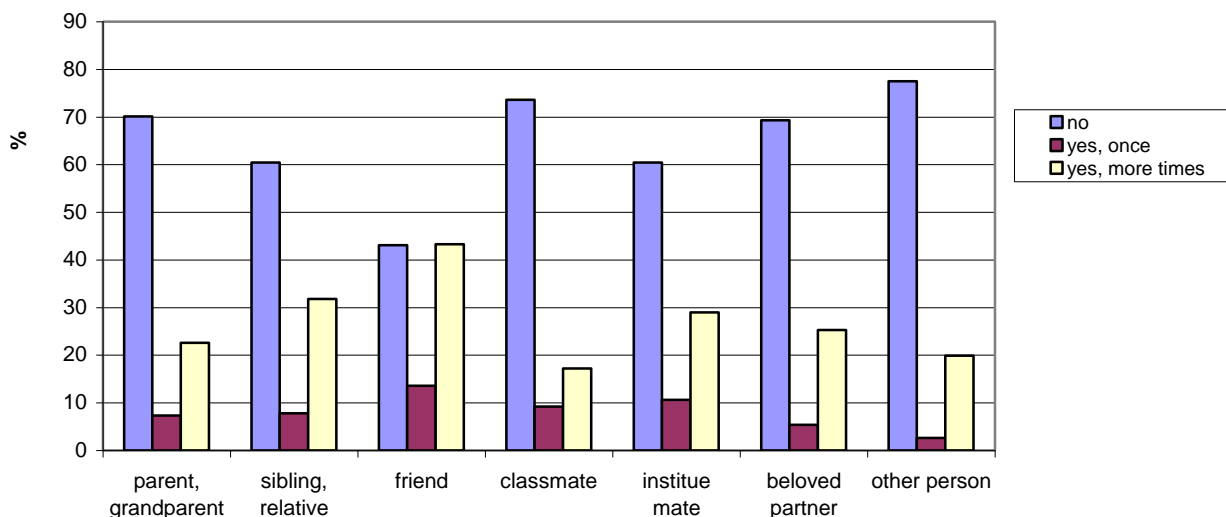


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	Have you ever asked for help when you had mental problems...			
	no	yes, once	yes, more times	Total
parent, grandparent	70,1	7,3	22,6	100
sibling, relative	60,4	7,8	31,8	100
friend	43,1	13,6	43,3	100
classmate	73,6	9,2	17,2	100
mate from the institute	60,4	10,6	29	100
beloved partner	69,3	5,4	25,3	100
other person	77,5	2,6	19,9	100

The number of those who ask for mental help than financial one is even lower. Occasionally mental help is asked from friends (13,6%), from mates from the institute (10,6%) and those who needed it more often asked it –besides friends (43,3%) - from siblings (31,8%) and from the beloved partner (25,3%).

**Have you ever asked for help (from the persons below) when you needed mental support?**



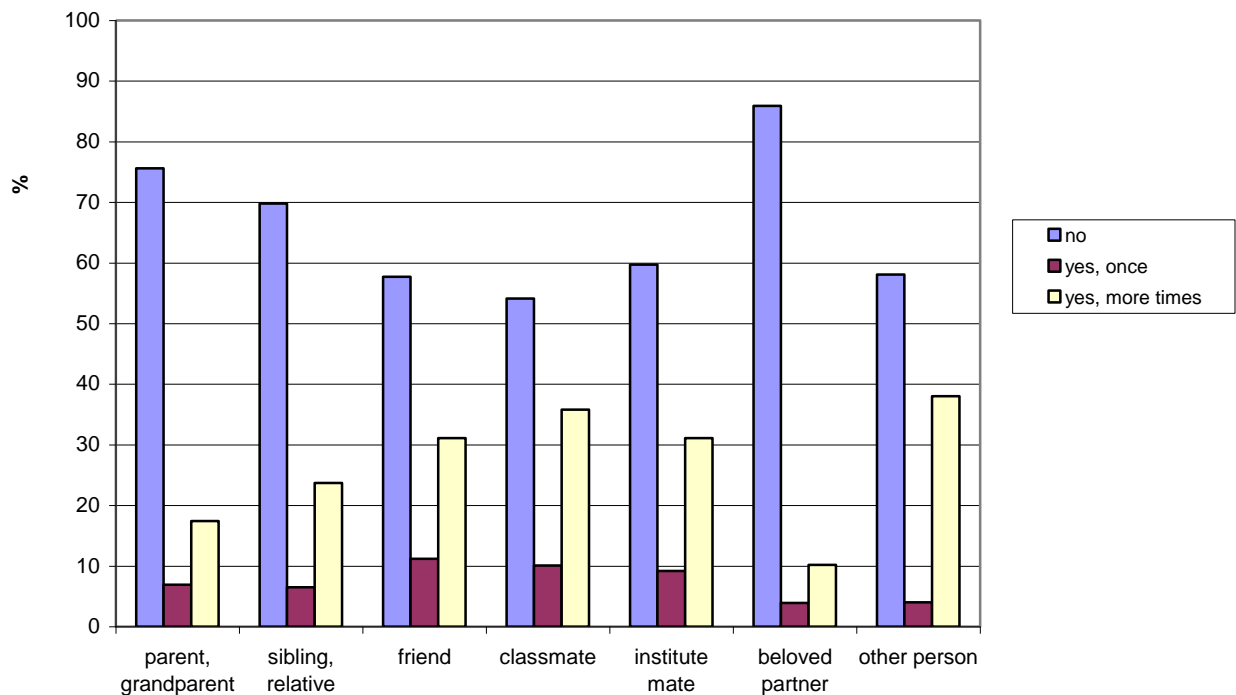
The responsibility of the educator of the children’s home also makes us think here. (*Concerning how much the children rely on him/her*). Although the educator appears in the ‘other person’ category, its rate is low related to the others.

**Have you ever asked for help when you had learning problems from parents, grandparents?**

	no	yes, once	yes, more times	Total
parent, grandparent	75,6	6,9	17,4	100
sibling, relative	69,8	6,5	23,7	100
friend	57,7	11,2	31,1	100
classmate	54,1	10,1	35,8	100
mate from the institute	59,7	9,2	31,1	100
beloved partner	85,9	3,9	10,2	100
other person	58,1	4	38	100

In case of occasional learning problems most of the children ask for help from their friends (11,2%) and they do so in the same rate from their classmates (10,1%). In case of more frequent learning problems proportionally more of them ask for help from their classmates (35,8%) and from their mates from the institute (31,1%). Of course friends also play a crucial role in solving learning problems (31,1%). Concerning this problem, the helping role of the family reduces significantly.

### Have you ever asked for educational help from the persons below?



### 3.4 Acquaintances

In our questionnaire we were also curious to know that concerning the more distant acquaintances of the children in state-care, how much is the rate of those belonging to the following disadvantaged groups.

Among your acquaintances is there a heavy smoker?	12,4
Among your acquaintances is there a gypsy person?	10,4
Among your acquaintances is there a former child in state-care?	10,2
Among your acquaintances is there anybody who has already broken the law?	8,5
Among your acquaintances is there a heavy drinker?	7,3
Among your acquaintances is there anybody who is extremely poor?	7,3
Among your acquaintances is there anybody who has already divorced?	6,6
Among your acquaintances is there anybody who has already attempted to commit suicide?	4,9
Among your acquaintances is there anybody who has been unemployed for a long time?	4,8
Among your acquaintances is there a drug-addict?	4,7
Among your acquaintances is there anybody who is mentally disabled?	4,5
Among your acquaintances is there anybody whose mother tongue is not Hungarian?	4,0
Among your acquaintances is there anybody who is physically handicapped?	3,8
Among your acquaintances is there anybody who has had a chronic illness?	3,8
Among your acquaintances is there anybody who is mentally ill?	3,3
Among your acquaintances is there a homeless?	1,8
Among your acquaintances is there a homosexual?	1,7

Almost every tenth interviewed has a heavy smoker acquaintance (12,4%), a gypsy acquaintance (10,4%), a former child in state-care (10,2%) and also such an acquaintance who has already broken the law (8,5%). The rate of those who have heavy smoker or extremely poor acquaintances is 7,3%. 6,6% is the rate of the divorced.

		Age-group ranking of the interviewed			Total
		9-14 years old	15-17 years old	18 years old and older	
Among your acquaintances is there a heavy drinker?	no	61,5%	49,4%	43,0%	53,2%
	yes	38,5%	50,6%	57,0%	46,8%
Total		100,0%	100,0%	100,0%	100,0%

		Age-group ranking of the interviewed			Total
		9-14 years old	15-17 years old	18 years old and older	
Among your acquaintances is there anybody who has already broken the law?	no	54,4%	43,8%	29,2%	45,1%
	yes	45,6%	56,3%	70,8%	54,9%
Total		100,0%	100,0%	100,0%	100,0%

		Age-group ranking of the interviewed			Total
		9-14 years old	15-17 years old	18 years old and older	
Among your acquaintances is there a former child-in state care?	no	39,7%	32,0%	22,3%	33,2%
	yes	60,3%	68,0%	77,7%	66,8%
Total		100,0%	100,0%	100,0%	100,0%

		Age-group ranking of the interviewed			Total
		9-14 years old	15-17 years old	18 years old and older	
Among your acquaintances is there a heavy smoker?	no	32,1%	12,3%	7,0%	19,7%
	yes	67,9%	87,7%	93,0%	80,3%
Total		100,0%	100,0%	100,0%	100,0%

**Concerning the given age-groups, significant difference can be seen in connection with the rate of disadvantageous acquaintances. The older the child/youth in state-care is, the more disadvantageous acquaintances he/she has. It is probable to state in general that as the majority of children/youth in state-care get older, the more disadvantaged acquaintances they will have.**

We may well ask: why? In our pedagogic program (2<sup>nd</sup> edition) we deal with it in details.

### 3.5 Description of the sociometric study

We carried out the study by using a multi-aspect sociometric questionnaire, which contained 25 questions. The questionnaire had to be filled in individually, the questions had to be answered by the names of the present classmates and minimum one, maximum three names could be written per each question. While they were filling in the questionnaires our interviewer was present and helped the children.

The questions of the questionnaire covered the following issues, categories:

- Choices based on sympathy
- Roles and functions in the classroom
- Positive features, talent
- Popularity
- Choices based on antypathy
- Negative features
- Negative popularity

As the appendix of the questionnaire we applied a datasheet which contained general data of the class and personal data of the interviewed child (number of years spent in the children's home, number of years spent in the given class and the number of classes). This datasheet was used only by the interviewer and was put down based on the acquired information about the children at the end of the interview.

#### 3.5.1 *The results and connections of the sociometric study*

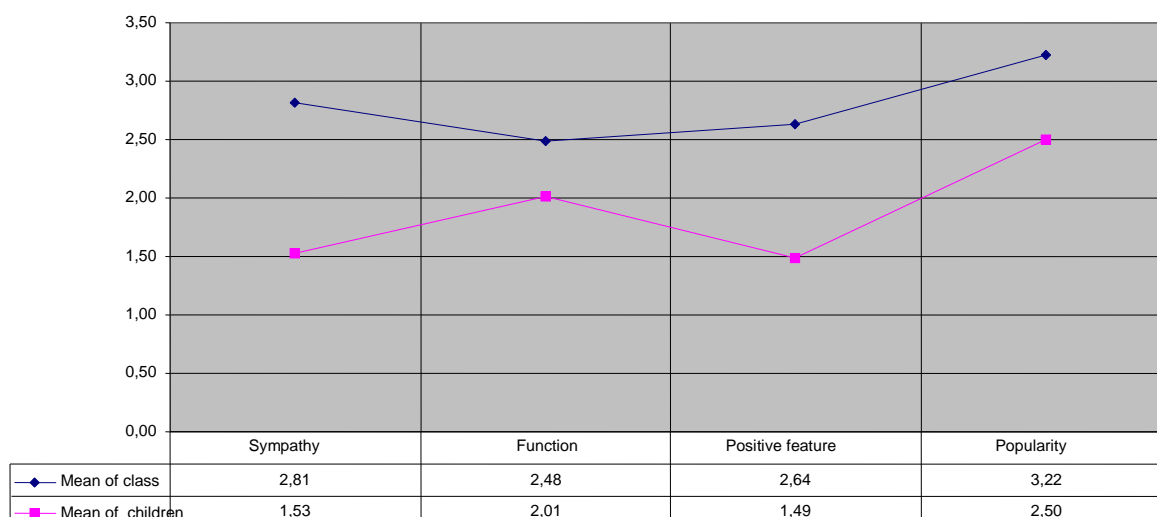
There were 20 children in the study, 8 boys and 12 girls. They have been in children's homes for 3,39 on average, from 3 months to 11 years. They have attended the examined class for 1,81 years on average from three months to 5,5 years. This is the children's 3<sup>rd</sup> class on average, the least was 1 and the most was 5. This result **shows that children living in state-care cannot adapt to their class on the long run.** There may be several factors in its background. On the one hand, probably they had to change school when they were taken into state-care since regarding the average period of care, most of them were at school-age when getting in. On the other hand, it can also be a background cause that the children themselves have problems with adapting to the class and therefore they have to change classes. /I would like to emphasize that the subjects of the study were such children who could somehow finally adapt, since we only examined such classes where the child in state-care actually goes to. So with this study we could not gain any information about the truly problematic private student layer./

The average of the studied children is 14,7%, the youngest child is 12 while the oldest is 18. 8 out of the children (40%) are over-aged for sure. This result makes it probable that the children have not only behavioural problems but also educational ones, so in the background of changing classes there might be failure, too.

## The results of the positive and negative choices

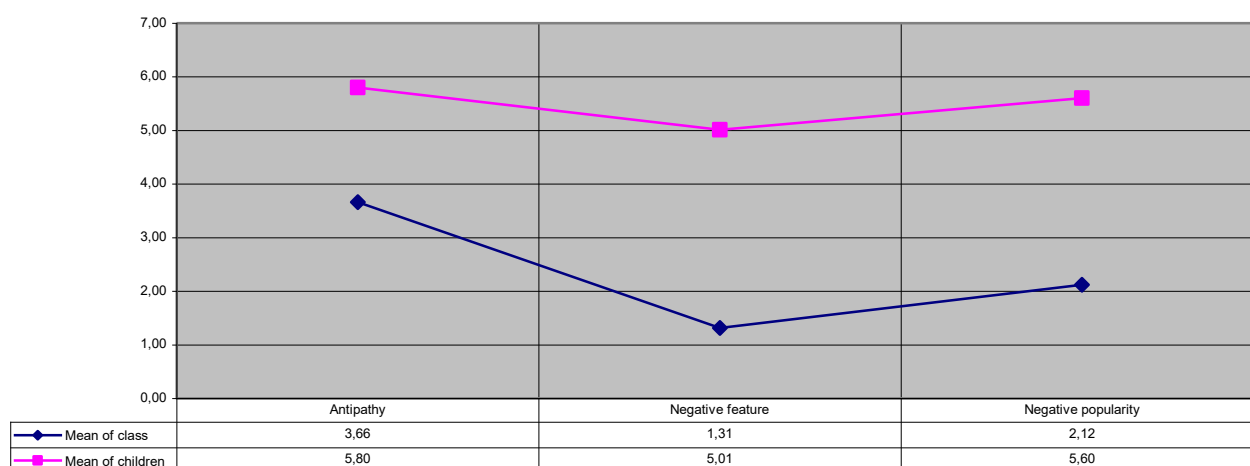
Concerning the positive-nature choices, it can be stated that the aggregated results of the studied children are left behind from the mean of their classes in all cases. There are mainly two fields: the choices made on sympathy (friendship, sympathy) and the positive features (for ex.: skilfulness, cleverness) in which the children in state-care are left behind from their classmates. Concerning these issues, the members of the studied group were given half as much choices than their mates on average.

The comparing chart of the positive answers



It refers to even more serious adapting difficulties that much bigger differences can be seen concerning the negative answers. Since in case of choices made on antypathy and negative features (for ex.: passivity) and also in case of negative popularity (for ex.: exclusion) these children got significantly more nominations than their mates living in families.

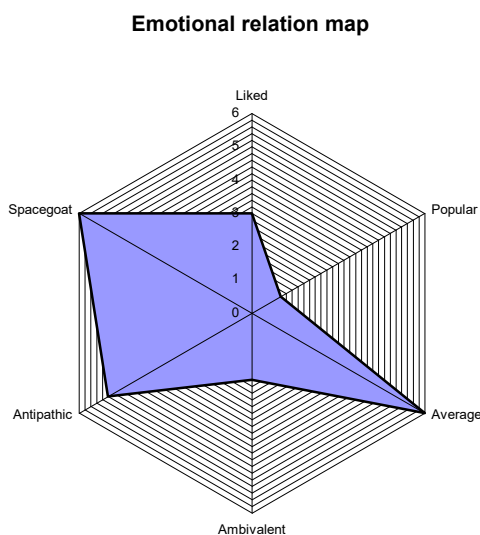
The comparative chart of the negative answers



In order to get a more delicate picture of the situation of the children, we formed an aspect system based on which we can illustrate the emotional attitude of the class towards the the studied children.

This emotional attitude was divided into six sub-groups based on the categories according to their strength and charge:

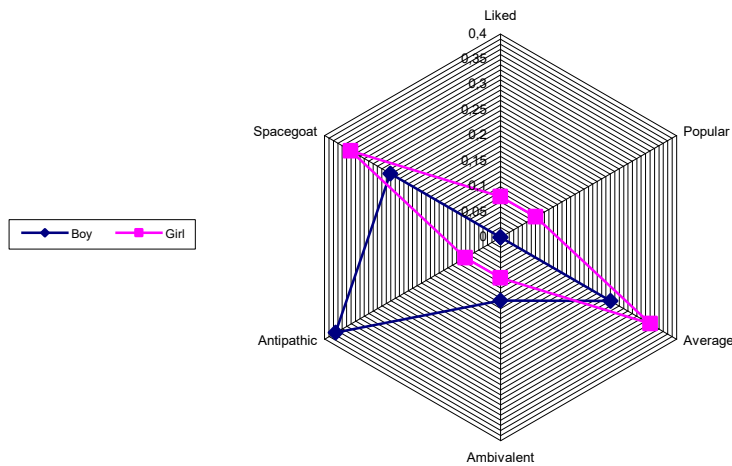
1. liked (gets a lot of nominations based on sympathy and/or is very popular),
2. popular (gets a lot of popularity answers),
3. average (does not get much from either of the choices),
4. ambivalent (gets a lot of sympathy or popularity- based answers while at the same time a lot of antipathy or negative popularity-based answers, too),
5. unpleasant (gets a lot of antipathy or negative popularity-based answers),
6. spacegoat (gets a lot of negative attitude-nature answers and besides these there are other significantly bad answers, too).



According to the moral of the study the children fundamentally belong to either the average or the unpleasant spacegoat categories. This generally indicates a significant rate of rejection from the class towards the child in state-care.



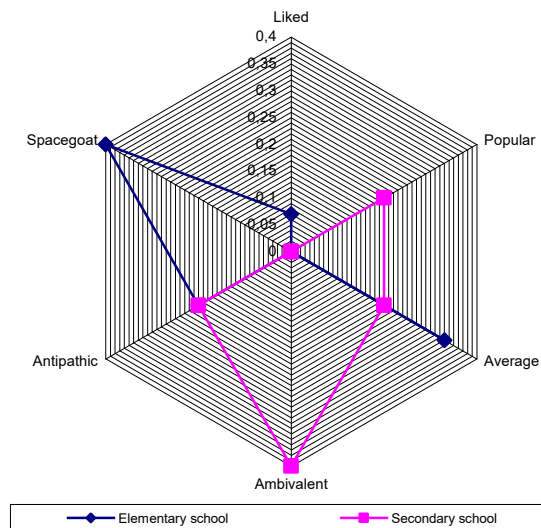
### Emotional genders



If we separate it based on genders it can be seen that the girls rather stand out concerning the spacegoat and the average categories while the other poles appear in equal proportion. Whereas the boys are rather unpleasant or spacegoats and not even one single clearly positive emotional attitude could be seen in case of the studied groups.

This shows that the girls also find it difficult to make themselves accepted by their mates though one or two succeed in adapting and developing positive emotional relationships. At the same time boys do not succeed in doing so, they tend to identify rather with the negative roles. We often experience it in case of boys getting out of families that they identify themselves with either the role of “the clown of the class” or with the “cool guy” in order to obtain the acknowledgement of their mates. In general it goes hand in hand with the definite rejection of the teachers, though according to our present study the mates’ acknowledgement as well.

### Emotional map based on school types



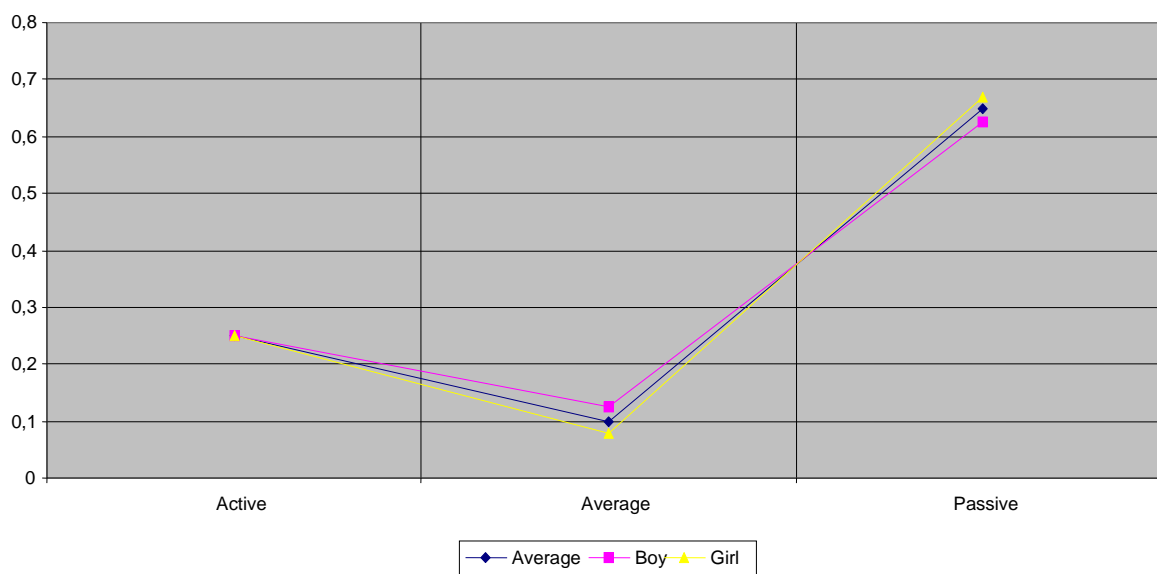
Based on the school type a shift can be observed during the years. In case of primary school pupils spacegoat-formation is typical and the emotional charge of the classes are rather negative while in case of secondary school students the ambivalent attitude towards the studied subjects appear and so does popularity. Spacegoat-formation is not present here. All in all it can be stated that concerning the acceptance by the community, the secondary school students are in a bit better situation. The explanation of this may be that the “highly problematic” children at the secondary-school age are either almost certainly private students or they cannot even go that far to attend secondary school until the age of 18.

### *Activity in the classrooms*

The operation of the class can be best projected if we have a look at the following factors: how much the children are involved in the life of the class, in what field they have determining roles in order to help the class fare well and with the help of what values and knowledge they enrich the class.

Based on a general sample it can be stated that 25% of the studied children get involved in the life of the class actively, 10% of them act in an average rate for the class, while 65% of them are definitely passive in the class. In this field concerning boys and girls no serious differences can be experienced. This huge rate of passivity might be either the cause or even the consequence of the already-mentioned emotional attitude. The community’s cementing force will not be accessible for the shy, introvert children and it might lead to loneliness, to the final worsening of the student-class relationship and in the worst case the child might end up failing.

The rate of activity based on genders comparing with the general dispersion

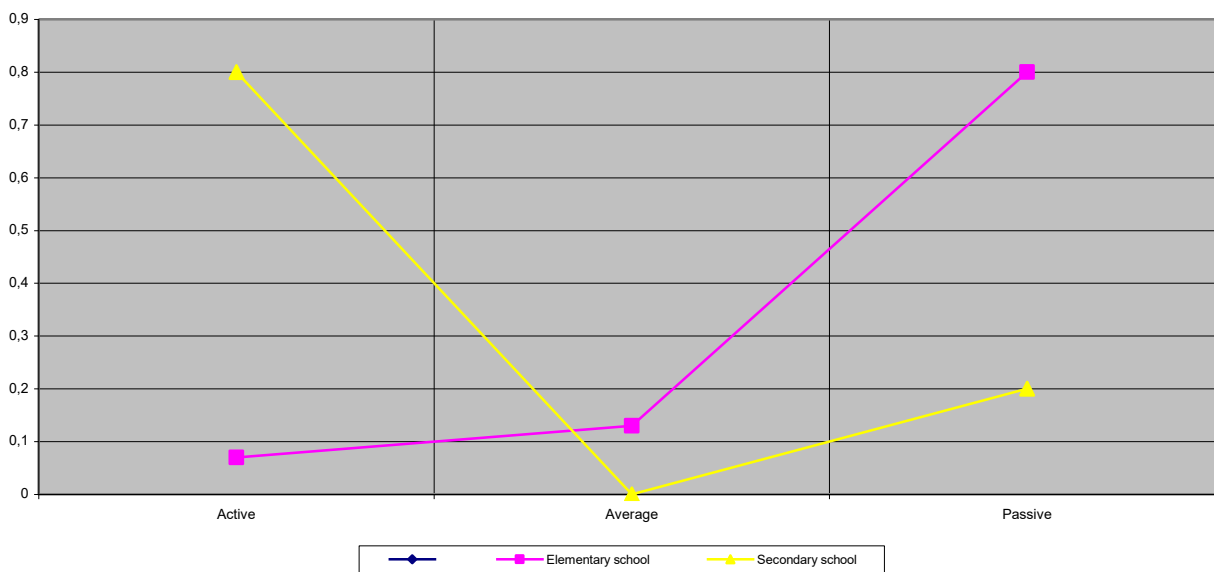


However, huge differences can be experienced between primary school pupils and secondary school students. While in case of primary schools 20% of the pupils are active in the class and 80% of them are passive in the given community, this tendency dramatically changes in the secondary school where 20% of the students are passive and 80% of them are active in the class.

This also proves that in secondary school classes probably only those students can stay as members in the community of the class who have better adaptive skills.

Although it is important to note that this activity does not always meet with success among the whole class, since in this age-group the ambivalent attitudes towards these members get stronger but it is still a better situation for them than the complete rejection

The rate of activity based on school types



### 3.5.2 Conclusion

Our study deals with some very important aspects –despite the low element number- concerning the school problems of children in state-care. Child can only achieve the best performance in accordance with their skills if they are in an accepting atmosphere. They can only develop their talent if their mates and teachers stand by them. It also contributes to their future social adapting how their community related to them as children. **Since in the lack of such skills which would help them to adapt to the society adult help would be needed to help them to do so.**

**While dislexyc children or those who have other learning difficulties are dealt with separatley to be helped, children in state-care stay alone with the lack of their social skills. Nobody develops them in this direction despite the fact that it significantly influences both their mental and emotional development and their whole future fate.**

## **/Conclusion/**

### ***Conversations with adults in state-care...***

#### **II.**

**”***I am in a county-subsidised children’s home...*

*There was quite a lot of aggression at us. Despite the fact that my parents were quite educated. My mom was a teacher and my father was a locksmith, but I think he is a very educated man. Mom often beat us. Dad did not even beat us once. Though mom sometimes broke glasses on us.*

**K.J.:** *Why do you consider your father educated?*

*I still do. He is clever, he is talented at a lot of things. He has a comment to everything and he really does not only talk around the point. Considering that, his life somehow turned out to be slower.*

*We were beaten until we went to school since then mom had already seen that we noticed girls, too. She told it us, as well.*

*Before I turned 6 when we went to kindergarden we used to get a lot of punishment. Mom tried to clear the air on us after having fought with dad. Mom told us that once dad had threatened her with a knife. The only reason why they did not divorce was that my little sibling was born. I was about 4 then. He was born so they did not divorce.*

**K.J.:** *How many siblings have you got?*

*One full- sibling and two half-siblings.*

**K.J.:** *And the one who lived with you when you were 6 is your...?*

*He is my full-sibling.*

**K.J.:** *How much younger was he?*

*3 or 4 years younger.*

**K.J.:** *And where were you then?*

*Then we were at home, I just got into state-care later, we were by far at home back then.*

**K.J.:** *I know you were beaten but why?*

*Maybe we were not the best children, but there weren’t so outstanding cases why they should have got angry with us...but sometimes I got instead of my brother but as I know it was with educational intention.*

**K.J.:** *I understand that but what generated this?*

*Specific things: There was once an old Advent-calendar which had chocolate inside and we went forward by three days.*

**K.J.:** *In other words you ate the chocolate portion of the next three days?*

*That's right.*

**K.J.:** *That was the reason for the wooden spoon?*

*Yes, that's right. I brought a toy home from the kindergarden. That was really a naughty thing.*

**K.J.:** *You brought a toy home from school? Did you steal it?*

*Well, yes I suppose.*

**K.J.:** *What did you steal?*

*There was a cool car, it was this big, and it was in the other group but I took it to ours and then I took it home saying it was mine. Then the following day I had to take it back.*

**K.J.:** *Were you beaten for that, too?*

*Yes, I was. So it wasn't the best that dad worked a lot and drank away the rest. We lived on mom's salary. They constantly quarrelled a lot....*

**K.J.:** *Were they violent to each other?*

*Yes.*

**K.J.:** *Were you a witness of it?*

*Yes.*

**K.J.:** *And what does it mean they were violent to each other?*

*Dad shouted or hit mom but so heavily that the door gave the other. I mean it! These were never bloody but sometimes we had to call the police.*

**K.J.:** *What does it mean?*

*Mom sent us to go.*

**K.J.:** *You and your little brother?*

*Yes, we knew a policeman.*

**K.J.:** *But didn't your mom go?*

*I don't know. She didn't want to leave us there, and we had already been there a couple of times. On some occasions we had to leave home because dad was so brutal we were scared what he would do to us after the 'knife-incident'.*

**K.J.:** *What knife-incident?*

*Well, when dad threatened mom with a knife. Mom told us. I was 5 when a similar case happened and then he was really so furious that we had to leave home and go to another place.*

**K.J.:** *With your mother and your two siblings?*

*Yes.*

**K.J.:** *And the knife-incident, why was that?*

*We didn't talk about it, we were just told what had happened.*

**K.J.:** *It was told by mom?*

*Yes, it was she who told me about how I started my life. She also talked about how they met, how I was born, what the situation was like then. She has just recently shared these with me.*

**K.J.:** *Ok. What is your first conscious memory since when you have known you exist?*

*I remember kindergarden, when I was 4-5, I took my brother to kindergarden, oh no to nursery, that was his first day.*

**K.J.:** *You took your brother when you were maximum 4 years older? So you went to kindergarden then? So you were of kindergarden age and you took your little brother to nursery?*

*Yes, and I also picked him up a couple of times.*

**K.J.:** *All alone?*

*It wasn't much, 100 metres. We didn't live far.*

**K.J.:** *It doesn't matter, but you took your brother to kindergarden and picked him up all alone?*

*Yes.*

**K.J.:** *And your mom? She worked, I reckon.*

*Yes, among others.*

**K.J.:** *What else did she do?*

*Mom got together with her own students.*

**K.J.:** *It means she had sexual relationship with her students? Your father? What was he doing in the meantime?*

*Yes...Dad worked for 10 days and spent one weekend at home. Nothing, because mom also spent the weekends at home.*

**K.J.:** *Could it be the base of their conflicts?*

*At the end of their relationship, yes. I was about 10 when we moved to my cousin. But at the beginning they just quarrelled because of dad's gambling and drinking problems.*

**K.J.:** *So there these were the causes of the conflicts. And later did any of them state their point of view about it? For example has your father ever stated that this kind of conflict was because of your mother's way of life?*

*Then mom had sexual relationship with that child with whom she has been together since then. And there were also conflicts because of the fact that we were hiding him, while my father was living with us, we were also hiding him.*

**K.J.:** *The child?*

*Who was 4 years older than me. I was 10 and he was 4 years older. We were hiding him from the police, too. On several occasions the police knocked on our door and we had to hide him in between the bedlinnen. I was hardly 8-9 years old, my sibling was even younger.*

**K.J.:** *The sibling you have now is your other sibling? Has this new sibling come from the new relationship of your mother or from another relationship of your father?*

*From that relationship of my mother. There are the two of them. But I have never spoken to them.*

**K.J.:** *So you don't keep in touch with each other?*

*No, we don't.*

**K.J.:** *The first flavour you felt? What you remember! What kind of flavour was that?*

*Chocolate cake.*

**K.J.:** *So, sweet.*

*Yes...It was my birthday.*

**K.J.:** *How old were you? About?*

*I was 4 or 5. There were millions of people, really the whole family, they were about 60. Even my great-grandparents came over.*

**K.J.:** *When did you first feel that you were shivering of cold?*

*This memory is quite lifelike in me. Usually I am not cold, I am not that type, but then I was very cold. I was 12 and the 4 of us spent the winter in a shed among rats, so without anything. With a couple of blanket we stayed there every evening.*

**K.J.:** *Why were you in the shed?*

*We had nowhere to go.*

**K.J.:** *Did you become homeless?*

*We can say. We could have gone to the granny but mom did not want to do so.*

**K.J.:** *I see.*

**K.J.:** *Ok. First celebration? So first, what was a feast. Let it be anything, birthday, christmas, easter, some loving family gathering. When and among what circumstances did it happen?*

*I was about 4-5. That's when I got my first cassette recorder and then we also gave presents to mom and dad...*

**K.J.:** *When did you first see your own blood?*

*I got a huge smack in the face from my mother, but such a big one that even her fingerprints could be seen on my cheek, my mouth opened up and it was bleeding heavily. And its trace was left on my face.*

**K.J.:** *How old were you?*

*7-8. I was at school-age.*

**K.J.:** *Why did you get it?*

*Because of a mark I held in secret.*

**K.J.:** *First caress? When were you first caressed? Caress or loving touch or something like that?*

*Perhaps my first real loving caress what warmed up my soul was given to me here. In my twenties in the ÁGOTA...*

*I don't know when we said goodbye at the end, I was also given a caress by my grandmother but I felt it more like a protocol. So that she loves me because I am her grandchild.*

**K.J.:** *They protect you. The feeling that you are protected. It does not matter whether you are protected from something or somebody. And I am not talking about the protection of a system but about personal protection. When did you have this feeling first? How old were you about? Somebody secures you by protecting you?*

*I don't know why but something has just come to my mind.*

*In the kindergarten there was a kid who learnt martial arts and he wanted to try it on me by showing how he could jump up and kick off my head. I was pretty shy and I thought I would somehow stand aside but suddenly a kid came to me and kicked the other kid on his balls which knocked him out. And warned him not to cause trouble any more. I did not even know him and he still protected me.*

**K.J.:** *Was it good?*

*Absolutely.*

**K.J.:** *First feeling of defencelessness when you felt you wanted to do something desperately for something but you were unable to do so?*

*I would have liked to be taken away from my mother. Anybody, just being away from her.*

**K.J.:** *How about getting into the institute? What was its direct evoking cause?*

*I talk about it very rarely. So the guy my mom is with used to be a child in state-care. He was in Aszód and he used to escape to us from there. and then once mom left us at granny for a week saying that she would get a job and a flat but then she did not come back and we could not reach her, either. And that was the point when my grandmother decided to give us into state-care. She could not really handle us. We weren't so well-behaved children, either. She could not have handled us. She told us that we would be children in state-care. I don't know. I was crying because of becoming like the guy mom has been with.*

**K.J.:** *How did they meet?*

*He was her student. Before my mother was a.....and then it happened slowly but surely... And then I don't know but somehow it happened during a week but during this one week I broke and smashed everything and I did harm to myself.*



**K.J.:** *What does that mean?*

*I cut my arm with a pair of scissors several times. I did not want to commit suicide, I just wanted to cause pain to myself. And I was almost completely sure that I would not be different from him. It was a prejudice back then. And then there was the day when we went in. Hand in hand with my brother. Granny accompanied us, we were holding each other with my brother and we were both crying. We went upstairs. They were really kind. They asked if we were ok, if we needed something. They told us to sit down...they left and took us outside to the concrete to the other children. Then we realised it would not be so bad, because we were seated in the centre, they talked to us and the caregivers did not keep the distance, either. Then I did not know that it was not unlimited, but it was absolutely different from what ....., mom's boyfriend told us about. He always talked about its dark side saying such and such happened there and I was afraid of these...*

**K.J.:** *What was the period of getting in like? How did you experience it? What were the mates and the system like? The caregivers?*

*There was a daily routine in the adopting home: getting up, breakfast, cleaning, playing outside, lunch, cleaning, afternoon rest, dinner and sleeping. So this was our routine for more than a month. I spent my summer like that. My summer of that year. I was 14 when I got in, then ...we got into a group. There the caregivers tried to be more strict with us, although we got on well with the children. So during the day we were not allowed to sleep, we had to finish eating quickly, these were strange to me. Then one evening I said I could not bear it any more. I was tired. Not sleeping during the day also knocked me out at the beginning. Then we got into another group, because the former one broke up for different reasons. They were fighting and 'killing' each other. Then here we had more freedom, it was more easy-going, everything worked like in an ideal group. It worked properly. In the previous one even the caregivers were beaten. Then I still believed that I would be like them. So it was still my firm belief.*

**K.J.:** *The caregivers were beaten?*

*Yes, they were beaten. They were poured down with washing water from upstairs.*

**K.J.:** *Why?*

*Because they could do so.*

**K.J.:** *How did you experience it.. how old were you when you got in?*

*14.*

**K.J.:** *I see. How did you experience it in the elementary school? In your class?*

*I was in my first year in secondary school when I got in. At the beginning my classmates kept on asking whether we really wore white clothes all the time, and whether we were really so many, because they knew the former system. I explained them and there was not any problem with them afterwards. There was a teacher who used to be a child in state-care and he could not stand children in state-care. There three or four children in state-care attending that school and he failed almost everybody. I was failed, too.*

**K.J.:** *And don't you know, why?*

*He said that since I was a child in state-care he expected more from me.*

**K.J.:** *That's why he failed you.*

*That's right. In my ex first class I considered myself good at history because I had six 5 marks and some 3 and 4 marks. And he wrote in a lot of 1 marks and so I failed. In my repair exam there were three teachers, history-majored ones and they wanted to give me a 3 mark, but my teacher said it was only a weak 2. And in the school-leaving exam, the same. And not only with me but with all the other children in state-care*

**K.J.** *The expression ghetto has been already mentioned here. What other names did you use?*

*When I was in, we used the 'insider' and 'outsider' terms.*

**K.J.:** *Ok, ok. First friend. How old were you?*

*When I got in.*

**K.J.:** *How old were you?*

*I was 14. Our friendship has lasted for some 5 years. He is completely like my brother.*

**K.J.:** *First love.*

*Maybe 15.*

**K.J.:** *First leave from the institute? Free, unrestricted. Leave. Not an outgoing. Leave.*

*No clue.*

**K.J.:** *The first sight of a whole loaf of bread in the institute?*

*It was the day before yesterday when I first saw a whole loaf. It was my second day when I went home to the place where I live now and they bought a whole loaf. In the institute I could only see sliced bread.*

**K.J.:** *First time when you visited a library, how old were you?*

*I was in the library as soon as I learnt to read. That was my shelter. In the institute I was in the library at the age of 14. My first thing was to enrol to the library.*

**K.J.:** *First birthday greeting?*

*15.*

**K.J.:** *From the secondary school till now how has your life developed?*

*I got in before I was about to start my first year in secondary school. Everything changed around me. The surrounding where I live and the school are different while the relatives remained. Those 4-5 family members. Everything else changed and I thought I would change, too. And I did, I changed a lot. We did not have a leave for three months. We pretty often had conflicts with the others, with the olders but we reacted immediately. They wanted to hurt my little brother but I stood by him. Then we got into another group where everything was better. They were hazing him because he was young.*

**K.J.:** *How old was he?*

*He was 12 then. He had problems, too. Neurotic problems, anything could happen to him. He had behavioural problems. He was different at school.*

**K.J.:** *What type of school did you attend?*

*I attended secondary technical school. There.....It was accidental that I was admitted because the principal did not tolerate my things. I cannot go into a secondary technical school. I got in despite the fact that at half term in the elementary school I had failed from physics which serves the basis of the whole school. I got on very well with my classmates. At first we had to clear the situation, namely that it was not what they thought. .... It was the teacher whose attitude was different, who punished with bad marks. Despite he used to be a child in state-care, too.*

**K.J.:** *What was it like to be a child in state-care in the class?*

*I was like the others. Nothing special. It was very good. There were different gangs. The class followed me. There weren't real friends. As there should have been.*

**K.J.:** *Did they ever make you feel that you were different, that you were a child in state-care?*

*No.*

**K.J.:** *In the institute how did your fellows handle that you attended secondary school?*

*That was very bad.*

**K.J.:** *Why?*

*I could lead those cards well what I was given. I always got into a better situation.*

**K.J.:** *What cards are these and who were you given by?*

*I don't know. It was good that I got good marks or that I did something what others didn't do. For example in a performance or at school I helped a lot. Then I went home and I told the principal and the caregivers and they told me how cool I was, etc. And others caught sight of it and did not like it. Mainly my brother. It was he who started a campaign against me with his friends.*

**K.J.:** *Your brother, against you just because you were eager-beaver?*

*No, but because I was in a better situation than him. I always went into the deputy principal's office. I got things from German stuffs and they did not say a word. I was told off for less things, I didn't have to clean the kitchen.*

**K.J.:** *Why were you exceptional?*

*I went to secondary school and I was the 'big'*

**K.J.:** *The others didn't attend secondary school?*

*No. I was the eldest. My brother was the second eldest.*

**K.J.:** *He was 4 years younger than you. Didn't anybody tell you that you were the odd –one- out just because you went to secondary school?*

*The adults didn't. Children tried to talk about it but I wasn't interested so much.*

**K.J.:** *During those 4 years you tried to lead all your cards you were given?*

*Yes.*

**K.J.:** *And didn't your brother like it?*

*No, he didn't in spite of the fact that I also did things to improve his situation. I tried to persuade him to make good use of these things. To establish relationships.*

**K.J.:** *It sounds a little bit as if you were together in a situation among evil conditions where everybody uses somebody as a stepping- stone from any aspect.*

*Mmmmmm, yeah.*

**K.J.:** *This is how it looked like?*

*That's how I could survive it... As soon as I got in I knew I could manage if I found somebody to help me. For this I had to find the biggest person.*

**K.J.:** *How many of you were there?*

*12.*

**K.J.:** *How did this attitude towards the "biggest person" look like? What was it exactly like and what were its criteria?*

*The person in the highest position was the deputy principal. For me he was always like a bastion. I had a lot of conflicts with my group leader and with one of my mates who was not there for long. My guardian did not want to understand it, but the deputy principal did so.*

**K.J.:** *You didn't have a good relationship with your guardian?*

*No.*

**K.J.:** *Why?*

*Maybe he just insisted on his principles too much and the fact that the caregivers shared everything with each other. I was never right according to him.*

**K.J.:** *What was the reason of your bad relationship with your guardian?*

*I didn't like him. I am like that. If I don't like somebody, I don't share anything with him/her.*

**K.J.:** *There was no communication between you two at all?*

*No.*

**K.J.:** *Was he helpful in your things?*

*I had to arrange those things what she should have in theory...*

**K.J.:** *Did you feel antipathy towards him at first sight or you didn't like him because you felt he did not want to help you with anything?*

*I had to arrange some payment, I don't know what it was and I had no clue how to do so. I asked for his help and he kept on saying later and finally I missed it.*

**K.J.:** *When you started to be in good relationship with the deputy principal, what became better?*

*He arranged those things what my guardian did not want or could not arrange.*

**K.J.:** *Didn't it end up in conflict between them?*

*Basically he did everything to me.*

**K.J.:** *Didn't you feel sorry towards your other fellows who could not lead their cards as much as you could?*

*Yes, I pretty often praised my own group. I helped them a lot. My expectations are bigger towards my own group, but I helped them a lot.*

**K.J.:** *What does it mean that your expectations are bigger towards your own group?*

*I don't know. I didn't help them a lot. I tried to take something home, too.*

**K.J.:** *Didn't you say that you had some kind of an expectation towards your group?*

*No.*

**K.J.:** *What other specifics does this card have? Using your metaphore.*

*If there was a camp, I could surely go. I went to AGOTA camp like this. If I didn't have money or I had financial problems, it always worked out. Repayment worries.*

**K.J.:** *There was some student government, too.*

*Each and every group has a representative who takes part in a meeting every month.*

**K.J.:** *In your house was it you who represented the group?*

*No, no it wasn't me. I just took part in it because I was interested in the other groups. I was curious.*

**K.J.:** *Who was the group representative in your group?*

*It was changeable, there were many, me, too. People were quickly changing.*

**K.J.:** *..... how typical it was that you had to live in an adult's shadow? Or let's stick to cards, those are worth more now.*

*I did not have to.*

**K.J.:** *Did others have to?*

*Some of them did. Mainly the secondary school students. There were some who were interested and who exploited it while others didn't care. The elementary school pupils didn't care.*

**K.J.:** *Weren't there any conflicts or tension between you and your fellows because of the fact that you were so-called rivals when you tried to lead your cards for yourselves? Weren't there any conflicts out of this?*

*No, we never had such problems, we didn't hate each other for that.*

**K.J.:** *Tell me something about this feeling! You are saying that you didn't hate each other so we can exclude that. What did you feel in connection with each other? Such people towards each other who kept on practising this kind of a survival technique.*

*I want to define it but I can't. My feeling was that if a child in state-care gets forward that makes me happy. That motivates me to get forward.*

**K.J.:** *Didn't you compete with each other to get a 'bigger piece of cheese'?*

*At the beginning, yes. It happened that at the beginning we went together to ask for help.*

**K.J.:** *What happened to those who could not struggle like that?*

*There was a group visit. We sat down to talk and gave them some pieces of advice about how to do it differently. We did not tell them this 'card trick'.*

**K.J.:** *Going and teaching the others were supported by the caregivers.*

*No, we did that by ourselves.*

**K.J.:** *Why didn't you tell them that 'listen guys at these you have to be pushy!'*

*We suggested to them. Or at least they were supported.*

**K.J.:** *Is there anybody in the institute among the children, among your card-acquaintances whom you look upon?*

*No. I don't know. We experience the same. Even the highest.*

**K.J.:** *How do you communicate it among each other, you who try to experience and understand the world from the children's home in such a way?*

*We don't talk.*

**K.J.:** *Don't you communicate?*

*No.*

**K.J.:** *Do you think, it works like that in life, too?*

*I think, yes. As I saw it, it works like that. The stronger wins.*

*I will have a good relationship. I haven't seen a better solution yet.*

**K.J.:** *How often is it stated and how big importance is contributed in your circle to show solidarity, loyalty, sympathy, comfort or lifting as a fellow sufferer or to devote that little what you have at once?*

*This is not so common. We help some people as I would do it here as a co-worker, but I do it there, too.*

**K.J.:** *Has it ever happened during your secondary school years, what you have just finished, that somebody told you that the enforcement of your interest is cool and therefore you were given a positive feedback or its complete opposite when you were told: "listen, kid it is no good!" ?*

*Nobody tells me so and nobody has ever mentioned it.*

**K.J.:** *How do you feel, is it the children's home itself which urges these devices, how the system works? Does it show that this is the only way?*

*I don't know how others see it, I see it like that.*

**K.J.:** *Do you only see this in this system?*

*I just see this. The system is exploited by everybody somehow. It gives you pocket money, money for clothes and supports you, that is the reason why I stay in.*

**K.J.:** *Isn't it a bad feeling for you there are some who cannot enforce their interest that much? Maybe your more shy, slower or more foolish fellow sufferers are on the edge and just because they cannot enforce their interest that much, they miss the chance to get clothes from the German pack, or the principal will not act in favour of them and they are not sent on holiday somewhere or cannot get into the student government or to the ÁGOTA? In other words how do you feel towards those fellows whose enforcement of interest is not at your level or towards those who do not belong to the so-called elite?*

*That is the point why we go to the different groups and wander around there. It is true that not everybody can. Those who really want it can be helped. I cannot force it on anybody. I can help him/her, I give him/her clothes from the German pack.*

**K.J.:** *So you feel it should be forced on them?*

*There are some...*

**K.J.:** *What is the difference between the attitude towards your fellows inside and in the ÁGOTA?*

*Here I feel devoted. Conscience is needed here. There it is not needed that much.*

**K.J.:** *Here you feel devoted, there you don't?*

*There as well but not that much.*

**K.J.:** *So you passed your school-leaving exam and my question is: was there anybody who encouraged you to continue your studies?*

*Not really. Everybody said I would not succeed, that I would never succeed. I mean it on the caregivers' level. I was not encouraged at all, everybody doubted that I would pass it and told me that something would not work out. They kept on saying this every day. I prepared for my school-leaving exam at home, the reason why I went home was not to hear it every day. After I had passed the exam nobody said: 'well done'. Everything remained the same. The milestone came later. I originally did not want to choose this major.*

**K.J.:** *You did not want to go to the Teacher Training College?*

*Not at all. Now I am going to do exactly what I could not have imagined to do in my childhood.*

**K.J.:** *You did not want to go to the Teacher Training College, either now?*

*Now it was a conscious decision to apply for there. After the first ÁGOTA foundation camp I felt I might be able to do it and I love it, too.*

*Everything started with the foundation. After the first camp, everything changed. It was as if a lightning had struck into me. I became more helpful. Until then I was the one who argued all the time. There was a training where I got accidentally. There I realised I was different and suddenly everything became clear. When I was in the first camp and there I got a lot from the children.*

**K.J.:** *Future?*

*I would like to teach a class for 4 years. I would like to try it. I would like to do it until I can. If I cannot do it any more, I will start something else.*

**K.J.:** *Your sibling?*

*This is a bit more strange thing, with.....we never had a good relationship, except for the 'getting in' period. He was always on our mother's side. He was always beside her and I was excluded. I tried more methods in case of him, I tried to give love. He did a lot of stupid things. I did not talk to him for two months. He saw that I did not really care for him. Now our relationship is improving. I would have liked to celebrate the birthday with him separately. I would like our relationship to be different, but I got into another group. It's hard.*

**K.J.:** *Your aim?*

*I don't know why but there is a lot in me, I would like to give my love to the people.*

**K.J.:** *What does ÁGOTA mean to you?*

*For me, it means change. It changed my soul. I was given knowledge and experience. I was given love I could not get anywhere else. From such people whom I did not know and I can trust them and rely on them. In my words, they are really good cards. But differently. This is very good. It means a lot to my studies.*

**K.J.:** *How much can you trust and how difficult do you find to do so?*

*I only trust others if they show it first that they trust me. Otherwise, I don't. In advance I do not trust anybody. About forgiveness....., usually I am not a good hater. I also thanked my mom to have given a fate to us, because*

*otherwise we would have never been able to participate in this. ”*



## 4. chapter

### Self Determination

*Educational situation among children aged 10-18 in state-care*

*Present school attendance*

*Those who do not attend school*

*Those who attend school*

*School types*

*Those who are older than 14*

*17- year-old children who are attending primary school at present*

*Learning results of the previous half term*

*The material conditions of learning*

*Calm circumstances*

*Devices needed for learning*

*Absence in learning in the state foster home*

*Support of learning in the state foster home*

*Relation toward learning, aims and plans*

*Thoughts from István Szikulai*

*The cognition of the attitude towards learning*

*The judgement of the sense of learning*

*Attitudes relating to learning*

*The love of going to school*

*Further studies' plans and aims*

*The desire of the highest qualification*

*Further studies*

*Help in the choice of profession*

*/Conclusion/*

*Conversations with adults in state-care...*

*III.*

*Independence in everyday life*  
*Informal administration out of the institute*  
*Direct relationship with authorities and offices*

*Lifestyle*

*Thoughts from Livia Horváth*

*Rules, daily routine*

*Consumption*

*Television watching habits*

*Reading habits*

*Thoughts from János Szügyi*

*State of health - sport*

*Such a disease which inhibits...*

*Keeping an eye on learning*

*Bad temper, bad mood*

*Nightmares, threatening dreams*

*The questions of the sense of life*

*Suicide attempts*

*The preservation of health*

*Healty regular meals*

*Regular bathing, hyginie*

*Sport*

*Relaxation, regeneration*

*Sexuality*

*The first sexual relationship*

*Harmful habits*

*Smoking*

*Alcohol consumption*

*Alcohol plus medicine consumption*

*Drugs*

*Self-reflexion*

*About their feelings*

*The question of authority*

*Their opinion about youth and the young*

*The question of prejudice*

*/Conclusion/*

*Conversations with adults in state-care...*

*IV.*

## 4.1 Educational situation among children aged 10-18 in state-care

### *Educational situation*

The crucial majority (95,2%) of children in state-care attend some type of school, only 4,7% of them did not attend any school at the time of the interview.

#### **Do you attend school at present?**

		Number of cases	%	Valid %
Valid	no	82	4,7	4,7
	yes	1649	95,2	95,3
	Total	1732	99,9	100,0
Missing	Data	1	,1	
Total		1732	100,0	

The means of the following chart indicate in advance that those who do not attend school are usually older than those who are at school, this is shown by the average age: 17,56 of those who do not attend school compared to 14,7 the average age of school-goers.

Do you attend school at present?	Mean	Total	Dispersion
no	17,5636	55	1,03214
yes	14,7259	1339	2,18953
Total	14,8379	1394	2,22518

#### **Those who do not attend school:**

The following chart shows the composition of those who do not go to school based on their age and it proves our supposition, prediction since most of those who did not attend school at the time of the interview were 18 (83,6%) and only 16,4% of them were children of school age.

		Number of cases	%	Valid %
Valid	14,00	1	1,2	1,8
	15,00	4	4,9	7,3
	16,00	4	4,9	7,3
	18,00	46	56,1	83,6
	Total	55	67,1	100,0
Missing	Data	27	32,9	
Total		82	100,0	

#### **Those who go to school:**

The following chart shows the composition of those who go to school based on their age. The rate of the 9-10-year-old children is very low (these couple of children got among the answers accidentally since the population started from the age of 10 and the children had already turned 11 by the time of the interview.), but starting from the age of 11, the elder age groups represent themselves an appropriate rate. It can be seen from the data of the chart that 36,9% of the children who attend school are 14 years old or younger while almost two-thirds of them are elder.

## Age

		Number of cases	%	Valid %
Valid	9,00	5	,3	,3
	10,00	7	,4	,4
	11,00	100	6,1	6,1
	12,00	133	8,1	8,1
	13,00	150	9,1	9,2
	14,00	209	12,7	12,8
	15,00	240	14,5	14,6
	16,00	241	14,6	14,7
	17,00	300	18,2	18,3
	18,00	253	15,3	15,4
	21,00	1	,1	,1
	Total	1639	99,3	100,0
Missing	Data	11	,7	
Total		1650	100,0	

The frequency based on school type does not match the frequency based on the age group shown in the previous chart, since if it matched, then about 37% of the interviewed ones (14-year –old children or younger) would attend elementary school while the others would attend secondary school already. However, based on the chart’s data almost twice as many children in state-care attend elementary school (69,9%) than the age group rate of the elementary schools (36,9%) or in other words twice as many as it would be reasonable based on the age.

## What type of school do you attend now?

		Number of cases	%	Valid%
Valid	Elementary school	1071	61,9	69,9
	Vocational school	250	14,4	16,3
	Trading school	110	6,3	7,2
	Secondary technical school	65	3,8	4,2
	Secondary grammar school	30	1,7	2,0
	Courses	6	,3	,4
	Total	1533	88,5	100,0
Missing	Data	200	11,5	
Total		1732	100,0	

### Those who are older than 14:

Those are over 14 theoretically go to secondary school except for the following cases: they postponed a year, they did not go to school for a certain period of time or they were forced to repeat a year, a term. These reasons either separately or together might result in the fact that somebody aged 15 or more still go to elementary school. **A little bit more than half (50,5%) of the children in state-care still attend elementary school. This is a shockingly high rate and it means that among the ones who participated in the survey 465 children aged 15-18 out of 920 still attend elementary school. Let us note here that according to the data of the international PISA survey carried out in 2000, 3,7% of the Hungarian 15-year-old students attend elementary school, 30% of them attend vocational school and 66,2% of them attend secondary technical or secondary grammar school. If we compare the 15-year-old Hungarian children of the PISA survey to the children aged 15-18 living in state-care, almost 14 times more of the latter ones still attend elementary school than the 15-year-old children of the whole population. If we compare the Hungarian 15-year-old children to those who have already turned 15 so in other words to the 16-year-old children living in state-care, then the picture is even more shocking. In case of the 16-year-old children living in state-care 18 times more, in case of the 17-year-old children 8 times more and in case of the 18-year-old students 4 times more children attend elementary school than among 15-year-old average Hungarian children. These data clearly show that children and youth living in state-care are in a significantly disadvantageous situation concerning when they finish a given class grade.**

### What school type do you attend?

		Youth aged 15-18 living in state-care (2005)			Hungarian 15-year-old youth (PISA 2000)		
		Number of cases	%	Valid %	Number of cases	%	Valid %
Valid	Elementary school	465	41,6	50,5	180	3,7	3,7
	Vocational school	244	21,8	26,5	1442	29,5	30,0
	Trading school	110	9,8	12,0	-	-	-
	Secondary technical school	65	5,8	7,1	3180	65,1	66,2
	Secondary grammar school	30	2,7	3,3			
	Courses	6	,5	,7	-	-	-
	Total	920	82,4	100,0	4802	98,3	100,0
Missing	Data	197	17,6		85	1,7	
Total		1117	100,0		4887	100,0	

It is worth examining the data of the chart from another aspect namely that what school types the youth in state-care attend and also how much it fits into the national situation. Among those 15-18 – year-old youth who attend secondary school mainly the vocational school and the trading school types are the most frequent, only a bit more than 10% of youth in state-care attend secondary technical and secondary grammar school. Comparing these data to the school-type based dispersion of the 15-year-old Hungarians, it can be seen that those who attend vocational school and trading school are over-represented while those who attend secondary technical and secondary grammar school are greatly below-represented compared to the 15-year-old Hungarian students. The really low level of those who attend secondary technical and secondary grammar school also makes it likely that among youth living in state-care very few children have the chance –let it be only a theoretical one- to get an advanced-level qualification. Based on the data, 66,2% of the 15-year-old Hungarian students attend secondary technical or grammar school while this rate is only a bit more than 10% in case of youth living in state-care aged 15-18, so the difference between the chance of getting an advanced level qualification is significant between the two groups.

As we have already referred to it, many of the youth living in state-care cannot finish their studies during as long as they could. The following chart shows in a detailed way the disadvantage of the youth living in state-care concerning the time they should finish a given school grade.

### Age \* What school type do you attend now?

Age		What school type do you attend now?						Total
		Elementary school	Vocational school	Trading school	Secondary technical school	Secondary grammar school	Courses	
15,0	Total	214	11	3	0	1	0	229
	%	93,4%	4,8%	1,3%	,0%	,4%	,0%	100,0%
16,0	Total	140	35	20	5	6	0	206
	%	68,0%	17,0%	9,7%	2,4%	2,9%	,0%	100,0%
17,0	Total	77	94	53	25	6	1	256
	%	30,1%	36,7%	20,7%	9,8%	2,3%	,4%	100,0%
18,0	Total	34	103	34	35	17	5	228
	%	14,9%	45,2%	14,9%	15,4%	7,5%	2,2%	100,0%
21,0	Total	0	1	0	0	0	0	1
	%	,0%	100,0%	,0%	,0%	,0%	,0%	100,0%
Total	Total	465	244	110	65	30	6	920
	%	50,5%	26,5%	12,0%	7,1%	3,3%	,7%	100,0%

First, let us consider those who do not finish their elementary school studies in time. It can be stated that we can hardly find anybody among the 15-year-old students who attends some kind of a secondary school, their rate is only 6,6% since 93,4% of them still attend elementary school at the age of 15. In their case, the "year-losing" might also play a role –supposing the equal frequency of the births- in other words about 30% of the children started school later because of being born after the 1<sup>st</sup> of September so obviously they will finish it later. However even after having considered this, it can be stated that more than 60% of those children who did not lose a year, still do not finish elementary school in time. In case of the 16-year-old students, 'year-losing' cannot be taken into consideration, so the same tendency what has already taken form at the previous age group appears more clearly here. In other words the rate of those who do not finish elementary school is extremely high (68%) in this group, too.

At the 17 and 18-year-old youth this rate is getting lower although it is still very high since almost one-third of the 17-year-old students and about one-sixth of the 18-year-old students still attend elementary school. We can also see the time expansion of school graduation in case of those 18-year-old students who attend vocational school or trading school. 60,1% of the 18-year-old students still attend one of these two school types what they -among normal circumstances- should have finished by the age of 17, but even if we consider 'year-losing' about 30 % of the students are over-aged in these two school types. The tendency of being over-aged can be observed among the slight number of secondary grammar school students as well since for example 41% of the 18-year-old students are still in their first or second year.

### Age 18

Class	Attends secondary grammar school at present	
	Number of cases	%
1	3	17,6
2	4	23,5
3	6	35,4
4	4	23,5

**All in all it can be proved in various ways that youth living in state-care are in a disadvantageous situation concerning that among them it is significantly more characteristic that they finish the given school grade later than the average Hungarian students in their age. To this – besides other factors- also contributed that the rate of those who had to repeat a year is high. Even among the 10-year-old children every fifth child has already repeated a year at school and this rate is increasing to about 50% starting from the age of 15.**

The exact data are shown by the following chart:

**What school type does he/she attend? \* Did he/she have to repeat a year during his/her studies?**

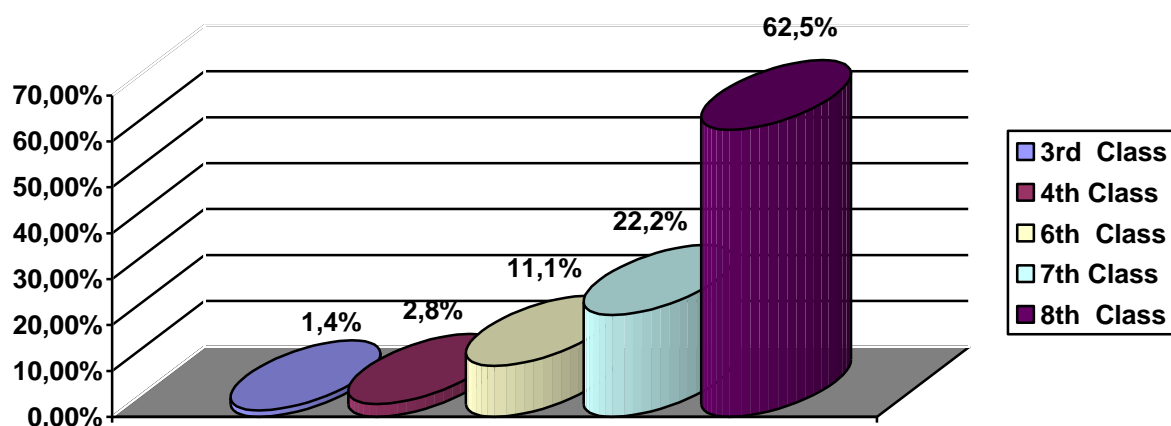
Age	School type where he/she goes to at present.	Did you have to repeat a year during your studies?		Total
		Not yet	Yes, I did.	
15,00	Elementary school	48,6%	51,4%	100,0%
	Vocational school	100,0%		100,0%
	Trading school	66,7%	33,3%	100,0%
	Secondary grammar school	100,0%		100,0%
	<b>Total</b>	<b>51,6%</b>	<b>48,4%</b>	<b>100,0%</b>
16,00	Elementary school	29,5%	70,5%	100,0%
	Vocational school	91,2%	8,8%	100,0%
	Trading school	70,0%	30,0%	100,0%
	Secondary technical school	60,0%	40,0%	100,0%
	Secondary grammar school	100,0%		100,0%
<b>Total</b>	<b>46,6%</b>	<b>53,4%</b>	<b>100,0%</b>	
17,00	Elementary school	22,4%	77,6%	100,0%
	Vocational school	61,3%	38,7%	100,0%
	Trading school	61,5%	38,5%	100,0%
	Secondary technical school	84,0%	16,0%	100,0%
	Secondary grammar school	83,3%	16,7%	100,0%
	Courses	100,0%		100,0%
<b>Total</b>	<b>52,6%</b>	<b>47,4%</b>	<b>100,0%</b>	
18,00	Elementary school	44,1%	55,9%	100,0%
	Vocational school	41,7%	58,3%	100,0%
	Trading school	44,1%	55,9%	100,0%
	Secondary technical school	62,9%	37,1%	100,0%
	Secondary grammar school	68,8%	31,3%	100,0%
	Courses	60,0%	40,0%	100,0%
<b>Total</b>	<b>48,0%</b>	<b>52,0%</b>	<b>100,0%</b>	

It can be also seen from the data of the chart that in case of every age group over 14 the rate of repeating a year is the highest among those who attend elementary school. 70,5% of those 16-year-old and 77,6% of those 17-year-old students have already repeated a year during their studies who attend elementary school at present. This indicates that repeating a year plays a significant role in finishing the given school grade later.

As we have seen it previously 30,1% of the 17-year-old youth still attend elementary school, more than three-fourths of whom have already repeated year(s). The following graph shows the class-based frequency of those 17-year-old youth who attend elementary school at present.



### 17-year-old youth who still attend elementary school



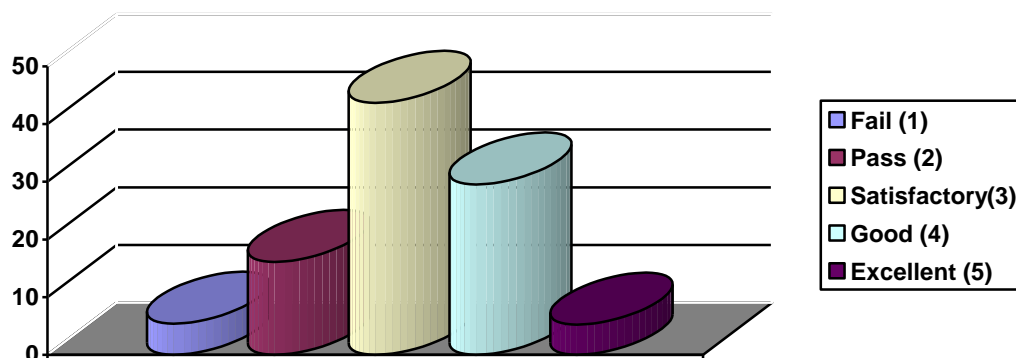
**It can be read from the graph that more than one-third of those 17-year-old students who attend elementary school have not even reached the 8<sup>th</sup> class what is more 4,2% of them were still in their 3<sup>rd</sup> or 4<sup>th</sup> class what –among normal circumstances- they should have finished at the age of 10-11.**

Of course ‘year-repeating’ might have several reasons what are not the children’s, such as the carelessness of the parents, the miserable fate of the children or the family’s disorganised way of life. The cause of repeating a year might have also been that youth living in state-care are not hardworking and motivated enough in learning thus they regularly provide weaker performance than would be reasonable based on their skills. The previous half-term results which are mainly average make this latter cause probable and there is no significant difference between the different school types.

	Total	Mean	Dispersion
At present he/she attends elementary school, his/her previous half-term school achievement:	1035	3,17	,917
At present he/she attends vocational school, his/her previous half-term school achievement:	269	2,94	,973
At present he/she attends trading school, his/her previous half-term school achievement:	130	3,26	,868
At present he/she attends secondary technical school, his/her previous half-term school achievement:	149	3,05	,891
At present he/she attends secondary grammar school, his/her previous half-term school achievement:	32	3,34	,937
At present he/she attends courses, his/her previous half-term school achievement:	8	3,12	1,126

The mean of the previous half-term school performances of the students is 3,13, its dispersion is 0,93 and the frequency of the results is shown by the following graph.

**The previous half-term school performance**



Comparing these school performances to other similar surveys' results, we can conclude that the mean of those who attend vocational school is better than the mean of those who attend secondary technical or secondary grammar school. For example according to the results of the representative sample study on the secondary schools of Szeged, 2001 the school performance of the vocational school goers was 2,58, it was 3,33 in case of secondary technical school goers and it was 3,97 in case of those who attended secondary grammar school.

There is significant difference between boys and girls concerning the school performance: girls achieve better performance in learning than boys which is true among the Hungarian youth.

	The sex of the interviewed:	Total	Mean	Dispersion
The previous half-term school performance	male	864	3,0405	,92072
	female	703	3,2390	,93206

## Thoughts from István Szikulai

### Thoughts about the social integration of children in state-care

The social integration of children in state-care and its success primarily depends on three factors. The first and most important of these is the socialisation of the children because this is what defines the personality of the child and his/her available resources. The following is his/her education since this is what enables the child to appear on the labour market and last but not the least comes the 'keeping in touch' because this is what might ensure the family background. In the following chapters the survey is examine two out of these aspects which are important components of the first and second factor concerning the children's social integration.

The first aspect includes to teach the child how to be independent (Independence in everyday life) which is one of the most important components of the children's caregiving-education (socialisation). Concerning the development of independence based on the data we have had to realise that this activity still causes problem for the experts since almost half of the children have never arranged their own paper-work. However at the same time some improvement can be also noticed since almost 40% of the youth stated that they had already arranged their own official procedures alone. As far as I am concerned the root of the problem is that in a lot of cases teaching the young to be independent becomes a problem only during the post-care and the post-care provision (and even then we cannot talk about a solved problem in other words it cannot be handled even then) although the development of independence in childhood is one of the main aims of the state-care-educational procedure. Teaching the children to be independent should be a crucial question in all age-group and on each and every given level of the professional provision starting from self-sufficiency to money handling and the development of social relationships. Therefore it would be important for the children to take part in the everyday tasks' handling in accordance with their stage of development since based on the present study's data this is not the situation.

The second aspect examines the important component of education, the material conditions of learning, its support and the related attitudes and aims which are the necessary conditions of successful learning. This is also a very important question since it is stated on several occasions (and it is supported by several studies as well) that the education of the young adults is not at the suitable level.

What we know from other surveys is that extremely many young adults only finish the elementary school and those who finish secondary school rather graduate from trading school or vocational school than from grammar school, furthermore a lot of children and young adults change schools (its reason is choosing inadequate school), they often leave school before finishing it and being over-aged is also a characteristic problem.

This research clearly shows that in the field of the children's education one step has already been taken forward since it can show much better data both concerning the material conditions of learning and the support of the children than the previous studies. All these have effect on the children's attitudes as well since they also show a more positive image than before. Although the aim would be that as many children as possible finished secondary school since it makes finding a job easier. During the schooling it always has to be considered that the child should learn such a profession which is wanted on the labour market. Talent-care is necessary and as far as possible the number of young adults learning in advanced-level professional trading and tertiary education should be increased.

As a summary we can state that we have succeeded to make progress in these important issues although these data also represent that we still do not ensure the successful social integration of children growing up in state-care.

## 4.2 The material conditions of learning

One of the determining factors of school progress can be how ensured the material conditions, the devices of learning are. These are necessary conditions of successful learning although they do not ensure success in themselves. Concerning the calm conditions needed for learning according to the vast majority of the answerers these conditions are completely ensured (57,1%) while as for 30,3% they are mainly ensured. According to 87,4% of them there is not a particularly big problem in this field, only 4,4% of youth living in state-care said that their institute did not ensure them calm circumstances for learning at all.

### In the home can you learn and prepare for your classes among calm circumstances?

		Number of cases	%	Valid %
Valid	Not at all	76	4,4	4,4
	It happened more times that no	139	8,0	8,1
	Mainly no	518	29,9	30,3
	Absolutely	976	56,4	57,1
	Total	1710	98,7	100,0
Missing	did not answer	11	,6	
	does not know	11	,6	
	Data	1	,1	
	Total	23	1,3	
Total		1732	100,0	

There is no significant difference between the answers of those living in different places, although a slight progress can be observed concerning the evaluation of the calm learning conditions from the “old hostel-like sytle to the direction of the “family home”. This is shown by the slight reduction of the rate of “not at all” and the slight growth of the rate of “absolutely” satisfied ones.

	This is your present institute:		
	(„old” –hostel-like system)	Residential home ( <i>transformed from the old</i> )	Family home ( <i>In a family house</i> )
	In the home can you learn and prepare for your classes among calm circumstances?	In the home can you learn and prepare for your classes among calm circumstances?	In the home can you learn and prepare for your classes among calm circumstances?
	%	%	%
Not at all	5,0%	4,9%	3,2%
It happened more times that no	8,1%	7,1%	9,0%
Mainly yes	32,1%	29,7%	28,3%
Absolutely	54,8%	58,4%	59,4%

Concerning the devices needed for learning the answerers were even more satisfied than concerning the calm circumstances: as for 90% they have all the devices, 8,4% of them talked about the lack of devices and as far as 0,7% is concerned no device is available for learning at all.

### Can the devices needed for learning be found in the home?

		Number of cases	%	Valid %
Valid	There is almost nothing that would be needed	12	,7	,7
	There is not everything that would be needed	144	8,3	8,4
	Yes, there is everything	1561	90,1	90,9
	Total	1717	99,1	100,0
Missing	did not answer	6	,3	
	does not know	9	,5	
	Data	1	,1	
	Total	16	,9	
Total		1732	100,0	

The answers of those living in different places are the same as in the case of the calm circumstances, there is no significant different statistically although the same tendency can be observed: a slight progress can be observed concerning the evaluation of the provision of devices from the “old hostel-like style to the direction of the “family home””.

The conditions which hinder and obstruct learning were examined in an open question where the children could tell with their own words what they lack and what factors hamper them in learning. These answers were divided into groups which is shown by the following chart. According to 70,6% of the answerers there is no such factor what they lack in learning in the home, there are the following things they have mentioned: most of them (9%) mentioned the lack of computers, 4% - the lack of the helping teacher ensured for learning, 3,8% - the lack of the extra room, 2,7% - the lack of the library and 1,7% mentioned the lack of the provision of stationery. One part of the answerers (8,1%) could not be put into any of the pre-made categories, we will talk about the content of these later.

### What do you lack for your learning in the home primarily? (categories)

		Number of cases	%	Valid %
Valid	none	1205	69,5	70,6
	Library	46	2,7	2,7
	Computer	153	8,9	9,0
	Separate room	65	3,8	3,8
	Helping teacher or older student	69	4,0	4,0
	Stationary	29	1,7	1,7
	Other	138	8,0	8,1
	Total	1706	98,4	100,0
Missing	did not answer	6	,3	
	does not know	20	1,2	
	Data	1	,1	
	Total	27	1,6	
Total		1732	100,0	

## The other answers

**The “other” category group is the second most frequently mentioned group (8,1%) after ‘the lack of computer’ group in the sequence of the answers to the open questions. Concerning its content almost 60% of the answers mention such lackings which do not depend on the external circumstances, the provision of devices or on the surrounding but which derive from the dissatisfaction of the basic mental and psychological needs which are closely related to the state-care status. Most of them mentioned the lack of peace and quiet but here not in the sense that the circumstances of the “home” are noisy but in the sense of “calmness”, “mental peace” and balance. One of the answerers said that he is prevented from learning because of the lack of “inner peace” since he is always nervous and it makes it impossible for him to concentrate on learning. Answers appearing in the second group mention the lack of the parents, the family and the siblings which obviously express the lack of safety, love and some kind of an attention.**

**The same lacking appears on the other side in connection with the caregivers in the answers of “they should deal with me more”, “we are not dealt with that much”, “they should pay more attention on me”, “they should listen to me, they should be interested in what is going on with me”. The third group of the other answers includes the lack of motivation willpower and persistence in learning. Here we meet such answers as “the lack of diligence”, “the lack of will”, “the lack of willpower”, “the lack of determination”, “the lack of hard work since I am lazy” or the “I do not want to learn” ones.**

However, the following data show that in the background of the difference between the school results attitude towards learning, diligence and persistence also play a significant part. There are several such variables which indicate the mentality-based differences in the background of the weaker school performance. Here we only introduce two variables, one of them is the attitude towards the problematic situations, the other is the reaction to the problematic situations. The data of the following chart well describe the difference between the two groups concerning the relation to the problem situations. One the one hand, those who think that they do not need more help in learning than their mates definitely try to solve their problems by themselves (this is shown by the cell’s significant over-representative nature) and they are less likely to ask for help from others or they are less likely to “hide skeletons in the wardrobe” (both cells are below-represented). On the other hand, those who need more help in learning than their mates the situation is the complete opposite, they rather tend to ask for help than to solve it by themselves and they are more likely to ignore the problem, to pretend as if it did not exist. Applying this general mentality-based difference in the field of learning, it becomes clear that this difference might play a big role in the difference of school performances.

**How do you see, do you need more help in learning than the majority of your schoolmates?\* When you face an extremely difficult problem, which one do you choose the most often among the following ones?**

			When you face an extremely difficult problem which one do you choose the most often among the following ones?				Total
			I solve it by myself.	I ask for help from my family, my friends or an expert.	I try to forget about it or I pretend as if it did not exist.	Other	
No, I do not need more help	Number of cases	616	421	104	12	1153	
	%	53,4%	36,5%	9,0%	1,0%	100,0%	
	Explained residual value	4,0	-1,9	-2,8	-1,9		
Yes, I need more help	Number of cases	231	222	73	12	538	
	%	42,9%	41,3%	13,6%	2,2%	100,0%	
	Explained residual value	-4,0	1,9	2,8	1,9		
Total	Number of cases	847	643	177	24	1691	
	%	50,1%	38,0%	10,5%	1,4%	100,0%	

The other difference –which also refers to the fact that the attitude towards learning, diligence and persistence are the ones that influence the school performance- is the difference between learning and entertainment. The young had to say how true the following statement is in their cases: “If I have to choose between learning and entertainment, I rather choose learning”. There is significant difference between the two groups, those who need more help in learning than their mates tend to choose entertainment while the members of the other group considerably more often choose learning in this dilemma.

**All in all we can say that in the background of discrimination real differences might be made at the expense of children in state-care against which we certainly must fight, but it also has to be seen that the feeling of discrimination might also evolve because of the weaker school performance which derives from the lack of devotion towards learning and also from the lack of motivation and diligence. In this case the feeling of discrimination lacks reality and only shifts the blame. This also has to be fought against but the two cases require different treatments.**

### 4.3 Support of learning in the home

First we were interested in to know how much the children require their learning to be supported. Specifically we asked whether they require their learning to be supported by the caregivers.

**How do you feel in the home do you need your learning to be supported by your caregivers?**

		Number of cases	%	Valid %
Valid	I do not need help	567	32,7	33,1
	Yes, I need help	1146	66,2	66,9
	Total	1714	98,9	100,0
Missing	did not answer	8	,5	
	does not know	10	,6	
	Data	1	,1	
	Total	19	1,1	
Total		1732	100,0	

The result: **two-thirds of the youth living in state-care cannot learn alone, they need the help of their caregivers. The support of learning in such a way is usually characteristic at elementary school pupils but as the age is moving forward the rate of help asked from parents, siblings and the family is significantly reducing which at the same time indicates the gradual independence process. Examining the youth in state-care based on their age we can experience that over 80% of them claim the help of the caregivers in learning and this rate –although it is reducing as the age moves forward- is still 54% among the 18-year-old ones.**

**Age\* How do you feel, do you need your caregivers' help in learning?**

		How do you feel, do you need your caregivers' help in learning?		Total
		I do not need help	Yes, I need help	
Age	9,00		100,0%	100,0%
	10,00	14,3%	85,7%	100,0%
	11,00	23,7%	76,3%	100,0%
	12,00	15,9%	84,1%	100,0%
	13,00	20,0%	80,0%	100,0%
	14,00	26,7%	73,3%	100,0%
	15,00	28,6%	71,4%	100,0%
	16,00	34,9%	65,1%	100,0%
	17,00	44,0%	56,0%	100,0%
	18,00	46,1%	53,9%	100,0%
Total		33,1%	66,9%	100,0%

**As far as we are concerned this result –similarly to what we have experienced in other fields- shows that those who live in state-care make slower advance towards independence and adulthood, the personal responsibility towards a given task evolves more slowly in their case than in the case of those who live with their families despite the fact that at the beginning of their adult life they would more desperately need independence and responsibility.** Its reason is that because of their particular status, many of them cannot expect much support and help from their families to start their own life and family. The following question arises in us in connection with this result: is there a conscious thorough strategy in the institutes along which the help in learning is planned consciously in order to to reach a given aim or they simply serve the need of the youth and do not consider its negative consequences on the long run?



The other important question what we examine is whether the need arisen from the children's part are really satisfied by the caregivers? As for the data in most of the cases the caregivers fulfil the request, according to 86,4% of them they can help and do help as well.

**In the home does your caregiver /do your caregivers help you in learning?**

		Number of cases	%	Valid %
Valid	They do not help because they cannot	72	4,2	4,2
	They do not help although they could	158	9,2	9,3
	They can and do help	1473	85,0	86,4
	Total	1704	98,3	100,0
Missing	did not answer	11	,6	
	does not know	17	1,0	
	Data	1	,1	
	Total	29	1,7	
Total		1732	100,0	

We are curious to know whether among those who regularly ask for help in learning can it be observed that as the age moves forward the support towards learning is reducing or it is not influenced by the age?

As for the data the young in every age group from 11 to 18 get help from the caregivers at a very high rate (94-95%) without differences which supports our previous hypothesis namely that concerning independence and the independent solution of tasks and problems even a lot of 17-18 year-old young cannot get forward.

**Age \* In the home does your caregiver /do your caregivers help you in learning?**  
 (The chart includes only the data of those who need their caregivers' help in learning, this means the 66,9% of the answerers)

		In the home does your caregiver / do your caregivers help you in learning?			Total
		No, they don't because they can't	No, they don't although they could	They can help and they do help	
Age	9,00			100,0%	100,0%
	10,00			100,0%	100,0%
	11,00	1,4%	2,7%	95,9%	100,0%
	12,00	2,8%	3,7%	93,6%	100,0%
	13,00	1,7%	1,7%	96,7%	100,0%
	14,00	1,3%	3,9%	94,8%	100,0%
	15,00	1,8%	3,6%	94,6%	100,0%
	16,00	3,8%	2,6%	93,6%	100,0%
	17,00	1,6%	3,8%	94,5%	100,0%
	18,00	3,8%	1,9%	94,3%	100,0%
Total		2,3%	3,0%	94,7%	100,0%

#### 4.4 Relation toward learning, aims and plans

*The cognition of the relation toward learning*

When evaluating the importance of learning, the vast majority (92,7%) find learning important or very important in order to fare well in life and only 2,9% of them do not consider learning important.

**In your opinion how important is learning in order to fare well in life?**

		Number of cases	%	Valid %
Valid	It is not important at all	12	,7	,7
	It is not too important	25	1,5	1,5
	So-so	89	5,1	5,2
	It is important	449	25,9	26,1
	It is very important	1146	66,1	66,6
Total		1722	99,4	100,0
Missing	does not know	10	,6	
	Data	1	,1	
	Total	11	,6	
Total		1732	100,0	

In their own life the consideration of the importance of learning is similar to the previous one, three-quarters of the answerers think that learning definitely makes sense and only 6% of them stated that they do not find it too important or do not find it important at all to learn in order to fare well in life.

**You, in your own situation, do you think learning makes sense?**

		Number of cases	%	Valid %
Valid	I think it does not make sense at all	39	2,3	2,3
	I think it does not really make sense	65	3,8	3,8
	I think it makes some sense for me	312	18,1	18,1
	Yes, it definitely makes sense	1308	75,5	75,8
	Total	1725	99,5	100,0
Missing	does not know	7	,4	
	Data	1	,1	
	Total	8	,5	
	Total	1732	100,0	

The results above show that at a cognitive level things are ok in the heads, the majority is aware of the importance of education, knowledge and the documents proving the qualification.

**The attitudes toward learning:**

Our next question is whether we can see as favourable a picture on the level of attitudes as previously or the situation concerning the attitude toward learning is not as favourable. The answers can be divided into three equal groups out of whom 31,3% rather do not like learning or do not like learning at all, 31,7% like and do not like learning at the same time and the third third 37% mostly like learning or love learning very much.

**Do you like (did you like) learning?**

		Number of cases	%	Valid %
Valid	I do not like at all	259	14,9	15,0
	Rather no than yes	281	16,3	16,3
	So-so	548	31,6	31,7
	I mostly like	354	20,4	20,5
	I like very much	288	16,6	16,6
	Total	1731	99,9	100,0
Missing	does not know	1	,1	
	Data	1	,1	
	Total	2	,1	
	Total	1732	100,0	

Concerning attending school, the children stated their point of view more positively than in connection with learning, less children (18,8%) said they rather do not like attending school or do not like attending school at all, also less children (20,5%) said: so-so and obviously almost twice as many children mostly like attending school or love going to school very much than learning.

### Do you like, did you like going to school?

		Number of cases	%	Valid %
Valid	I do not like at all	175	10,1	10,1
	Rather no than yes	150	8,7	8,7
	So-so	354	20,4	20,5
	I mostly like	523	30,2	30,3
	I like it very much	525	30,3	30,4
	Total	1728	99,7	100,0
Missing	did not answer	3	,2	
	does not know	1	,1	
	Data	1	,1	
	Total	5	,3	
Total		1732	100,0	

Our next question is whether there is some relationship between learning and the attendance of school and if there is, what is its gist? For the first part of the question our answer is that there is relation between the two variables, this is shown by the positive correlation between them ( $r=0,502$ , sig.:0,000) which means that the more somebody prefers learning, the more he/she prefers going to school. This relation can be unambiguously observed among those who mostly like learning, among them the rate of those who mostly like or like attending school very much is 81% or 92,4%. However, in the case of those who do not like learning, the opposite of this relation does not appear clearly. Since for example 32% of those who do not like learning at all, like going to school and similarly 47,7% of those who rather do not like learning, like attending school. So **it can be strongly presumable** about the ones indicated in the dark cells of the chart that **it is neither the love of learning nor the interest is what attracts them to school, but something else.**

### Do you like (did you like) learning? \* Do you like, did you like going to school?

		Do you like, did you like going to school?					Total
		I do not like at all	Rather no than yes	So-so	I mostly like	I like it very much	
Do you like (did you like) learning?	I do not like at all	41,7%	9,7%	15,8%	19,7%	13,1%	100,0%
	Rather no than yes	9,3%	21,0%	22,1%	31,0%	16,7%	100,0%
	So-so	4,6%	6,6%	37,8%	34,2%	16,8%	100,0%
	I mostly like	2,6%	7,1%	9,4%	46,9%	34,1%	100,0%
	I like it very much	2,1%	1,7%	3,8%	11,8%	80,6%	100,0%
Total		10,1%	8,7%	20,5%	30,3%	30,4%	100,0%

In the following chart we can see the relation between the cognitive way of thinking, the attitudes in connection with learning and going to school and the previous half term school performance. From the data it can be seen that these variables are in close connection with each other, if somebody thinks learning makes sense, that person is more likely to like attending school and it is more likely that he/she achieves better results than those who do not. It can also be seen from the data that it is the love of learning which has the strongest effect on school performance, therefore the crucial question is that how much we can preserve the *-originally existing-* interest and curiosity in the children because it will have effects on their school performance on the long run.

(Sig. – significance)

			Do you like (did you like) learning?	Do you like (did you like) going to school?	You in your own situation do you think learning makes sense?	The previous half-term school performance
Spearman's rho	Do you like (did you like) learning?	r	1,000	,502(**)	,288(**)	,376(**)
		Sig.	.	,000	,000	,000
		Total	1731	1727	1724	1567
	Do you like (did you like) going to school?	r	,502(**)	1,000	,276(**)	,202(**)
		Sig.	,000	.	,000	,000
		Total	1727	1728	1721	1565
	You in your own situation do you think learning makes sense?	r	,288(**)	,276(**)	1,000	,143(**)
		Sig.	,000	,000	.	,000
		Total	1724	1721	1725	1561
	The previous half-term school performance	r	,376(**)	,202(**)	,143(**)	1,000
		Sig.	,000	,000	,000	.
		Total	1567	1565	1561	1567

### Further Studies plans and aims:

In connection with the learning aims it can be seen from the dispersion of the following chart that less than 1% of the answerers targets elementary level qualification, 22,6% of them targeted industrial certificate, 41,4% targeted the school leaving 'A' exam (with or without industrial certificate) while 35,2% of them indicated that they wanted to obtain a degree. These data show that on the level of ambitions youth in state-care intend to achieve the highest qualification possible, the question is only whether these aims are accessible for them or only remain unfulfilled dreams.

### What is the highest qualification you aim to reach?

		Number of cases	%	Valid %
Valid	Elementary school	11	,6	,8
	Industrial certificate	320	18,5	22,6
	School-leaving 'A' exam	200	11,5	14,2
	School-leaving 'A' exam + Industrial certificate	383	22,2	27,2
	College degree	328	18,9	23,2
	University degree	170	9,8	12,0
	Total	1413	81,5	100,0
Missing	did not answer	4	,2	
	does not refer to him/her	176	10,2	
	does not know	138	8,0	
	Data	2	,1	
	Total	320	18,5	
	Total	1732	100,0	

**The above-mentioned characteristics of the ones living in state-care, the extremely high rate of failing, the low average of the school performance, the lack of motivation in case of a lot of children, the extremely low rate of students in secondary technical and secondary grammar school unfortunately predict that the aims will not be able to be executed by a lot of children only it would be possible and at the same time desirable for them to achieve a higher qualification.**

Concerning the choice of profession and the definition of the qualification aims, the majority of the children were not left alone, there was such a person or there were such people who helped the interviewed ones in their decision making with their advice. At the same time almost one-fourth of the answerers did not get advice from anybody or help in their choice of profession.

**Were you given any advice (helping your choice of profession) concerning your further studies?**

		Number of cases	%	Valid %
Valid	I was not given	223	20,0	22,5
	Yes, I was given	768	68,8	77,5
	Total	991	88,7	100,0
Missing	did not answer	4	,4	
	does not refer to him/her	115	10,3	
	does not know	5	,4	
	Data	2	,2	
	Total	126	11,3	
Total		1117	100,0	

Concerning the choice of profession two groups evolve, in most of the cases, 69% of the answerers were helped by the caregivers while 15,7% of them were given advice and help by the teachers.

**Who helped you in the choice of profession? (category)**

		Number of cases	%	Valid %
Valid	parent	47	4,2	6,2
	relative	27	2,4	3,5
	friend	25	2,2	3,3
	caregiver	527	47,2	69,0
	teacher	120	10,7	15,7
	acquaintance	18	1,6	2,4
	Total	764	68,4	100,0
Missing	did not answer	5	,4	
	does not refer to him/her	336	30,1	
	does not know	10	,9	
	Data	2	,2	
	Total	353	31,6	
Total		1117	100,0	

## **/Conclusion/**

### ***Conversations with adults in state-care...***

#### **III.**

**”***I have only one memory about my family before the age of about six. I went to kindergarten, I was in my middle or big group, I don't know. I was in the infancy home, I mean when I was little and a man came in and gave me a parcel and the caregiver asked me what I got and I showed her what I got and she asked who that man was and I told her I did not know and then she said who it was and she told me he was my father...And so that's all. I do not even remember that period, but this memory remained. When I came across one of my ex caregivers in the secondary grammar school, the very same caregiver who used to tell me that he was my father, she told me about that case again and then I was more sure that it really happened. Until then I had not been sure whether he was real or not. The memory was not complete. And she reassured me that it had happened like that.*

**K.J.:** *So this is the only memory what you remember in connection with yourself?*

*That's all, this is the only one.*

**K.J.:** *Ok. According to your experience, when is your first conscious memory dated?*

*Well, if we consider this, then 4-5.*

**K.J.:** *So you date back your first conscious memory to the age of 4-5? It is the date from when you know you remember your life?*

*Yes.*

*Something came to my mind now. When I was taken to.....from the infancy home, the children's home was in a castle. There was a huge room there, I did not even see the roof of it and before I was taken in and the door was closed, they told me that my sibling was there and that's all. All I remember is that the door handle was up high.*

**K.J.:** *How old were you?*

*I was about 5, because I know I was in my last year of kindergarten and I was taken to the kindergarten by a van. I was either in my last year of kindergarten or my first year in elementary school, I do not exactly know now, but it was definitely one of them, I either finished kindergarten or started elementary school when I was taken there. Then my sibling disappeared from the picture.*

**K.J.:** *How many siblings do you have?*

*As I know about 10 but..., so from all kinds of people.*

**K.J.:** *Do you know them?*

*Yes, or better to say not all of them, only 3.*

**K.J.:** *Tell me whom you know!*

*I know my younger brother, my elder sister and my present youngest sister who is about 4 or 5 years old, I think. I mean I know that she exists, I do not know her personally.*

**K.J.:** *Don't you know the other ones?*

*I have been keeping in touch with my sibling for two years and he is the one who tells me where the others are but even he does not know everybody.*

**K.J.:** *Are you from the same mother?*

*No. My younger brother, my younger sister and I have the same mother. I have siblings from both my father's and my mother's part. My brother sometimes tells me stories. And he asked from me, too.*

**K.J.:** *And before you turned 6?*

*These two. One is that I was brought the parcel, and the other is that I was taken into that room and I was told my sibling was there.*

**K.J.:** *How old were you at your first conscious memory?*

*I was about 4-5, I think at the 'parcel-story' because I was either in my small or middle group in kindergarten.*

**K.J.:** *And were you in state-care then?*

*Yes, I was in the infancy home then.*

**K.J.:** *How old were you when you got in?*

*I was taken home from the hospital but after about 2 weeks the health visitor had me taken away. Because I was told I was abandoned in a rather cruel way.*

**K.J.:** *What do you know about these situations?*

*Well, the lady who told me about them said to me that they were alcoholists and ....*

**K.J.:** *You mean your mom and dad? Were they married?*

*I don't know whether they were married back then but now they are.*

**K.J.:** *So they are together now and live in a marriage?*

*Yes.*

**K.J.:** *Is this a new marriage? Because you told me that you have 10 siblings altogether from your mother and father from their all kinds of relationships, and only the 3 of you were born from the very same mother. It means that they got together again later? Or were they always together just as common-law wife and husband?*

*I don't really know. All I know is that they were together when I was taken away and now they are also together. But both of them cheated on the other.*

**K.J.:** *And then there were the 10 of you?*

*Yes, at least that's what my sibling knows of.*

**K.J.:** *Does anything that is connected to violence come to your mind before you were 6?*

*I only have violent memories from the ghetto and the kindergarten.*

**K.J.:** *Did you call it ghetto in the past as well or you just call it like that now?*

*As for me, I have called it a ghetto since I know what it is, since I am aware of where I live.*



**K.J.:** *And what was your first violent memory that you experienced?*

*That I did not want to eat spinach in the kindergarten and I had to sit there next to it for hours. Then the kindergarten teacher came in and told me to eat it and I told her I could not and I upset it. Then I was closed into the cellar to think about it.*

**K.J.:** *Into the cellar of the kindergarten?*

*Yes.*

**K.J.:** *And were you still in the institute by then?*

*Yes. It was very dark and I was left there. And then the van came because we had to go to the bus stop from the kindergarten and of course I was not there and the caregiver went back to the kindergarten but by then the teacher had left so she had to be looked for. When she was found, I was taken out of the cellar. After that I could not go to school because I did not speak.*

**K.J.:** *But you were in kindergarten, so how?*

*Yes, but the reason why I had to postpone school was that I did not speak.*

**K.J.:** *You did not speak because you were there in the dark?*

*Yes, because I was very scared and I did not feel anything else but bugs crawling on me in the dark.*

**K.J.:** *How old were you then?*

*I think I was in my last year in kindergarten. And in the institute I was one of the smallest and I was a bit of a troublemaker.*

**K.J.:** *How do you remember, did your parents love each other?*

*I don't know whether they loved each other or not.*

**K.J.:** *In connection with your parents, don't you have any memories what might have shown that they loved each other?*

*No. I do not even remember my father's face when he gave me that parcel, all I know is that there was a man and the caregiver asked me who he was. I sometimes ask from my sibling what the news are with them, but as for me they don't love each other because the aggression is an everyday phenomenon at them. And also the way my siblings are...*

**K.J.:** *How about violence in your childhood in your sibling's opinion?*

*I have not heard any because my brother is 3 years younger than me.*

**K.J.:** *So when you say: sibling, you mean your younger brother?*

*Yes, because I do not talk to my elder sister.*

**K.J.:** *I see.*

**K.J.:** *What does the room remind you where you were put when you were told your sibling was there?*

*It was a huge bedroom. There were bunk-beds everywhere and there was a big long table in the middle and large windows.*

**K.J.:** *Don't you remember by chance how old you were?*

*5-6, I think.*

**K.J.:** *How tall was your sibling who was told to be your sibling?*

*I cannot really remember her name.*

*She was bigger than me.*

**K.J.:** *So there were not only infants but elder children as well?*

*No, it was a proper institute.*

*Where was it?*

*..... –I think that was its name. Now, I think that's why there were so huge rooms.*

**K.J.:** *The first flavour of your life? What you remember! What flavour was it?*

*Stew with sugar. The food was made in a very fatty way and the patroning mom always gave us sugar for one month, so 1 kg of sugar and since the food was too fatty, I also put sugar into it.*

**K.J.:** *What flavour did it have?*

*Sweet. Fatty, but sweet.*

*I have an earlier flavour as well.*

**K.J.:** *Is there an earlier flavour what you remember?*

*Yes. Black negro (candy). There was a pub next to the kindergarten and there was a man who gave me a packet of black negro every day.*

**K.J.:** *A whole packet as a present?*

*Yes. I don't know who he was, but every day when I went to the van from the kindergarten, I was given a packet of black negro.*

**K.J.:** *Ok. The following similar impulse-like question: According to your first memory when did you first feel that you were cold? When were you first shivering of cold?*

*In the cellar.*

**K.J.:** *So there when you were in kindergarten?*

*Yes.*

**K.J.:** *First celebration? So first what was a celebration. Let it be anything, christmas, easter or whatever, some loving gathering. When was it and among what circumstances?*

*What comes to my mind happened when I was in my 3<sup>rd</sup> or 4<sup>th</sup> year and it was mother's day. I was the only one who was from the ghetto and it was me who had to recite the poem and I was crying while I was doing so. I did not want to recite it and I asked why I had to tell it since I did not have anybody to tell it to, but they told me not to cry and ordered me to tell it. Then I told it.*

**K.J.:** *Was this your first celebration?*

*Yes.*

**K.J.:** *When did you first see your own blood?*

*I was thinking about whether another answer comes to my mind or not, but no. I was about 13-14 and we were cutting ourselves with a blade.*

**K.J.:** *On your lower arm?*

*On the wrist...*

**K.J.:** *Was this the first one?*

*Yes.*

**K.J.:** *Why were you cutting yourselves then?*

*Because it was then when I started to realise: I was from the ghetto.*

**K.J.:** *So that it was your fate?*

*We talked quite a lot and sent each other to despair.*

**K.J.:** *How old were you when you first saw violence?*

*I was in kindergarten in my middle or in my big group. I don't know. There was a fair outside in the village. They told me that I could choose one thing and so I chose a dumper. I did not know that I should have paid for it. They told me that I could choose something. I picked it up and the seller started to shout at me, he came towards me and so I started to run with the dumper because I did not understand what he was doing. When he caught me, I got a horribly big smack on the face and I asked why since I had been told that I could choose something. Then the caregiver arrived and explained that first I had to pay and then I could take what I had chosen.*

**K.J.:** *First caress? When were you first caressed? Caress or loving touch, hug, something?*

*I was in my first or second year and we were given a trip somewhere and there was Mrs.....whom I loved very much and while we were travelling, my head was on her lap and she was caressing it.*

**K.J.:** *How old were you?*

*I was in either my first or second year in elementary school.*

**K.J.:** *You are protected. The feeling that you are protected? No matter from what or from whom, but you are protected. And I do not mean the protection of a system but personal protection. When did you first have this feeling? How old were you about? Somebody gives you safety by protecting you.*

*What comes to my mind was when I was about 14-15 and I had a surgery and I could move quite slowly and accidentally a kid bumped into me and so.....beat him so badly that he had to be taken to the doctor. This was common at us, it was not an unbelievable feeling.*

**K.J.:** *First defencelessness? When you felt you could not do anything for something what was very important to you?*

*I asked from Jesus every christmas to take me home. I had done it since I was in kindergarten or in my first year in elementary school. When I turned 14 at christmas, I realised that it was the case and there was nothing I could do no matter how I would have liked to do so.*

**K.J.** *How old were you when you got in, how did you experience it, what were the first few days, weeks, months like and what was the direct reason of your getting in?*

*Well, I was a couple of weeks old when I got into the infancy home, then I was taken to.....and when they sold the castle, I was about 11, I think. From there I was taken to.....and from there I was deployed to.....*

**K.J.:** *So you were in the TEGYESZ of.....?*

*Yes. I was in the temporary home there. And from there I was placed to.....*

**K.J.:** *What was it like to get into TEGYESZ? To the temporary home?*

*To the temporary home? Well...*

**K.J.:** *How old were you then?*

*I had already turned 11. It was summer so I surely had turned it. But I know that they did not say anything. They just placed us to different places. We were told that the castle had been sold or that it had been taken back, anyway, I don't really know, I cannot really remember but there was something with the castle and I was taken there. Me and a couple of other kids were there while the others were taken somewhere else. So the three or four of us were taken to the temporary home and the others were placed somewhere else.*

**K.J.:** *But what does it mean: they were taken somewhere else?*

*Oh, well, that I was taken to.....*

**K.J.:** *Oh, I see, but let's stick to the temporary home for a sec. What was it like?*

*It was good that a lot of us went there.*

**K.J.:** *Did you stick together?*

*Yes, so it was a ghetto for me. I didn't really know that it was only temporary, because it was like the other ghetto. So we were told the rules and such.*

**K.J.:** *And where had you been before that?*

*In.....*

**K.J.:** *What was..... like?*

*For me it was beautiful. A dream. It is a base of comparison to the others.*

**K.J.:** *I see. And here, why was it worse than there?*

*There were two rooms, one for the boys and one for the girls, and there were bunk-beds everywhere but not like there in the huge room, comfortably, but next to each other, even one in the middle and everywhere all around.*

**K.J.:** *It was crowded.*

*Yes, very much.*

**K.J.:** *What were the caregivers like?*

*I don't really know. The problem is that there was nobody who...all I know is that there was a woman who looked like a witch at first sight. An evil wicked witch. She was pretty scary. Both her voice and her outfit. I was afraid of her. She was the deputy principal or something like that. She was the one who led me around. I was afraid of her and I tried not to meet her. We were sitting in a room. We were waiting. And there was a boy in wheelchair who had a separate room. I was always hanging around at him. He told me things. So he was a very clever boy just he had myatrophy and he felt unwell and I was always in his room because it was forbidden to sleep.*

**K.J.:** *Wasn't there another caregiver with you in the temporary, only that woman who you didn't dare to talk to?*

*I just remember her. There was another woman, too but she only looked after.....and she just sometimes checked us.*

**K.J.:** *I see. How much time did you spend there?*

*3-4 weeks, even less than a month. Then the principal arrived. The principal of.....*

**K.J.:** *She came to you there to the temporary home.*

*Yes.*

**K.J.:** *And did she take you there?*

*Yes. She came in, seated us in the car and we were taken away. All the way long in the car I kept on thinking how I should escape. I was really playing it in my mind that what if I had jumped out of the car and stuffs like that. I didn't want to go there. Because it was good in the other place.*

**K.J.:** *Did she tell you something during the way?*

*No. She was sitting in the front next to the driver and I was sitting in the back. And I was crying. So she didn't really say anything. She had asked my name when she had arrived and told me that I would be taken to..... A young guy was the driver and he talked to me. I mean he sometimes said to me some words when he saw in the rear-view mirror that I was about to do something. Or I don't know. It was a very long trip. All I know is that it was one of the longest trips of my life.*

**K.J.:** *But .....is not so far from .....*

*No, no.*

**K.J.:** *What made it so long?*

*When I resigned to the fact that there was no way to escape, I just stared out of the window and I just watched everything go. And also the feeling that I got farther and farther from that place. ....was also far from.....or I don't know but the place I was heading for was even farther from the place where I felt good. What was nice, what I experienced as a child. And I was scared, too. I was alone and....aahh I had no idea where I was going. And I was sure that there would be older ones,..oh and I hoped that there would be someone as old as me.*

*That there would be children as old as me. Because where I was in the institute in....., I was the youngest. There, I was always looked after, they put dresses on me and combed my hair. So I was lionized, because I was always the youngest. I was pampered. It was great there. Then we arrived to..... And then I saw the institute as we turned into it from the corner. Because it is facing the park.*

**K.J.:** *There where is the.....square.*

*Yes. And it was horribly ugly. I said: Oh my God! And then as we rolled through the gate, I felt that I had nowhere to escape. I had to come to terms with it. I had to realise that I had to be there. We rolled into the yard. The boys were downstairs. It was very bad, because they were many, a great number of boys. There were more than 200 boys and very few girls. And when we rolled in, I just saw boys. The bigger and taller ones. It was very bad. And they also had scary faces. Then we went in, oh no...On our way we stopped at the house of one of the caregivers. I mean it. At the house of one of the caregivers and...oh I was shown to her and it was said that I would go to her group. So it was not she who was introduced to me. And she made elder juice or something like that. She gave me a glass of juice and told me to drink it. I told her I did not want it. So she shouted at me, saying to drink it. I drank it and it was very bad. Then we went to.....We went in. I was taken upstairs into the room.*

*There were 14 girls altogether. In that room. And there were only bunk-beds, too. Then there was.....As soon as I saw her, I calmed down. There was some kind of peace and quiet in me knowing that she was here...it was good. Then of course there were things like washing socks, cleaning and treating me like a 'slave' but all these things were not so scary because we did it together with.....We also fought our own little battles, because she had been there earlier before me and she also wanted to prove that she was an 'older' one and I was 'new' but it did not go on for a long time. It took like 1 or 2 months at her.*

**K.J.:** *What did it mean: older or new?How did it look like?*

*That means if somebody had already been there earlier than I was, then she was cooler. And it referred to everybody.*

**K.J.:** *In what?*

*In who the boss is or who the bosses are, because...*

**K.J.:** *So there is hierarchy.*

*Yes, yes.*

**K.J.:** *So the new one is subordinated.*

*Yes, yes, yes...yeah.*

*Thanks God I was not...beaten or anything. So we didn't beat each other with our mates. But in the caregivers' room. There were some times that we fought with the boys, but its reason was different. Theft and such things. Because of hierarchy we didn't fight. There was no beating only that we were made to feel different. And it lasted until a new one arrived. Then there were the caregivers. I didn't like them...*

**K.J.:** *Why?*

*Because...I got used to the feeling that I had been treated normally because I used to be the youngest and they used to come to wake me in the morning and comb my hair and stuffs like that. Although it was the case only when Mrs.....was on duty, because there was another lady Mrs.....but let's leave her. And here nobody showed interst towards me. But I mean it. I was asked: Hey, new, what's your name? That's all. Nothing.*

**K.J.:** *You were called: new?*

*Yes. By the caregivers.*

**K.J.:** *What was this period like at school?You attended elementary school. Was it mentioned that you were a child in state -care? Or were there more children in state-care in your class?*

*Yes, there were. And the strange thing was that it was in summer and school started in September and I got into the same class with those kids whom I had not known from the ghetto by then. I think there were the six of us. Six or seven of us, from the ghetto in the class. And there was.....who was a little bit disabled, a handicapped kid and he was the first who stood up. They asked me: "hey, where did you come from?" And then I said I came from the neighbourhood, because the ghetto was about 1 m from the school and then one of the kids asked: "Are you thrown as well?" Or he used a word like that and then.....came to me and he told him: "Yes, she is" "And she is with us". So my status was founded like this. It went on until I was in my 8<sup>th</sup> class. But then unfortunately when I was in my eighth year, something happened. I was very messy and I could stand for one year that a girl continuously abused me.*

**K.J.:** *What does it mean?*

*It means that we were in the classroom, it was breaktime, we had got only rolls for tea and so she asked: "shall I bring you butter for next time?" And there were similar tiny things. And that she pushed off my pencil and she said: "Oh, you don't have parents to buy you a new one" And things like that. So there were trivial things and I could bear everything for one year for that girl. And...two weeks before the end of school we were on our way home from P.E. lesson, all the 41 of us from the class. And we arranged to have an ice-cream. And this girl told me that she would be nice and invite me for an ice-cream because I could not buy it for myself anyway. And I told her that it was the last but one. I told her: "If you tell me anything, even one tiny thing, I'll kill you!". This happened in the main street. And she stepped on my slippers.*

**K.J.:** *Intentionally?*

*Yes. And she said –I turned back and I looked at her- that if her slippers got torn, she would tell her mother to buy her a new pair because she has a mother. And I remember I turned back, punched her in the face and then I kept on beating her for a half an hour. They could not separate us. And when they finally could I promised her that: One more look at me and I would cut her throat. Her wounds had to be sewed up and things like that and it was very bad because I was suspended, I was denounced for grievous bodily harm, I had to pay the doctor's medical report and then her parents came in. Into the ghetto. I was standing under the clock, because I always had to stand there. And then I was told if I apologised to her in public in front of the whole village and in the school in front of everybody then they would withdraw it. And I never did that.*

**K.J.:** *So you did not apologise?*

*Never.*

**K.J.:** *And the police record, denouncement.*

*No. The woman told me that If I did so, they would withdraw it. I told the woman that I would not do so because she deserved it and I would do the same if I could have turned back time. Then they asked what had happened and I told them. Then they went into the school and said what had really happened and it was them who apologised. But I had to pay the doctor's report. And they withdrew the denouncement.*

**K.J.:** *So they withdrew it anyway. But why were you suspended then?*

*Oh, I was suspended from school.*

**K.J.:** *Ah, you were suspended there.*

*Yes, at school. But then they let me go back. And then it was really bad because everybody was afraid of me. So it was a very bad feeling because as soon as I entered, everybody disappeared from the corridor. It was embarrassing.*

**K.J.:** *And the girl?*

*Well that was the problem. So it was her advantage that she had long hair. And only I only smashed her left face. So it was also very unpleasant that when we met on the street, then she had hair only on the other side.*

**K.J.:** *But how did you communicate after the incident?*

*She didn't even look at me. But after I had a guilty conscience.*

**K.J.:** *During that one year while she was abusing you, did you tell it anybody? Did you try to ask for help from anybody?*

*From....., my friend since she was my classmate. She wanted to beat her a couple of times but I didn't let her do so. Because I told her not to deal with her. But, no I didn't tell anybody because what would have been its point...*

**K.J.:** *You didn't tell it any adult? And why?*

*No, because I thought she would give it up. Then as months went by and she kept on doing it...*

**K.J.:** *But why didn't it come to your mind to talk about it with an adult?*

*Because I thought I could protect myself and I didn't want to ask for help. That was it. I never asked for help. I arranged everything.*

**K.J.:** *But she kept on telling those stuffs for one year.*

*Well, yeah. Then I had enough. And of course I was beaten up in the ghetto as well, but...*

**K.J.:** *Why?*

*Because I brought shame on the caregivers. So the reason was not what I had done, they didn't even listen to me. I wasn't even asked.*

**K.J.:** *What was your relationship like with your caregivers in the children's home?*

*I am going to be honest. There was a caregiver. I didn't feel drawn towards the caregivers. But there was a caregiver whom we exploited pretty badly. When we needed something, we always went to her because we knew that she loved us. And with her help we could reach anything. So things like, leave and getting trousers.*

**K.J.:** *What does it mean you went to her?*

*She was the wife of the principal. We went to her and told her that we would need a new pair of trousers. She said ok and told us to bring a ragged old pair. Since obviously we had to prove—because of the inventory— that the old trousers were bad and useless. She was a partner in it and so we seized the opportunity.*

**K.J.:** *Did you like the caregivers in general?*

*Only one.*

**K.J.:** *Why didn't you like the other ones?*

*Because they were...bastards.*

**K.J.:** *But why were they bastards?*

*Because either they hurt us physically or mentally, I mean verbally. And the physical...I don't know, for instance there was an ex commando who had been fired because of insanity and then she was admitted by the institute. And we wanted to have a smoke or something, we had to bear her beatings or we had to complete her task and then we were allowed to go down.*

**K.J.:** *Boys and girls alike?*

*Yes.*

**K.J.:** *And how did she beat the girls?*

*On our chest, and some other places, depending on the task. She hit us on the chest and if we could stand it and still felt like smoking a cigarette, then we could go down. There wasn't really a big difference between boys and girls.*

*We also exchanged place with the flower in the flower pot just like the boys.*

**K.J.:** *And what was wrong with the other caregivers? You said you had not liked the others, either.*



*There was the ex commando. Then there was a policeman. A retired policeman. And he ...so he approached us in a way, he shouldn't have as a caregiver. I mean in case of the girls. And nobody...for example that was the reason I was afraid of him and hated him. And the women...they just entered, looked at the watch when will be morning and told us: "get out of here! Go back to your rooms, dirty bitches!" And that was all. The door was closed, the blinds were drawn in. What I really hated about them the most was that they couldn't be approached. When I was longing for somebody's caress, I was told –instead- : "mop up the floor, please for me!" So I couldn't....And that's why...*

**K.J.:** *What couldn't be done?*

*I couldn't go to them for some kind words or for a caress and care as you can to a mother. Only when we were given afternoon clothes and things like that. Because then it was a must. It was ordered. And I was always longing for love. Because I always wanted to be taken home. And my desire was to be looked at as someone special, to have at least one person who could have looked at me differently not only as an inventory number. And they did not...*

*The 'outsiders' called us state bastards and stuffs like that, so...You know.*

**K.J.:** *What?*

*So there was the word and they always put 'state' as a preposition, bastards or sods, things like that.*

**K.J.:** *State bastards and sods?*

*There was always something.*

**K.J.:** *I see.*

**K.J.:** *First boyfriend. How old were you?*

**Timi:** *I was 15. When I met.....*

**K.J.:** *First love?*

*22.*

**K.J.:** *First alcohol consumption*

*At the age of 12.*

**K.J.:** *First cigarette?*

**Timi:** *12*

**K.J.:** *First outgoing from the institute? Free, flexible. Outgoing. Not a leave. An outgoing.*

*What I could do alone was when I was about 12-13.*

**K.J.:** *Escape from the insitute?*

*I was 15, ... was 14, and we wanted to explore the world. We had planned the route and we undertook the 5 o' clock sweeping and we left. We got to the next village and visited our former ghetto mate who told us to have breakfast. Her mother asked what we were doing there. We told her that it was a day off at school. And while we were having breakfast, the principal with the policeman arrived. And we wanted to get away.*

**K.J.:** *Mom called them?*

*I don't know but he came there first. I think he knew that we were about to go there. The field was behind us and we wanted to escape through the back door but we forgot to open it so we were caught.*

**K.J.:** *The sight of a whole loaf of bread in the institute?*

*I never saw a whole loaf.*

**K.J.:** *First visit to the library, how old were you?*

*11.*

**K.J.:** *First cinema?*

*21.*

**K.J.:** *First birthday greeting?*

*18.*

**K.J.:** *How has your life evolved from the secondary school till now?*

*I didn't want to learn. I didn't even want to finish elementary school, but I did. But I was not allowed to leave the village, because there was a secondary school and it was the only choice. There was the border-guards' school and a simple secondary grammar school. The border-guards' school seemed more interesting, therefore I went there. I didn't even want to finish the elementary school because they kept on telling me that it was useless and I was not able to finish it anyway.*

**K.J.:** *Who told you so?*

*The caregivers in the institute and during the afternoon learning as well. They told me not to make efforts because a 2 mark was enough. And I did want to show them that I could succeed.*

*When I finished the elementary school, I was told I would not be admitted to secondary school and when I was finally admitted, I was very happy, seeing that I was right.*

**K.J.:** *Where? Locally?*

*To the secondary grammar school's border-guards' major. Locally, because we were not allowed to leave.*

**K.J.:** *What does it mean you were not allowed to leave? You couldn't go to school elsewhere just locally?*

*Yes, because there was a secondary technical and a grammar school there and out of the two I had to choose one, and I preferred the grammar school.*

**K.J.:** *And if you had wanted to attend a secondary school in the other part of the country, you could not have gone there?*

*No, because there was a secondary grammar school locally where I could get the school leaving 'A' exam and we couldn't go anywhere else and they also wanted to keep an eye on us. And according to them it would have been useless to make a fuss anywhere else when we could go there, too.*

**K.J.:** *So legally you could have gone, they just preferred this?*

*Yes. They simply didn't let us so I did not really look around what other chances I would have got, but I went there.*

**K.J.:** *Was there anybody who didn't care and went somewhere else?*

*Yes, but she was also placed here. She went to.....to become a welfare officer and she was placed to.....in order not to bring shame on the ghetto of.....Because otherwise it would have been costly to the institute because of the youth hostel and the travel expenses.*

**K.J.:** *When was that?*

*At the age of 15 because I lost a year. The secondary grammar school was very bad, the elementary school was kind of ok.*

**K.J.:** *Was that in the 90s? 8 years ago, then it was in 2000.*

*Me and.....went together to school and we also went to work because we thought it was a grammar school that outsiders also attended and we really wanted to live their life and we didn't want to seem to be from the ghetto. We didn't want to wear the uniform, but then it turned out who we were and then went back to the old level because we didn't want to look different from the others, because no matter what we did, everybody knew that we were from the ghetto and it was quite odd that we were wearing normal clothes. We were working and so we could buy elegant clothes, but we didn't use them any more but rather stayed in our old ragged clothes because that was expected from us, it was the trend. I got into the high school and there was a German-History majored teacher who was a .....He told us on the very first day: we are children in state-care therefore we shouldn't expect a better mark than 2 during the following 4 years. Neither from German, nor from History. We asked why and he said because we were children in state-care. The preliminaries of this was that a student could not continue his studies in college because of this teacher because the teacher did something against him during the school leaving exam and as a consequence the kid beat him up. And from then on it was the fate of everybody from the ghetto. And all the 4 years were about constant abuse. I did not give it up, I didn't let him abuse me and I started to act the way he did to me: if he told him something nasty, I did the same. I was constantly given punishment from the principal from then on. There were also beatings and fusses.*

**K.J.:** *Did you have any other affairs in the high school, let's say with the teachers? What other traces did your status, being a child in state-care have?*

*After I had taken up the gauntlet with that teacher, the other teachers also started to say that I behaved as a typical child in state-care. When I went to them on the very first day saying I was condemned morally, they told me that I did not see it well and surely somebody just wanted to make me believe so. They asked the class and there was only one student who said that the teacher really told me that. Starting from then on, he wasn't the favourite of the school, either.*

*By then the teachers' attitude changed and there were constant negotiations between the ghetto and the school. They wanted to fire me on more occasions, but I didn't work out for them. They could lead back everything to this and they couldn't find such a reason why I should have been fired.*

**K.J.:** *While you were in secondary school how was your life in the institute? What was it like? What changed?*

*That I became different than the others because I went to secondary school. It wasn't trendy to continue your studies in the institute. Most of the boys became manual workers, and those who wanted to fare well in life, learnt to be bricklayers. The high school, the big plans and 'changing the whole wide world' weren't trendy. I somehow got to the periphery and I was not an original real ghetto member any more. Everything changed a little bit from one day to another, because I did not want to be the typical model any more. Thanks God that I was not alone, but there were the two of us: me and.....We continued our studies together and we got out of that circle together, too. There were some nasty things in connection with this. By getting into high school the others treated us as if we had been on the caregivers' side. So before we went to high school when we had planned some fights or tricks against the caregivers, we had gathered together and discussed these, but as soon as we became high school students they shared less and less information with us and we were involved in less happenings, too. Because according to them, the fact that we attended high school meant that we wanted to be clever and we would surely spy on them in front of the caregivers and they said we did not belong to them and it sucked. We tried to prove that they were wrong by doing some nasty tricks and we kept on telling them that we just wanted to become someone besides being ghetto members.*

**K.J.:** *How did they relate to you when you felt so?*

*That for example in the dining room the table closest to the caregivers was the only free one. There was a long table there where the caregivers ate their food and the others were all around except for that table closest to the caregivers' one. Before we had been told not to wait but to jump the queue, not to wait! After they did not really care. If they talked to us, they talked about superficial stuffs. They did not ask for help to skip from our room any more (what they had done before) but from then on they solved it in another way. And then no matter how hard we tried to explain them that the case was not so and that nothing changed, everything was in vain. After a while we gave up, because we had had to explain to so many people what happened and the fact that nothing changed. Then there was also the caregivers on the other side who kept on telling us that we shouldn't learn and make efforts. And we were just standing in the middle and the world was revolving around us. We could only rely on each other and it was very bad. The outsiders hated us because we were from the ghetto and nothing. We had to explain something to everybody concerning what they saw or thought.*

**K.J.:** *How did the caregivers try to help you in this loneliness?*

*They didn't do anything. We tried to tell them our problems but we were only told to solve them because we attended high school.*

**K.J.:** *Did they also give you this impulse? Like your fellow sufferers?*

*Yes. Because it was a milestone there that we went to high school. Until then it had not been in fashion only in one or two exceptional cases. They could do so. They told us to solve our problems. So we solved them by going home, sitting in our rooms and learning in secret.*

*I took my 'A' level school leaving exam. Then I came to ÁGOTA camp by myself. Because before it I had been sent. First I was sent, so I didn't accept it. I couldn't stand it at all but for the second time, it was great.*

**K.J.:** *It was bad because you were sent?*

*Yes, because I had no idea where we were going, they just told me to pack and go. I know that there at the camp closing ceremony I said nasty things about. I had already told myself that I could not afford that luxury to cry in front of so many people because I thought it sucked that the others did so. Then we were at home on an average weekday and we started to talk about the camp. It was the moment when I understood what you told us at the camp closing ceremony and I let it touch my soul. And also there had been.....and it was then when I realised that I wanted to do something with it, but I was not sure what exactly. Then came the next camp where...*

**K.J.:** *Who is that.....?*

*A 4-5- year-old girl.*

**K.J.:** *There in the children's home?*

*Yes! It was a real relationship.*

**K.J.:** *What touched your soul from ÁGOTA camp? What effected you?*

*What really, really touched my soul was that until then I had just lived my life, trying out everything possible. I was not evil to the people, I just tried out everything what was given by life. Starting from drugs, everything, really. I thought it all the way long that I was just a leftover of food. What really made me stronger was the message: "**you can also become somebody**" and for me it included everything: love, acceptance, etc. Oh and what we usually don't talk about, but what I feel. I had the chance to get the feeling that I could also become somebody. This was the sentence what really affected me. Then came the next camp what I took very seriously but back then I was still a child. Then I wanted to get an insight to the following camp. It was a conscious decision to choose this college. There was.....whom I brought up day by day and I wanted to do it well. I knew that I wanted to do something here at the foundation, I didn't have big plans and desires, I just knew I wanted to do something here. I wanted the college consciously, and I wanted to learn something about myself –I wanted one or two things consciously, I mean to love well-. I didn't want to make a mistake with the child.*

**K.J.:** *You wanted to love cleverly?*

*Yes, in the good sense of the world. That's why I came to this college. In my everyday life I wanted to hold on to the feeling that I had been given such big smacks in the past and I tried not to sink back to the period when I didn't trust anybody, when I was not interested in human relationships. Too many things were given to me and I did not want to lose them. Recently I have struggled with it, namely that I didn't want to sink back because of a disappointment. The most difficult thing is to trust, to trust new people. What I do, I do it well, I think, for myself.*

*I only trust those people in connection with whom it does not come to my mind that they would put me on, let it be anything. Now this feeling is even stronger because in the past few years I was let down so many times and now I reevaluated that I learnt to trust again and this liberated me. I got to trust too many people suddenly and since smacks kept on coming back, I closed. Now, I only trust those people from whom I do not get back smacks. I know deep in my heart that this is not good because there are only a few such people. But this is what gives me safety, the trust. About forgiveness: I am unable to do so.*

*No, if somebody hurt me, I hate him/her from then on. I don't know... ”*

## 4.5 Independence in everyday life

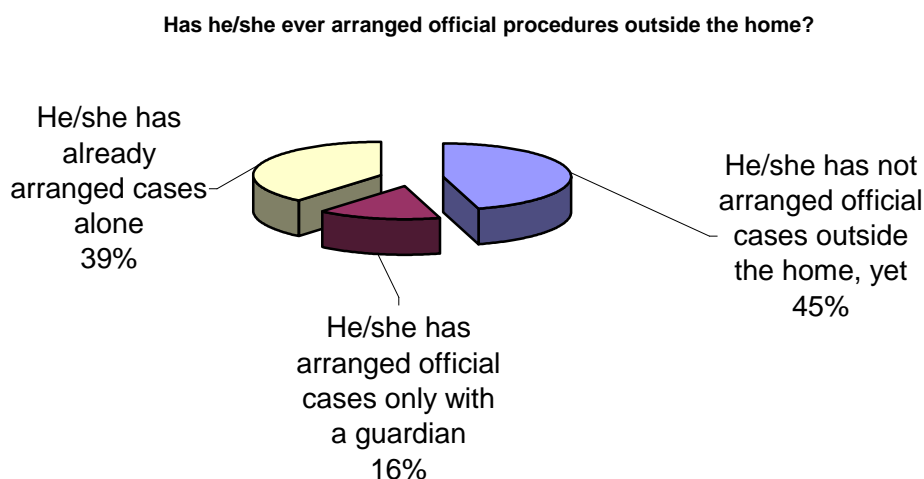
### 4.5.1 4.5.1 Informal administration out of the institute

Different formal and informal administration and tasks in connection with everyday life. During our research we also tried to find out at what rate the children participate in these administration procedures and we were also interested in to know the level of their independence concerning these, since it can influence their integration into the adult society after getting out of the institute.

In our first question concerning this, we asked the following questions listed: The chart shows the most frequent answers given to each activities.

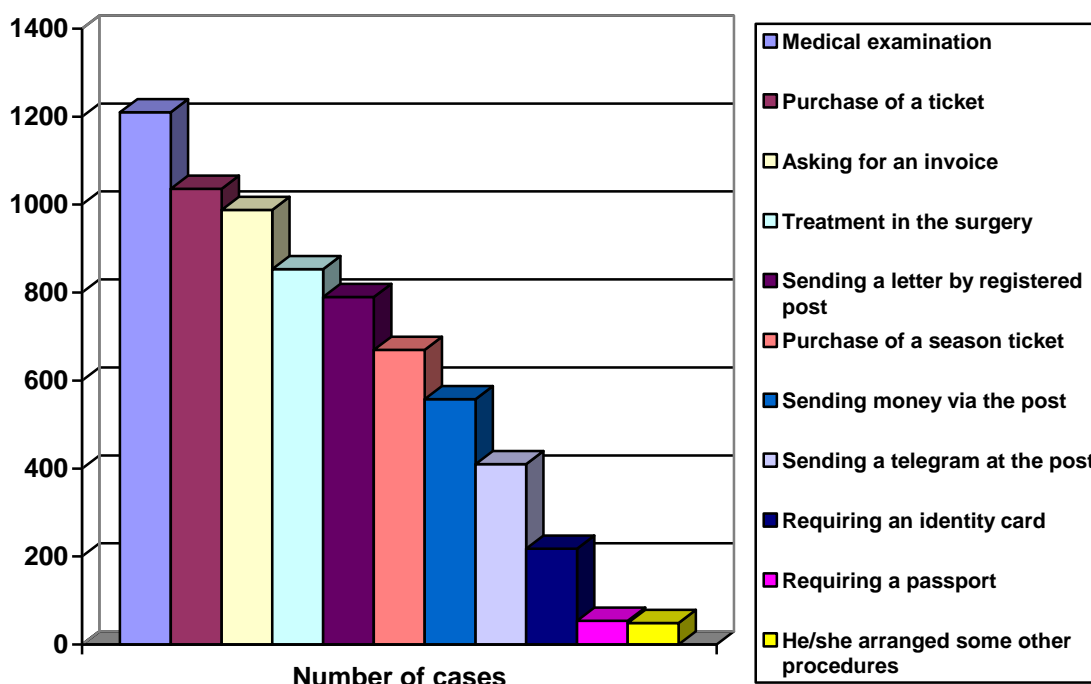
	Most frequently mentioned answer
Has he/she ever bought a ticket at the cash desk?	Yes, I have arranged it alone
Has he/she ever asked for an invoice after a purchase?	Yes, I have arranged it alone
Has he/she ever visited the doctor?	Yes, I have arranged it alone
Has he/she ever gone to the surgery?	Yes, I have arranged it alone
Has he/she ever posted a letter by registered post?	I have not arranged it yet
Has he/she ever sent money via the post?	I have not arranged it yet
Has he/she ever sent a telegram at the post?	I have not arranged it yet
Has he/she ever bought a season ticket at the cash desk?	I have not arranged it yet
Has he/she ever required an identity card?	I have not arranged it yet
Has he/she ever required a passport?	I have not arranged it yet
Has he/she ever arranged any other official procedures?	I have not arranged it yet

	Rate in the % of answerers
He/she has not arranged any official procedure out of the home	45,5
He/she has only arranged official procedures with the help of a guardian	15,5
He/she has already arranged official procedures alone	39



Almost half of the interviewed ones (45,5%) have never arranged the listed official procedures alone out of the home. Nearly every fifth answerer (15,5%) has already arranged any of the listed procedures but only with the help of a guardian. 39% of the youth in state-care said that they had already arranged certain procedures alone.

	Number of cases	Rate in the % of cases
He/she visited the doctor	1210	81,8
Purchase of a ticket at the cash desk	1036	70,0
Asking for an invoice after shopping	988	66,8
He/she went to the surgery	853	57,6
Sending a letter by registered post	790	53,4
Purchase of a season ticket at the cash desk	670	45,3
Sending money via the post	558	37,7
Sending a telegram at the post	410	27,7
Requiring an identity card	218	14,7
Requiring a passport	54	3,6
He/she arranged some other procedures	49	3,3

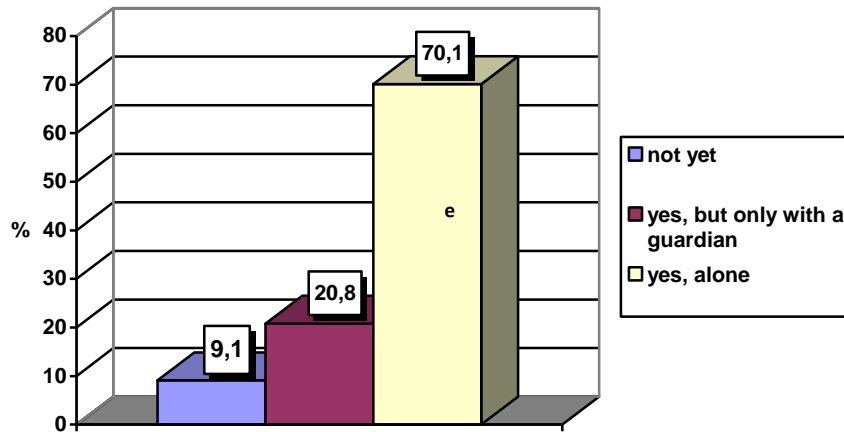


Among the daily activities the participation in the surgery treatment was the most frequently mentioned activity, in 81,8% of all the individually arranged cases, which is usually done completely alone without a guardian. This is followed by the purchase of a ticket (70%) and the asking for an invoice after shopping in 66,8% of the cases.

#### Have you ever visited the doctor alone?

	Frequency	Valid percentage
not yet	157	9,1
yes, but only with a guardian	359	20,8
yes, alone	1210	70,1
Total	1726	100,0

**Has he/she ever participated in a medical check upme**



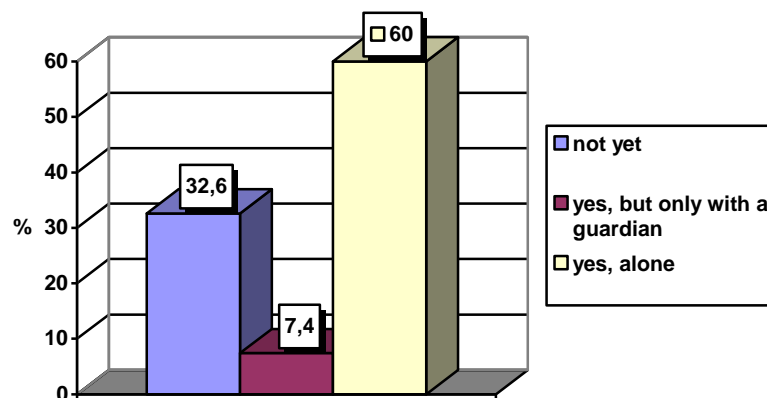
**Has he/she ever participated in a medical check up?**

70% of the answerers said that they had already participated in a surgery while only a bit more than one-fifth of the answerers (20,8%) said that they had visited their doctors with a guardian. 9,1% of the children in the sample have never visited their doctor's surgery alone without a guardian.

**Have you ever purchased a ticket at the cash desk?**

	Frequency	Valid percentage
not yet	562	32,6
yes, but only with a guardian	128	7,4
yes, alone	1036	60,0
Total	1726	100,0

**Has he/she ever purchased a ticket at the cash desk?**



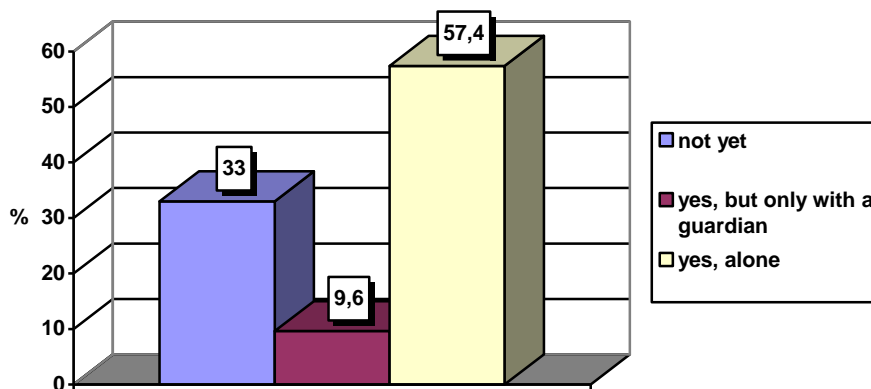
One-third of the interviewed ones (32,6%) have never purchased a ticket alone at a cash desk and only 7,4 of them have done so with the help of a guardian. Although, most of the children in state-care (60%) have already bought a ticket alone at a cash desk.



**Have you ever asked for an invoice after shopping?**

	Frequency	Valid percentage
not yet	569	33,0
yes, but only with a guardian	165	9,6
yes, alone	988	57,4
Total	1722	100,0

**Has he/she ever asked for an invoice after shopping?**

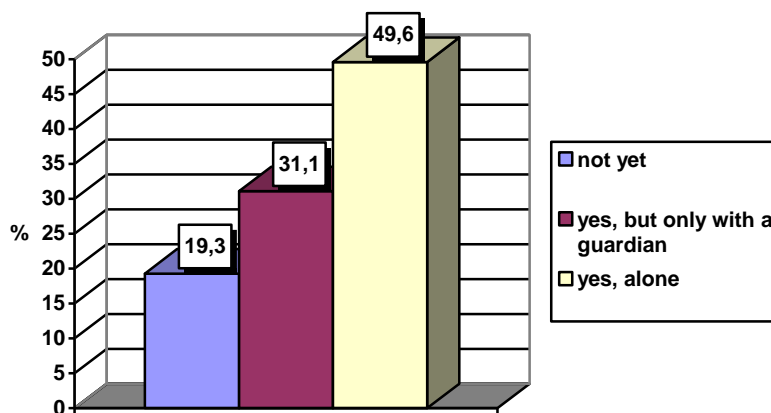


The rate is similar in case of requiring an invoice after shopping. One-third of the interviewed have never asked an invoice and only 9,6% of them have done so in the presence of a guardian. However, more than half of the answerers (57,4%) have already carried out tasks in connection with an invoice.

**Have you ever gone to the surgery alone?**

	Frequency	Valid percentage
not yet	332	19,3
yes, but only with a guardian	536	31,1
yes, alone	853	49,6
Total	1721	100,0

**Has he/she ever been to the surgery alone?**

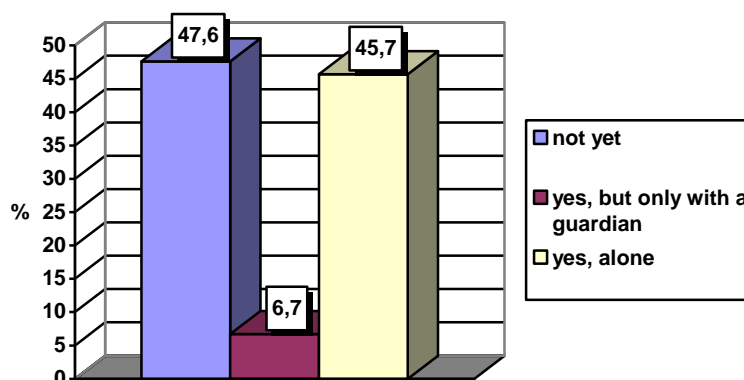


19,3% of the interviewed children have not gone to surgery treatment alone and only 31,1% of them have participated in such treatment in the presence of a guardian. However, almost half of the answerers have already taken part in such surgery treatments alone.

**Have you ever sent a letter by registered post?**

	Frequency	Valid percentage
not yet	822	47,6
yes, but only with a guardian	115	6,7
yes, alone	790	45,7
Total	1727	100,0

**Has he/she ever sent a letter by registered post?**

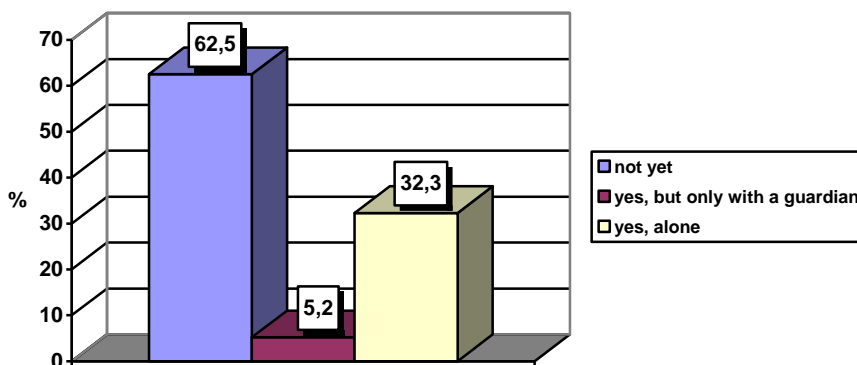


The rate of those who have and who have not sent a letter by registered post –as one of the post services- is almost fifty-fifty. The rate of those who only carried out this task partly individually is 6,7%.

**Have you ever sent money via the post?**

	Frequency	Valid percentage
not yet	1080	62,5
yes, but only with a guardian	90	5,2
yes, alone	558	32,3
Total	1728	100,0

**Has he/she ever sent money via the post?**

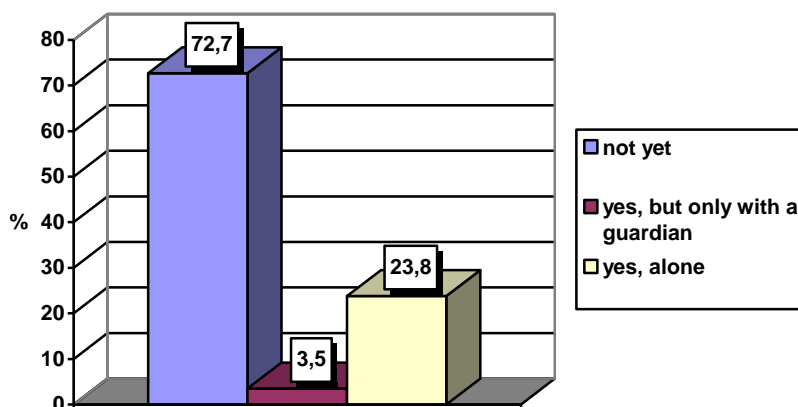


Sending money is one of those activities that the majority of the children (62,5%) have not arranged individually, yet. Only every third answerer (32,3%) said that he/she had already posted money alone. 6,1% of them have already sent money in the presence of a guardian.

**Have you ever sent a telegram at the post?**

	Frequency	Valid percentage
not yet	1253	72,7
yes, but only with a guardian	61	3,5
yes, alone	410	23,8
Total	1724	100,0

**Has he/she ever sent a telegram at the post?**

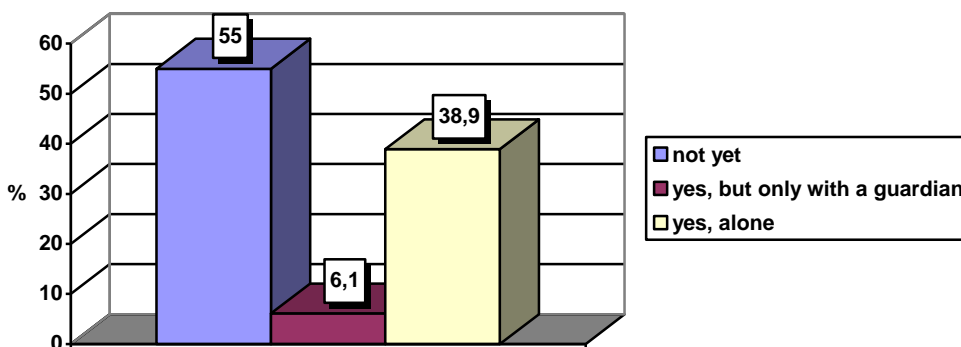


The rate of those who have already sent a telegram is even smaller (23,8%) than that of those who have already sent letter by registered post or money.

**Have you ever bought a season ticket at a cash desk?**

	Frequency	Valid percentage
not yet	947	55,0
yes, but only with a guardian	105	6,1
yes, alone	670	38,9
Total	1722	100,0

**Has he/she ever bought a season ticket at a cash desk?**

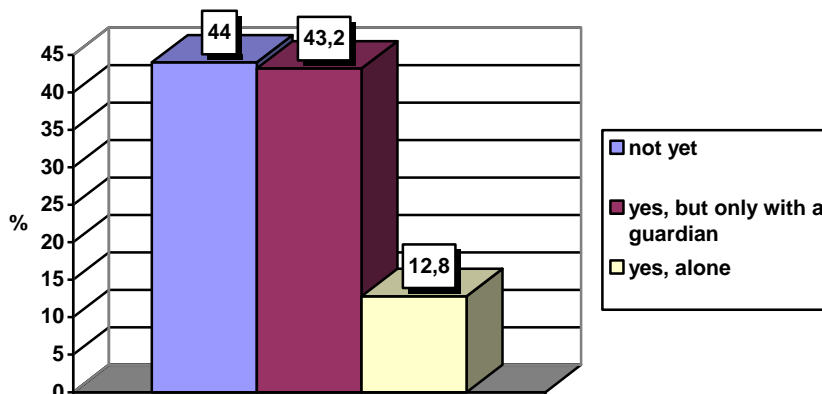


At some box office 38, 9% of the interviewed ones have already bought a season ticket, 6,1% of them have purchased a season ticket in the presence of a guardian, while more than half of the asked ones (55%) have never bought one alone.

**Have you ever claimed for an identity card?**

	Frequency	Valid percentage
not yet	746	44,0
yes, but only with a guardian	733	43,2
yes, alone	218	12,8
Total	1697	100,0

**Has he/she ever claimed for an identity card?**

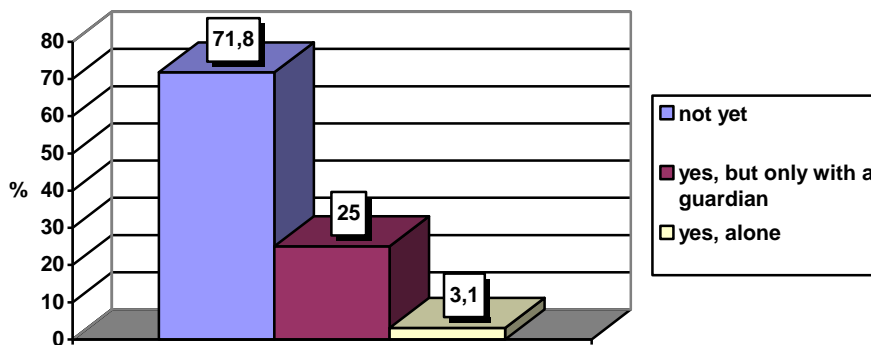


Since the official procedure of claiming for either an identity card or a passport has an age-limit, this factor might have huge influence on the data below. 12,8% of the interviewed youth have arranged it individually, and 43,2% of them have claimed for an identity card in the presence of a guardian. The rate of those who have never got into such situation is 44%.

**Have you ever claimed for a passport?**

	Frequency	Valid percentage
not yet	1232	71,8
yes, but only with a guardian	429	25,0
yes, alone	54	3,1
Total	1715	100,0

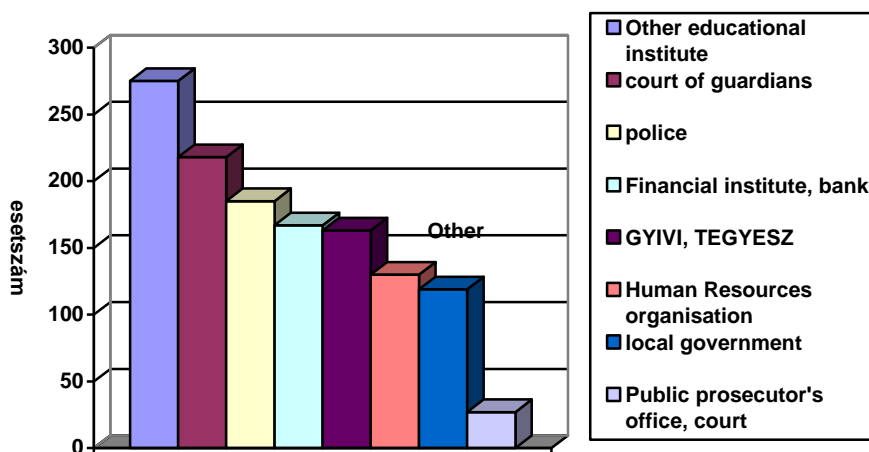
**Has he/she ever claimed for a passport?**



The vast majority of the interviewed ones (71,8%) have never claimed for a passport and only one-fourth of them have done so in the presence of a guardian. Only 3,1% of the answerers have claimed for a passport individually.

#### 4.5.2 Formal administration out of the institute

Formal administration out of the institute



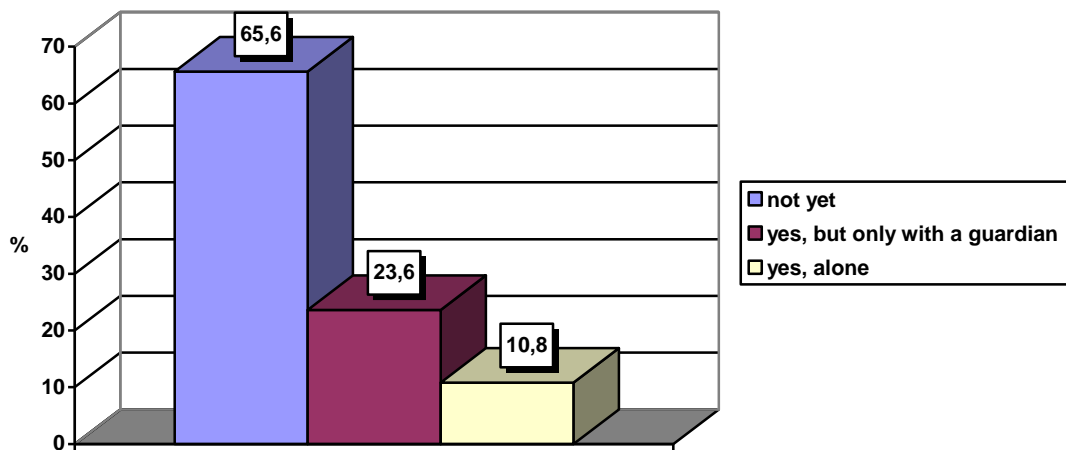
Official procedures at institutes	Number of cases	Rate in the % of cases
Other educational institute	275	44,4
court of guardians	218	35,2
police	185	29,8
Financial institute, bank	167	26,9
GYIVI, TEGYESZ	163	26,3
Human Resources organisation	130	21,0
local government	119	19,2
Public prosecutor's office, court	27	4,4

Among the official procedures carried out completely alone without a guardian, the most frequently mentioned one is the administration at another educational institute in 44,4 % of the cases. This is followed by the official administration at the court of guardians in 35,2% of the cases and the third in rank is the individual participation in the official administration at the police in 29,8% of the cases.

#### Have you ever been involved in an official administration at the police?

	Frequency	Valid percentage
not yet	1128	65,6
yes, but only with a guardian	406	23,6
yes, alone	185	10,8
Total	1719	100,0

**Has he/she ever been involved in an official administration at the police?**

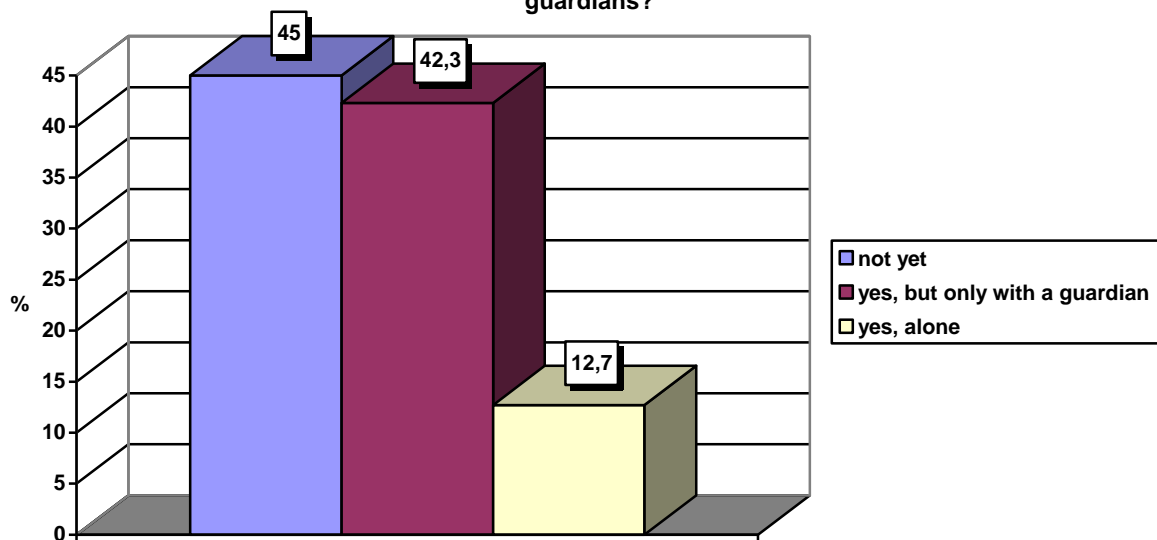


One-third of the answerers have already arranged some official administration at the police either with a guardian (23,6%) or alone (10,8%). However, the bigger part of the interviewed ones (65,6%) have never been at the police in order to arrange official administration.

**Have you ever been involved in an official administration at the court of guardians?**

	Frequency	Valid percentage
not yet	772	45,0
yes, but only with a guardian	725	42,3
yes, alone	218	12,7
Total	1715	100,0

**Has he/she ever been involved in an official administration at the court of guardians?**

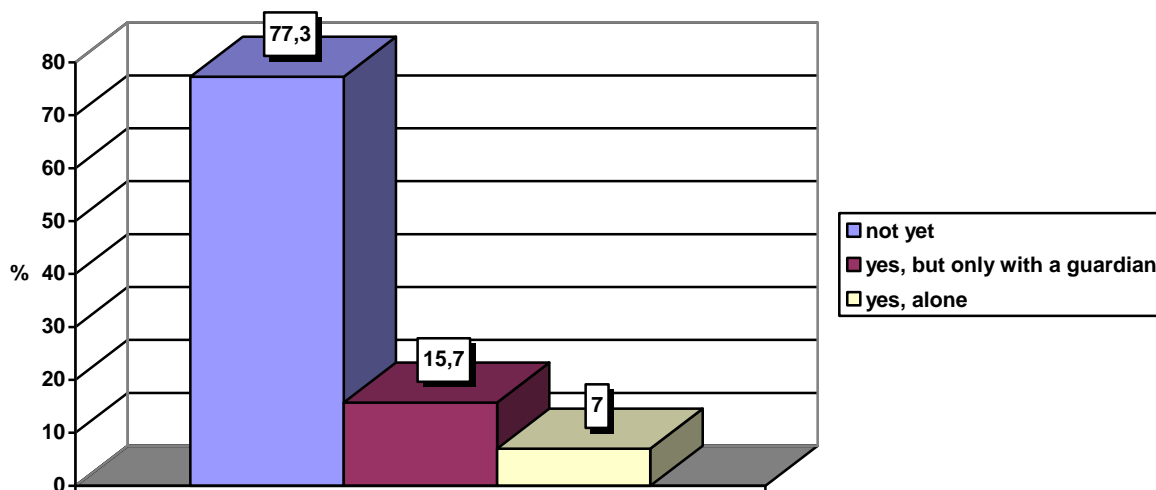


12,7 % of the answerers have already arranged some official administration at the court of guardians alone and 42,3% of them partially alone with a guardian. However, 45% of the interviewed ones have never been at this office in order to arrange official administration.

**Have you ever been involved in an official administration at the local government concerning another case?**

	Frequency	Valid percentage
not yet	1324	77,3
yes, but only with a guardian	269	15,7
yes, alone	119	7,0
Total	1712	100,0

**Has he/she ever been involved in an official administration at the local government?**

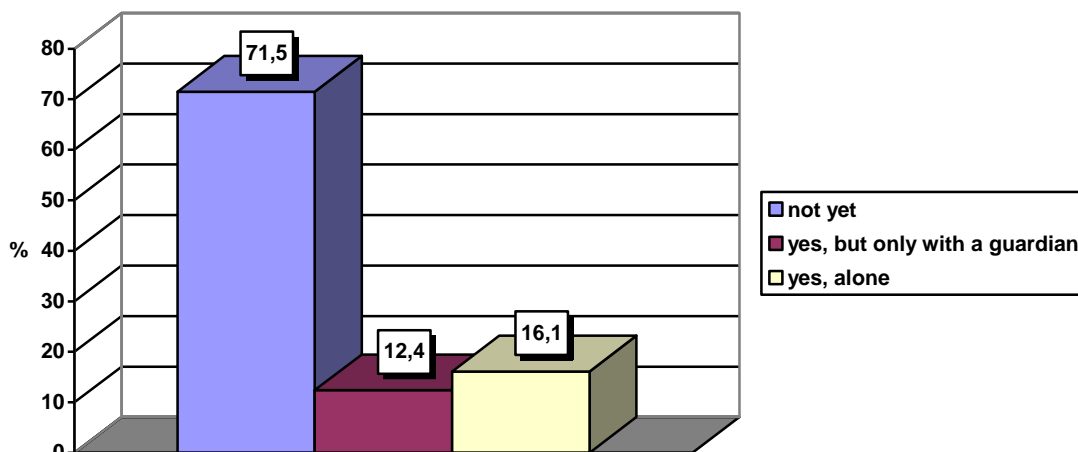


Concerning the local governmental administration, 7% of the interviewed ones have already been involved in an official administration individually and 15,7% of them with a guardian. The vast majority (77,3%) has never arranged anything at this office.

**Have you ever been involved in an official administration in another educational institute besides your present school?**

	Frequency	Valid percentage
not yet	1219	71,5
yes, but only with a guardian	211	12,4
yes, alone	275	16,1
Total	1705	100,0

**Has he/she ever been involved in an official administration in another educational institute besides your present school?**

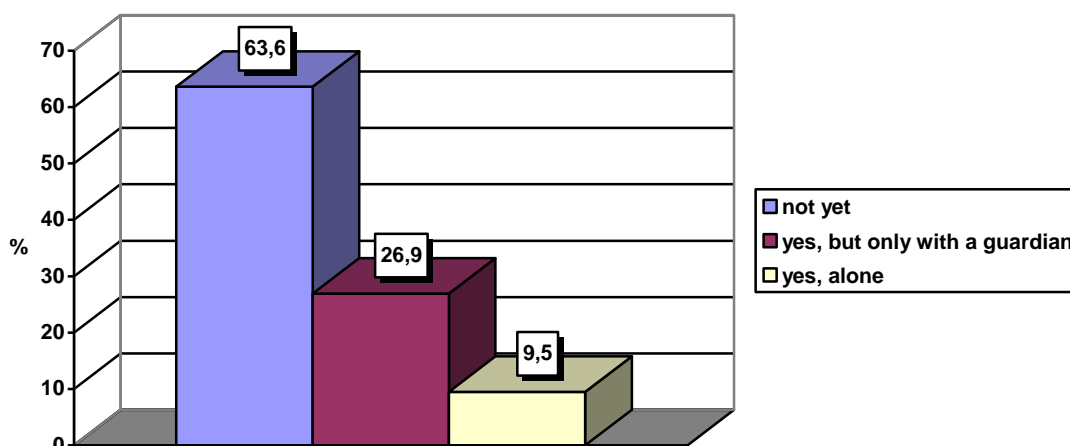


6,1% of the interviewed youth have already been involved in an official administration in another school -besides their present one- completely alone and 12,4% of them have also done so with a guardian. However, 71,5% of the answerers have never arranged any official procedure in another school.

**Have you ever been involved in an official administration in the GYIVI or TEGYESZ?**

	Frequency	Valid percentage
not yet	1094	63,6
yes, but only with a guardian	463	26,9
yes, alone	163	9,5
Total	1720	100,0

**Has he/she ever been involved in an official administration in the GYIVI or TEGYESZ?**



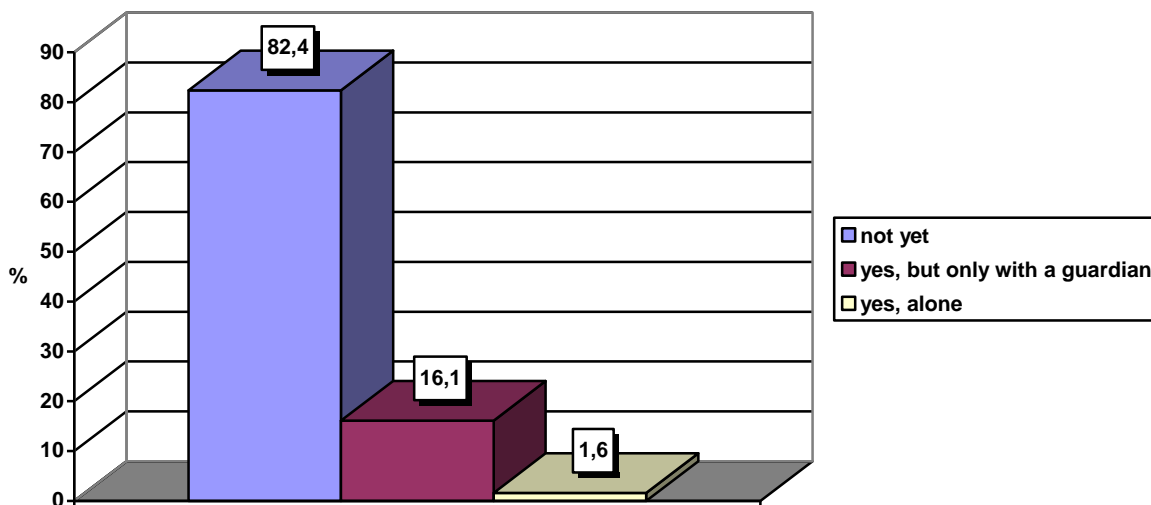


Only 9,5% of the answerers have been involved in an official administration in the „GYIVI” (*a lot of people still call it like that*), or in the TEGYESZ and another 26,9% of them have been involved in an official administration in the presence of a guardian. However, two-thirds of the answerers have never arranged any official procedure in these offices.

**Have you ever been involved in an official administration in the public prosecutor’s office or in the court?**

	Frequency	Valid percentage
not yet	1415	82,4
yes, but only with a guardian	276	16,1
yes, alone	27	1,6
Total	1718	100,0

**Has he/she ever been involved in an official administration in the public prosecutor’s office or in the court?**

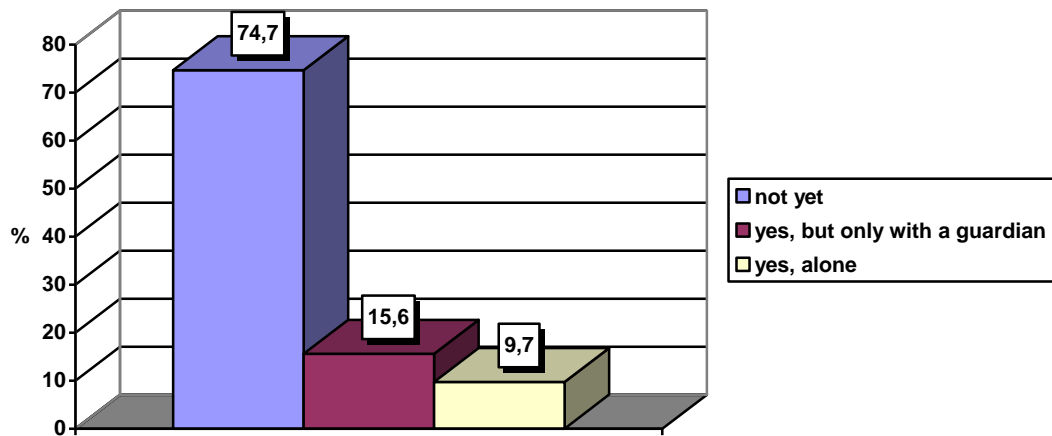


The vast majority of the answerers (82,4%) have never arranged any official procedure in either the public prosecutor’s office or in court and the rate of those who have done so in the presence of a guardian is 16,1%. The rate of those who have arranged such official procedures completely alone in the above-mentioned offices is 1,6%.

**Have you ever been involved in an official administration in a financial institute or in a bank?**

	Frequency	Valid percentage
not yet	1283	74,7
yes, but only with a guardian	268	15,6
yes, alone	167	9,7
Total	1718	100,0

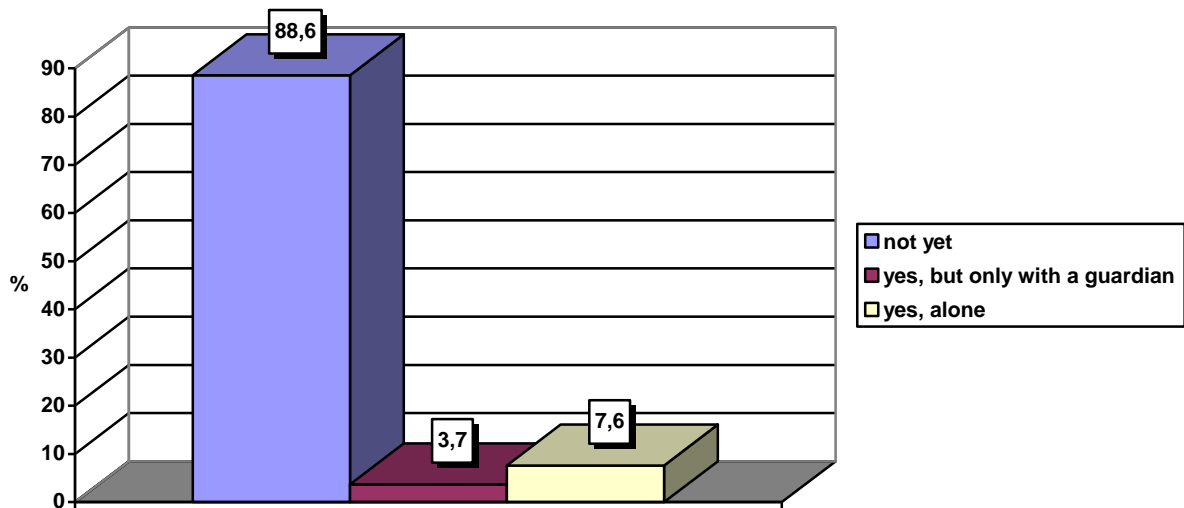
**Has he/she ever been involved in an official administration in a financial institute or in a bank?**



9,7% of the interviewed ones have already arranged transactions in a financial institute or in a bank completely alone, while 15,6% have done so in the presence of a guardian. Almost three-fourths of the youth (74,4%) have never arranged banking transactions.

	Frequency	Valid percentage
not yet	1513	88,6
yes, but only with a guardian	64	3,7
yes, alone	130	7,6
Total	1707	100,0

**Has he/she ever arranged an official procedure at a human resources organization?**

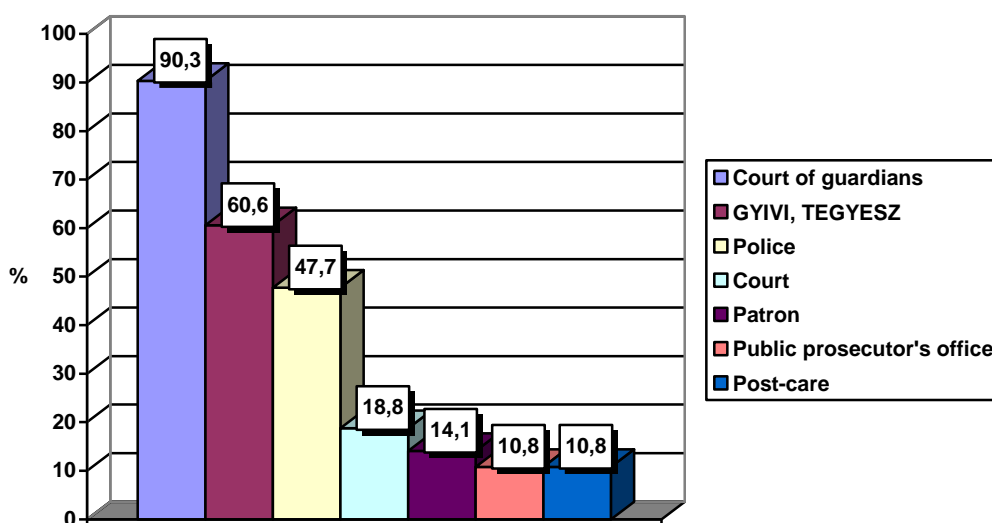


The vast majority (88,6%) has never arranged any official administration at a human resources organisation. With a guardian 3,7% of the answerers, alone 7,6% of them have already arranged some administration at a human resources organisation or office.

### 4.5.3 Direct relationship with authorities and offices

Office, authority, institute	Number of cases	Rate in the % of cases
Court of guardians	1329	90,3
„GYIVI”, TEGYESZ	892	60,6
Police	702	47,7
Court	277	18,8
Patron	207	14,1
Public prosecutor’s office	159	10,8
Post-care	159	10,8

Direct relationship with authorities and offices



In the biggest percentage of the cases, the interviewed youth in state-care have got into closer relationship with the court of guardians (90,3%) with the GYIVI and TEGYESZ (60,6%) and with the police (47,7%).

#### Have you ever been dealt with by the employees of the court of guardians?

	Frequency	Valid percentage
no	396	23,0
yes	1329	77,0
Total	1725	100,0

77% of the answerers have been already dealt with by the employees of the court of guardians.

#### Have you ever been dealt with by the employees of the GYIVI, TEGYESZ?

	Frequency	Valid percentage
no	836	48,4
yes	892	51,6
Total	1728	100,0

More than half of the answerers have been already dealt with by the employees of either the GYIVI or TEGYESZ.

**Have you ever been dealt with by the employees of the police?**

	Frequency	Valid percentage
no	1028	59,4
yes	702	40,6
Total	1730	100,0

40,6% of the answerers have been already dealt with by the employees of the police for some reason.

**Have you ever been dealt with by the employees of the public prosecutor's office?**

	Frequency	Valid percentage
no	1570	90,8
yes	159	9,2
Total	1729	100,0

Almost every tenth answerer (9,2%) said that he/she had been already dealt with by the employees of the public prosecutor's office.

**Have you ever been dealt with by the employees of the court?**

	Frequency	Valid percentage
no	1453	84,0
yes	277	16,0
Total	1730	100,0

16% of the answerers have been already dealt with by the employees of the court for some reason.

**Have you ever been dealt with by patrons?**

	Frequency	Valid percentage
no	1522	88,0
yes	207	12,0
Total	1729	100,0

12% of the answerers have already got into direct relationship with patrons.

**Have you ever been dealt with by the employees of post-care?**

	Frequency	Valid percentage
no	1569	90,8
yes	159	9,2
Total	1728	100,0

## *Thoughts from Lívia Horváth*

*„And the state-cared ones were wandering along the bigger and bigger beds, toilets and taps towards the ragingly far Adulthood, to the terribly complete Freedom”<sup>22</sup>* – the writer writes so about her foster home experiences. This is the past. Is this the past? If the dear reader studies the results of the present research, he/she will be given an answer to this question.

I am pleased with this book. The judgement of life in children's homes is full of extremities. The majority of the people do not deal with this question at all, but if they do, that is mostly full of prejudices. We all remember the time when residential homes were about to be developed and the residents of the settlements were demonstrating against them by signing petitions. We know such settlements where the residents said 'no' to the residential homes and 'yes' to the development of a prison. Maybe they had more information in connection with the prison and they had only guesses concerning the residential homes? Yes, I am pleased with this book. I am happy because it might help to see clearly. It might help both the trade and the society. It might allow the uninformed reader to inspect a world which used to be quite closed. The black box in which not too good things happen and the outcome is not too pleasant, either. This picture can clear up only if plain facts, data and experiences substitute for the guesses.

The experts' faith, if they read this book well, can be strengthened and they can recognize the white spots of their work, their educational-provisional practice. Because these white spots do exist. Let's accept it and believe that if we recognise it in time, it might be possible to avoid -similarly to the damage of the classical children's homes- the development of the damage of the modern children's homes. Let's look at this research as if it was a mirror. That's where we are. Let's look at the indicators and draw the conclusions.

In this chapter we get a picture of how the children themselves evaluate those rules in accordance with what they live their everyday life in the children's homes. It is an exciting issue. In the overregulated previous institutes, those children counted to be the good ones who –the sooner the better- adapted to the existing rigid frames while giving up their own needs. Then came the system and viewpoint transformation and the question: what about the rules? What rules can be and must be set up in such a residential home where, on the one hand, the age, the sex and the needs of those who live there are different but on the other hand, where the provision of everybody is also a common goal. It caused a big dilemma at the beginning. If we look at the children's answers related to their daily routine, maybe we can say that we have found the answer. There may be and must be such a daily routine which is a frame but at the same time also gives a chance to take the individual needs into consideration. The biggest part of the interviewed youth relate to the daily routine in a twofold way: on the one hand they agree with it, on the other hand they consider it as a limiting factor. However, it is positive that the children rather tend to accept than to refuse the life based on a daily routine. It is especially true in case of the younger 9-14 agegroup. This result is not surprising. It is the rule that gives safety, it is predictable and something certain among the uncertain relationships and the uncertain future.

For me, one of the important messages of the answers given to the questions is that: rules are needed. Its other important message is the following two questions: a 9-year-old and a 17-year-old needs different care in a home. Are we able to take it into consideration? Shall we say that 'you are allowed to do so' and 'you mustn't'? Do we realise that a rule does not mean safety any more but a burden?

What do the indicators concerning the cultural consumption indicate? According to the results of the analysis only a small rate of children in state-care have not been to the theatre, cinema, museum or an exhibition, yet. For the majority, although not regularly, this kind of a cultural value distribution is accessible. This gives hope. Despite the fact that the youth require pop music and disco, their access to this is partly limited –based on the indicators. These entertainment facility forms are quite costly and the children's homes usually cannot or just rarely can cover these expenses.

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<sup>22</sup> Bella Avar Bella: You abandoned sun and moon, 1998 Sík publisher page 43.

Concerning their television watching habits, the result is sad. We could say it is not surprising. We could say that this indicator would be probably similar in case of children living in families, too. We could say, but let us not accept it! Television is the alternative of nothing: "I rather watch Tv than be bored". It is good for the caregivers, because there is not much to do with the 'couch potatoes'. Is it good for the child? Besides its physical consequences, what effects those programs might have that the children must digest completely alone? I think you know the answer.

And what about reading? The vast majority of children living in children's homes do not read at all. The parents of children in state-care do not read, either. The majority of children living in families do not read, either. An excellent student brought up in a family told me the other day: "Oh, come on! Books are not in fashion, if I want to know something, I check it on the internet."

Do we have to be resigned to it? There are some colleagues in the home, who are not resigned to it. They read out books aloud, such topics which are close to the children's heart, but intentionally omit the end, more and more pages so the children finish these books in order to satisfy their curiosity. Let's experiment, maybe it can be brought back into fashion again!

Despite the fact that using the internet in the children's homes as an issue in the research is a result in itself, it is still a bit surprising for me. 1/3 of the children never use the internet, although after gaining tenders, the homes were provided some computers and the access to internet. If we believe that electronic information handling is one of the important conditions of equal opportunities then access to the internet must be present in the children's homes as a basic service.

Dear expert Reader! I suggest you to look at these indicators as exclamation marks! Exclamation marks which need attention, which show the right direction but at the same the necessity of the change, too.

Dear lay Reader! Can you realise that this is not only a black box? It is a habitat where the way of living and the habits of the youth are largely similar to those youths who do not live in children's homes.

Dear Researchers, thank you for this mirror, even though we do not really really see in it what we would like to see. Thank you for the attention focusing on us.

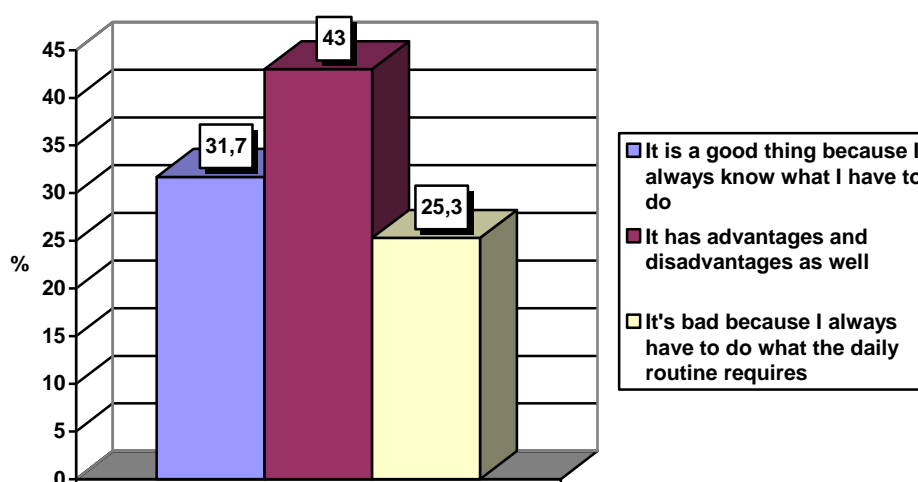
## 4.6 Lifestyle

### 4.6.1 Rules, daily routine

#### What do you think of the life based on a daily routine?

	Frequency	Valid percentage
It is a good thing, because I always know exactly what I have to do	542	31,7
It has advantages and disadvantages as well	737	43,0
It's bad because I always have to do what the daily routine requires	433	25,3
Total	1712	100,0

#### What do you think of the life based on a daily routine?



The majority of the answers think that the daily routines based on what they live their life both have advantages and disadvantages. Almost one-third (31,7%) of the interviewed ones find life based on a daily routine a particularly good thing. Every fourth interviewed finds it bad that he/she has to live among daily rules.

#### As for the age group, what do they think of life based on the daily routine?

	Classing of the interviewed based on the age group			Total
	9-14-year old	15-17- year old	18-year old and older	
It is a good thing, because I always know exactly what I have to do	39,1%	29,8%	26,1%	33,0%
It has advantages and disadvantages as well	37,1%	42,9%	51,2%	42,2%
It's bad because I always have to do what the daily routine requires	23,9%	27,3%	22,7%	24,8%
Total	100,0%	100,0%	100,0%	100,0%

Significant relation can be shown between the judgement of the daily routine and the age group. **While the younger age group considers life based on the daily routine good, more children from the elder age group -between 15-17-year old- think that this regulated way of living is unpleasant for them.**

### What is your average day like?

	Frequency	Valid percentage
I am told what to do based on a daily routine	452	26,3
There is a daily routine, but besides the fix daily programs, I can decide what to do	924	53,8
I arrange all my daily things as I want	340	19,8
Total	1716	100,0

26,3% of the interviewed live based on a fix daily routine. More than half of the answerers (53,8%) live in such an institute where there is daily routine but besides the fix programs they can share their time. Almost every fifth (19,8%) young said that he/she lived his/her life without fix daily routine.

	“old-fashioned hostel-like” children’s home	residential home	family home	
I am told what to do based on a daily routine	30,5%	19,1%	29,4%	26,5%
There is a daily routine, but besides the fix daily programs, I can decide what to do	50,1%	59,0%	52,8%	53,7%
I arrange all my daily things as I want	19,4%	21,9%	17,8%	19,7%
Total	100,0%	100,0%	100,0%	100,0%

There is significant relation between the different institute types and the regulation level of the daily routine. It can be shown based on the answers that the residential home operates as an institute type the daily routine of which is the least-fixed, and the most rigidly regulated institute types are the “old-fashioned hostel-like” children’s home and the family home. However, children mostly must adapt to certain daily rules in all the three institute types, but at the same time the youth can also share their time. (*Of course we talk about the same provisional forms in case of all the three institutes*)

	9-14-year old	15-17- year old	18-year old and older	
I am told what to do based on a daily routine	37,0%	21,4%	19,1%	27,6%
There is a daily routine, but besides the fix daily programs, I can decide what to do	45,3%	61,8%	57,2%	53,7%
I arrange all my daily things as I want, nobody talks into it	17,7%	16,8%	23,7%	18,7%
Total	100,0%	100,0%	100,0%	100,0%

There is also relation between the age group and the daily rules, regulations. There are more such children among the younger ones who are told everything, who are always told what to do, while the elder ones can share their own time at a bigger rate.



## 4.6.2 Consumption

To the question whether how much money they spent on certain consumer and cultural articles, the vast majority said zero HUF, in other words most of the interviewed ones –by their own admissions- did not buy anything. The average expenses spent on the different articles are the followings:

	Mean (Ft)
Last month how much did you spend on clothing?	3551,56
Last month how much did you spend on entertainment?	2508,31
Last month how much did you spend on cigarette and alcohol?	1701,27
Last month how much did you spend on savings?	1365,18
Last month how much did you spend on sports and fitness?	589,28
Last month how much did you spend on cultural expenses (theatre, cinema, concert)?	506,72
Last month how much did you spend on books?	154,76

The biggest amount of money was spent on clothing, the average amount was 3552 HUF. This is followed by the expenses spent on entertainment (2508 HUF) and the expenses spent on cigarette and alcohol (1701 HUF). On average the subjects saved 1365 HUF in the preceding month of the data collection.

## 4.6.3 Cultural consumption

### When were you last in the theatre as a spectator?

	Frequency	Valid percentage
never	237	13,9
More than half a year ago	674	39,6
4-6 months ago	281	16,5
1-2 months ago	263	15,5
within 1 month	247	14,5
Total	1702	100,0

The majority of the subjects (39,6%) were last in the theatre more than half a year ago. 14,5% of them were in the theatre in the preceding month of the data collection and almost equal the rate of those (13,9%) who have never gone to the theatre.

### When were you last in the cinema?

	Frequency	Valid percentage
never	245	14,3
More than half a year ago	594	34,7
4-6 months ago	262	15,3
1-2 months ago	270	15,8
within 1 month	342	20,0
Total	1713	100,0

One-fifth of the interviewed ones were in the cinema in the preceding month of the data collection. The majority of the subjects (34,7%) were last in the cinema more than half a year ago and 14,3% of the subjects have never gone the cinema.

### When were you last in a museum or exhibition?

	Frequency	Valid percentage
never	276	16,1
More than half a year ago	804	46,9
4-6 months ago	327	19,1
1-2 months ago	165	9,6
within 1 month	141	8,2
Total	1713	100,0

Almost half of the interviewed ones (46,9%) went to a museum or an exhibition more than half a year ago.

**When were you last in the library?**

	Frequency	Valid percentage
never	271	15,8
More than half a year ago	461	26,8
4-6 months ago	152	8,8
1-2 months ago	200	11,6
within 1 month	635	36,9
Total	1719	100,0

Among the cultural consumptions the visit of the library is the most frequented, 36,9% of the youth visited one in the preceeding month and 26,8% of them were in a library more than half a year ago.

**When were you last in a pop concert?**

	Frequency	Valid percentage
never	764	44,6
More than half a year ago	496	28,9
4-6 months ago	180	10,5
1-2 months ago	142	8,3
within 1 month	132	7,7
Total	1714	100,0

44,6% of the youth have never been to a pop concert and 28,9% of them attended one more than six months ago.

**When were you last in a disco?**

	Frequency	Valid percentage
never	588	34,6
More than half a year ago	297	17,5
4-6 months ago	171	10,1
1-2 months ago	185	10,9
within 1 month	459	27,0
Total	1700	100,0

Disco seems to be a popular entertainment form among youth in state-care, as well. Although 34,6% of them have never been to a disco, 27% of them went to a disco in the preceeding month of the data collection.

**When were you last in a concert?**

	Frequency	Valid percentage
never	1223	71,3
More than half a year ago	280	16,3
4-6 months ago	78	4,5
1-2 months ago	64	3,7
within 1 month	71	4,1
Total	1716	100,0

The vast majority of the interviewed ones (71,3%) have never been to a concert (classical) in their life.

**When were you last in a book store?**

	Frequency	Valid percentage
never	712	41,5
More than half a year ago	395	23,0
4-6 months ago	174	10,1
1-2 months ago	193	11,3
within 1 month	241	14,1
Total	1715	100,0

41,5% of the youth have never been to a book store and only 23% of them were in one but more than half a year ago.

**When were you last in a culture house?**

	Frequency	Valid percentage
never	512	29,9
More than half a year ago	409	23,8
4-6 months ago	196	11,4
1-2 months ago	233	13,6
within 1 month	365	21,3
Total	1715	100,0

29,9% of the answerers have never been to a culture house, but a little bit more than one-fifth of them (21,3%) were in one in the preceeding month of the data collection.

**When were you last in a ball or at a party?**

	Frequency	Valid percentage
never	512	30,0
More than half a year ago	310	18,1
4-6 months ago	192	11,2
1-2 months ago	259	15,2
within 1 month	435	25,5
Total	1708	100,0

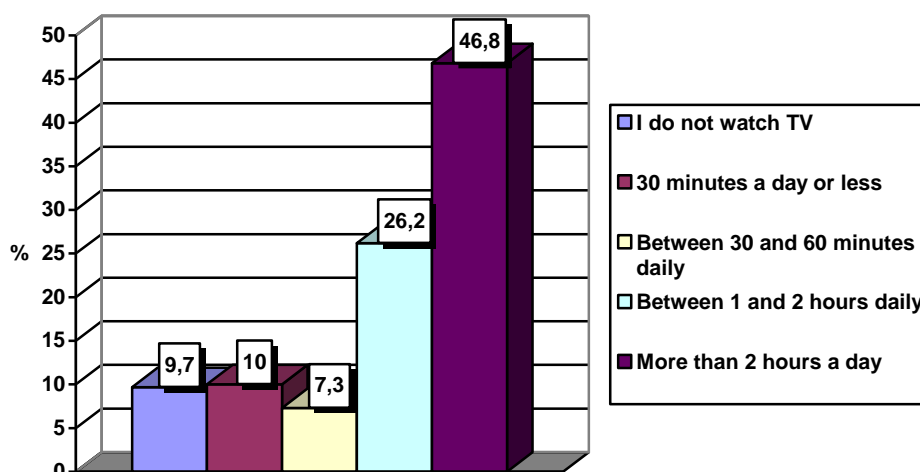
25,5% of the youth were in some kind of a ball or at some party in the preceeding month of the data collection but 30% of them have never been to any.

**4.6.4 Television watching habits**

**How much time do you spend watching TV?**

	Frequency	Valid percentage
I do not watch TV	167	9,7
30 minutes a day or less	173	10,0
Between 30 and 60 minutes daily	126	7,3
Between 1 and 2 hours daily	453	26,2
More than 2 hours a day	808	46,8
Total	1727	100,0

### How much time do you spend watching TV?



Almost three-quarters of the interviewed youth (73%) spend more than one hour in front of the TV. Almost half of the youth (46,8%) spend more than 2 hours watching Tv daily.

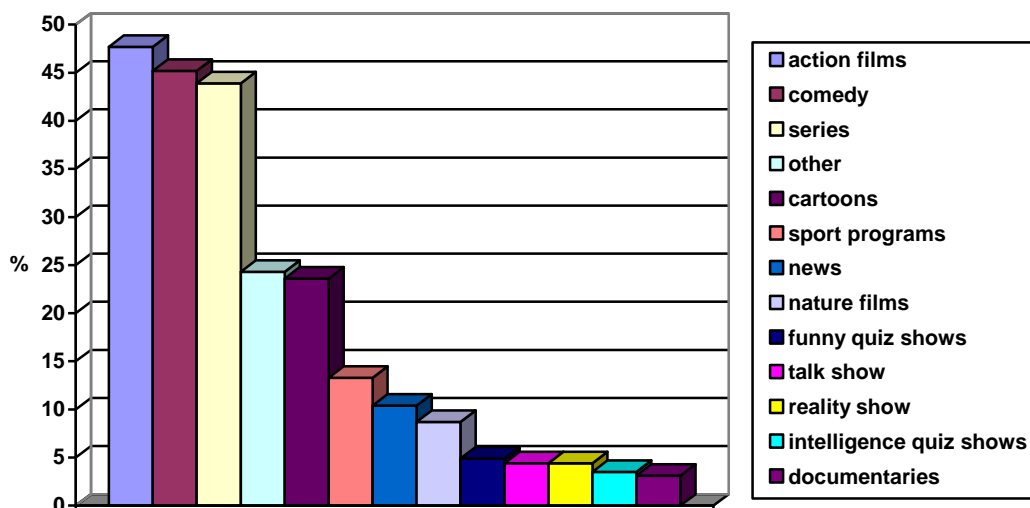
		Classing of the interviewed based on the age group			Total
		9-14-year old	15-17-year old	18-year old and older	
How much time do you spend watching TV?	I do not watch TV	5,6%	9,7%	14,3%	8,9%
	Daily less than 30 minutes or less	8,6%	9,0%	13,6%	9,8%
	Daily between 30 and 60 minutes	5,5%	9,2%	8,3%	7,4%
	Daily between 1 and 2 hours	27,4%	23,6%	27,2%	26,0%
	Daily more than 2 hours	52,9%	48,5%	36,5%	47,8%
Total		100,0%	100,0%	100,0%	100,0%

		The sex of the subject:		Total
		male	female	
How much time do you spend watching TV?	I do not watch TV	8,1%	11,6%	9,7%
	Daily less than 30 minutes or less	8,2%	12,3%	10,0%
	Daily between 30 and 60 minutes	6,1%	8,7%	7,3%
	Daily between 1 and 2 hours	24,8%	28,0%	26,2%
	Daily more than 2 hours	52,7%	39,4%	46,8%
Total		100,0%	100,0%	100,0%

Significant relation can be shown between the age group and the sex of the subjects and the quantity of time spent daily in front of the TV. Basically the rate of those who spend more than 2 hours watching TV is high in all age groups, although it is more characteristic for the younger generation and the boys.

program type	Rate of mentioning in the % of the cases
action films	47,7
comedy	45,2
series	43,9
other	24,3
cartoons	23,6
sport program	13,3
news	10,4
nature films	8,7
funny quiz shows	4,9
talk show	4,4
reality show	4,4
intelligence quiz shows	3,5
documentaries	3,1

**What types of programmes does he/she watch on Tv?**



In the vast majority of the cases the young watch action films on TV (47,7%), this is followed by the comedies (45,2%) and the series are on the third place (43,9%). The young watch documentaries in the least rate among the TV programs. They mentioned horror, porn and music programs in the other category.

#### 4.6.5 Reading habits

##### How much time do you spend reading daily out of fun (not for learning)?

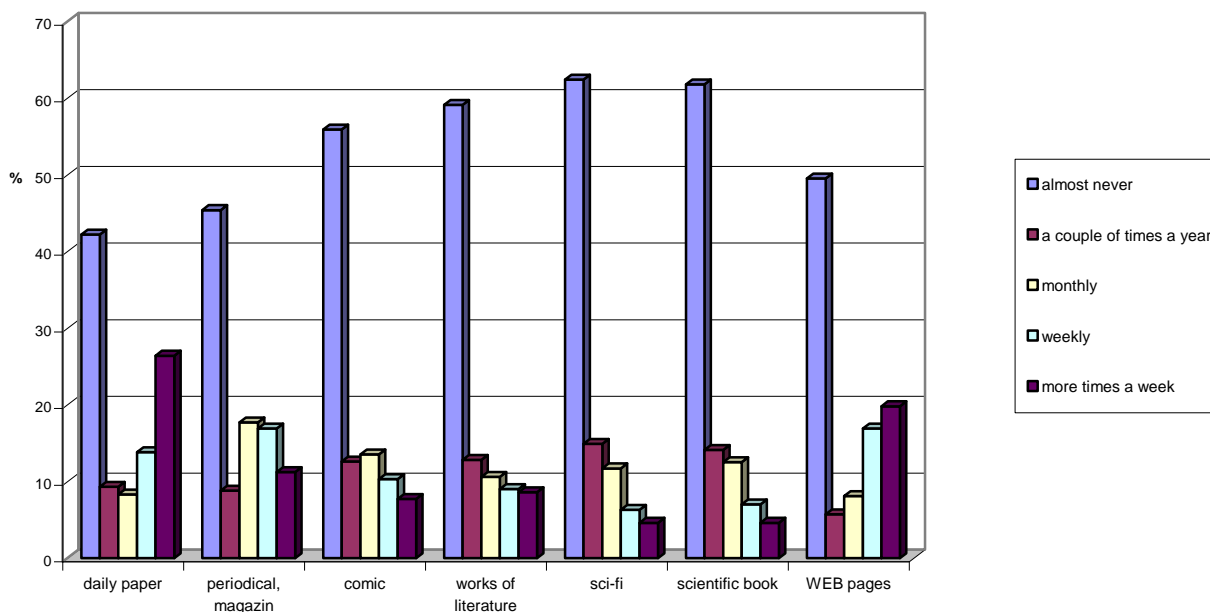
	Frequency	Valid percentage
I do not read out of fun	853	49,4
Daily less than 30 minutes or less	375	21,7
Daily between 30 and 60 minutes	189	11,0
Daily between 1 and 2 hours	178	10,3
Daily more than 2 hours	131	7,6
Total	1726	100,0

Half of the interviewed youth in state-care (49,4%) do not read out of fun at all. 21,7% of the subjects read half an hour or less daily.

##### How often do you read the following books by yourself?

	daily paper	periodical, magazine	comic	works of literature	sci-fi	scientific book	WEB pages
almost never	42,2	45,4	55,9	59,1	62,4	61,8	49,5
a couple of times a year	9,3	8,8	12,6	12,8	14,9	14,1	5,7
monthly	8,3	17,7	13,5	10,6	11,7	12,5	8,1
weekly	13,8	16,9	10,3	9	6,3	7	16,9
more times a week	26,4	11,2	7,7	8,6	4,6	4,6	19,8
Total	100	100	100	100	100	100	100

On a weekly basis most of them mainly read daily papers or magazines. Among the monthly read literature, the periodicals and the magazines are the most popular ones.



### How often do you go to the library?

	Frequency	Valid percentage
Never or very rarely	755	43,6
A couple of times a year	279	16,1
Once a month	282	16,3
Once a week	207	12,0
More times a week	209	12,1
Total	1732	100,0

The vast majority of the interviewed youth (43,6%) never or very rarely visit a library. 16,1% go the library a couple of times a year and 16,3% of them go there at least once a month. About one-fourth of the subjects visit the library on a weekly basis.

### Do you use the internet?

	Frequency	Valid percentage
Almost never	513	29,7
A couple of times a year	139	8,1
Once a month	202	11,7
Once a week	307	17,8
More times a week	381	22,1
Daily	184	10,7
Total	1726	100,0

## *Thoughts from János Szügyi*

Dear reader! I had to read this chapter more times in order to be able to evaluate those feelings which are hidden behind the pure figures. As a teacher and a child care expert dealing with children our problem sensitivity is bigger, but seeing the figures we probably have to think a bit. It is worth thinking about the future, the future of the children we are responsible for. From this aspect (*that it focuses on it*) and many more this research by János Kothencz and the ÁGOTA<sup>®</sup> foundation has a huge and priceless value for the Hungarian child care. Many thanks for it.

One of my thoughts is that there is sharp contrast between the health consciousness and issues in connection with suicidality. The difference is amazingly big and I can surely state that it does not differ so obviously in everyday life. Or we just do not sense it, we do not want to sense it. Maybe we think that life will solve such things, the solution of which should be our task? These are questions and dilemmas from the experts. The frequently well-perceived and sensed problems' solution is waiting for us, in other words we must help the distressed ones. Turning towards them and the attention are very important. We might ask the question: do we need anything more? Or the invested energy isn't used well? We cannot handle the problem? Do we 'smear' the problem and look for partial solutions? Don't we always understand the language and signs of children? I know these are tough words and self-criticism at the same time, but this is not enough. We could do it differently, in a better way. I am writing down my thoughts and feelings with the intention to forward them. Let's think together and help the fate of those children we are responsible for.

The very first: Is health consciousness really that strong? The study reveals a very positive number, and this is surely so much. I do not intend to question the authenticity of the study, but do the given answers really reflect this situation or do only the children, the youth feel so? The fraction which goes hand in hand with getting out of the family do really cause the diseases, the symptoms of which were described in the study. However, it is a big pleasure that this does not appear in health consciousness. This is the characteristic of youth who say yes to life. These three syndromes indicate close relation. The existing stress weakens the immune system and the lack of balanced nutrition might cause symptoms of different intensity. It is highly important to recognize when we can apply medicines. There are a lot of alternative therapies, but the application of these have not been widespread in the children's homes, yet. The good parent (*guardian*) has more possibilities. Probably this also has financial limits, unfortunately. Despite this, as for me, we can and must live with the arisen opportunities.

The following: Maybe the most important and the toughest fact, it almost screams out aloud. The children are in a bad mood, they are afraid and anxious. My dear reader, wander around for a minute and identify yourself with the status of such a child. It is very difficult, maybe even impossible to understand it! In most cases an innocent child goes along the way shown by a mal-functioning family! So I am asking: Who comes out of this situation the worst? Everybody should answer to their discretion, honestly. It is not as simple as it seems, is it?

Let me tell you one of my own adventures. I was brought up in such a village where there was a foster home. some 50 boys were brought up here starting from the age of 3 to 18. I attended the same class with these "uniformed" kids, we played together and lived our own child-life. One Sunday I saw that one of my elementary school classmates from the foster home was walking with a woman and a man in the village. The following day at school Pisti (*I have changed his name, since he is a successful businessman at present*) told me that he was visited by his parents. That was when my problem and memory what I still haven't been able to get over began. How come that his parents visited him on Sunday?! There were exclamation marks all over in my mind but nobody could really make me accept that there are such children who are not wanted by their parents.



As an expert –*let me think as a good expert*- now I understand it, but it is still very difficult to accept that there are such parents who are unable (*even with help*) or do not want to bring up their own child. What makes me think even more – *and hopefully not just me*- is that why can most of them do it without consequences?

Bad mood, mainly if it is frequent and becomes constant is very destructive both physically and spiritually. And what would make this innocent child happy after such a trauma? Probably saying yes to life and their will to live are responsible for the result that the rate of statistically shown bad mood, depression and susceptibility to suicide is “*only*” this big. The word “*only*” should be put into double quotation marks! How can the profession, the given individual and the society react to this challenge since the figures indicate and relentlessly talk to us. We must help! It is not easy but the profession, the individual and the society must do so. Let this study make all the responsible experts think!

Something else has also come to my mind. Is it surely the right path that the children’s homes represent a neutral point of view towards the historical churches? Do faith and moral teaching have to be condemned? Couldn’t our children have strong faith, steep rises and answers to the challenges of life? It is possible to live without faith, but it is hard, harder than with strong faith.

Knowing the present social-economic-political situation, it has come to my mind that this study could be/ should be also carried out as a control group among children who do not live in children’s homes. Among them what would be the health consciousness, the bad mood, the susceptibility to depression, the suicide thoughts and attempts like? It would be interesting to analyse the data in such a comparison, as well. Of course, the state should also spend money on it in order to so. It is thought-provoking that the government did not support this study, not even with 1 HUF, it only gave the permission to carry it out and despite all these this study is given to the state by the foundation for free.

Dear reader, expert, inquirer, lay and anybody who is reading this book! Please think about the situation of children living in state-care. How can they be helped in such a way that they can live with head held high with dignity. We shouldn’t give regret or pity but help!

János Kothencz and the ÁGOTA Foundation and the research itself also call the attention to this.

## 4.7 State of health, sport

### 4.7.1 Health

**In the following scale where would you put yourself based on your state of health?**

	Frequency	Valid percentage
1	15	0,9
2	23	1,3
3	74	4,3
4	263	15,2
5	313	18,1
6	447	25,8
7	595	34,4
Total	1730	100,0

We measured the self-ranking issue concerning the state of health with the help of a seven-graded scale, where 1 counts to be ill and 7 counts to be healthy. The most frequent answer was 7, more than one-third (34,4%) of the youth claimed that they are healthy, while more than one-fourth of them (25,8%) have chosen 6 which also counts to be a good value and one-fifth of them have chosen 5 which is still considered to be “not bad”. Almost one-sixth of the answerers (15,2%) suffer from different, not serious health problems, but it is comforting that only 6,5% of them have serious health problems (value 1-3) according to the self-ranking. On the seven-graded scale the mean of the answers was 5,63.

**Do you suffer from such an illness because of which you have to take medicine regularly?**

	Frequency	Valid percentage
no	1478	85,5
yes	250	14,5
Total	1728	100,0

Strong health consciousness is verified by the fact that the vast majority of the answerers (85,5%) do not take any medicine regularly. The illnesses mentioned by those who take medicines (14,5%) can be divided into three big groups: asthmatic and allergic problems (the most frequent asthma type occurring in a young age is the asthma bronchiale which appears as the resistance towards the allergenic is decreasing in the body, and in its initial phase only allergic symptoms can be experienced which might be followed by respiratory diseases); 2. neurotic and mental problems (hyperactivity, anxiety, aggression, attentive troubles which are treated by different sedatives and which can be the cause of asthmatic problems as they behave as stressors as a result of the increased use of the immune system); 3. Symptoms which can be led back to minerals, vitamins and trace elements-deficiency (gums bleeding, nose bleeding, calcium-deficiency, iron-deficiency, etc.) which might also appear as a result of not suitable nutrition and neurotic problems: the lack of stability and harmony provided by a family may produce somatic symptoms as a result of which the body can use up its reserves too soon and so deficiencies can turn up and it can lead to the instability of the immune system. So it can be seen that the three problem fields mentioned by the youth create a closely-related syndrome.

**Does an adult pay attention to your disease in the home?**

	Frequency	Valid percentage
yes	210	85,7
no	35	14,3
Total	245	100,0

According to the majority of those (85,7%) who take medicines regularly there is such a person inside the home whom they can turn to and who pays attention to their disease.

**Does this disease hinder you in learning, working and in your everyday life?**

	Frequency	Valid percentage
no	154	62,9
yes, at a small rate	54	22,0
yes, at a big rate	37	15,1
Total	245	100,0

The everyday effects of health problems are not significant in the case of more than half of those youth (62,9%) who take medicines regularly, while about one-fourth of them (22%) mentioned small rate of inconvenience in connection with their illness. However, 15% of them feel that they are forced into a disadvantageous situation by their illness.

**How often do you stay at home because of a smaller illness (cold, flu)?**

	Frequency	Valid percentage
rarely, once or twice a year	790	46,0
almost never	597	34,8
once in two-three months	198	11,5
almost monthly	132	7,7
Total	1717	100,0

The vast majority of the answerers (80,8%) are rarely or hardly ever absent from school because of smaller illnesses, while approximately one-tenth of them (11,5%) claim a longer treatment as a result of an illness in every two-three months.

**Is it a good thing to stay at home because of a smaller illness?**

	Frequency	Valid percentage
no	1086	65,3
yes	577	34,7
Total	1663	100,0

Being absent from school and community life is a thing better to avoid according to the majority (65,3%) of the interviewed youth, while for one-third of them (34,7%) it does not cause any problem if they are absent from these places out of health problems.

On the one hand, those who do not want to be absent from school because of minor health problems, are mostly afraid of the deterioration of their marks, so they mostly mention the difficulty of putting up with the loss as a primary reason. On the other hand, those who like staying away from school point at the relaxing and mentally and emotionally recreational nature of these justified absences.

**Are you sometimes in a bad mood?**

	Frequency	Valid percentage
almost never	117	6,8
rarely	764	44,2
often	582	33,6
very often	267	15,4
Total	1730	100,0

Although, in case of half of the subjects (51%), the answers to this question are mostly negative or are about rare passing bad mood, **also almost half of them said (49%) that bad mood always accompanies their life.**

**Do you have nightmares?**

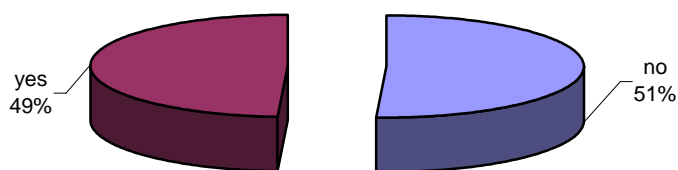
	Frequency	Valid percentage
no	1004	58,1
yes	725	41,9
Total	1729	100,0

Although, more than half of the youth (58,1%) have not mentioned nightmares, quite a significant proportion of them (41,9%) have such unpleasant symptoms.

**Have you ever thought that your life is meaningless?**

	Frequency	Valid percentage
no	877	50,8
yes	851	49,2
Total	1728	100,0

**Have you ever thought that your life is meaningless?**

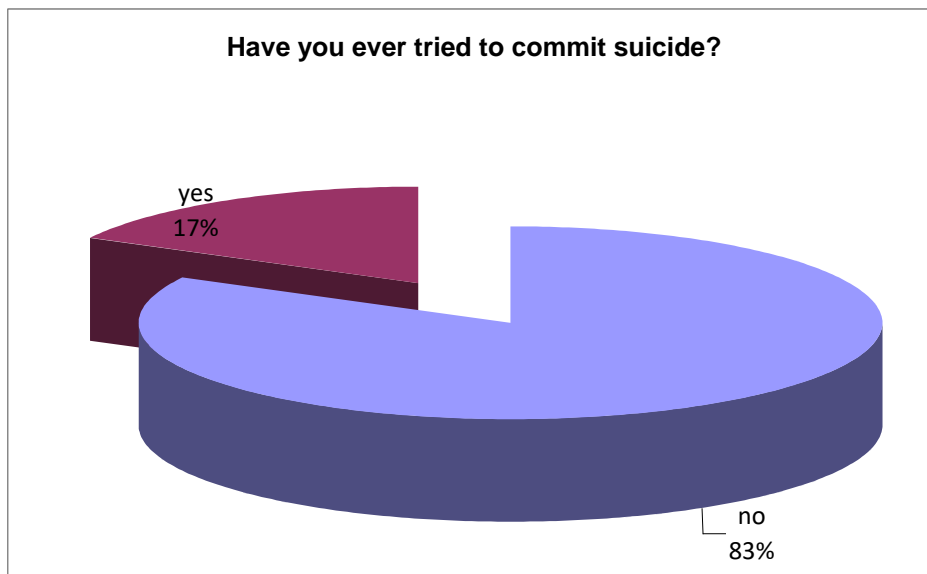


**The question referring to the meaningless of life reflects a serious problem: just half of the answerers (50,8%) think that there are meaningful aims to fulfil in life, while in the other group 49,2% of the youth have already thought that life is meaningless.**

**Have you ever tried to commit suicide?**

	Frequency	Valid percentage
no	1431	82,9
yes	295	17,1
Total	1726	100,0

**It is extremely worrying that almost one-sixth of the answerers (17,1%) have already tried to commit suicide in some form.**



**How important is it for you to preserve your health?**

	Frequency	Valid percentage
not important at all	25	1,4
not important	34	2,0
important	499	28,9
very important	1171	67,7
Total	1729	100,0

However, besides the above-mentioned abstract thoughts, on the level of the everyday lifestyle, the majority of youth living in state-care say yes to healthy, civilised lifestyle. Concerning the preservation of health only 3,4% of them said that it is a neglectable problem, while 96,6% of them find it important or very important.

**How important is it for you to eat healthily and regularly?**

	Frequency	Valid percentage
not important at all	30	1,7
not important	132	7,6
important	598	34,5
very important	971	56,1
Total	1731	100,0

The opinion of the majority of the answerers is that they say yes to regular eating, since nine-tenth of them (90,6%) consider proper nutrition important or very important.

**How important is regular bathing and hygienie for you?**

	Frequency	Valid percentage
not important at all	2	0,1
not important	5	0,3
important	225	13,0
very important	1499	86,6
Total	1731	100,0

According to 99,6% of the youth, regular bathing and hygiene are important activities or very important parts of everyday life.

**How important is regular teeth cleaning for you?**

	Frequency	Valid percentage
not important at all	5	,3
not important	23	1,3
important	334	19,3
very important	1369	79,1
Total	1731	100,0

The issue of teeth cleaning also shows a clear picture since 98,4% of the answerers claim that this activity is part of their everyday life, too.

**4.7.2 Sport**

**How important is it for you to do sports and exercises?**

	Frequency	Valid percentage
not important at all	65	3,8
not important	185	10,7
important	672	38,9
very important	807	46,7
Total	1729	100,0

Doing sports and regular physical activities are supported by the majority of the answerers, since only 14,4% of them think these activities can be neglected.

**How important is relaxing for you?**

	Frequency	Valid percentage
not important at all	28	1,6
not important	112	6,5
important	613	35,5
very important	975	56,4
Total	1728	100,0

Almost each and every answerer has the claim for relaxing, only 8,1% of them think that active relaxation can be neglected.

**Do you do any sports regularly? (more answers are possible)**

	Frequency	Valid percentage
no	736	42,5
yes, but not within organised framework	388	22,4
yes, at school level	420	24,3
yes, in a sport club	186	10,8
Total	1730	100,0

Concerning the active sport, the answerers are more shared than in case of the judgement of health conscious lifestyle. However, almost all of them consider sports important, more than one-third of them (42,5%) do not do any sports at all and the rate of those who do some sports in a club is also over 10%. In the eyes of the subjects, the most popular sports are ball games, running, riding a bike and the significantly present body building as well.

### 4.7.3 Sexuality

#### Have you ever had a sexual relationship?

		Classing of the interviewed based on the age group			Total
		9-14- year old	15-17-year old and older	18 –year old and older	
Have you ever had a sexual relationship?	no	89,5%	57,1%	22,1%	63,6%
	yes	10,5%	42,9%	77,9%	36,4%
Total		100,0%	100,0%	100,0%	100,0%

**36,4% of the answerers have already had sexual relationship, naturally in case of the elder ones, this rate is higher. The vast majority (77,9%) of the age group containing youth aged 18 or over 18 have already had a sexual relationship, but this rate is also very high (42,9%) in case of youth aged 15-17 and also affects one-tenth (10,5%) of children aged 9-14.**

#### How old were you when you had your first sexual relationship?

age	Frequency	Valid percentage
3	1	0,1
4	1	0,1
5	2	0,3
6	4	0,6
7	3	0,4
8	8	1,1
9	10	1,4
10	12	1,7
11	24	3,4
12	59	8,3
13	111	15,5
14	192	26,9
15	149	20,9
16	102	14,3
17	34	4,8
18	2	0,3
Total	714	100,0
	1732	

Total	714
Mean	13,89
The most frequent value	14

The first sexual relationship was established at the age of 14 by the majority of the answerers, the average age was 13,89. Concerning the first sexual relationships, the decisive age is between 11 and 17 in most of the cases.

#### Who wanted this first sexual relationship primarily?

		The sex of the subject:		Total
		male	female	
Who wanted this first sexual relationship primarily?	You	7,4%	1,5%	4,7%
	your partner	9,7%	20,8%	14,8%
	both of you	82,9%	77,7%	80,5%
Total		100,0%	100,0%	100,0%

During the first sexual relationship, in most of the cases (80,5%) both partners agreed on the fact that they needed this experience, although it also turns out from the data that men are initiative. Tragic indicators occurred, too. These are still deep traumas in the children (*sexual abuse and violence even in young childhood*).

#### 4.7.4 Harmful habits

##### Have you ever tried smoking or do you smoke?

	Frequency	Valid percentage
I have never tried it	412	23,8
once I tried but then I didn't smoke	393	22,7
earlier I smoked, but I have already given it up	82	4,7
on some occasions a year I smoke	30	1,7
on some occasions a month I smoke	75	4,3
I regularly smoke (daily)	736	42,6
Total	1728	100,0

Concerning the attitude towards smoking, two bigger groups can be differentiated among the interviewed ones. On the one hand, the members of the first group have never smoked, or have smoked but on only one occasion and this did not become a bad habit, they represent almost half (46,5%) of the sample. On the other hand, the other big group contains **the regular smokers (42,6%)**. The number of those who just smoke monthly (4,3%) or the rate of those who have already given up smoking (4,7%) is not significant.

##### Have you ever tried smoking or do you smoke? \* Classing of the interviewed based on the age group

	9-14-year old	15-17-year old	18-year old and older	
I have never tried it	40,6%	18,0%	11,0%	26,3 %
once I tried but then I didn't smoke	31,1%	24,0%	13,0%	24,7 %
earlier I smoked, but I have already given it up	4,3%	3,9%	5,3%	4,4%
on some occasions a year I smoke	2,8%	1,6%		1,8%
on some occasions a month I smoke	5,3%	5,1%	2,0%	4,5%
I regularly smoke (daily)	15,8%	47,3%	68,8%	38,3 %
Total	100,0%	100,0%	100,0%	100,0 %

38,3% of the interviewed ones smoke regularly. More than 2/3 of the answerers aged 18 or more belong to this group (68,8%), and almost half of the youth aged 15-17 (47,3%) and one-sixth of those aged 9-14 (15,8%) also belong here. The other big group is formed by those youth who either have never touched a cigarette or they consider it a bad experience. They form 24% of the eldest ones, 42% of the ones aged 15-17 and 71,7% of the youngest ones.



### How long have you smoked regularly?

Total	737
Mean	4,10
The most frequent value	2

Most of the regular smokers have smoked for 2 years, the mean is 4,1 concerning this issue.

### Have you ever tried alcohol or do you drink? \* Classing of the interviewed based on the age group

	9-14-year old	15-17-year old	18-year old and older	
I have never tried it	58,2%	24,3%	12,0%	36,3%
once I tried it but then I never drank	25,5%	23,5%	11,3%	21,7%
earlier I drank regularly, but I have already given up	,8%	1,0%	2,7%	1,3%
on some occasions a year I drink	9,3%	26,5%	30,6%	20,0%
on some occasions a month I drink	4,2%	19,1%	34,2%	15,9%
I drink regularly (weekly)	2,0%	5,6%	9,3%	4,8%
	100,0%	100,0%	100,0%	100,0%

**The study of alcohol consumption based on age groups point at the fact that the rate of those who have tried alcohol increases as they get older**, but this rate is not as high as in the case of regular smokers. One-third of the answerers (36,3%) have never consumed alcohol and although one-fifth of the answerers (21,7%) have already drunk, this experience was rather negative for them. So it can be stated that more than 50% of youth in state-care do not drink alcohol. The regular drinkers represent 4,8% of the answerers, and the majority of them are 18 or more, this is one-tenth of the this group.

### How long have you drunk regularly?

Total	317
Mean	2,85
The most frequent value	2

Most of the regular drinkers have drunk for 2,85 years, the mean is 2 concerning this issue.

### What alcoholic drink do you drink the most often?

	Frequency	Valid percentage
beer	280	31,4
wine, champagne	189	21,2
liqueur, vermouth	133	14,9
spirits (brandy, vodka, cognac, whiskey)	289	32,4
Total	892	100,0

The very favourite drinks of the youth are the spirits (32,4%), this is followed by the also popular beer (31,4%) and wine (21,2%) but the liqueurs and vermouths are also popular (14,9%).

### Has it ever occurred that you drank alcohol after taking medicine?

	Frequency	Valid percentage
no	967	83,9
yes, once	114	9,9
yes, on more occasions	72	6,2
Total	1153	100,0

The usage of the mixture of alcohol and medicine in order to get high is not really popular among the studied youth. 6,2% of them have already tried this method, and almost 10% of them have also tried it at least once, but 83,4% rather stay away from this.

**Have you ever tried drugs or do you use drugs?**

	Frequency	Valid percentage
I have never tried it	1318	76,8
once I tried but then never ever	204	11,9
earlier I used, but I have already given up	63	3,7
on some occasions a year I use	37	2,2
on some occasions monthly I use	57	3,3
I regularly use (at least weekly or more often)	37	2,2
Total	1716	100,0

The situation is similar in case of other types of drugs, too. 76,8% of the answerers have never used drugs in their life, while a little bit more than 10% of them have already tried drugs. However, 2,2% of the answerers consider themselves regular drug users.

**How long have you used drugs?**

	Frequency	Valid percentage
0	1	1,0
1	38	36,9
2	31	30,1
3	18	17,5
4	9	8,7
5	1	1,0
7	1	1,0
12	1	1,0
13	1	1,0
15	2	1,9
Total	103	100,0

**How long have you used drugs?**

Total	103
Mean	2,50
The most frequent value	1

**Most of the answerers who mentioned that they used drugs had used these drugs for 1 year (36,9%); for 2 years (30,1%); or for 3-4 years (26,2%). The most frequently used drugs include marihuana which can be purchased at quite a low price and the different types of disco drugs. Mentioning LSD and the expensive hard drugs like heroine, the usage of which leads to addiction easily was rare. Those who were willing to talk about their addiction have used the drugs for 2,5 years on average.**

## 4.8 Their self reflexions

*I have collected information about the ones below (these indicators are obvious thus I do not comment them)*

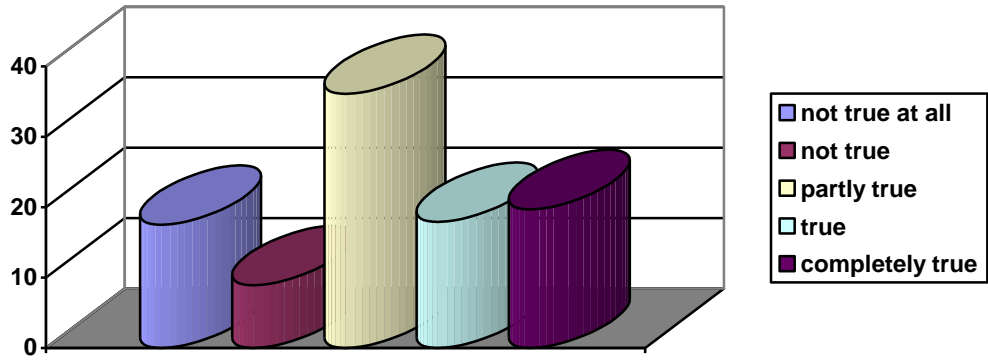
**About their feelings:**

	Total	Mean	The mean of divergences off the dispersion
I do not really care about my feelings and moods.	1705	2,67	1,430
Emotions fade away, they do not have any significance in life.	1687	2,86	1,431
I am not a nervous type.	1713	2,88	1,546
I am usually not hot-tempered.	1714	2,93	1,352
If I have to choose whether to learn or go out, I rather choose the latter one.	1717	2,98	1,606
I find it difficult to define what I feel in a given situation.	1694	3,13	1,317
If there is a lot at stake, I often become speechless (I cannot focus on the tasks).	1698	3,15	1,417
I can never do my best when writing tests and doing oral presentations.	1712	3,23	1,405
I find it difficult to show my feelings.	1705	3,37	1,405
On a lot of occasions it does not (did not) come to my mind during the oral presentation what I knew the previous day.	1710	3,41	1,401
On a lot of occasions I do not know what others feel.	1695	3,41	1,275
If I get to like something, I do everything to get it.	1715	3,69	1,419
As for me, people's emotions are unexpected.	1694	3,78	1,182
If it is a must I can save money or work even for months to buy something.	1711	3,79	1,352
It often occurs that I do or say something what I regret later.	1706	3,85	1,229
As for me, it is worth saying no for some things in order to reach your aims.	1704	4,04	1,181
If I hurt somebody, I always notice it.	1717	4,17	1,087
Valid N (listwise) - <i>valid</i>	1603		

### I find it difficult to define what I feel in a given situation

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	296	17,1	17,5	17,5
	Not true partly true	150	8,7	8,9	26,3
	true	612	35,3	36,1	62,5
	completely true	303	17,5	17,9	80,3
	Total	333	19,2	19,7	100,0
	Total	1694	97,7	100,0	
Missing data	Did not answer	6	,3		
	Does not know	33	1,9		
	Total	39	2,3		
Total		1732	100,0		

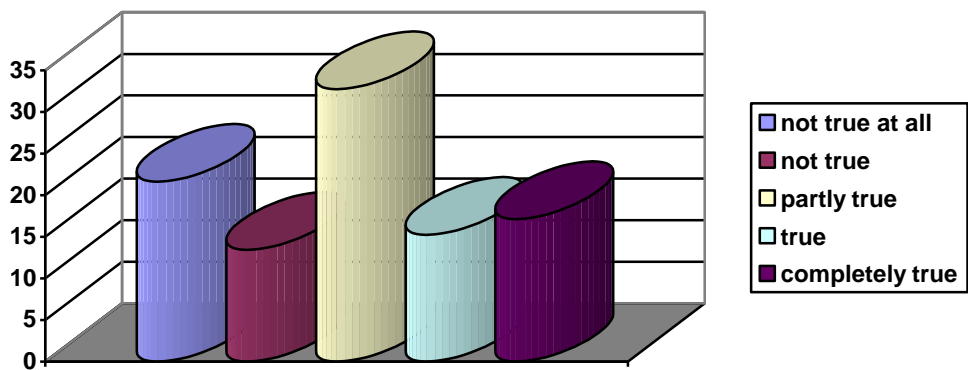
I find it difficult to define what I feel in a given situation



Usually I am not hot-tempered

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	370	21,4	21,6	21,6
	not true	230	13,3	13,4	35,0
	partly true	561	32,4	32,7	67,7
	true	260	15,0	15,2	82,9
	Completely true	293	16,9	17,1	100,0
Total		1714	98,9	100,0	
Missing data	Did not answer	2	,1		
	Does not know	17	1,0		
	Total	19	1,1		
Total		1732	100,0		

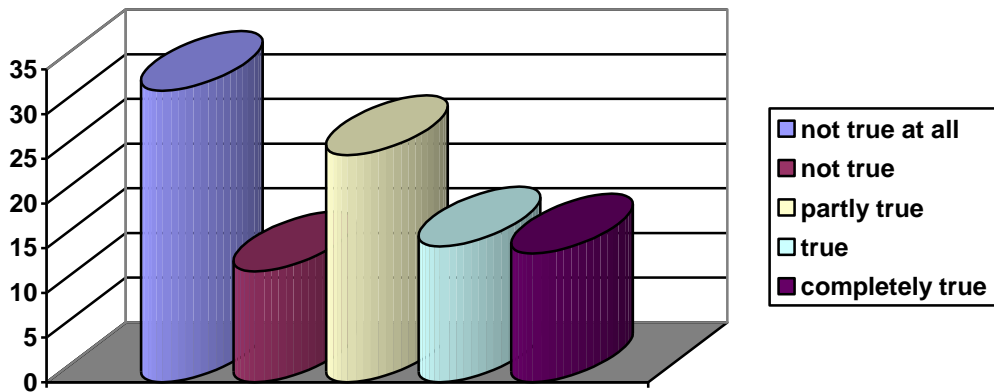
Usually I am not hot-tempered



**I do not really care about my emotions and moods.**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not true at all	555	32,0	32,6	32,6
	Not true	212	12,2	12,4	45,0
	Partly true	433	25,0	25,4	70,4
	true	259	14,9	15,2	85,6
	Completely true	246	14,2	14,4	100,0
	Total	1705	98,4	100,0	
Missing data	Did not answer	3	,2		
	Does not know	25	1,4		
	Total	28	1,6		
Total		1732	100,0		

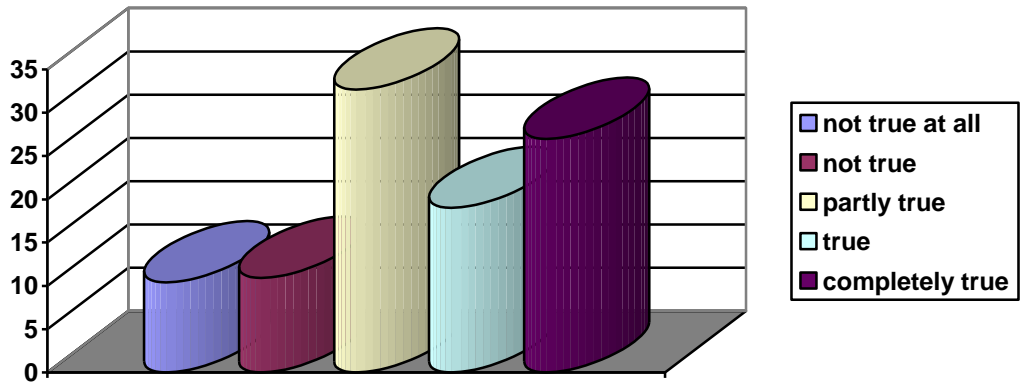
**I do not really care about my emotions and moods.**



**On many occasions I do not know what others feel**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not true at all	176	10,2	10,4	10,4
	Not true	185	10,7	10,9	21,3
	Partly true	554	32,0	32,7	54,0
	true	322	18,6	19,0	73,0
	Completely true	458	26,4	27,0	100,0
	Total	1695	97,8	100,0	
Missing data	Did not answer	5	,3		
	Does not know	33	1,9		
	Total	38	2,2		
Total		1732	100,0		

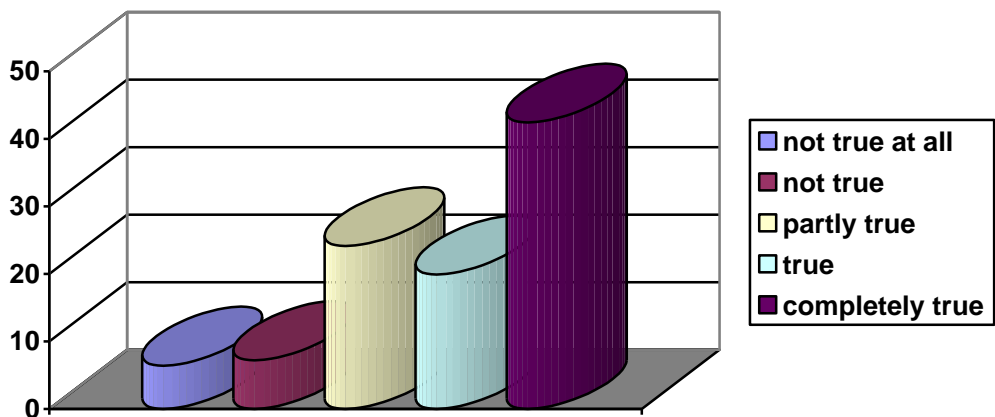
**On many occasions I do not know what others feel**



**It often occurs that I do or say something what I regret later**

		Frequency	Percentage	Valid percentage	Cummulated Value Percentage
Validity	not true at all	110	6,3	6,4	6,4
	not true	123	7,1	7,2	13,7
	partly true	411	23,7	24,1	37,7
	true	339	19,6	19,9	57,6
	completely true	723	41,7	42,4	100,0
Total		1706	98,4	100,0	
Missing data	Did not answer	4	,2		
	Does not know	23	1,3		
	Total	27	1,6		
Total		1732	100,0		

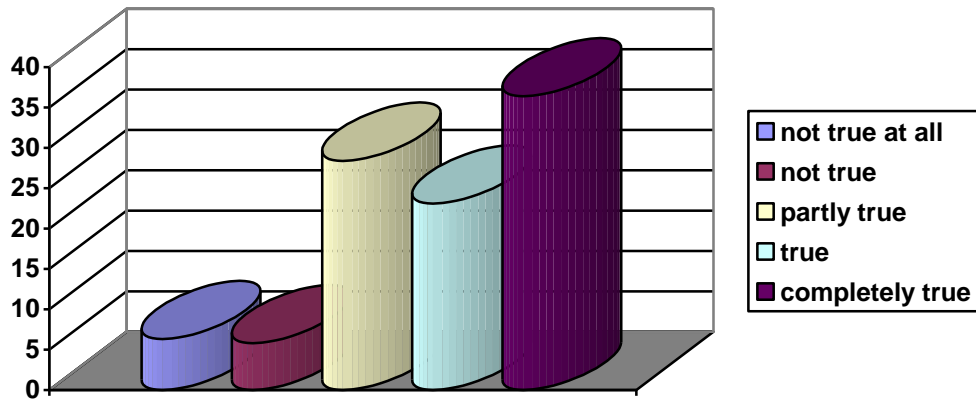
**It often occurs that I do or say something what I regret later**



**As for me people's emotions are unexpected.**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	107	6,2	6,3	6,3
	not true	98	5,7	5,8	12,1
	partly true	481	27,8	28,4	40,5
	true	391	22,6	23,1	63,6
	completely true	617	35,6	36,4	100,0
	Total	1694	97,7	100,0	
Missing data	Did not answer	6	,3		
	Does not know	33	1,9		
	Total	39	2,3		
Total		1732	100,0		

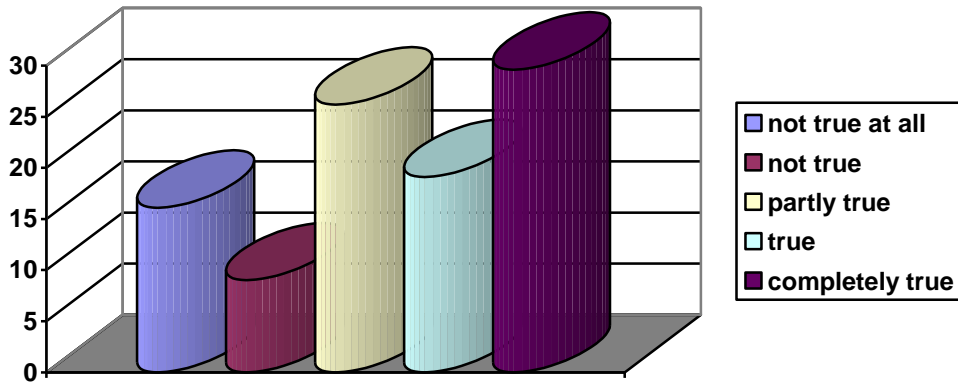
**As for me people's emotions are unexpected.**



**I find it difficult to show my feelings.**

		Frequency	Percentage	Valid percentage	Cummulated Value Percentage
Validity	not true at all	275	15,9	16,1	16,1
	not true	153	8,8	9,0	25,1
	partly true	447	25,8	26,2	51,3
	true	326	18,8	19,1	70,4
	completely true	504	29,1	29,6	100,0
	Total	1705	98,4	100,0	
Missing data	Did not answer	7	,4		
	Does not know	21	1,2		
	Total	28	1,6		
Total		1732	100,0		

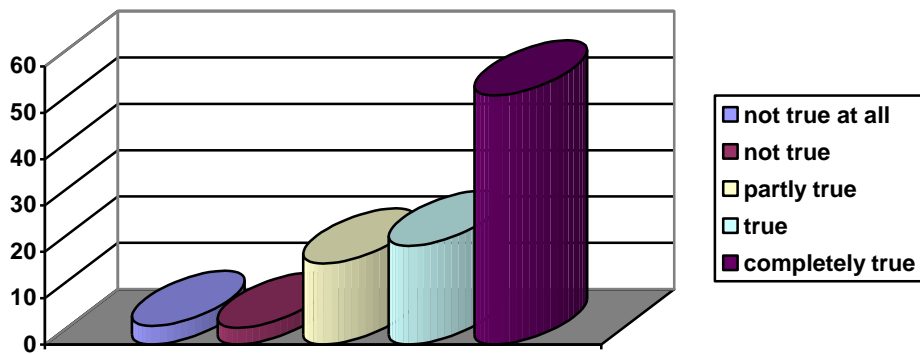
I find it difficult to show my feelings.



If I hurt somebody, later I always notice

		Frequency	Percentage	Valid percentage	Cumulated value Percentage
Validity	not true at all	68	3,9	4,0	4,0
	not true	61	3,5	3,6	7,5
	partly true	300	17,3	17,5	25,0
	true	366	21,1	21,3	46,3
	completely true	922	53,2	53,7	100,0
Total		1717	99,1	100,0	
Missing data	Did not answer	2	,1		
	Does not know	14	,8		
	Total	16	,9		
Total		1732	100,0		

If I hurt somebody, later I always notice

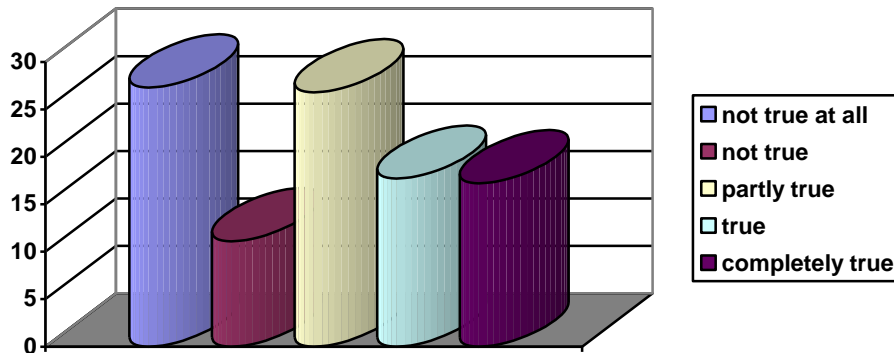




**Emotions fade away, they do not have significance in life**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	460	26,5	27,3	27,3
	not true	187	10,8	11,1	38,4
	partly true	452	26,1	26,8	65,1
	true	298	17,2	17,7	82,8
	completely true	290	16,7	17,2	100,0
	Total	1687	97,3	100,0	
Missing data	Did not answer	6	,3		
	Does not know	40	2,3		
	Total	46	2,7		
Total		1732	100,0		

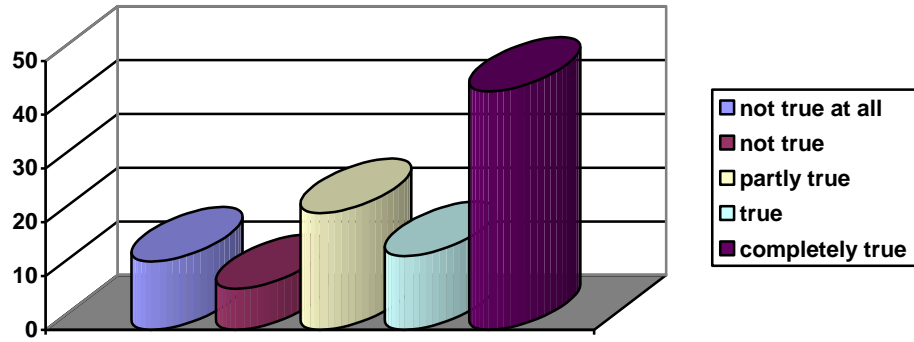
**Emotions fade away, they do not have significance in life**



**If I get to like something, I do everything to get it.**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	218	12,6	12,7	12,7
	not true	130	7,5	7,6	20,3
	partly true	372	21,5	21,7	42,0
	true	235	13,6	13,7	55,7
	completely true	760	43,9	44,3	100,0
	Total	1715	99,0	100,0	
Missing data	Did not answer	4	,2		
	Does not know	14	,8		
	Total	18	1,0		
Total		1732	100,0		

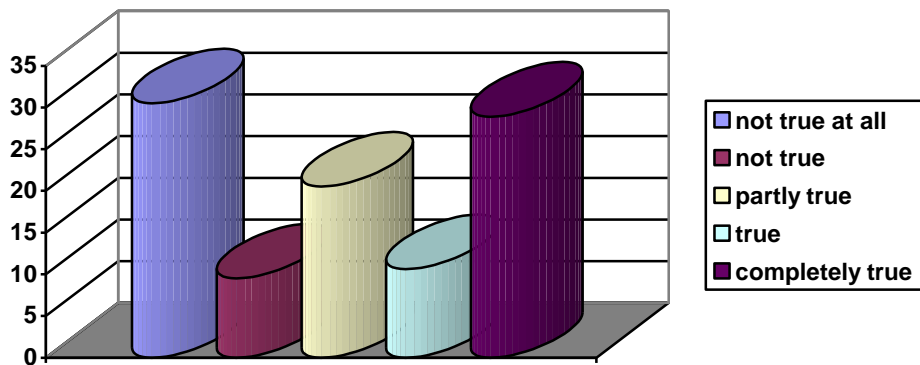
If I get to like something, I do everything to get it.



If I have to choose whether to learn or go out, I rather choose the latter one

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	524	30,2	30,5	30,5
	not true	163	9,4	9,5	40,0
	partly true	352	20,3	20,5	60,5
	true	182	10,5	10,6	71,1
	completely true	496	28,6	28,9	100,0
	Total	1717	99,1	100,0	
Missing data	Did not answer	3	,2		
	Does not know	13	,8		
	Total	16	,9		
	Total	1732	100,0		

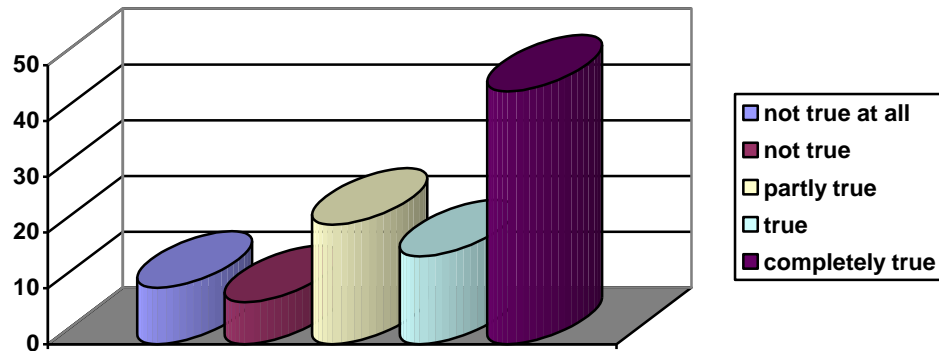
If I have to choose whether to learn or go out, I rather choose the latter one



**If it is a must I can save money or work even for months to buy something.**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	172	9,9	10,1	10,1
	not true	128	7,4	7,5	17,5
	partly true	367	21,2	21,4	39,0
	true	269	15,5	15,7	54,7
	completely true	775	44,7	45,3	100,0
	Total	1711	98,7	100,0	
Missing data	Did not answer	4	,2		
	Does not know	18	1,0		
	Total	22	1,3		
Total		1732	100,0		

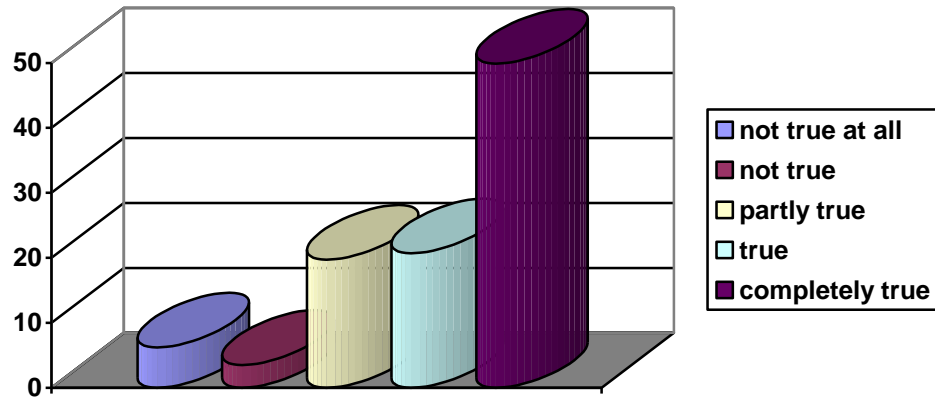
**If it is a must I can save money or work even for months to buy something.**



**As for me, it is worth saying no for some things in order to reach your aims.**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	106	6,1	6,2	6,2
	not true	60	3,5	3,5	9,7
	partly true	336	19,4	19,7	29,5
	true	352	20,3	20,7	50,1
	completely true	850	49,0	49,9	100,0
	Total	1704	98,3	100,0	
Missing data	Did not answer	9	,5		
	Does not know	20	1,2		
	Total	29	1,7		
Total		1732	100,0		

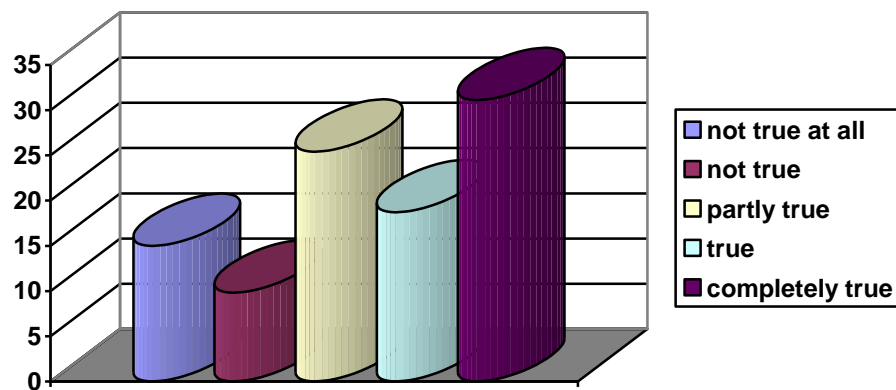
As for me, it is worth saying no for some things in order to reach your aims.



On a lot of occasions it does not (did not) come to my mind during the oral presentation what I knew the previous day.

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	257	14,8	15,0	15,0
	not true	167	9,6	9,8	24,8
	partly true	434	25,0	25,4	50,2
	true	320	18,5	18,7	68,9
	completely true	532	30,7	31,1	100,0
Total		1710	98,7	100,0	
Missing data	Did not answer	7	,4		
	Does not know	16	,9		
	Total	23	1,3		
Total		1732	100,0		

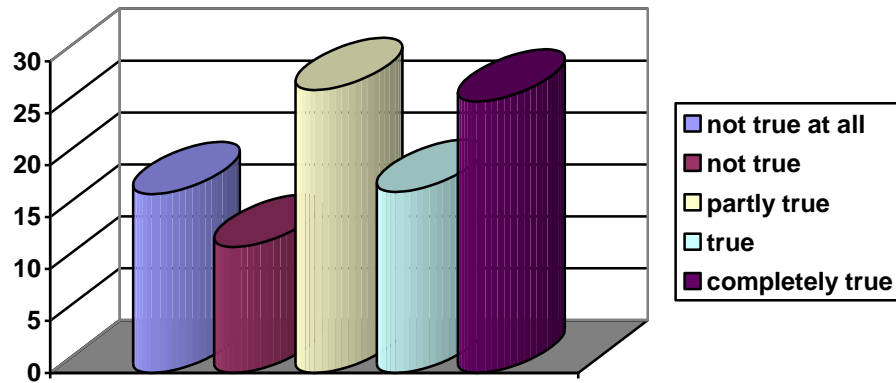
On a lot of occasions it does not (did not) come to my mind during the oral presentation what I knew the previous day.



**I can never do my best when writing tests and doing oral presentations.**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	294	17,0	17,2	17,2
	not true	207	11,9	12,1	29,3
	partly true	466	26,9	27,2	56,5
	true	298	17,2	17,4	73,9
	completely true	447	25,8	26,1	100,0
	Total	1712	98,8	100,0	
Missing data	Did not answer	8	,5		
	Does not know	13	,8		
	Total	21	1,2		
Total		1732	100,0		

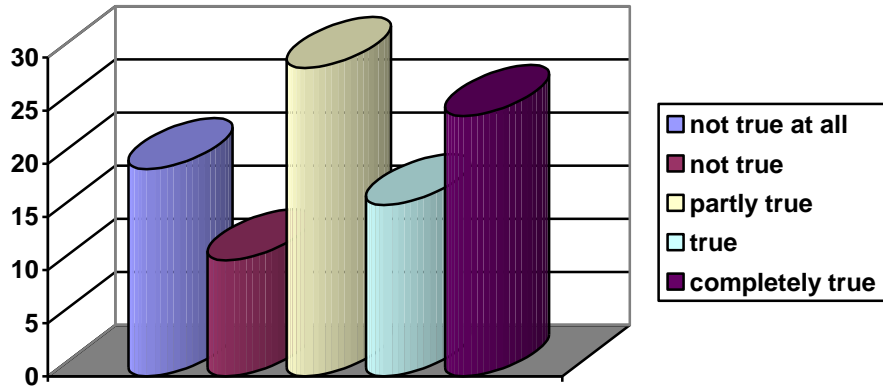
**I can never do my best when writing tests and doing oral presentations.**



**If there is a lot at stake, I often become speechless (I cannot focus on the tasks).**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	331	19,1	19,5	19,5
	not true	185	10,7	10,9	30,4
	partly true	493	28,4	29,0	59,4
	true	273	15,8	16,1	75,5
	completely true	416	24,0	24,5	100,0
	Total	1698	98,0	100,0	
Missing data	Did not answer	7	,4		
	Does not know	28	1,6		
	Total	35	2,0		
Total		1732	100,0		

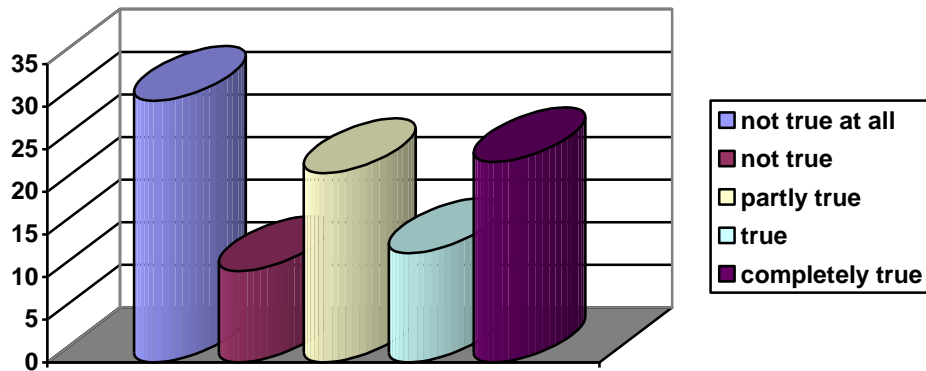
If there is a lot at stake, I often become speechless (I cannot focus on the tasks).



I am not a nervous type.

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	not true at all	526	30,4	30,7	30,7
	not true	184	10,6	10,7	41,4
	partly true	381	22,0	22,2	63,7
	true	220	12,7	12,8	76,5
	completely true	402	23,2	23,5	100,0
Total		1713	98,8	100,0	
Missing data	Did not answer	5	,3		
	Does not know	15	,9		
	Total	20	1,2		
Total		1732	100,0		

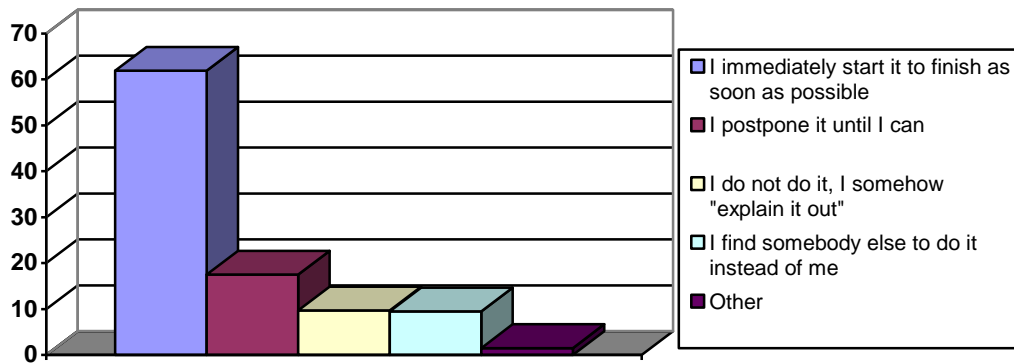
I am not a nervous type.



**When you have to solve a really unpleasant task, how do you act mostly?**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I immediately start it to finish as soon as possible.	1060	61,2	61,9	61,9
	I postpone it until I can.	299	17,3	17,5	79,3
	I do not do it, somehow "I explain it out".	167	9,6	9,7	89,1
	I find somebody else to do it instead of me.	162	9,3	9,5	98,5
	Other	25	1,4	1,5	100,0
	Total	1713	98,8	100,0	
Missing data	Did not answer	2	,1		
	Does not know	18	1,0		
	Total	20	1,2		
Total		1732	100,0		

**When you have to solve a really unpleasant task, how do you act mostly?**



**In case of an unpleasant task, other activities:**

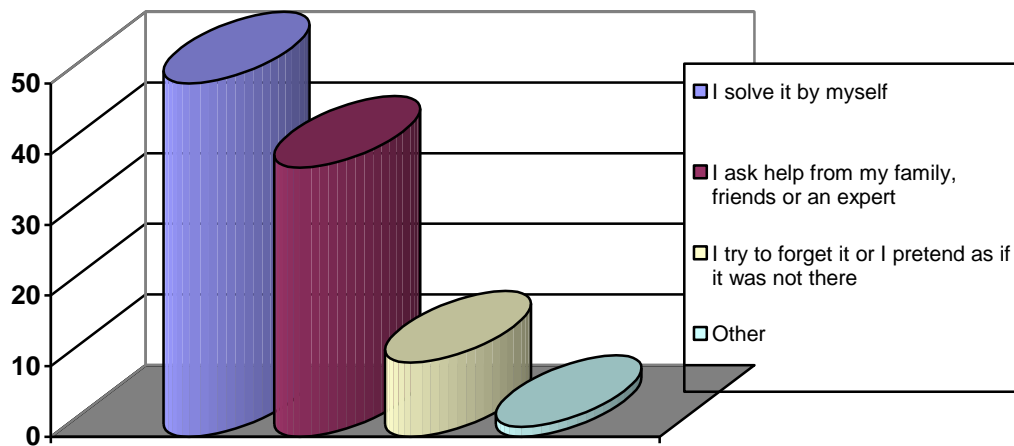
	Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	1706	98,5	98,5	98,5
I do not care about it at all	1	,1	,1	98,6
I think about it and then I start it	1	,1	,1	98,6
I think about it then I solve it	1	,1	,1	98,7
I do it	1	,1	,1	98,7
I think about doing it or not	1	,1	,1	98,8
If I cannot find anybody, I do it	1	,1	,1	98,8
We start it TOGETHER!	1	,1	,1	98,9
I RATHER THINK IT OVER	1	,1	,1	99,0
I look for help	1	,1	,1	99,0
Who the f...* cares	1	,1	,1	99,1
I give it to somebody else, he will explain me out	1	,1	,1	99,1
I do it but not carefully	1	,1	,1	99,2
It depends	1	,1	,1	99,2
It depends on the given situation	1	,1	,1	99,3
NOT IMMEDIATELY, BUT GRADUALLY I do it	2	,1	,1	99,4
I do not do it	1	,1	,1	99,5
I do not do it, I do not intend to do it	1	,1	,1	99,5
I do not have to do anything	1	,1	,1	99,6
It has never happened to me	1	,1	,1	99,7
I do not have such a situation	1	,1	,1	99,7
Help+individually	1	,1	,1	99,8
I ask for help	1	,1	,1	99,8
I ask for help	1	,1	,1	99,9
I ASK FOR HELP	1	,1	,1	99,9
I ask for help.	1	,1	,1	100,0
Total	1732	100,0	100,0	



**When you face an especially difficult problem, which one do you choose out of the followings?**

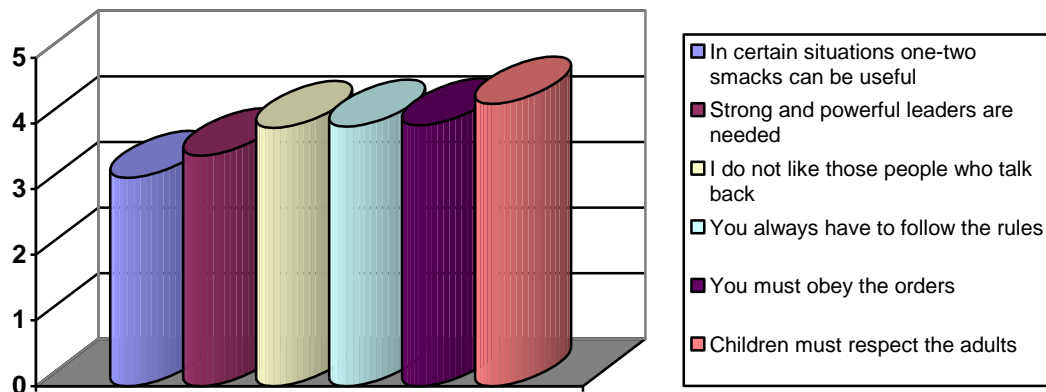
		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I solve it by myself.	853	49,2	50,0	50,0
	I ask help from my family, my friends or an expert.	650	37,5	38,1	88,1
	I try to forget it or I pretend as if it was not there.	179	10,3	10,5	98,6
	Other	24	1,4	1,4	100,0
	Total	1706	98,4	100,0	
Missing data	Did not answer	2	,1		
	Does not know	25	1,4		
	Total	27	1,6		
	Total	1732	100,0		

**When you face an especially difficult problem, which one do you choose out of the followings?**



## 4.9 The question of authority

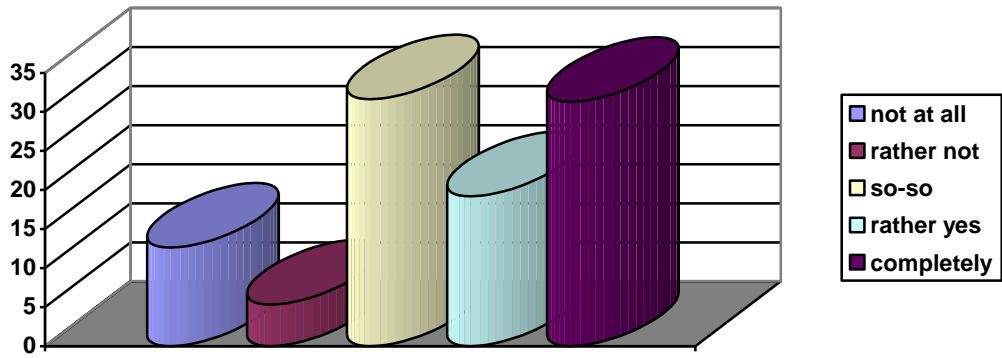
	Total	Mean	The mean of divergences off the dispersion
In certain positions one-two smacks can be useful.	1716	3,17	1,410
Strong and powerful leaders are needed	1710	3,51	1,319
I do not like those people who talk back	1720	3,93	1,214
You always have to follow the rules	1722	3,95	1,205
You must obey the orders	1722	3,97	1,093
Children must respect the adults	1721	4,30	1,046
Valid N (listwise)	1703		



### Strong and powerful leaders are needed

		Frequency	Percentage	Valid Percentage	Cumulated value Percentage
Validity	Not at all	216	12,5	12,6	12,6
	Rather not	90	5,2	5,3	17,9
	So-so	540	31,2	31,6	49,5
	Rather yes	329	19,0	19,2	68,7
	Completely	535	30,9	31,3	100,0
	Total	1710	98,7	100,0	
Missing data	Did not answer	3	,2		
	Does not know	20	1,2		
	Total	23	1,3		
Total		1732	100,0		

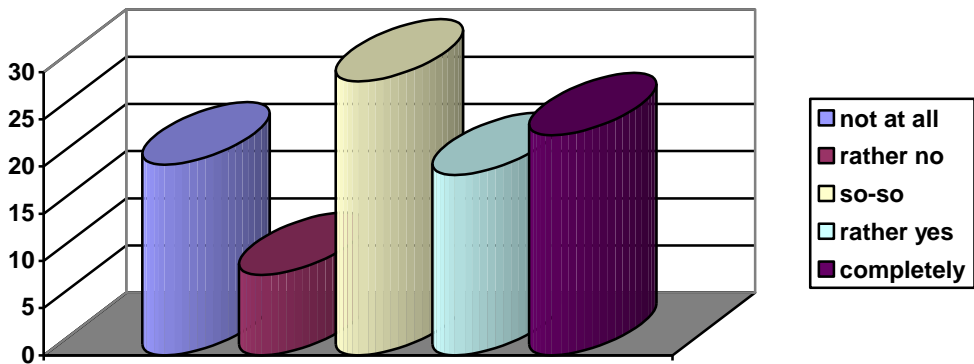
**Strong and powerful leaders are needed**



**In certain situations one-two smacks can be useful.**

		Frequency	Percentage	Valid percentage	Cummulated Value Percentage
Validity	Not at all	347	20,0	20,2	20,2
	Rather not	146	8,4	8,5	28,7
	So-so	497	28,7	29,0	57,7
	Rather yes	327	18,9	19,1	76,7
	Completely	399	23,0	23,3	100,0
Missing data	Total	1716	99,0	100,0	
	Did not answer	3	,2		
	Does not know	14	,8		
	Total	17	1,0		
Total		1732	100,0		

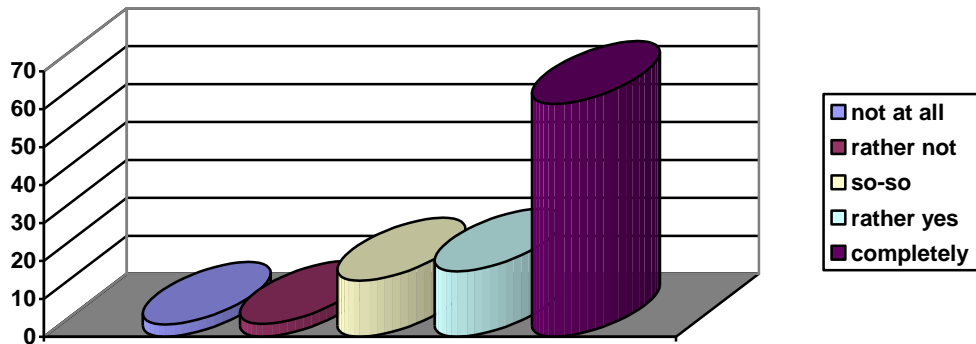
**In certain situations one-two smacks can be useful**



**Children must respect the adults**

		Frequency	Percentage	Valid percentage	Cummulated Value Percentage
Validity	Not at all	55	3,2	3,2	3,2
	Rather not	58	3,3	3,4	6,6
	So-so	255	14,7	14,8	21,4
	Rather yes	296	17,1	17,2	38,6
	Completely	1057	61,0	61,4	100,0
	Total	1721	99,3	100,0	
Missing data	Did not answer	3	,2		
	Does not know	9	,5		
	Total	12	,7		
Total		Total	100,0		

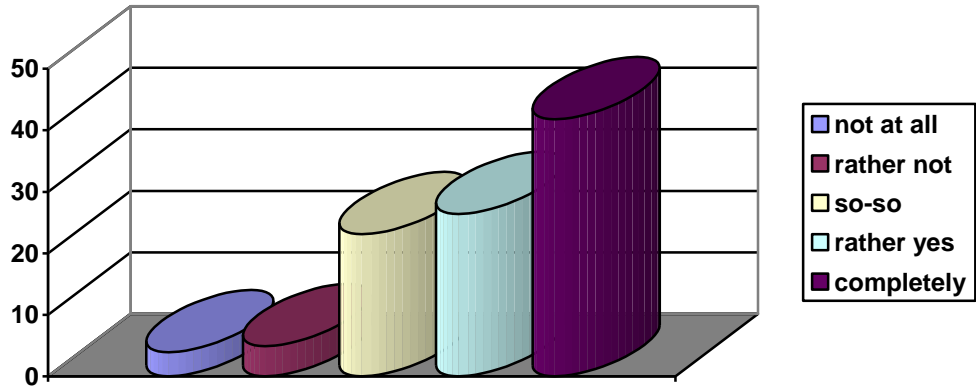
**Children must respect the adults**



**You must obey the orders**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all	67	3,9	3,9	3,9
	Rather not	84	4,8	4,9	8,8
	So-so	397	22,9	23,1	31,8
	Rather yes	454	26,2	26,4	58,2
	Completely	720	41,5	41,8	100,0
	Total	1722	99,4	100,0	
Missing data	Did not answer	3	,2		
	Does not know	8	,5		
	Total	11	,6		
Total		1732	100,0		

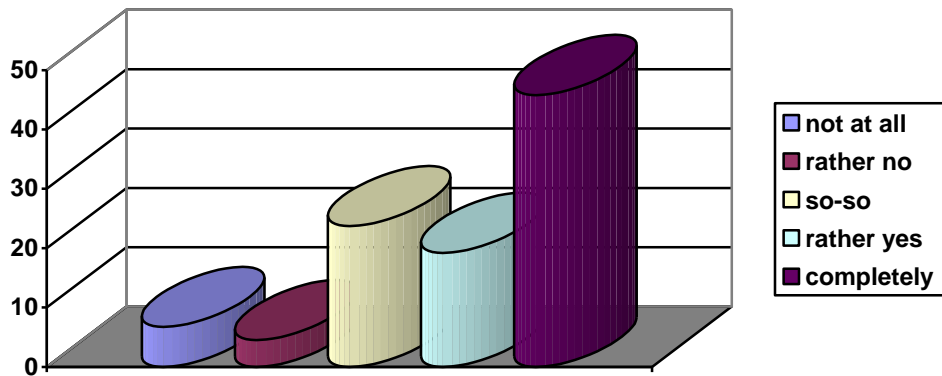
**You must obey the orders**



**I do not like those people who talk back**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all	115	6,6	6,7	6,7
	Rather not	78	4,5	4,5	11,2
	So-so	408	23,5	23,7	34,9
	Rather yes	331	19,1	19,2	54,2
	Completely	788	45,5	45,8	100,0
	Total	1720	99,2	100,0	
Missing data	Did not answer	3	,2		
	Does not know	10	,6		
	Total	13	,8		
Total		1732	100,0		

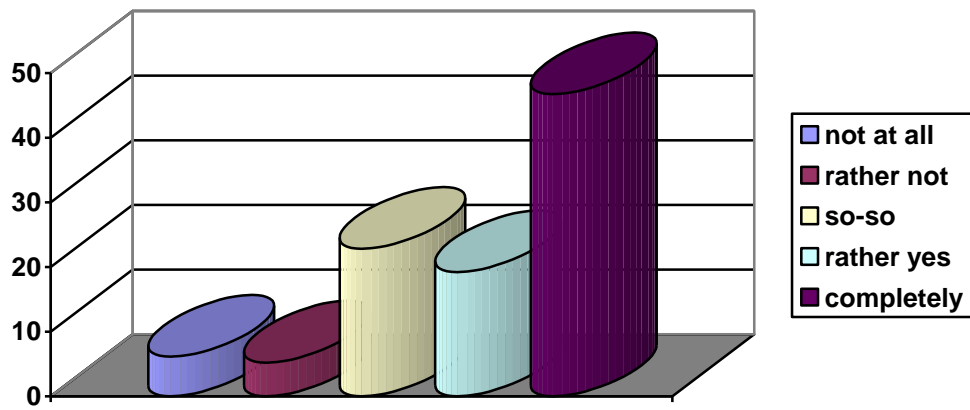
**I do not like those people who talk back**



**You always have to follow the rules**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all	105	6,1	6,1	6,1
	Rather not	90	5,2	5,2	11,3
	So-so	392	22,6	22,8	34,1
	Rather yes	330	19,0	19,2	53,3
	Completely	805	46,5	46,7	100,0
	Total	1722	99,4	100,0	
Missing data	Did not answer	3	,2		
	Does not know	8	,5		
	Total	11	,6		
Total		1732	100,0		

**You always have to follow the rules**



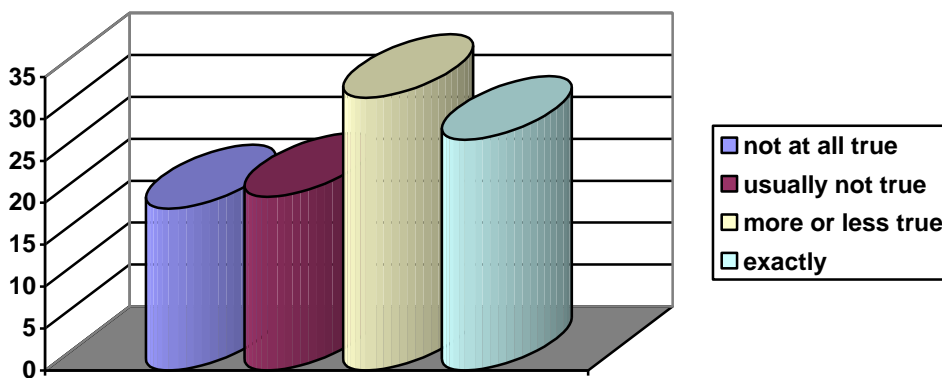
## 4.10 Their opinion about youth and the young

	Total	Mean	The mean of divergences off the dispersion
I get much more experience from my same-aged friends than from the adults.	1700	2,37	1,124
I do not really care about the experiences of the adults, I rather rely on mine	1700	2,62	1,062
I experience all kinds of hostile behaviour against youth	1680	2,64	,975
In fact every police officer treats youth badly	1677	2,68	1,074
My teachers and caregivers always talk into such things what are not their business.	1705	2,75	1,146
The truth is that the society does not do much for the youth	1670	2,87	,996
The young do not have to tolerate everything, they must strike back sometimes	1684	3,08	,985
Very few adults understand the young's problems	1703	3,14	,922
I intend to get to understand the adults, although it is hard sometimes	1701	3,35	,797
In fact I can thank a lot for my teachers and caregivers	1698	3,43	,845
Valid N (listwise)	1586		

### In fact every police officer treats youth badly

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all	323	18,6	19,3	19,3
	Rather not	347	20,0	20,7	40,0
	So-so	545	31,4	32,5	72,5
	Rather yes	462	26,7	27,5	100,0
	Completely	1677	96,8	100,0	
Missing data	Total	5	,3		
	Did not answer	51	2,9		
	Does not know	56	3,2		
Total		Total	100,0		

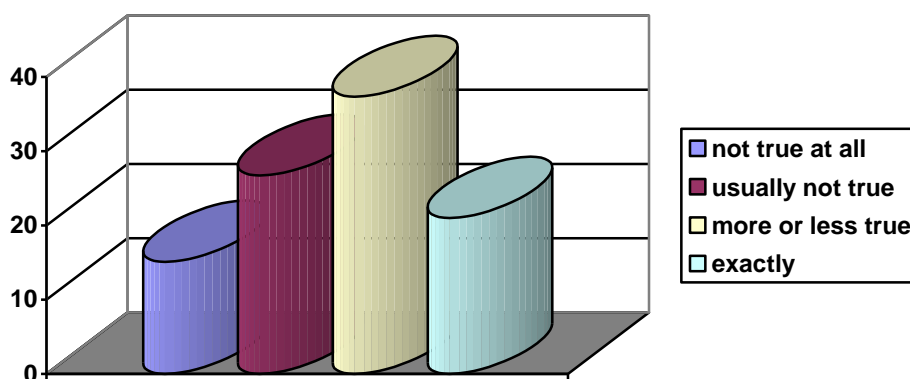
**In fact every police officer treats youth badly**



**I experience all kinds of hostile behaviour against youth**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Érvényesség	Not at all true	253	14,6	15,1	15,1
	Usually not true	448	25,9	26,7	41,7
	More or less true	627	36,2	37,3	79,0
	Exactly	352	20,3	21,0	100,0
Total		1680	96,9	100,0	
Missing data	Did not answer	5	,3		
	Does not know	48	2,8		
	Total	53	3,1		
Total		1732	100,0		

**I experience all kinds of hostile behaviour against youth**

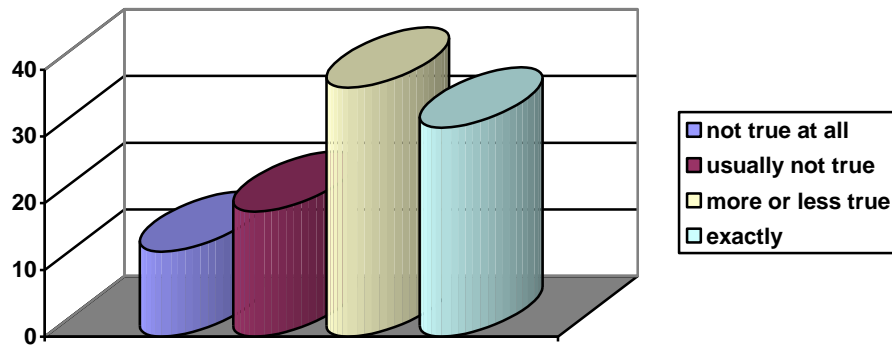




**The truth is that the society does not do much for the youth**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all true	212	12,2	12,7	12,7
	Usually not true	313	18,1	18,7	31,4
	More or less true	623	35,9	37,3	68,7
	Exactly	522	30,1	31,3	100,0
	Total	1670	96,4	100,0	
Missing data	Did not answer	5	,3		
	Does not know	58	3,3		
	Total	63	3,6		
Total		1732	100,0		

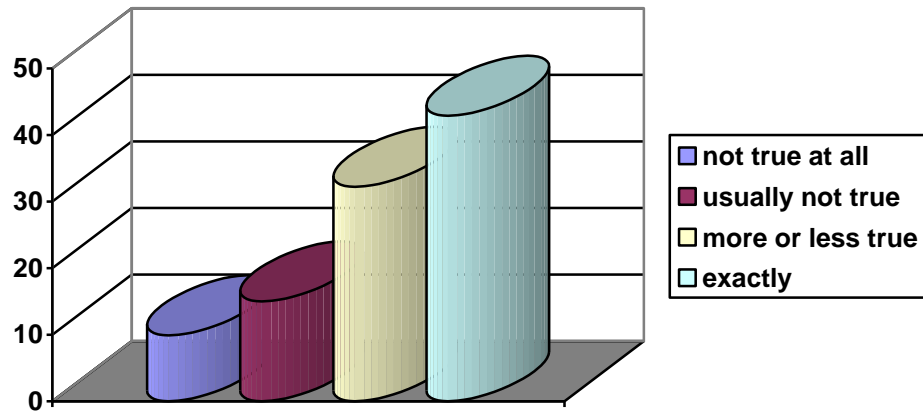
**The truth is that the society does not do much for the youth**



**The young do not have to tolerate everything, they must strike back sometimes.**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all true	167	9,6	9,9	9,9
	Usually not true	252	14,5	15,0	24,9
	More or less true	542	31,3	32,2	57,1
	Exactly	723	41,7	42,9	100,0
	Total	1684	97,2	100,0	
Missing data	Did not answer	12	,7		
	Does not know	37	2,1		
	Total	49	2,8		
Total		1732	100,0		

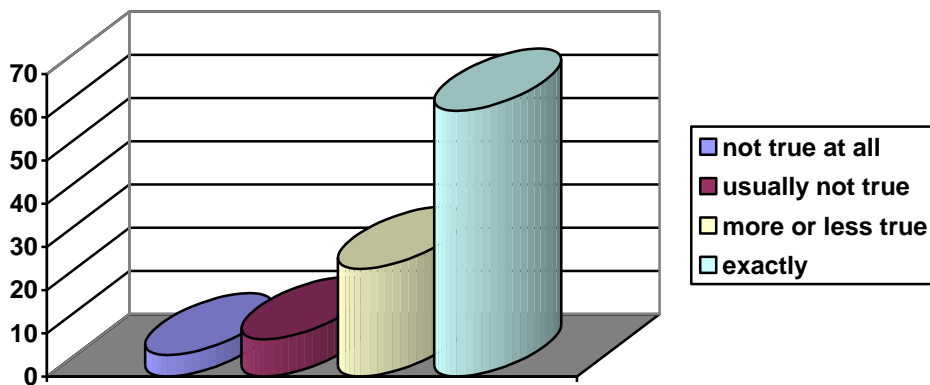
The young do not have to tolerate everything, they must strike back sometimes



In fact I can thank a lot for my teachers and caregivers

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all true	84	4,8	4,9	4,9
	Usually not true	146	8,4	8,6	13,5
	More or less true	423	24,4	24,9	38,5
	Exactly	1045	60,3	61,5	100,0
	Total	1698	98,0	100,0	
Missing data	Did not answer	12	,7		
	Does not know	23	1,3		
	Total	35	2,0		
Total		1732	100,0		

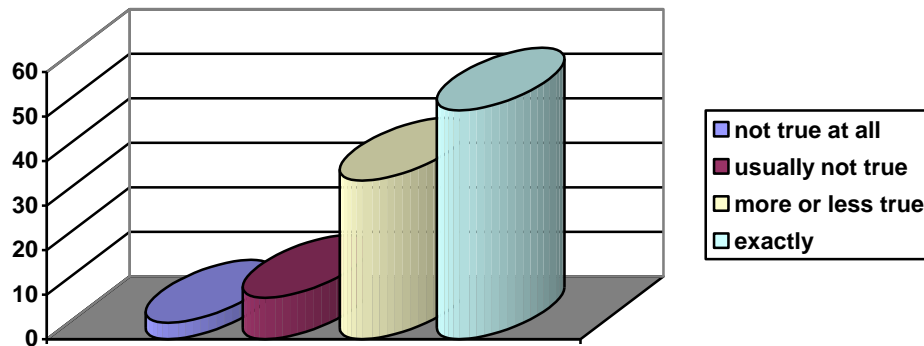
In fact I can thank a lot for my teachers and caregivers



**I intend to get to understand the adults, although it is hard sometimes**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all true	63	3,6	3,7	3,7
	Usually not true	159	9,2	9,3	13,1
	More or less true	605	34,9	35,6	48,6
	Exactly	874	50,4	51,4	100,0
	Total	1701	98,2	100,0	
Missing data	Did not answer	8	,5		
	Does not know	24	1,4		
	Total	32	1,8		
Total		1732	100,0		

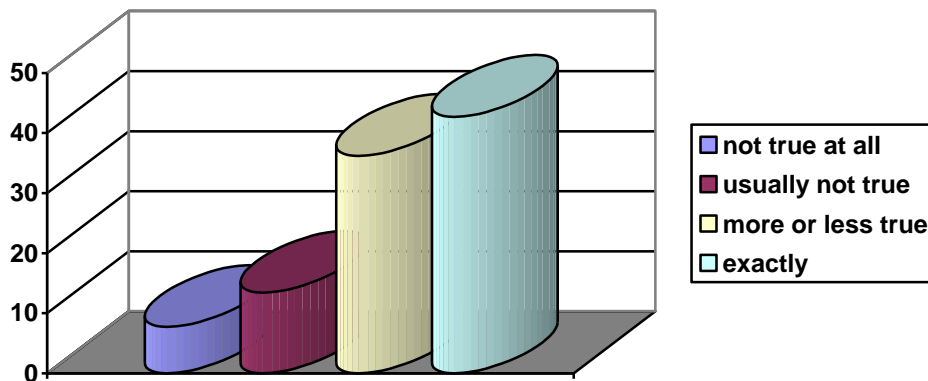
**I intend to get to understand the adults, although it is hard sometimes**



**Very few adults understand the young's problems**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all true	131	7,6	7,7	7,7
	Usually not true	228	13,2	13,4	21,1
	More or less true	616	35,5	36,2	57,3
	Exactly	728	42,0	42,7	100,0
	Total	1703	98,3	100,0	
Missing data	Did not answer	6	,3		
	Does not know	24	1,4		
	Total	30	1,7		
Total		1732	100,0		

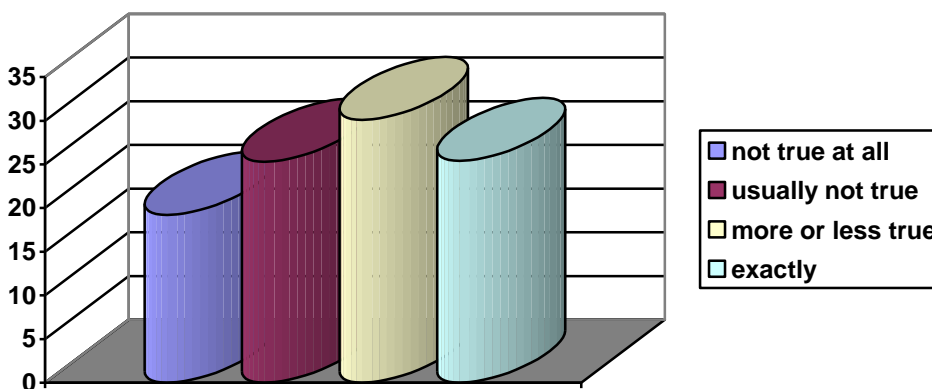
**Very few adults understand the young's problems**



**I do not really care about the experiences of the adults, I rather rely on mine**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all true	326	18,8	19,2	19,2
	Usually not true	430	24,8	25,3	44,5
	More or less true	512	29,5	30,1	74,6
	Exactly	432	24,9	25,4	100,0
	Total	1700	98,1	100,0	
Missing data	Did not answer	6	,3		
	Does not know	27	1,6		
	Total	33	1,9		
Total		1732	100,0		

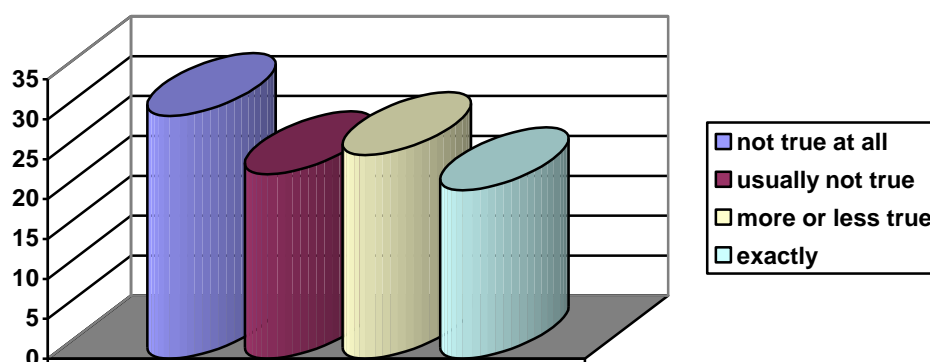
**I do not really care about the experiences of the adults, I rather rely on mine**



**I get much more experience from my same-aged friends than from the adults.**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all true	516	29,8	30,4	30,4
	Usually not true	392	22,6	23,1	53,4
	More or less true	434	25,0	25,5	78,9
	Exactly	358	20,7	21,1	100,0
	Total	1700	98,1	100,0	
Missing data	Did not answer	5	,3		
	Does not know	28	1,6		
	Total	33	1,9		
Total		1732	100,0		

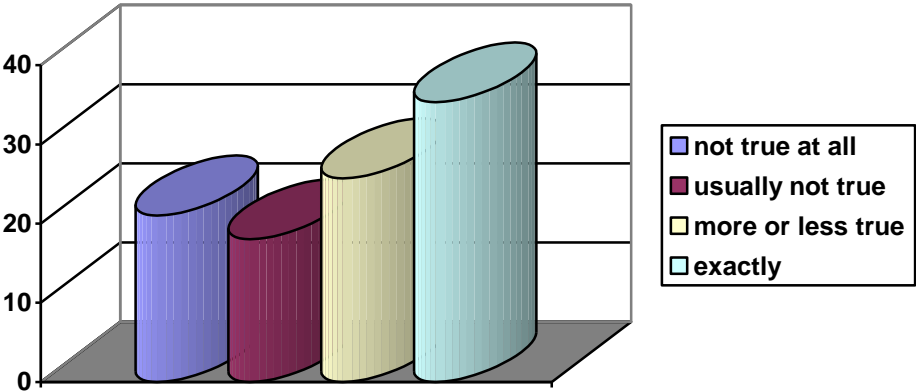
**I get much more experience from my same-aged friends than from the adults.**



**My teachers and caregivers always talk into such things what are not their business.**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	Not at all true	358	20,7	21,0	21,0
	Usually not true	307	17,7	18,0	39,0
	More or less true	438	25,3	25,7	64,7
	Exactly	602	34,7	35,3	100,0
	Total	1705	98,4	100,0	
Missing data	Did not answer	5	,3		
	Does not know	23	1,3		
	Total	28	1,6		
Total		1732	100,0		

**My teachers and caregivers always talk into such things what are not their business.**



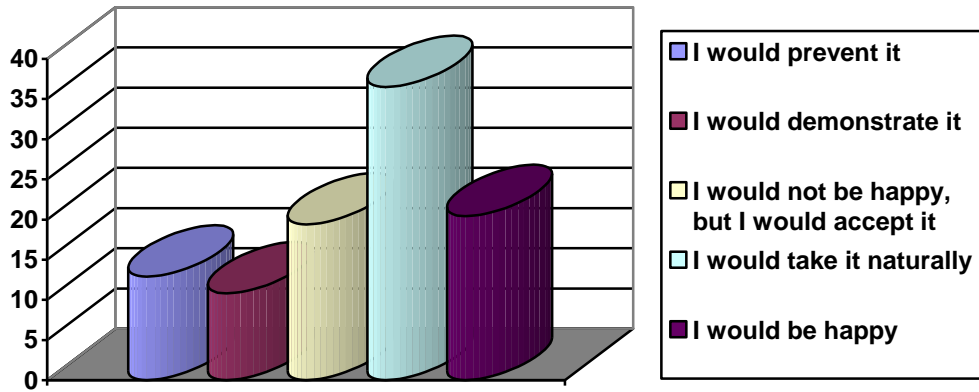
## 4.11 The question of prejudice

	Total	Mean	The mean of divergences off the dispersion
How would you react if your room mate was homosexual?	1726	1,53	,863
How would you react if your room mate was a criminal?	1730	1,59	,935
How would you react if your room mate was a prostitute?	1722	1,84	1,181
How would you react if your room mate was aggressive and violent?	1732	1,87	1,036
How would you react if your room mate was a drug addict?	1725	1,87	1,137
How would you react if your room mate was an alcoholic?	1728	2,01	1,058
How would you react if your room mate was mentally disordered?	1727	2,55	1,170
How would you react if your room mate was unemployed?	1722	2,88	1,175
How would you react if your room mate was Arabic?	1724	2,90	1,264
How would you react if your room mate was Gypsy?	1725	3,26	1,347
How would you react if your room mate was Black?	1726	3,41	1,281
How would you react if your room mate was an other kind of person?	36	3,75	1,903
Valid N (listwise)	35		

### How would you react if your room mate was Black?

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	223	12,9	12,9	12,9
	I would demonstrate	187	10,8	10,8	23,8
	I would not be happy, but I would accept it	334	19,3	19,4	43,1
	I would take it naturally	630	36,4	36,5	79,6
	I would be happy	352	20,3	20,4	100,0
	Total	1726	99,6	100,0	
Missing data	Did not answer	2	,1		
	Does not know	5	,3		
	Total	7	,4		
Total		1732	100,0		

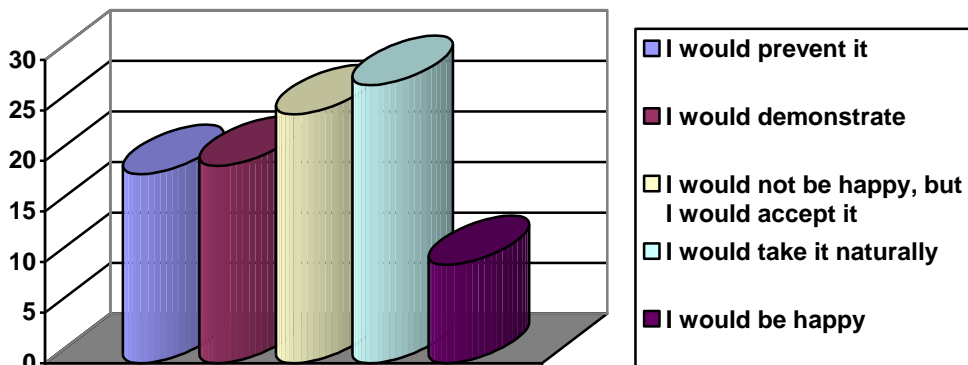
**How would you react if your room mate was Black?**



**How would you react if your room mate was Arabic?**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	323	18,6	18,7	18,7
	I would demonstrate	336	19,4	19,5	38,2
	I would not be happy, but I would accept it	424	24,5	24,6	62,8
	I would take it naturally	474	27,4	27,5	90,3
	I would be happy	167	9,6	9,7	100,0
Total	1724	99,5	100,0		
Missing data	Did not answer	9	,5		
Total	Does not know		100,0		
		Total			

**How would you react if your room mate was Arabic?**

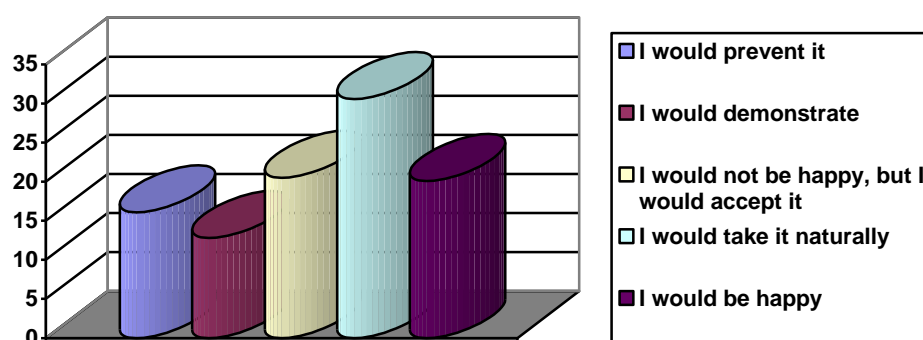




### How would you react if your room mate was Gypsy?

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	277	16,0	16,1	16,1
	I would demonstrate	221	12,8	12,8	28,9
	I would not be happy, but I would accept it	353	20,4	20,5	49,3
	I would take it naturally	527	30,4	30,6	79,9
	I would be happy	347	20,0	20,1	100,0
	Total	1725	99,5	100,0	
Missing data	Did not answer	3	,2		
	Total	5	,3		
	Total	8	,5		
Total		1732	100,0		

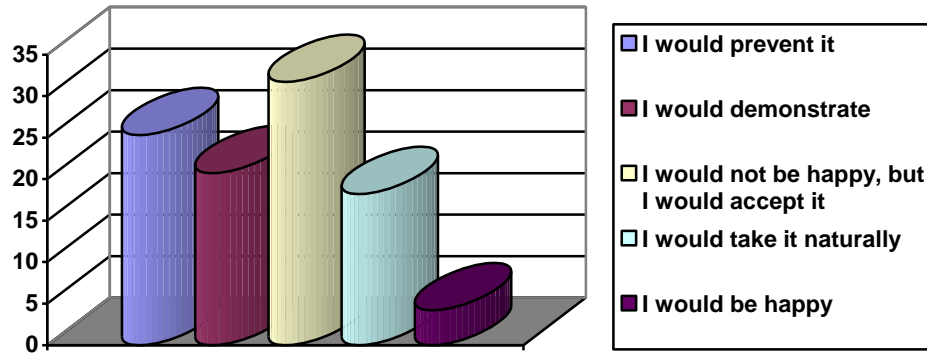
### How would you react if your room mate was Gypsy?



### How would you react if your room mate was mentally-disordered?

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	437	25,2	25,3	25,3
	I would demonstrate	357	20,6	20,7	46,0
	I would not be happy, but I would accept it	547	31,6	31,7	77,6
	I would take it naturally	314	18,1	18,2	95,8
	I would be happy	72	4,2	4,2	100,0
	Total	1727	99,7	100,0	
Missing data	Did not answer	2	,1		
	Total	4	,2		
	Total	6	,3		
Total		1732	100,0		

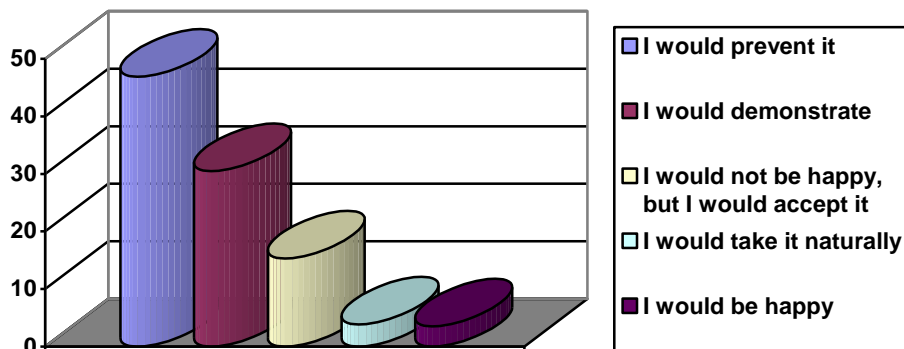
How would you react if your room mate was mentally-disordered?



How would you react if your room mate was aggressive an violent?

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	812	46,9	46,9	46,9
	I would demonstrate	528	30,5	30,5	77,4
	I would not be happy, but I would accept it	265	15,3	15,3	92,7
	I would take it naturally	66	3,8	3,8	96,5
	I would be happy	61	3,5	3,5	100,0
Total		1732	99,9	100,0	
Missing data	Did not answer	1	,1		
Total		1732	100,0		

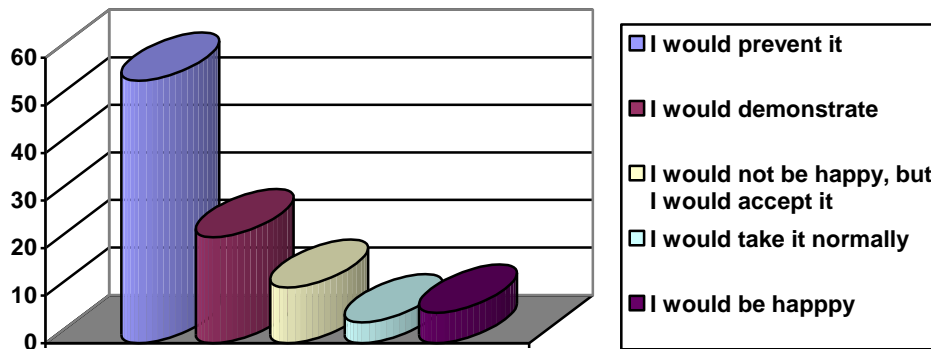
How would you react if your room mate was aggressive an violent?



**How would you react if your room mate was a prostitute?**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	951	54,9	55,2	55,2
	I would demonstrate	384	22,2	22,3	77,5
	I would not be happy, but I would accept it	202	11,7	11,7	89,3
	I would take it naturally	75	4,3	4,4	93,6
	I would be happy	110	6,3	6,4	100,0
	Total	1722	99,4	100,0	
Missing data	Did not answer	9	,5		
	Total	2	,1		
	Total	11	,6		
Total		1732	100,0		

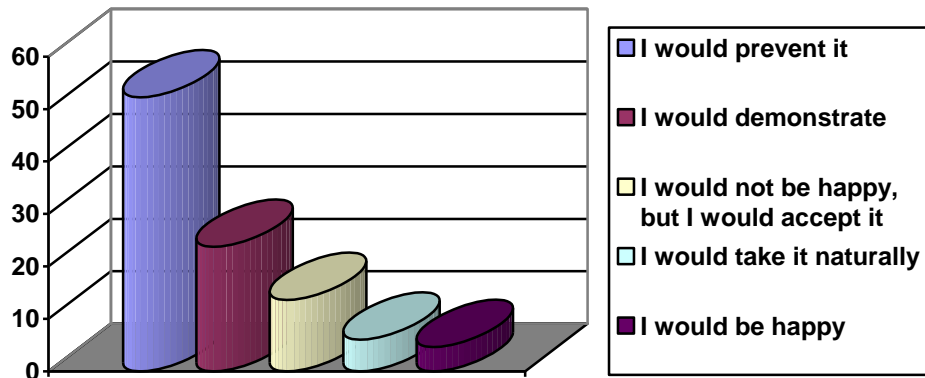
**How would you react if your room mate was a prostitute?**



**How would you react if your room mate was a drug addict?**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	901	52,0	52,2	52,2
	I would demonstrate	408	23,5	23,7	75,9
	I would not be happy, but I would accept it	234	13,5	13,6	89,4
	I would take it naturally	103	5,9	6,0	95,4
	I would be happy	79	4,6	4,6	100,0
	Total	1725	99,5	100,0	
Missing data	Did not answer	5	,3		
	Total	3	,2		
	Total	8	,5		
Total		Total	100,0		

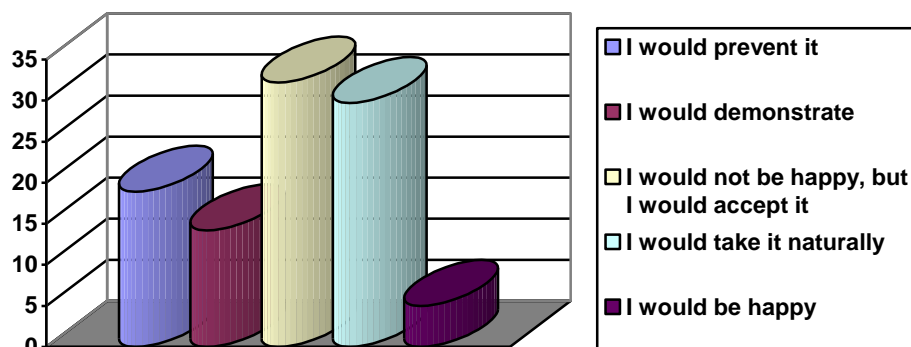
**How would you react if your room mate was a drug addict?**



**How would you react if your room mate was unemployed?**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	326	18,8	18,9	18,9
	I would demonstrate	245	14,1	14,2	33,2
	I would not be happy, but I would accept it	554	32,0	32,2	65,3
	I would take it naturally	511	29,5	29,7	95,0
	I would be happy	86	5,0	5,0	100,0
	Total	1722	99,4	100,0	
Missing data	Did not answer	2	,1		
	Total	9	,5		
	Total	11	,6		
Total	Total		100,0		

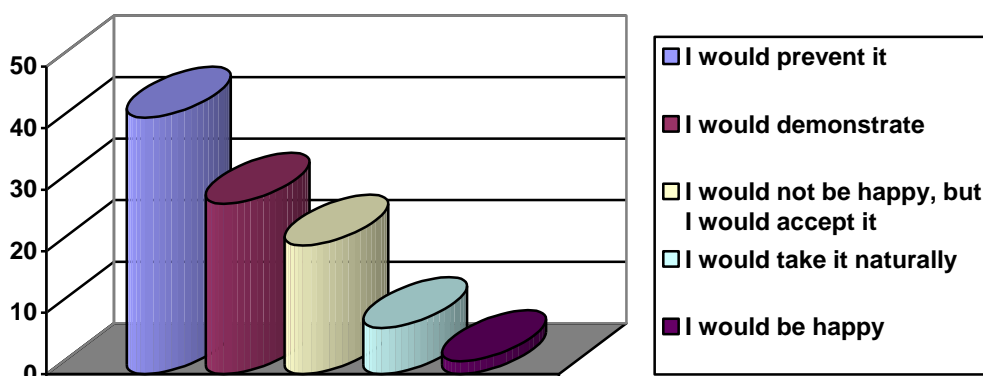
**How would you react if your room mate was unemployed?**



**How would you react if your room mate was an alcoholic?**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	720	41,5	41,7	41,7
	I would demonstrate	479	27,6	27,7	69,4
	I would not be happy, but I would accept it	362	20,9	20,9	90,3
	I would take it naturally	130	7,5	7,5	97,9
	I would be happy	37	2,1	2,1	100,0
	Total	1728	99,7	100,0	
Missing data	Did not answer	1	,1		
	Total	4	,2		
	Total	5	,3		
Total	Total	Total	100,0		

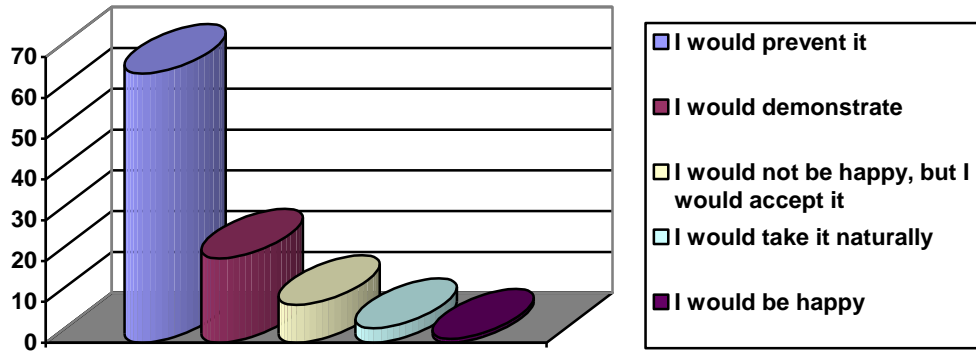
**How would you react if your room mate was an alcoholic?**



**How would you react if your room mate was homosexual?**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	1137	65,6	65,9	65,9
	I would demonstrate	356	20,5	20,6	86,5
	I would not be happy, but I would accept it	158	9,1	9,2	95,7
	I would take it naturally	60	3,5	3,5	99,1
	I would be happy	15	,9	,9	100,0
	Total	1726	99,6	100,0	
Missing data	Did not answer	4	,2		
	Total	3	,2		
	Total	7	,4		
Total	Total	Total	100,0		

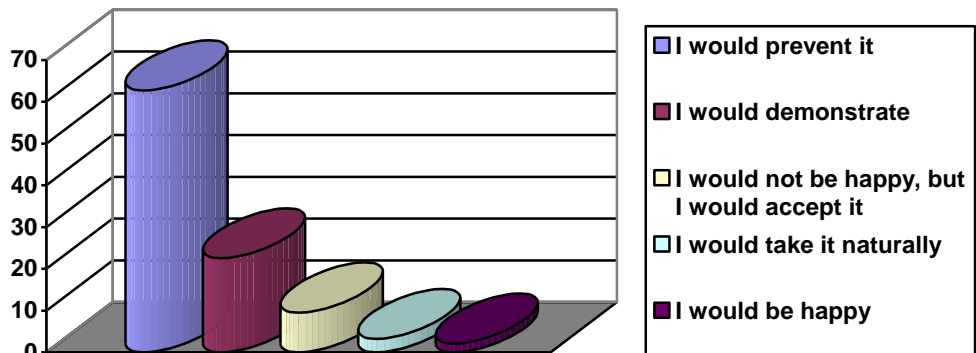
**How would you react if your room mate was homosexual?**



**How would you react if your room mate was a criminal?**

		Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	I would prevent it	1085	62,6	62,7	62,7
	I would demonstrate	389	22,4	22,5	85,2
	I would not be happy, but I would accept it	164	9,5	9,5	94,7
	I would take it naturally	56	3,2	3,2	97,9
	I would be happy	36	2,1	2,1	100,0
	Total	1730	99,8	100,0	
Missing data	Did not answer	2	,1		
	Total	1	,1		
	Total	3	,2		
Total		1732	100,0		

**How would you react if your room mate was a criminal?**



### How would you react if your room mate was an other kind of person?

	Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	2	,1	5,6	5,6
I would prevent it	8	,5	22,2	27,8
I would not be happy, but I would accept it	1	,1	2,8	30,6
I would take it naturally	1	,1	2,8	33,3
I would be happy	24	1,4	66,7	100,0
Total	36	2,1	100,0	
Missing data	1071	61,8		
Did not answer	10	,6		
Does not know	616	35,5		
<i>System</i>	1697	97,9		
Total	1732	100,0		

**The mentioned room mate by the children (along the extremeties) with whom they would like or would not like to get into the same room:**

	Frequency	Percentage	Valid percentage	Cummulated value Percentage
Validity	1697	98,0	98,0	98,0
Who does not have a shower	1	,1	,1	98,1
girlfriend (partner)	1	,1	,1	98,2
my friend girls	4	,2	,2	98,4
He/she would take in only his/her friends	1	,1	,1	98,5
He/she has an infectious disease,for example: HIV	1	,1	,1	98,6
football player mate	1	,1	,1	98,6
Dutch	1	,1	,1	98,7
Little children	1	,1	,1	98,8
My flat mates lesbian	1	,1	,1	98,8
lesbian	2	,1	,1	99,0
Pickpockets	2	,1	,1	99,1
Hungarian	1	,1	,1	99,1
Hungarian and the first Serbian	1	,1	,1	99,2
handicapped	1	,1	,1	99,3
Handicapped nazi	1	,1	,1	99,4
Germans	1	,1	,1	99,4
Italian	1	,1	,1	99,5
racists	1	,1	,1	99,5
NICE MAN	1	,1	,1	99,6
Nice girl	1	,1	,1	99,7
rocker mates	1	,1	,1	99,7
Romanian	1	,1	,1	99,8
Spanish	1	,1	,1	99,8
Nice girls	1	,1	,1	99,9
mixed ethnic groups	1	,1	,1	99,9
Total	1732	100,0	100,0	100,0



## **/Conclusion/**

### ***Conversations with adults in state-care...***

#### **IV.**

**”**....., where I spent my elementary schoolyears or....., where I spent my vocational school years.

*All I know about my getting in is that my mother left me in the hospital with my twin sibling. That's all.*

**K.J.:** *How old were you then?*

*As I was born, she immediately left me there. She abandoned me. I just heard that, too.*

**K.J.:** *And do you know anything about the circumstances of the happenings in the hospital??*

*All I know is this, nothing else. Are you interested in why exactly...?*

**K.J.:** *Just your little brother and you?*

*She left only my little brother and me there.*

**K.J.:** *So you were born as twins?*

*That's right. I have other siblings, too.*

**K.J.:** *Are you identical twins or fraternal twins?*

*Fraternal twins.*

**K.J.:** *Have you got more siblings?*

*I have some other siblings, but I got information about them much later. But memories about what happened for six years?*

*All I know is that only my foster home experience:....., where they beat us. I remember these, especially the smacks.*

**K.J.:** *How old were you then?*

*5-6. I remember something, we were standing in the queue and they hit our soles because a button had fallen off the pillow linen.*

**K.J.:** *Do you remember this or were you told so?*

*I remember this. Mrs..... or something like that said: "Soles up!"*

**K.J.:** *Where was it?*

*In....., as an elementary school pupil.*

**K.J.:** *Is there any information received from other people which might be led back to the first six years of your life?*

*There is, because I met an adult working there later who said that I was a horribly vivid kid. I was very naughty and I could never be the one who was in charge of the board. I was always standing in the corner. I kept on getting punishments, and there is also a scar on my face as a result of an accident what was caused by the edge of the table. My face had to be stitched, because there was a hole on it and they rushed with me to the hospital, but even then I was still laughing, not crying, I was behaving naughtily. I heard these things from my caregiver who was originally the caregiver of my group.*

*And in fact I have a piece of memory: when I was placed to.....I remember we were sitting on the bus, travelling and finally we were transferred in.....We had to get off the bus with all our clothes in the street. I was about 6-7. It was the "handing over".*

**K.J.:** *What is your first conscious memory about your life, I mean which was that point starting from when you could follow the stream of your life based on your own memories consciously? What is your first conscious memory?*

*Let me think. To tell you the truth what I can really remember are the years spent in....., first class.*

**K.J.:** *So this first 8-year-long period?*

*7-8. I was over-aged. I was not allowed to go to an upper class because of speech defect.*

*I was about 6-7. I had to repeat the big group in kindergarten.*

**K.J.:** *So you attended the big group twice?*

*That's right.*

**K.J.:** *Why?*

*If I remember well, I could not go to school because of.....There was a cooking course, the weather was fine and we were making sour-cherry pie. I could also help, so by doing so I did not have to sleep, I could participate in making sour-cherry pie.*

**K.J.:** *Was that sweet, little bit sour, but rather sweet?*

*Yes, rather sweet by the time it is ready. We were stirring the cream. This is my earliest memory. I was more than 6.*

**K.J.:** *Ok. This is the first taste.*

**K.J.:** *When did you first feel that you were cold, you were shivering of cold?*

*All I know is that during the first class, at the age of 8 I was continuously ill in the sick-room.*

**K.J.:** *Were you cold there?*

*Yes, very much. And I also remember that when we were naughty in kindergarten, we were thrown out to the yard in our pyjamas to calm down.*

*Yes. That was also in the big group when I was about 6-7, so in fact in my second big group.*

**K.J.:** *Ok.*

*I was really cold happened during a long time, during the first, the second and the third class. We had to walk from the children's home to the school which was about 500-600 metres far. We were given such boots the zip of which was not good or there were some other problems with them. Every morning when we left for school, my socks were soaking wet. In the second class I was unwilling to put on boots, so I was wearing a black and white pair of trainers even in winter. That was cruel.*

**K.J.:** *Ok. First celebration? So the first what was a celebration. Let it be anything birthday, Christmas, Easter, anything, some kind of a loving gathering. When was it and among what circumstances?*

*Santa Claus came to my mind. I was in my first class, we were together in the big dining room.*

**K.J.:** *You were 8 or so?*

*I was 8, that's when I was taken to the sick room.*

**K.J.:** *You were 8 in your first class?*

*Yes, 8. What is a bigger memory is that we were sitting together in the room and we were told that Santa Claus would come to us, and it was not Santa Claus who arrived but the psychopat Mrs.....who got dressed as the bogeyman and beat us to death.*

**K.J.:** *So she put on that bogeyman costume to beat you?*

*Yes and she really beat us hard.*

**K.J.:** *But not like the bogeyman with a birch-rod, but hard?*

*Yes.*

**K.J.:** *How do we have to imagine it?*

*She pulled us out from under the table. ....camje to my mind now who was told that he would be put into a bag and she did put him into the bag. She put .....together with the bag on the side and that is how she beat us with all her strength. She came along and beat us. "I will punish you! I am the bogeyman!" Then came Mr.....and the bogeyman was taken out.*

**K.J.:** *So the bogeyman had to be taken out?*

*Yes, the bogeyman had to be taken out. But we were beaten quite hard during that celebration.*

**K.J.:** *But why, what was its reason?*

*She was our group caregiver as well.*

**K.J.:** *This lady?*

*She was our caregiver in the first class. If she went mad, she really went mad, so for instance if I didn't hold my finger properly while I was reading, or if the circle what I was drawing was not round enough or during drawing I went out of the line, she beat at once. That's all.*

**K.J.:** *Ok.*

**K.J.:** *How old were you when you first saw violence?*

*I was in kindergarten. My sole was beaten and I was taking the thick skin off the sole of the kindergarten teacher.*

**K.J.:** *Was she a caregiver?*

*Yes and our task was to take the callus off her sole. And if it hurt her, even a little bit, we were given a smack. She gave us a pair of scissors, she put up her feet and said: "Come here my son!" and we were standing in a queue. There were the three of them, there were chairs and we were taking off the callus.*

**K.J.:** *How old were you?*

*6-7. This was in the bigger group.*

**K.J.:** *Ok.*

**K.J.:** *First caress? When were you first caressed? Caress, some loving touch, a hug?*

*I am thinking hard. Maybe when I was ill....we must do it. From my Dutch relationships and getting out of there. But when I really felt loved was at Mrs.....*

**K.J.:** *How old were you?*

*15. I was going home from school crying and it was then when I felt that it was such a caress and I was crying on her shoulder.*

**K.J.:** *You are protected. No matter from what or from who but you are protected. And now I am not talking about the protection of a system but personal protection. When was this feeling first? How old were you? Somebody gives you security by protecting you.*

*What came to my mind is the incident when the bogeyman was taken out of the room.*

**K.J.:** *When Mrs.....was taken out?*

*Yes, I was 8. I was in my first class.*

**K.J.:** *Was that a good feeling?*

*Yes, it was.*

**K.J.:** *The first feeling of defencelessness? When you felt that you cannot do anything for something that is really important for you?*

*I was about 16 when we were threatened to go to.....I was the only gypsy. It was a horribly humiliating experience.....It was the desire of my life, but I also liked it and I felt defencelessness towards all the boys. I fought my fights and I had to fight a boy from the third year and I know that I was bleeding everywhere, but I was tough. But it took only for a while. Peeing into my bag, blowing the lamp, Tom and Jerry actions where I was the mouse and I had to hide under the carpet, and they were the catchers and poured something onto my neck. It was then when I said I would give it up.*

**K.J.:** *And where was it?*

*In .....*

**K.J.:** *At the age of 15?*

*Yes.*

**K.J.:** *So about getting in, how old were you? How did you experience it, what were the first days, weeks, months like and what was the direct cause of your getting in?*

*I cannot remember my getting in sat all. For me, what I experienced as a getting in were the changes of the institutes. Because concerning getting out of the kindergarten, I know I was in.....in an infancy home, but I cannot really remember that. From kindergarten I was about 6-7 when I got to.....Those big packings and the caregiver kept on telling me that I would go and I would see the circumstances there and that I would be punished in the new place in.....etc.,and before each and every moving there was big tension and fear in me because I had been frightened to death. And also when we got there to....., there were more of us, there was a big reception, a marble hall and a tv in the marble hall. There stood "Bendzsi" the deputy principal, who is a very big man and they were just talking and we got scones. And we got Mrs....., the psychopath in the first class. And starting from then on in the kindergarten I cannot remember this style what I experienced in....., that we did everything together, really everything. We went to have a bath together, we were told to stand in front of the tap and open! After you have opened the tap, you had to let water flow on you. Close it! Come for shampoo! It was such a dictatorial system. Before each and every dinner we had to have a bath.*

We had to go through the garden even in winter in our pyjamas, if we did not eat, we weren't given anything to eat, according to them we were stupid and we were told to get out. But of course I had also good experiences in....., because I experienced my childhood there. Though the very first period when after kindergarten I was taken to.....was quite tough, I still remember every minute of it, we had the same uniform, the same boots, we had to go for clothes to the storehouse, and if we did not like what we got, it was thrown at us. I told them I would not wear such striped tracksuit. I was told: "Shut up, my son, you'll put on what you are given!". And after a while I got used to it. I completely got used to the fact that it would be and that's it. We go and they tell us to do something. My biggest pleasure was when the psychopath left. Another experience of mine is the period when I was taken to.....What I felt was that something happened in.....and then I knew they wanted to take me to.....When I went home crying for the sixth time, I ran away from the hostel, saying it was enough because by then I had been blue and green, the home leader said: "stop! We stop here. Stay at home!" One day she came and told me to pack everything. I asked why. She said I would know that later. And I told her I would not go to.....She told me to pack everything and leave. And the following morning quite early at about 6-7 o' clock, we packed into the car, the bus driver Mr.....arrived, I sat behind him and asked him where we would go and he said he would tell me sooner or later. After at the half of the way he told me they would take me to.....And starting from then on I started shivering of fear and I begged him not to take me there, and asked him to discuss it and find another solution. As an answer he said they could not finance my constant escape from the hostel and he also said that place was not for me. All the way long I felt I was to blame to be humiliated there. During half of a year I tolerated all the shit so I told him it was not my fault, he said that there were other kids to deal with so that was it. And as he said so, there was silence in the car all the way we were travelling. Then we arrived to....., Mrs.....came to greet me, I had to go to her office, then the very same scenario happened as in the other children's home. Here in....., this trip was the alike. Principal greets you, keeps on talking, come on, there are a lot of children waiting for me. How many things you have, quite a lot, we can have a business, if you are not in it, I will beat you to death. I'll meet you after ten in the evening. And when I saw those bars, I got really scared. I got a caregiver. First of all I didn't want to get to the district of....., because you know he was my twin brother and it was the district where the so-called difficult-children were placed. And all of them were "dromedary" big, the .....-like group and in the meantime .....told me to persuade Mrs.....not to send me there because there were constant fights and blood was flowing every evening. And I begged to..... and I was told: "No, your place is next to your twin brother." Well, ok. I got there. I was robbed the very first day. They 'found me'. The first evening I was involved in a fight. Well, I didn't come out of it as the winner but the biggest guy told them to leave me alone since I was not a coward. And maybe my head was blue and green but from then I was fine. So in connection with getting in I rather have negative experiences.

#### **K.J. School?**

Elementary school, there were two classes. From the fourth class. Well, there wasn't any problem with the first, second, third and fourth class. Without any problems. There I did not feel to be a child in state-care. From the fourth class there was a change since there only the better students and the girls could get into that class. In class "b" there were the boys and the worse students. I was put into class "a", there was another boy, .....and two girls with me. There was an English teacher who told me that I had to learn English and she started giving me such big smacks...We were standing at the board and she told me: "You are a gypsy in state care, you have to learn English!" And I told her I wouldn't. By the way, I made two mistakes and therefore I was not given a 5 mark and I dared to ask: why not? Somebody from the village sat next to me for a while. Well, I kept on stealing her pencils. She had coloured pencils, and she had a better mark. She made more mistakes but she still got a 5 mark. The teacher said she did not understand her, but still. Because I go to the Netherlands and since I do, I must learn how to speak English. And starting from then on, she started hazing me, very badly. If I forgot to stop and stand straight during the report, I had to go to the board and I had to keep a point on the board and crouch down while my hands were behind my back and if I lost my balance I was given a smack. Sometimes I went out of the English class with my head bleeding. And it was the joyful moment of the "Goat". She should be rotten! And the other person I had a conflict with was the son of my principal. We were always laughing at him, and he was always the one with whom we could not get on well. And during an Arts lesson, he came to me and gave me a smack, while saying: "what's up, you filthy gypsy?" But he kept on teasing me, anyway. ....teased me for a long long time. He was always finding faults in me, always. I was tolerating it for quite a long time but when he came to me and gave me that smack, I got up, I turned round and I also gave him a smack and as a plus I bit into his shoulder. During the break, the whole class defended me. But staeórting from then on, one of my friends....., a dear fellow sufferer of mine went to tell it to the principal and his wife. He told them that their son was beaten. Well, what that woman was doing to me was unbelievably humiliating. She grabbed me by the hair and she pulled me along from the first floor, my chin almost hit the ground.

**K.J.:** *But why did your fellow sufferer inform against you?*

*Well, because .....decided that as my fellow sufferer he would go and inform against me at the principal and his wife...*

*He wanted to be good at him.*

*And apart from pulling me along the whole school very badly, everybody watched it when I was taken to the classroom where were the little ones in their third class. Then I was in my seventh year. She took out the metre stick and started to beat me. She broke it on me. And she told me to cry and stay in. "Cry, stay her"-she kept on saying. She went out for another club and she beat me with all her strength. What a humiliation... Oh and I almost forgot! In the meantime she went on saying: "you filthy gypsy, you stupid state-cared, what do you think you are going to beat my son!?" it was very bad. I went upstairs crying and I almost beat the principal, anyway. There were some who defended me in front of the principal, anyway. In the afternoon, the principal appeared. He was a 150 kilos-heavy guy. He was called "Meatloaf". He approached me saying he would beat me to death as well, but it did not happen. I felt it then, and it sucked. In my other school I have already mentioned.....There they made me feel completely that I was a child in state-care and a gypsy at the same time. In .....I did have such problems. In.....in the vocational school the community was good, we were fine. To be honest, concerning the elementary school, I did not have problems, either. It was this.....kid who sucked. But in this elementary school our luck was that the caregiver's son grew up with us in.....And he was a good guy. Despite the fact that he had parents, they both worked inside, he said he was also a child in state-care and he was always with us. And at this scandal, he stood in front of the principal, Mr.....and said to him: "You had better leave him alone or you will get from me".*

*We called the institute.....It was "mágyó" for us. Hungarian State Children's Home. It was beautifully on each and every bedlinnen, on all our clothes, there was a big red triangle everywhere and MÁGYO with capital letters was written into it. The ink worked the same way. On our T-shirt's collar there was a stamp, MÁGYO with red letters and either a circle, a triangle or anything, the mark of the group under it. So we were the "mágyó" children*

**K.J.:** *The outsiders, how did they call you?*

*Us? Mainly when we went out for an ice-cream, because once a year on children's day we could have an ice-cream. That's when they said: "here are the guys from 'mágyó", they came to lick", or on other occasions they said: "the guys from 'mágyó" are stealing the apple".*

**K.J.:** *So they also called you: the guys from 'mágyó'.*

*Oh, yes...and they were the villagers. We called them the 'villagers'.*

**K.J.:** *Ok, ok. First friend. How old were you?*

*I was in kindergarten. Until vocational school. Óvoda.*

**K.J.:** *First love.*

*I was about 11-12. I was in my fourth year. I was 10, she was 16. The first set of girls. Set...*

**K.J.:** *First alcohol consumption.*

*At the age of 9-10. With.....and with..... We also smoked.*

**K.J.:** *First leave from the institute? Free, unrestricted. Leave. Not a day off. A leave.*

*I was about 12-13. I was in my sixth class.*

**K.J.:** *Has any of you escaped from the institute?*

*I was in my 4<sup>th</sup> or 5<sup>th</sup> class, when a caregiver in the dining room always wanted to make me eat the food. I didn't like poppy seed pasta so I told her I would not eat it. She came to me and pushed my head into the pasta and told me to get out. I got out, but I mean I really did, I went out of the gate. It didn't matter where to go, I just headed for somewhere. In the evening I was hiding next to a litter bin and in the morning I continued my walk, or better to say, I was hitchhiking, because I was cold and hungry and I wanted to go back. Of course I got two smacks and a punishment. But that evening was a bit cold.*

**K.J.:** *In the institute when did you first see a whole loaf of bread?*

*A whole loaf of bread?*

**K.J.:** *Yes. How old were you?*

*I don't know, but in.....I surely saw a whole loaf, and that was about when I was about 16. I know that in the residential home always a whole loaf was brought from when I was 20, I am just thinking whether it happened earlier or not. We were not allowed to go into the mass-kitchen, when we wanted to cook, we were given sliced bread.*

*I saw a whole loaf of bread in Szeged as well. First, when I was 17.*

**K.J.:** *First cinema?*

*Does it also count to be a cinema when a film was projected to us?*

**K.J.:** *No. Proper cinema!*

*21-22.*

**K.J.:** *First birthday greeting?*

*14.*

**K.J.:** *How has your life evolved from the vocational school till today?*

*For me, the period of getting out of the elementary school to the vocational school was a big development. I experienced a lot of failure then which helped me to build my self-esteem. After the elementary school, the leader of the school Mrs....., the only person who took me for somebody told me after a central test that I could be immediately admitted to secondary grammar school. Of course I told her to forget it because I would not be able to finish it, so I did not start it.*

**K.J.:** *Why did you feel that you were unable to attend high school?*

*There was a man, called Mr.....I was in my sixth year when I got a 1 mark from Maths. I was punished quite badly afterwards. Maths was such a subject, I usually got 4 or 5 marks. Therefore he beat me. The English teacher "Csucsi" kept on kicking me and both of them told me I was shit and I was not able to fare well. The feeling: I am somebody evolved in me, but only in a certain rate. As a plus there was the incident in.....after which my aim was to go somewhere else, not to.....I started something and it ended up in a failure. From then on I started to say more than ever that it was my fault, I was to blame and I believed that the fact that I could not finish the half term was my fault. I know that it wasn't, but I was not completely there in that school, where even the childcare officer was against me. While he should have supported me. And when I got to....., there was a bigger change in my life. Because those adults who...I was always somehow adult-centred. I was always looking for such an adult who could be my mother or my father. That is how I found Mrs.....She found me. We found each other. Besides these in.....I started not learn but to learn a profession, I graduated from the school as a vegetable and spice grower and I also finished a catering course, so I have become a housekeeper. These were the years when I started to pursue an aim, when I wanted to find out what I am able to do. I saw that some of my mates started to work as tour guides. I saw that they got some tips, so they had some money from it. It is possible to stand in front of people, let's try it! The others told me not to come. It was interesting that there were not many gypsy tour guides. It was me and....., all the others were white.*

**K.J.:** Was there a ready-made text what you had to say by heart?

*Yes, that's right. We were talking about the beautiful.....Castle. Sometimes, it was pretty good, we got some pocket money for it. These were those years when I said I would try and go to secondary grammar school. Then a new training was about to begin, the two-year long state-run regular one. Come on, let's do it! Two other girls also gave it a try. It was then when I felt I would be able to do it.*

*I went to the post care straight away and I told them that I would like to go to grammar school.*

**K.J.:** Why did you want to go to grammar school, anyway?

*Back then I did not know it.*

**K.J.:** Did you want to step forward, so to say?

*All I knew is that I wanted something but I didn't know the reason why. All I knew is that I wanted to go for it.*

*Mr.....was my group caregiver, he tried to persuade me on several occasions that I would be capable of achieving much more, because I am clever enough. If I get out of here, I will achieve much more. He told me to do it, go for it! In order to do so, you have to go to the post care. Probably the reason why I started it was Mr.....He made me understand. He encouraged me, he got me to understand that if I wanted to be 'marketable', I had to make a step forward.*

*What I saw is that I have a lot of fellow sufferers who get out of the institute with either a park keeper profession or a vegetable and spice grower one and cannot find a job anywhere. They come back saying that they do not have a job, they are unemployed and cannot get further. Maybe this also played a big role in my decision to step forward.*

**K.J.:** Did you get scared of it?

*To finish a higher school?*

**K.J.:** No, of the example of your mates?

*Yes, I was very much afraid.*

**K.J.:** What was that feeling like?

*Bad. Then I said it would be good to help them. It was interesting. On more occasions when I saw that my fellow sufferers with whom I grew up in....., just they got out earlier from the children's home of.....came back, my aim was to finish grammar school and establish a homeless shelter. I thought I would attract the state-cared ones.*

**K.J.:** Each and every park keeper and vegetable-plant grower?

*Each and every state-cared, yes I thought I would help them. Although finally it did not work out because our 'friend' from post -care gave me a quadratic equation*

**K.J.:** How did you want to help them?

*I don't know. I said they had to be helped. Nem tudom.*

**K.J.:** But you had some theory, didn't you? What does help mean? To put them under a roof?

*To build a homeless shelter, to give them shelter and help them find work, these were all very distant aims. I saw what they were going through.*

**K.J.:** So you saw their example and so you wanted more? Mr.....motivated you by this?



*That's right. There were the two of them, who in fact motivated me: the leader, Mrs.....and my group caregiver. All the others told me not to go.*

**K.J.:** *Why? What did the others say?*

*They said I was unable to do it. It was mission impossible. Actually I always acted the role of a clown, I was a central figure. I was in every silly thing, I also possessed 'the honour among thieves'. There were some tasks where they could have experienced my serious self but they did not ever want to do so. The man responsible for the sick room was talking about half an hour that how hard it was for his daughter. His daughter had a 2 mark from Maths, and if his daughter was so weak, I would surely be unable to do so. I had to listen to him and I accepted it. I accepted that I would not do it and so I didn't. The post-care caregiver gave me a quadratic equation, I could not do it, I was unable to do it. Therefore I did not go for it. I continued my housekeeper profession. Ridiculous.*

**K.J.:** *Why is it ridiculous?*

*This is the name of the profession. It would be marketable if it was called catering, but if I go somewhere saying that I finished as a housekeeper, they ask what it is all about. Am I a housekeeper or what exactly? What am I capable of doing?*

**K.J.:** *Did many of you finish that course?*

*A lot of us, because there wasn't anything left, so it was the main reason why I stayed in the children's home for a long time and I tried to exploit the possibility given by the state. Free food, clothes, diet. I would be stupid to leave earlier. What I would rather do is to study another potentially useful profession. So I learned to cook. I did not learn to sew, but I did learn a couple of useful things. It was useful but to be honest, there was always one thing on my mind: to stay in because till then everything was free.*

**K.J.:** *Did you think of getting out, that what would happen then?*

*When I got to....., I had already thought about it. As I saw that my mates got out and as I almost turned 18, I got more and more scared.*

**K.J.:** *Of what?*

*I did not know what would happen. Where will I go? What will I do? Who will help me? There were a lot of questions in my mind.*

**K.J.:** *What kind of answers did you produce back then, at such a young age?*

*I thought I would work out somehow. That I would not be like others. It was always in me.*

*I had a concept that I would get out with my brother, we would rent a flat together, we would work and fare well. And we will survive because we are able to do so.*

**K.J.:** *And did he feel the same? That he wanted more?*

*Unfortunately, not. No, because he always wanted to become a singer.*

**K.J.:** *He also wanted more. He applies for a vacancy in "Megastar" every year.*

*All in all we can say so. But he is not interested in finishing a grammar school, to make a step forward. . Although he started it, he gave it a try. And he uit after two weeks.*

**K.J.:** *Why? What is the difference between your will and his will?*

*It is only me who has a will.*

**K.J.:** *So you want to say it worths more?*

*I would say, I want to live and it is more.*

**K.J.:** *He wants to live, too doesn't he? Doesn't he want to live?*

*He wants to live but his will is much weaker. So I want to struggle for life.*

**K.J.:** *Why? Does he also always try to start a singer career? Concerning this your brother has been ambitious since his childhood. He wants something which is very important according his moral values, as much as you do. What is the difference?*

*I don't know. His will to live and his concepts are not particular.*

**K.J.:** *What does 'particular' mean?*

*... he has always tried to find that group where he can have fun, and in the meantime he does not pay attention to the potential problems and dangers.*

**K.J.:** *So he does not keep in touch with reality?*

*In some way he does, but in some way he doesn't. Because since we got out of the institute, there have been moments when he has said he wants to work and then he knows it means he has to get up on time and this is reality. But the reality is that he wants to sing and that is how he wants to be a star. It has been the 4<sup>th</sup> or 5<sup>th</sup> time that he headed for singing. I think he has already lost his sense of reality and he cannot see that his level is not suitable for this thing.*

**K.J.:** *Why cannot he see?*

*As for me this part was spoilt in the Mágyó. My problem is not that he was given a feeling of success.*

**K.J.:** *Was he over-valued?*

*Yes, he had to perform on stage on several occasions and he participated in a "Who knows what" competition and there he was over-valued and owing to this he thinks it is enough in reality, too and the members of society can also accept his voice. Maybe. We used to talk about it, that maybe if he had trained his voice, he could be in "Megastar" now. The only problem is that he lacks the basic qualification. The other considerable thing is that he was not given as much care as I was.*

**K.J.:** *You said he was over-valued.*

*When he had to perform, because he was needed.*

**K.J.:** *He remained at the level of the fairy tales when he was over-valued in connection with his skills and that is the reason why he lives such an unreal way of life?*

*Yes. He could perform on stage at school-leaving ceremonies, but if it was about giving him some responsibility, then everybody said he was unable to do so, though his voice is fabulous and they were happy that he could help them whenever it was needed. They could tick his performance in their programme, let it be even a 15<sup>th</sup> of March feast.*

*I did not warn him. But I told him if he wanted something, then he should come with me and we should start school together and then he could choose the singing profession. I really encouraged him then. There was a teacher who undertook his teaching and we put aside our pocket money to be able to pay it on a weekly basis. But there as well my younger brother decided he would not bear it any more, because he had to go to the other village weekly and he had to deal two hours with singing which is quite a lot.*

**K.J.:** *So he did not have a strong enough will? It was a burden for him to go to the other village?*

*Yes. And he was also given homework and he should have written notes and he said he did not want to do so and all in all he is satisfied with his voice and unfortunately he still thinks the same way.*

*I did not start the grammar school. I continued school. And two years later when I participated in the camp of the ÁGOTA Foundation as a child in 99, there was a topic analysis conversation with my fellow sufferers. I said it would be good for me to learn and there were two workmates who agreed and told me to go for it. What was interesting is that everybody from the group said I would be able to do it because they or their friends had already done so and said it was not that hard. When I got back from this camp, I said I was not interested in post care, in anybody because I would go to school. I made up my mind. It was not.....whom I told this idea of mine first (I was punished for not telling him the first) but I immediately went to.....and I told her that I wanted to go to school from September and to grammar school as well. She said, ok, start it but since I had already turned 18 and I had already started to learn another profession during the day, I could start only the afternoon grammar school course. That's where the problem started, because I had to do more things parallel. School, then I went to a driving course and then to the workers' grammar school. I got in, and I started my introduction saying I was a child in state care and my aim was to finish this school and I told them I hoped we would be fine. I said some three sentences though I was the youngest. I was about 19-20 years old when I started grammar school while there 60-66 –year-old students in the class as well. She also did it, but bitterly. What made my situation very difficult was that I had two classmates who came to me in the break saying that they thanked for my introduction but they would not like me. More of us smoked and they smoked, too and as soon as I went to the others, they left. The others respected me, I felt that.*

*What' more when the headmaster asked in the classroom who should the class leader be, everybody turned round and one of the students they looked at was me and they said I had the biggest mouth, so finally I was chosen. This was a moment when they said ok and it was a great feeling.*

*I had a P.E. teacher as well when I did the catering training. He said that we would write 'school-leaving exam certificate' on a piece of toilet paper what I could show later. He asked: "Do you think that many state-cared youth have a school-leaving exam?" He was right because the 10 of us started the school. As I started it, the other,.....also joined me saying that they would want to try it, too. We had to go to school three times a week. We had school from the afternoon till 8 o' clock in the evening, so we got back by half past 9. It was tiring and the others could not stand it their will not that strong. Because it turned out during the first quarterly year exam that we had to learn a lot.*

**K.J.:** *Was your littled brother pleased that you learnt so well?*

*Now, I attend college and it has been the first time that he told me he is proud of me.*

**K.J.:** *And then?*

*He never told me and I never felt it either.*

*There were times when I got home to the fact that the bulb had been taken out. But I solved it by taking the toilet's bulb into the room and I put it back in the morning. They didn't see anything in the loo in the evening and then it was the problem. I solved it by taking away three bulbs. I also put a bulb into my wardrobe. In the morning I took it out, in the evening I put it back. Somehow I had to struggle.*

**K.J.:** *Did it go on like that for 4 years?*

*No, because after 2 years, I got to a residential home. I could get the taste of that, too. There were the two of us in one room.*

**K.J.:** *Was that better?*

*Much better. No problems occurred there.*

**K.J.:** *How old were you?*

*21-22. I got to mommy.*

**K.J.:** *How was this mommy called?*

*Legally she was my mommy. She was the leader of the residential home. She was similar to Mrs.....She was like a mother tiger, she protected everybody in the group. She helped where she could and not just financially.*

**K.J.:** *Is she the one with whom you still keep in touch?*

*Yes.*

**K.J.:** *Does she know?*

*Yes.*

**K.J.:** *Ok. And then?*

*I took my school leaving exam. I did it. It was hard because I had to put up with the loss. The Hungarian caused me huge problems, 'I was peeing blood' and it is still true nowadays. I could not pass my 4<sup>th</sup> year exam by learning four poems by heart in two days. I had to learn them by heart, that is what I was asked by the Hungarian Grammar-Literature teacher. I find it quite difficult to express my thoughts.*

**K.J.:** *The spelling exam? By telling poems by heart?*

*Yes. And he told me 10 words, out of which I could make only two mistakes. God saved me because he dictated simple words like, such as: hole, holed and such basic words. My Hungarian Grammar-Literature teacher, who was a pensioner, told me I would be unable to learn those four poems, and so I would fail anyway. But I did learn them.*

*The principle gave me a really tough task: I had to lead a buffet but he also knew that I had to learn. I needed the job, too because otherwise I did not do anything in the morning.*

**K.J.:** *By then you had already finished the vocational school? You stayed in the workers' grammar school and besides you could work? Do I understand it correctly?*

*Yes. I was looking for a job and.....told me he would give me a job in the children's town, the management of the school buffet. If I did not miss any days, I got HUF 4000 a month, but if I did, it meant minus HUF 200 per day. And it got reduced like that gradually.*

**K.J.:** *But you were given some seasonal work as well, right? .....festival and stuffs like that.*

*Packing chairs, serving food and drinks.*

**K.J.:** *And were you paid for these?*

*No. Sometimes we were, yes. There were times when we were given some money in order to be quiet.*

**K.J.:** *Weren't you given an hourly wage for packing chairs?*

*Yes, HUF 50 per hour.*

**K.J.:** *HUF 50 Ft – what was it like then?*

2004. HUF 50-100– as an hourly wage. It was not compulsory, but we were ordered to go to a certain place and pack.

**K.J.:** Who told you so, the leader of the institute?

Yes, the leader of the institute. They told us straight ahead where they counted on us. They solved in a very diplomatic way! Those whom they could not handle were sent on holiday. In such a big.....festival, where the performers come from abroad and I could continue the list, where there about 1000 people, bad children are not tolerated. They were put aside, but those who could clean, did the cleaning. There was such a year when we were given only a savoury scone and some bean goulash. That's all! We worked from 7 a.m. to 2 a.m. If it was about catering we had to stay until 5 a.m. We had to start laying the tables at 8 because there was lunch at 12. So it sucked.

**K.J.:** Were you trained on the spot?

**Zsolti:** That's right. They said it was our summer training. I don't have any problems with that but in other schools, students were given money for the summer training. We also got money, HUF 2000 for four weeks. We were happy since we had some money.

**K.J.:** You passed your school leaving exam.

Yes!

I graduated from grammar school...When I finished my high school years, my aim was to deal with children. My other aim was to help them, because in.....they always came back and it turned out that they were homeless. In the meantime in 99, I also came to.....to the ÁGOTA camp where I met you and the others. After my first camp I thought I should you somehow. Fortunately during the following year I had the chance to do so. 3 years later I talked to you and you said if I wanted I could get into a family-like cosy atmosphere. Of course I had 3 years left. Although somehow it was strange. It was not on my mind. As the school leaving exam approached, I began to go to.....more often and the period of getting out also came closer and closer. Well, that's where the problems started. I decided to move to.....Besides this.....experienced that 'I could pull their carriage' as you usually say, which in other words meant that till then I had been exploited. A salary of HUF 4000 in a cold room. As a result of this I had a slipped disc surgery. I had to lift heavy dozens of bottles, etc. The trade leader, whom I could not stand at all, did not want me to go to.....The point is that he handed in my papers to.....I decided to become a social worker. Then I started to learn. Learn? The reason why I am smiling is that at the beginning I only looked at those many people and I did not understand why they gave me orders. Afterwards I started to work at the foundation in a part-time job, here in the play house. Then I was promoted to be the leader of the play house. Now I dare to say that I have a family. I could put aside those things which were difficult. Last June I got degree. Besides working in the play house, I did the school. So since I have got out of ....., I can say I am a very lucky man and the best thing I could do was to come to Szeged. I live with my possibilities. I am sure that will power means a lot, saying I do my best even if I face failures sometimes. When I have failures, I realise that I have to go on and I have to stand up. I felt the same in case of the college. I failed my first exam, but I got a feedback and from then on I started to learn loudly. That is how my life evolved.

**K.J.:** MWhat was it like to get into a family first?

It was very strange. I was frightened. I had a brand new room. We sat down to talk in the evenings. The family watched tv together. There was a fridge from which I could take out anything. At the beginning I did not even eat. Only when 'Mother' put some food onto my plate. Then you told me: "the fridge is there, and if you don't want to eat, you don't need to although it is also yours since you belong here to this family". So, the thought to have a family lived in me even in....., but as an own family. My idealistic image was this. There is a mother and a father. I am the father. Here it happened absolutely differently. Here, I was the child. I got into a family at the age of 24 and I knew I could count on them. I needed about two months to understand it. I had a small room and I was often there. I remember you helped me to solve this situation by coming into my room and sitting on my bed. You called me out. It was a very strange feeling.

**K.J.:** *What does ÁGOTA mean to you?*

*Safety, a hand to hold, a place where I am accepted. Where the thing, namely that I am taken as a fool does not happen as it did in.....A place where I can be somebody. Where I feel loved. I can give. Here in ÁGOTA I am able to give. I learned that I should dare to give. Maybe I am not told 'thank you' in a direct form, but I can always harvest the 'profit'. For me ÁGOTA means two things. Firstly the work what I have always longed to do. I can be with children and I can direct the children according to my own ideas. I can give them those values which are useful. Secondly, the safety what is important from my point of view, the fact that I know I am loved and accepted.*

**K.J.:***How much can you trust and how difficult it is to you?*

*I fundamentally trust each and every person. If I get disappointed, I cannot do anything. Maybe I forgive him/her but from then on I cannot trust as strongly. In my eyes everybody starts with 'tabula rasa'.*

**K.J.:** *How about your parents? Could you forgive your parents?*

*I forgave my mother. I went to her when I was 18. Until I turned 18, I thought she had better go to hell, die or anything. I didn't even want to see her. Till I knew where she was and how she lived her life. It turned out that she drank her mind away, she lives in a social home and poor her did not even know who we were. So there was anger in me but by now it has vanished. Spending 5 minutes at her was enough. We went out of the gate thinking she is there and everything is fine.*

*I even gave her a bunch of flowers saying thanks for my life. That's all. I could not discuss anything else with*

*her... ”*

## 5. chapter

### Norms, values, guidelines, future image

*Idols, religion, relation toward religion*

*The person you would like to take after*

*The person you would not like to take after*

*Successful and well-known formers state-cared ones*

*Religious baptism*

*Membership in a church or congregation*

*The importance of faith*

*Future image and values*

*The present and adult status*

*Aims for the next 5 years*

*The three most important aims together*

*Help in order to achieve the aims*

*Dangers*

*Residence, work*

*Adult life in the country*

*What type of work would you like as an adult?*

*Family, children*

*With a partner or alone?*

*Living your whole life with one person*

*Do you want children?*

*Values*

*So that you could fare well...*

*Differences in the given factors*

*Nation, traditions, religion, social peace*

*The faith*

*The trust*

*Love, friendship, family, peaceful world, freedom*

*Various, interesting life, creativity*

*Wealth, power, beauty*

*The results of the focus group in connection with the preferred values*

*The results of the focus group in connection with the wishes*

*The results of the focus group in connection with the future image*

*The results of the focus group in connection with the positive and negative experiences*

*/Conclusion/*

*Conversations with adults in state-care...*

*V.*

*Thoughts from János Sávai*



## 5.1 Idols, religion, the relation towards religion

### 5.1.1 Idols

Concerning the analysis of the idols and the attractive people, on the one hand, we can get a picture of how many children have idols, whom they would like to take after and on the other hand who these people are and where the answerers know them from and symbolically what values they represent.

#### Do you have an idol –such a person- you would like to take after?

		Number of cases	%	Valid%
Valid	no	894	51,6	51,9
	yes	831	48,0	48,1
	Total	1726	99,6	100,0
Missing	Did not answer	1	,1	
	Does not know	6	,3	
	Total	7	,4	
Total		1732	100,0	

A little bit less than half of the answerers said there is such a person whom they find attractive, who they look up on, whom they consider an idol. The answers were divided into three categories based on whether the chosen person is fictitious who does not exist in reality, somebody who exists in reality though the answerer does not know him/her, or somebody who is a real person and the answerer knows him/her in person, too. Very few of them have chosen a fictitious person as an idol (2,7%) 44,8% of the answerers have chosen such people whom they do not know in person while 52,5% of them have chosen such idold whom they know in person. Those idols who are not known by the answerers are usually well-known musicians, sportsmen and actors. Those idols who are known by the answerers are usually their siblings, friends, teachers, caregivers or their parents. In this group it is also worth examining in what rate they have chosen an adult as an idol or somebody from their age group. In this comparison it can be stated that they have rather chosen idols from their age group than from adults.

### Who is your idol you would like to take after? (Categories)

		Number of cases	Valid %
Valid	Movie star	16	1,9
	Character of a literary work of art	2	,2
	Other not real person	5	,6
	Well-known actor	93	11,3
	Well-known musician	161	19,6
	Well-known sportsman	95	11,5
	Well-known media personality	7	,9
	Other well-known person	12	1,5
	father	41	5,0
	mother	24	2,9
	Other adult relative	29	3,5
	Teacher, caregiver	62	7,5
	Other adult who is not a relative	24	2,9
	sibling	126	15,3
	friend	69	8,4
	Schoolmate, colleague	26	3,2
	Other person from the same agegroup	31	3,8
	Total	823	100,0

#### *Fictious, not real person*

As it has become obvious from the previous chart, very few answerers have chosen a fictious person as an idol. The choices are quite different, one idol does not appear in more cases, so special statements cannot be made, we only list some of them. Among the choices there was Bagira from the Jungle Book, Magic Witches, Harry Potter, Paige Haliven, Paulina, Blade, SpiderMan and Tóni from “Among friends”.

#### *Real person, though the answerer does not know him/her in person*

As we have seen the most popular idols whom the answerers do not know in person are well-known musicians in the biggest rate (19,6%). Three of them are the most frequently mentioned: Britney Spears, Eminem és L.L. Junior. They have also mentioned Pink and Scooter. The Hungarian musicians were much less significantly mentioned than the foreign ones. Though some Hungarians such as Zolee Ganxta, László Gáspár, Vera Tóth and Jimmy Zámbó were mentioned.

Among the sportsman, obviously the football players were the most popular (11,5%) such as Roberto Carlos, Ronaldinho, Ronaldo, Beckham, Zidane és Luis Figo. From the Hungarian football players, Zoltán Gera was the only mentioned one by only one answerer. Still among the sportsmen the second most popular group contained István (Kokó) Kovács, Mihály Kótai, László Fekete and among the foreigners, Mike Tyson. The representatives of other sports are rare, one-two answerers have chosen for example Michael Schumacher and Bojana Radulovics.

Altogether 11,3% of the answerers have chosen actors, although not even one actor was mentioned, not even as the character of a film or a tv series. All the mentioned actors are foreigners and among them those are the most popular who usually impersonate a mostly fair and just hero. Such as Arnold Schwarzenegger, Bruce Willis, Bud Spencer, Jean Claude van Damme and Silvester Stallone. A lot of them have also mentioned Jennifer Lopez but the other mentioned ones Eddie Murphy, Patrick Swayze and Piper Haliwel, - from the Magic Witches- got very few votes. There is only one name on the list which occurs on the list as an idol and it is the name of Győző Gáspár or Győzike although in connection with him we could not decide whether he was taken as a musician, a well-known media personality or as another category well-known person. We would like to note and draw the attention to the fact that besides Pope John Paul II.-who was given only one vote, not even one single famous writer, painter, sculptor, politician or other media personality was given any votes.

### ***Real person who is known by the answerer***

In connection with the real idols, we cannot provide more details since we do not know the chosen people, so we can rely on only that categorisation which was made by the interviewers on the spot.

### ***5.1.2 The rejected, repugnant people***

#### **Is there such a person you would not like to take after at all, who is repugnant in your eyes?**

While only 48,1% of the answerers have chosen an idol, in case of the rejected, repugnant people, this rate is much higher: 62%

		Number of cases	Valid%
Valid	no	648	37,6
	yes	1077	62,4
	Total	1726	100,0
Missing	Does not know	7	
	Total	1732	

If we examine the category of the rejected people it can be stated that –similarly to the idol selection- very few answerers have chosen a fictitious person (1,1%). It can be also observed that the rate of those people who are not known personally reduced significantly, while in case of the idol selection this rate was 44,8% in case of the rejected people selection it was only 19,8%. It can be concluded from the above-mentioned facts that most of the rejected and repugnant people can be found in the answerers' closer surrounding among their acquaintances. All the rejected people came out of 79,3% of this group.

### Who is the person you would not like to take after? (Categories)

		Number of cases	Valid %
Valid	Movie star	8	,8
	Character of a literary work of art	1	,1
	Other not real person	2	,2
	Well-known actor	24	2,3
	Well-known musician	123	11,6
	Well-known sportsman	7	,7
	Well-known media personality	4	,4
	Other well-known person	15	1,4
	father	36	3,4
	mother	119	11,2
	Other adult relative	97	9,2
	Teacher, caregiver	35	3,3
	Other adult who is not a relative	82	7,7
	sibling	43	4,1
	friend	46	4,3
	Schoolmate, colleague	52	4,9
	Other person from the same agegroup	128	12,1
	Total	238	22,5
	Total	1060	100,0

#### *Fictious, not real person*

The content of this very small fraction can be summarized like this: they do not want to be similar to those who are either ugly and mean or threatening, they have mentioned among others Betty, the ugly girl, a monster, Frankenstein and the Green Sprite.

#### *Real person, though the answerer does not know him/her in person*

While in case of the idols, the most frequently chosen people were musicians, actors and sportsmen, here the rate of these decreased, specially in case of actors and sportsmen. While the rate of actors as idols was 11,3%, here this rate was only 2,3%. Similarly in case of sportsmen: while their rate as idols was 11,5%, here as rejected people, this rate was only 0,7%. The rate decreased among the musicians as well, they are also represented at a smaller rate as rejected people than as idols, though here the reduction is not as big as in case of the actors and sportsmen. The rate of musicians as idols was 19,6% and it reduced to 11,6% concerning the rejected people.

In connection with the musicians it is very interesting to note that apart from some exceptions the very same musicians are on the list of the ideals and on the list of the rejected people. The following names: Britney Spears, Eminem, and among the Hungarians LL.Junior Zolee Ganxsta, László Gáspár and Jimmy Zábó. Though new names also appear, like Madonna, Robbie Williams and among the Hungarians Lajcsi Lagzi, Kozsó, János Koós, Linda Király and Leslie but they are mentioned in only one-two cases. Therefore it can be observed that famous people can become idols and rejected people at the same time among the youth. Concerning the musicians there is one more very interesting thing worth mentioning. Michael Jackson was an idol only in one case while he counted to be a rejected person in 47 cases.

We think that the rejection does not address the musician himself but rather the news published about him in the media before the data recording took place and it must be also true in case of Robbie Williams who did not appear as a rejected person because of his music, either but because of other pieces of news about him.

Among the rejected people such groups also appeared which were not among the idealised ones. This group includes Hitler, Jesus, Osama Bin Laden, some Hungarian politicians mostly Ferenc Gyurcsány, Péter Medgyesi but József Torgyán and Viktor Orbán were also mentioned in some cases. Such cases which cannot be identified with specific people are also on the list of the rejected people, for instance: drug addicts, alcoholists, homeless people, prostitutes, unemployed people and criminals and are mentioned quite often.

### ***Real person who is known by the answerer***

As we have already seen it above, most of the rejected person came out of the circle of the acquaintances, among whom we would like to draw the attention to the following two. The parents belong to the first group, where the mothers and fathers got 20,4% of all the rejections while the schoolmates and other age group members got 34,6% of all the votes, with the friends altogether almost 40%. The parents' rejection shows that a lot of state-cared children are ill-disposed towards their parents which on the one hand can be understood, while on the other hand it indicates that these tensions and tempers are not processed in many cases. The fact that rejection appears in the the contemporary age groups in such a big rate might have more explanations and though here and now we cannot analyse it in details, we have to see that most of those living in state-care have conflict in their relationship with their contemporaries at school, at the workplace, in the institute what is more even among their friends.

### ***5.1.3 Successful and well-known former state-cared ones***

We consider important to know about those former state-cared ones who have become successful because it can give power and motivation to those who are currently in this situation. They can serve as a positive example, because they could stand out and become successful in the very same circumstances among which the answerers live at present. Therefore it is important to see in what rate the answerers know about the existence of such people and who are these “widely known” former state-cared men.

#### **Have you ever heard of such a person who is well-known in Hungary and who used to be also a state-cared one?**

		Number of cases	Valid%
Valid	no	930	53,9
	yes	793	46,1
	Total	1724	100,0
Missing	Did not answer	2	
	Does not know	7	
	total	9	
	Total	1732	

Only less than half of the answerers have already heard about such a well-known person who used to be brought up in state-care. On the one hand, this rate is smaller in reality, because many of them have mentioned such people who are not well-known at all, for example Mrs Aranka, or a joiner, a doctor, a football player, an actor, a politician or one of their friends. On the other hand, a lot of them could not mention a name, or apostrophed as a former state-cared such people as well who were state-cared only in a film, not in reality.

Only four people were mentioned at least ten times: Artúr Kálid, János Kothencz, L.L. Junior and Ibolya Oláh. Concerning the number of how many times they were mentioned, Ibolya Oláh was the winner with 381 votes, Artúr Kálid and János Kothencz got between 10 and 20 votes and L.L. Junior who was given 42 votes.

#### 5.1.4 *Religiousness, relation towards religion*

Only a little bit more than half of the children said that they were baptised or recorded in some religion, 23,8% of them are absolutely certain that they were not baptised or recorded in any religion and 24,2% of them have no information about it.

#### **When you were born in what religion were you baptised or recorded?**

		Number of cases	%	Valid %
Valid	Roman Catholic	558	32,2	62,6
	Greek Catholic	80	4,6	9,0
	Calvinist	232	13,4	26,2
	Lutheran	17	1,0	1,9
	Israelite, Jewish	2	,1	,2
	Orthodox, Eastern Church	1	,1	,1
	Total	891	51,4	100,0
Missing	Other denomination	11	,6	
	Was not baptised or recorded in any religion	412	23,8	
	Does not know	419	24,2	
	Total	842	48,6	
Total		1732	100,0	

The rate of those who got recorded in a religion is a bit more than 50%, though the rate of being a member of a Church is about one-fifth of it, in other words those who were recorded in a religion do not keep in touch with the Church.

#### **Are you a member of some church or denomination?**

		Number of cases	%	Valid%
Valid	no	1521	87,8	88,2
	yes	203	11,7	11,8
	Total	1725	99,5	100,0
Missing	Did not answer	8	,5	
Total		1732	100,0	

Based on the membership of each denomination, it can be seen that the Lutherans (23,5%) and the Calvinists (19,7%) keep in touch with their church in the highest number of cases while only 14,8% of the Roman Catholic and 13,8% of the Greek Catholic children are members of their church.

**When you were born in what religion were you baptised or recorded? \* Are you a member of any church or congregation?**

			Are you the member of any church or congregation?		Total
			no	yes	
When young were born in what religion were you baptised or recorded in?	Roman Catholic	Total	472	82	554
		%	85,2%	14,8%	100,0%
	Greek Catholic	Total	69	11	80
		%	86,3%	13,8%	100,0%
	Calvinist	Total	187	46	233
		%	80,3%	19,7%	100,0%
	Lutheran	Total	13	4	17
		%	76,5%	23,5%	100,0%
	Israelite, Jewish	Total	2	0	2
		%	100,0%	,0%	100,0%
	Orthodox, Eastern Church	Total	0	1	1
		%	,0%	100,0%	100,0%
Total	Total	743	144	887	
	%	83,8%	16,2%	100,0%	

According to the data of the following chart, almost three-fourths of the answerers consider faith an important issue, **to believe in something**, but for the majority this faith does not mean “belief in God”.

**Do you consider it important to believe in something?**

		Number of cases	%	Valid %
Valid	no	475	27,4	27,5
	yes	1250	72,1	72,5
	Total	1725	99,5	100,0
Missing	Did not answer	7	,5	
Total		1732	100,0	

The statement above has been also supported by the fact that when defining the relation towards religion, only 9,2% of the answerers said they are religious by following the teaching of a church or other congregations. The rate of those who apostrophed themselves “religious in a way” –who do not stick to a church or congregation- is 31,6%, so they are three times more than those who are religious in the traditional sense of the word. All in all a little bit less children considered themselves religious (40,8%) than not religious (45,6%), and the rate of those who are uncertain concerning religiousness is 13,4%.

**Among the following statements which defines you the best:**

		Number of cases	Valid%
Valid	I am religious, I follow the teaching of a church or congregation	159	9,2
	I am religious in a way, although I do not belong to a church or congregation	544	31,6
	I cannot tell whether I am religious or not	230	13,4
	I am not religious	637	37,1
	I am not religious, my point of view is absolutely different	149	8,7
	Total	1719	100,0
Missing	Did not answer	13	
Total		1732	

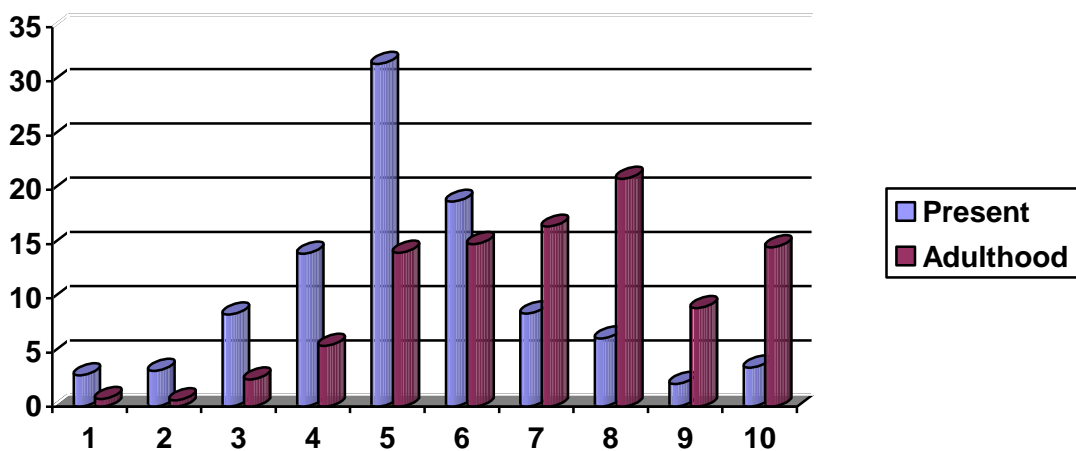
## 5.2 Future image and values

### 5.2.1 The present and adult social status

We asked the children where they would place themselves on a 10 scale social ladder where 1 means “down” and 10 means “up” in their present status and according to where they will place themselves as adults. The average of their social status ladder is 5,29 and the hoped one in their adulthood is 7,06.

	Total	Mean	Dispersion
And what do you think where your place will be on the social ladder in your adulthood?	1667	7,06	1,978
Social ladder. Where would you place yourself on the ladder?	1711	5,29	1,870
Valid N (listwise)	1660		

This refers to a slighter rate of optimism, in other words they hope slight improvement and increase by their adulthood. The following graph shows the dispersion of the present and the imagined adult social status. It can be seen on the graph that on the lower rungs of the ladder –up until the 6<sup>th</sup> rung- more of them marked their present status than the imagined adult status. However, from the seventh rung this tendency turns, here in case of each and every rung, the adulthood rates are higher, in other words significantly more of them would like to get there than the rate of those who feel themselves there at present. It is also worth observing that while the dispersion of the present status is symmetrical, the axis is at 5, the hoped adult status dispersion is inclined towards the higher statuses on the right.



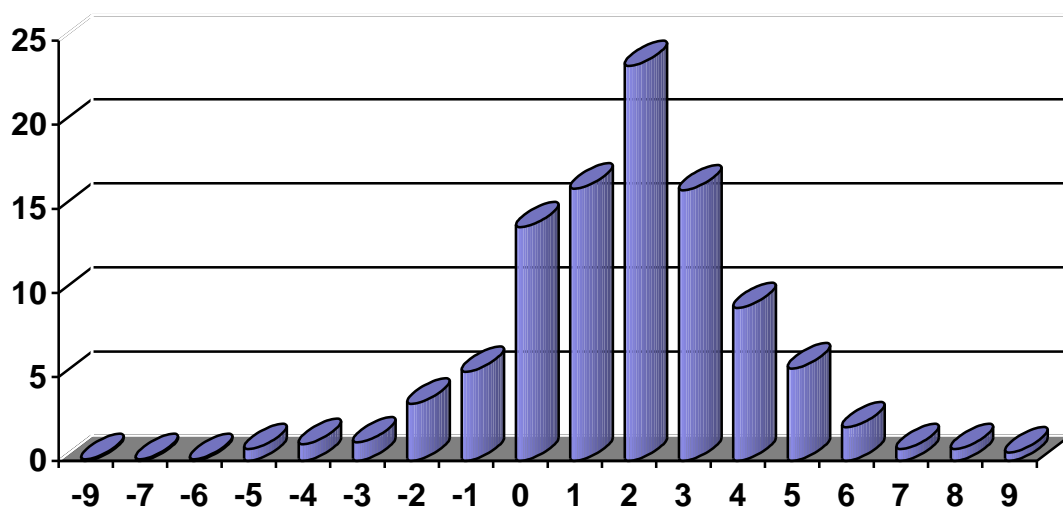
If we form the difference of the hoped and present status, then we get the answer to what rate of increase the subjects of the study expect on a 10-scale ladder. The average increase of the subjects is 1,78 degree which goes with huge dispersion. This shows that not everybody expects an increase around the two wholes but there are extremeties: there are ones who expect big falls while others expect big increases.



	Total	Mean	Dispersion
The difference of the present and adult status on the ladder	1660	1,7801	2,21518

The dispersion of the increase and fall of the status shows that although most of them predict stagnation (0 increase) or slight increase (1, 2, 3 level) there are many who expect dramatic increase or fall. **It is worth paying attention to these two extremities, because on the one hand, very probably those who expect dramatic fall are afraid of the future and feel uncertain and hopeless, on the other hand those who expect dramatic increase neglect reality and have a so-called “pink future-image”.**

The difference of the present and adult status on the ladder



### *Life objects for the next 5 years*

Concerning the objects of life for the following 5 years, the subjects have been given three options, the summarised result of which can be seen in the following chart. The number of mentioning is higher than the number of the asked ones because everybody could give more –maximum three- answers to each question. It can be seen from the dispersions that the most important aims are to get an own flat, to study, to acquire a profession, to found a family, to establish a good relationship and an independent way of lifestyle. These five objects have been chosen by 70,1% of the answerers, which well indicate that youth in state-care –because of their situation- find it the most important to establish the basics of independent life which at the same time also highlights the fact that -compared to those not living in state-care- their situation is highly disadvantageous.

### The three most important objects together

Aim	Number of mentioning	Rate of mentioning (%)
To get an own flat	1304	25,6
Studying, getting a profession	817	16,1
Founding a family	605	11,9
A good relationship	446	8,8
To form my own lifestyle	393	7,7
Professional success	342	6,7
A car, a new car	211	4,1
Becoming wealthy	186	3,7
Having children	164	3,2
Starting a business	150	2,9
Getting a job abroad	146	2,9
Studying abroad	109	2,1
Travelling	83	1,6
Changing flat, renovation	75	1,5
Other	59	1,2

We have expected to get different results from the younger and elder age groups concerning the objects of the following 5 years since their situation is different both concerning their maturity and the length of time by when they will have got out of state-care. We did not find any difference between the age groups younger and older than 14, both of them defined the very same objects both chronologically both in rates. This also proves that generally youth in state-care find the establishment of the basic life conditions very important ,more important and earlier than their contemporaries at this age.

**In order to fulfil their aims, most of them can only hope help from themselves (36,6%),** a little bit more than one-fourth of the answerers think that they can count on their families, too. Generally it can be stated that they can expect help from their closer personal ‘circles’ (themselves, their family, friends, acquaintances), while they can expect much less help from the institutes. Only 1,8% of the answerers hope to get help from the government and the local authorities, among the institutes the only one which stands out is the local institute (12,3%) and it shows that out of the institutional supports it is the local one most state-cared youth trust.

### In order to fulfil your aims, where do you expect to get help from? (Categories)

	Number of cases	Valid %
Only from myself	615	36,6
From my family	461	27,5
From the local institutes	207	12,3
From another place	196	11,7
From friends, acquaintances	171	10,2
From the government	18	1,1
From the local government	11	,7
Total	1679	100,0

## 5.2.2 Dangers

Concerning the dangers what might be awaiting for the youth in state-care, most of them have mentioned the unemployment, the lack of family, crime, drug addiction, hopelessness, the unsolved nature of the flats and living without prospects. The top two dangers derive from the lack of possibilities, on the one hand from the lack of an own job and the lack of family support, on the other hand the further dangers which arise from the consequence of these absences. If there is no job, no safety and no family support then crime, drugs, aimlessness, homelessness and hopeless future threaten.

### In the eyes of youth similar to you what means the biggest problem?

	Number of cases	Valid %
Unemployment	314	18,5
Lack of family	232	13,7
Crime	205	12,1
Spreading of drug-addiction	172	10,1
Aimlessness	167	9,8
The unsolved nature of the flat situation	123	7,2
Future without prospects	112	6,6
Alcoholism	65	3,8
Being uneducated, lack of qualification	61	3,6
Low salaries, pennilessness	42	2,5
Uncertainty of existence, poverty	41	2,4
Limited range of educational possibilities (because of financial reasons)	41	2,4
Shoddiness, being uncultured	29	1,7
Moral deterioration	24	1,4
Increasing social inequalities	19	1,1
Lack of entertaining and social possibilities	18	1,1
Valuelessness	17	1,0
Other	17	1,0
Total	1699	100,0

## 5.3 Residence, work

### 5.3.1 Residence

In connection with the geographical and territorial nature of the future, the majority (69,2%) can only imagine their life in Hungary, 21,9% of them would like to move, but not too far, while 8,8% of them would like to get as far as possible from Hungary.

#### Where, in which country can you imagine your adult life?

		Number of cases	%	Valid %
Valid	Far from Hungary, in another continent	150	8,7	8,8
	In Europe but in another country	372	21,5	21,9
	Only in Hungary	1174	67,8	69,2
	Total	1697	97,9	100,0
Missing	Did not answer	1	,1	
	Does not know	33	1,9	
	System	2	,1	
	Total	36	2,1	
Total		1732	100,0	

Concerning the potential residence, most of the answerers preferred some of the big cities (32,7%), almost the same rate would like to live in the capital and in smaller towns (24%) while 16,7% of them can imagine their life in villages and only 2% of them would live on a farm as an adult.

#### What settlement would you like to live in?

		Number of cases	%	Valid %
Valid	In the capital	411	23,8	24,0
	In a big city	561	32,4	32,7
	In a small town	419	24,2	24,4
	In a village	287	16,6	16,7
	On a farm	35	2,0	2,0
	Total	1714	98,9	100,0
Missing	Did not answer	1	,1	
	Does not know	16	,9	
	System	2	,1	
	Total	19	1,1	
Total		1732	100,0	

### 5.3.2 Work

Those who live in state-care contribute considerable importance to work –as it has become clear from the previous data as well-, 98,1% of them would like to work. A vast majority of them (72,3%) would choose manual –physical work, almost all of them would like to work in a profession and only one-fourth of them would like to do mental work.

#### What type of work would you like to do as an adult?

		Number of cases	%	Valid%
Valid	I would not like to work	32	1,8	1,9
	Rather physical work	1200	69,2	72,3
	Rather mental work	426	24,6	25,7
	Total	1659	95,7	100,0
Missing	Did not answer	1	,1	
	Does not know	71	4,1	
	System	2	,1	
	Total	74	4,3	
Total		1732	100,0	

## 5.4 Family, children

### 5.4.1 With a partner or alone?

The vast majority (91%) imagine their adult life in a relationship, only 9% of the answerers would like to live alone as adults. Among those who imagine their life with a partner, most of them would like to live within the framework of a marriage (63,8%) and only 8,1% of them said they would like to live a partner without restrictions.

#### As an adult would you like to live alone or with a partner?

		Number of cases	%	Valid %
Valid	alone	151	8,8	9,0
	With a partner but without restrictions	136	7,8	8,1
	With a partner as a common law wife/ husband	323	18,6	19,1
	With a partner in a marriage	1076	62,1	63,8
	Total	1687	97,3	100,0
Missing	Did not answer	2	,1	
	Does not know	42	2,4	
	System	2	,1	
	Total	46	2,7	
Total		1732	100,0	

There is difference between boys and girls concerning their point of view of the preference of the forms of living together. While both sexes have chosen living alone in the same rate (9%), concerning the different forms of living together, boys tend to choose the stronger ties, while girls rather choose the looser relationships.

			As an adult would you like to live alone or with a partner?				Total
			alone	With a partner, but without restrictions	With a partner as a common-law wife/husband	With a partner in a marriage	
The sex of the subject:	male	Total	85	64	167	625	941
		%	9,0%	6,8%	17,7%	66,4%	100,0%
	female	Total	67	72	156	451	746
		%	9,0%	9,7%	20,9%	60,5%	100,0%
Total		Total	152	136	323	1076	1687
			9,0%	8,1%	19,1%	63,8%	100,0%

The Chi-square attempt (Chi-square:8,69,sig.:0,034) also proves the relationship between the sex and the chosen adulthood co-existence form. Besides the form of living together it is also important what attitude the youth approach the relationship with: whether they think it is better to change partners or try to stand by one partner only. The majority (70,7%) consider it important to live his/her whole life with one partner, and only a little bit less than one-third of the answers think it is not or not at all important.

### Is it important to you to live your life with one partner?

		Number of cases	%	Valid %
Valid	Not at all important	96	5,6	6,3
	Not important	352	20,3	23,0
	Important	526	30,4	34,3
	Very important	558	32,2	36,4
	Total	1533	88,5	100,0
Missing	Did not answer	2	,1	
	Does not refer to him/her	155	8,9	
	Does not know	41	2,4	
	System	2	,1	
	Total	200	11,5	
Total		1732	100,0	

Between boys and girls there is no difference concerning the importance of commitment.

The following chart shows the relation between the co-existence form and the rate of commitment next to one partner, (Chi-square:139,512,sig.:0,000) where the difference can be well seen between the non-committed (not important or not important at all to live their life with one partner) and the committed ones (important or very important to live their life with one partner). The difference between the two groups becomes obvious: according to those who think it is not important to live with one partner tend to choose living with a partner without restrictions or living with a common law wife/husband (21,2% and 20,4%) than those who find it important to live with one partner only. The data of the strongly committed ones obviously show this, since those who find it very important to stand by one partner in all their life prefer marriage in 84,7%. All in all it is important to state that concerning the form of the love relationships, the attitude which means the strength of the commitment has a significant role. The lack of commitment makes it probable to develop such relationships where there is no commitment or there is little commitment while the attitudes emphasizing the importance of commitment makes it probable to develop such relationships where the commitment is bigger.

**Is it important to you to live your life with one partner? \* As an adult would you like to live with a partner or without a partner?**

			As an adult would you like to live with a partner or alone?			Total
			With a partner but without restrictions	With a partner, with a common law wife/husband	With a partner in marriage	
Is it important to you to live your life with one partner?	Not important at all	Total	14	21	31	66
		%	21,2%	31,8%	47,0%	100,0%
	Not important	Total	47	84	99	230
		%	20,4%	36,5%	43,0%	100,0%
	important	Total	21	83	223	327
		%	6,4%	25,4%	68,2%	100,0%
	Very important	Total	11	46	316	373
		%	2,9%	12,3%	84,7%	100,0%
Total		Total	93	234	669	996
		%	9,3%	23,5%	67,2%	100,0%

**5.4.2 Having children**

Concerning the intention to have children, it can be said that the vast majority (86,5%) would like to have and bring up children.

**Would you like to have a child, children?**

		Number of cases	%	Valid %
Valid	no	223	12,9	13,5
	yes	1439	83,0	86,5
	Total	1663	96,0	100,0
Missing	Did not answer	1	,1	
	Does not refer to him/her	3	,2	
	Does not know	63	3,6	
	System	3	,2	
	Total	70	4,0	
Total		1732	100,0	

From this aspect there is not any difference between the two sexes, either, they would like to have children at almost the same rate. However, it is important to note that the attitude of commitment and the preferred co-existence form affect whether they want to have children or not and if yes at what rate. In case of the co-existence form, progressing from the most independent form (living alone) to the least independent form (marriage) the mood to have children is getting bigger and bigger. While only 41,3% of those who have chosen to live alone would like to have children, more than double 92,5% of those who plan marriage would like to have children.

**As an adult would you like to live with a partner or without a partner? \* Would you like to have a child, children?**

			Would you like to have a child, children?		Total
			no	yes	
As an adult would you like to live with a partner or alone?	alone	Total	84	59	143
		%	58,7%	41,3%	100,0%
	With a partner, without restrictions	Total	25	106	131
		%	19,1%	80,9%	100,0%
	With a partner, with a common-law wife/husband	Total	56	253	309
		%	18,1%	81,9%	100,0%
With a partner in marriage	Total	51	1001	1052	
	%	4,8%	95,2%	100,0%	
Total		Total	216	1419	1635
		%	13,2%	86,8%	100,0%

There is significant relation between the chosen form of living together and having children (*Chi-Square:333,16, sig.:0,000*). The very same relation can be observed in the connection of the attitude of commitment and having children –which also shows significant relation between the variables (*Chi-Square:39,226, sig.:0,000*) –those who do not find commitment important in a relationship less likely feel like having and bringing up children than those who find commitment important.

**Is it important to you to live your life with one partner?\* Would you like to have a child, children?**

			Would you like to have a child, children?		Total
			no	yes	
Is it important to you to live your life with one partner?	Not important at all	Total	18	75	93
		%	19,4%	80,6%	100,0%
	Not important	Total	51	292	343
		%	14,9%	85,1%	100,0%
	Important	Total	42	461	503
		%	8,3%	91,7%	100,0%
Very important	Total	25	521	546	
	%	4,6%	95,4%	100,0%	
Total		Total	78	136	1349
		%	7,9%	9,2%	90,8%

All in all it can be stated that the attitude of a commitment in a relationship influences the the preference of the forms of living together which also influences the mood to have children. It is important, although of course many other factors also influence the actual behaviour and activity besides the attitudes, thus it is not for sure that the activity related to the attitudes will be the final result, but the attitudes really influence the actual activities among favourable conditions.



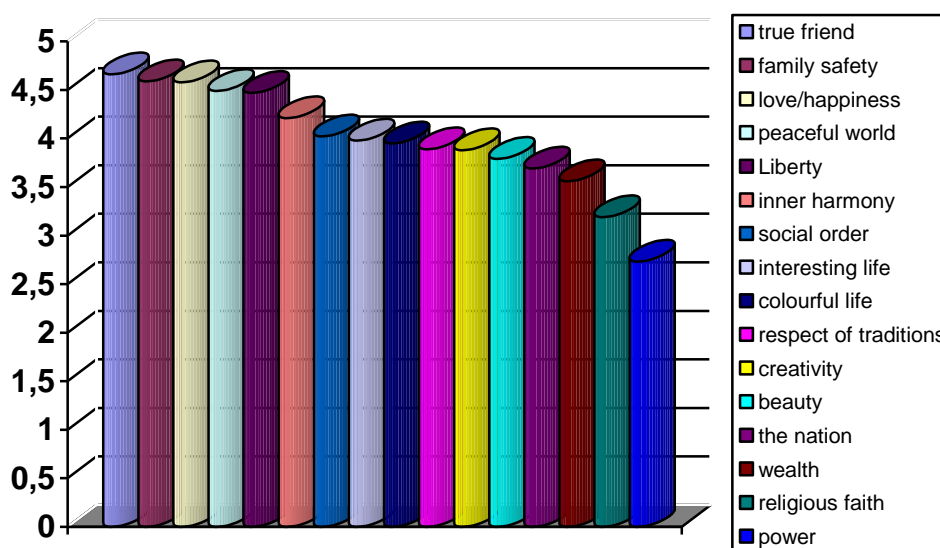
## 5.5 Values

First we wanted to find the answer to what children and youth in state-care find in important in order to fare well in adult life, what things are needed as for them to fulfil their aims. The two most important things are money and knowledge, these are followed by readiness, a good profession, a safe workplace, honesty, health, command of foreign languages, good relationships, hard work, willpower, etc. The order shows their wish to fare well honestly, which is also strengthened by the fact being pushy, fare well without merits and the dishonest solutions are in the last two places. 1,1% of all the answers belong to this category.

### In order to fare well in life, the most important:

	Number of mentioning	The rate of mentioning (%)
Money, finances	838	16,5
Knowledge, school, degree, readiness	774	15,2
Profession, good profession	471	9,2
Safe (good) workplace	469	9,2
Honesty, moral	360	7,1
Health	337	6,6
Command of foreign languages	332	6,5
Good relationships, popularity	314	6,2
Hard work	242	4,8
Personal characteristics (willpower)	217	4,3
Good manner	211	4,1
Wealthy parents	147	2,9
Being a smooth operator, being resourceful	117	2,3
Computer knowledge	77	1,5
Individual luck	76	1,5
Being enterprising	54	1,1
Being pushy, insolence	31	,6
Dishonest way, robbery	27	,5

The order of the value preference is shown by the following graph, where it can be observed that the most important values are: friendship, family, love, peaceful world, liberty, inner harmony which either belong to the individual or to a smaller community.



In the value order those individual values –which express individual, personal happiness- are in the middle which especially relate to the individual, where no other person or people appear; these are the:interesting life, colourful life and creativity. Both in the middle and at the end there are the other community values: social order, the respect of traditions, the importance of the nation and finally the religiousness which belong to bigger communities, the nation, the society, the religion and to religious groups. At the end of the row, the other elements of the individual values can be found: the beauty, wealth, power and dominance over others.The values have been put into groups with the factor analysis method, the result of which became four groups, these are shown by the following chart.

	Factors			
	1	2	3	4
How important is it for you to respect the traditions?	,728	,100	,108	-,066
How important is religious faith for you?	,712	-,089	-,063	,027
How important is the role of nation for you?(the protection and maintenance of the nation)	,659	,048	,192	,105
How important is the social order for you?(stability in society)	,511	,250	,154	,118
How important is inner harmony for you? (peace with yourself)	,404	,232	,239	,048
How important is love/happiness for you?	,034	,749	-,023	,158
How important is true friendship for you? (close, supportive friends)	,033	,699	,042	,021
How important is family safety for you? (safety of the beloved ones)	,166	,590	,172	-,091
How important is peaceful world to you? (exempt from wars and conflicts)	,380	,532	,073	-,071
How important is freedom for you? (freedom of thoughts and actions)	-,011	,468	,255	,079
How important is colourful life for you? (with challenges and changes)	,062	,091	,779	,034
How important is interesting life for you? (interesting experiences)	,120	,111	,749	,133
How important is creativity for you? (being original, fantasy)	,297	,134	,519	,037
How important is wealth for you? (goods, money)	,061	,066	,092	,741
How important is power for you? (control over others, dominance)	-,074	-,178	,140	,701
How important is beauty for you?	,171	,240	-,036	,683

The figures next to each values show the factor weight, which if bigger are dominant as well in the given value group. The collective values got into the first and second group (first and second columns), the common feature of which is that all of them belong to some community and what they differ from is the community itself. The values of the first factor belong to big groups (nation, religious community), while the factors of the second group belong to small groups (love relationship, friendship, family). The values belonging to the third and fourth groups all can be attached to the individual in some rate, in other words they are individual values. However, their meaning is different. On the one hand, the values belonging to the third group express the desire and search for interesting, colourful life, challenges, new, unknown tasks, creativity, openness, curiosity towards the unknown and the desire to create something. On the other hand, the values of the fourth factor emphasize wealth, beauty, power, supremacy over others and dominance.

### **Differences in each factors**

Now we are going to examine that when judging the importance of each value groups (factors) along which variables we can find differences. The mean of the factors referring to the whole sample is always 0, and their dispersion is 1 from which it can be concluded that those who state negative values consider the values of the given factor less important than the average while those who state positive values consider the values of the given factor more important than the average.

#### **5.5.1 Nation, traditions, religion, social peace**

Concerning the importance of the nation, the traditions, the religion and the social peace, we could find two such variables which show significant difference in the judgement of these values. One of such values is faith and the other is trust.

#### **5.5.2 The faith**

Faith is important in the sense that it is important to believe in something, which does not necessarily mean “faith in God” and in the sense of religious faith it also differentiates in the judgement of the above-mentioned values. The following charts show these differences from four aspects: whether somebody finds it important to believe in something; how he/she defines his/her relation towards faith; whether he/she is the member of a religious community; and whether he/she prays or not.

Do you find it important to believe in something?	Total	Average	Dispersion
no	456	-,4327153	1,04307526
yes	1202	,1650589	,93404070

Among the following statements which best describes you:	Total	1	2	3	4
I am not religious, my belief is definitely different	143	-,5824970			
I am not religious	607		-,2692632		
I cannot say whether I am religious or not	215			,1602330	
I am religious in a way but I do not belong to any church or congregation	537			,2484232	,2484232
I am religious, I follow the teaching of a church or congregation	152				,4777866
Sig.		1,000	1,000	,911	,152

Are you the member of a church or congregation?	Total	Mean	Dispersion
no	1462	-,0583176	1,01302445
yes	195	,4591930	,75327794

### *Nation, traditions, religion, social peace*

Do you pray? (the prayer can be “not pre-written” as well)	Total			
		1	2	3
no, never	772	-,2667834		
Rarely, once or twice a year	384		,0825644	
Monthly, once in two months	148		,2096451	,2096451
Regularly, on a weekly or daily basis	357			,3982388
Sig.		1,000	,461	,128

As the differences above show in every variable in connection with faith and religion, significant differences can be found concerning the importance of the community values above. All in all it can be stated that those who find it important to believe in something in a way, who are religious and belong to a church or congregation and who pray, find these values significantly more important.

### **5.5.3 Trust**

Trust is the other such variable which differentiates in the judgement of the importance of these values, as it can be seen from the data of the chart, those who trust people more find these values more important.

What would you say: can one trust people in general or one can never be careful enough in connection with others?	Total	<i>Subset for alpha = .05</i>	
		1	2
You can almost never trust anybody	216	-,2000468	
You can never be careful enough in connection with others	858	-,0127002	-,0127002
You can almost always trust others	144		,0504471
You can trust people in general	431		,1050080
Sig.		,195	,603

#### 5.5.4 *Love, friendship, family, peaceful world, freedom*

In the other community's value group the faith, the religion and the trust also make a difference, but here the relation gets a new meaning as in the case of the other values. Here, in this value group we can find significant difference based on genders as well, according to which these values are more important for girls than for boys.

	The gender of the subject:	Total	Mean	Dispersion
Love, friendship, family, peaceful world, freedom	Male	932	-,0434397	1,03583814
	Female	731	,0553841	,95017856

For those who find it important to believe in something find these values more important than those who do not consider faith important.

	Do you find it important to believe in something?	Total	Mean	Dispersion
Love, friendship, family, peaceful world, freedom	no	456	-,1151788	1,13306452
	yes	1202	,0406509	,94244792

Concerning the relation towards religion there is interesting difference in this common value group. So far in connection with the nation, traditions and religions, we have experienced that those who are religious in a way and those who are strictly religious following the church's teaching both find these values more important than those who are not religious or those who are uncertain. However, here it can be seen that those who are strictly religious following the church's teaching find love, friendship, family, peaceful world and freedom significantly less important than those who are religious in a way, who are not religious or who are uncertain. What is more their conviction is definitely different. The reason of this difference –between the two differently religious groups- is that freedom (freedom of thought and acts) and love are less important in the eyes of the strictly religious people than for those who are religious in a way, only.

#### *Love, friendship, family, peaceful world, freedom*

Among the following statements which best describes you:	Total		
		1	2
I am religious, I follow the teaching of a church or other congregation	152	-,2391302	
I am not religious	607	-,0842819	-,0842819
I cannot say whether I am religious or not	215	,0458703	,0458703
I am religious in a way, I do not follow the teaching of a church or other congregation	537		,0980437
I am not religious, my conviction is definitely different	143		,1755836
Sig.		,052	,098

Concerning trust, the same difference can be observed as in the case of the value of the nation, the traditions and the religion; those who do not trust others are less likely to find these values important let it be a big community (nation, religious community) or a small one (friends, family) distrust reduces the importance of these values in both cases.

***Love, friendship, family, peaceful world, freedom***

What would you say: can one trust people in general or one can never be careful enough in connection with others?	Total		
		1	2
You can almost never trust anybody	216	- ,1554756	
You can never be careful enough in connection with others	858	- ,0146617	- ,0146617
You can almost always trust others	144	- ,0066751	- ,0066751
You can trust people in general	431		,1139687
Sig.		,396	,528

***Colourful, interesting life, creativity***

In this factor we did not find a difference from any aspects, what is more not even the school type, the age or the school achievement, so as it seems, this value group is equally important for boys and girls, religious and non-religious ones, for younger and elder ones, for good and bad students.

***Wealth, power, beauty***

In this factor, difference can be seen between boys and girls, since for the boys these values are more important.

	The sex of the subject:	Total	Mean	Dispersion
Wealth, power, beauty	male	932	,1084076	,97527964
	female	731	-,1382160	1,01464789

Although, there is not significant difference concerning relation towards religion, but as the data of the chart show in both groups where the members consider themselves religious, the importance of wealth, power and beauty is below the average. It is interesting to note that those who considered themselves uncertain find these values the most important.

***Wealth, power, beauty***

Among the following statements which best describes you:	Total	
		1
I am religious, I follow the teaching of the church or other congregation	152	-,1354890
I am religious in a way, but I do not stick to a church or congregation	537	-,0599040
I am not religious, my belief is definitely different	143	,0270566
I am not religious	607	,0353860
I cannot say whether I am religious or not	215	,1448688
Sig.		,059

## 5.6 The result of the focus groups in connection with the preferred values

*/ I just note it as a reminder that **children aged 8-12** participated in the focus group study. Our reason to define the lower age limit in 8 was that younger children might have verbal or grapho-motoric skill obstacles during the techniques chosen by us. When defining the number of the group, we had to take it into consideration that it is hard to hold the attention of the studied age group for a longer time in a big group form. Therefore the number of each group was maximum 5. Each session was led by two adults, so the children were given personal care and attention during the study. We did not to make them do the exercises alone because then they might have wanted to meet the adults' expectations. Sharing with their mates (for example in the case of values) helped them to act more honestly, more closely to their real personality. In order to filter out the age-specific results, we also carried out the study with children living in families. So, we led small group trainings with 59 children from children's homes (34 boys, 25 girls) and with 39 children (18 boys, 21 girls) living in families (from now on: control group). There were 5 or 4 children in each group. The study was like a game, the participants gladly took part in it. /*

*The studied fields of the games were the following:*

- *The selection of the preferred values*
- *The definition of the three wishes*
- *Future image*
- *Sharing the positive and negative experiences*

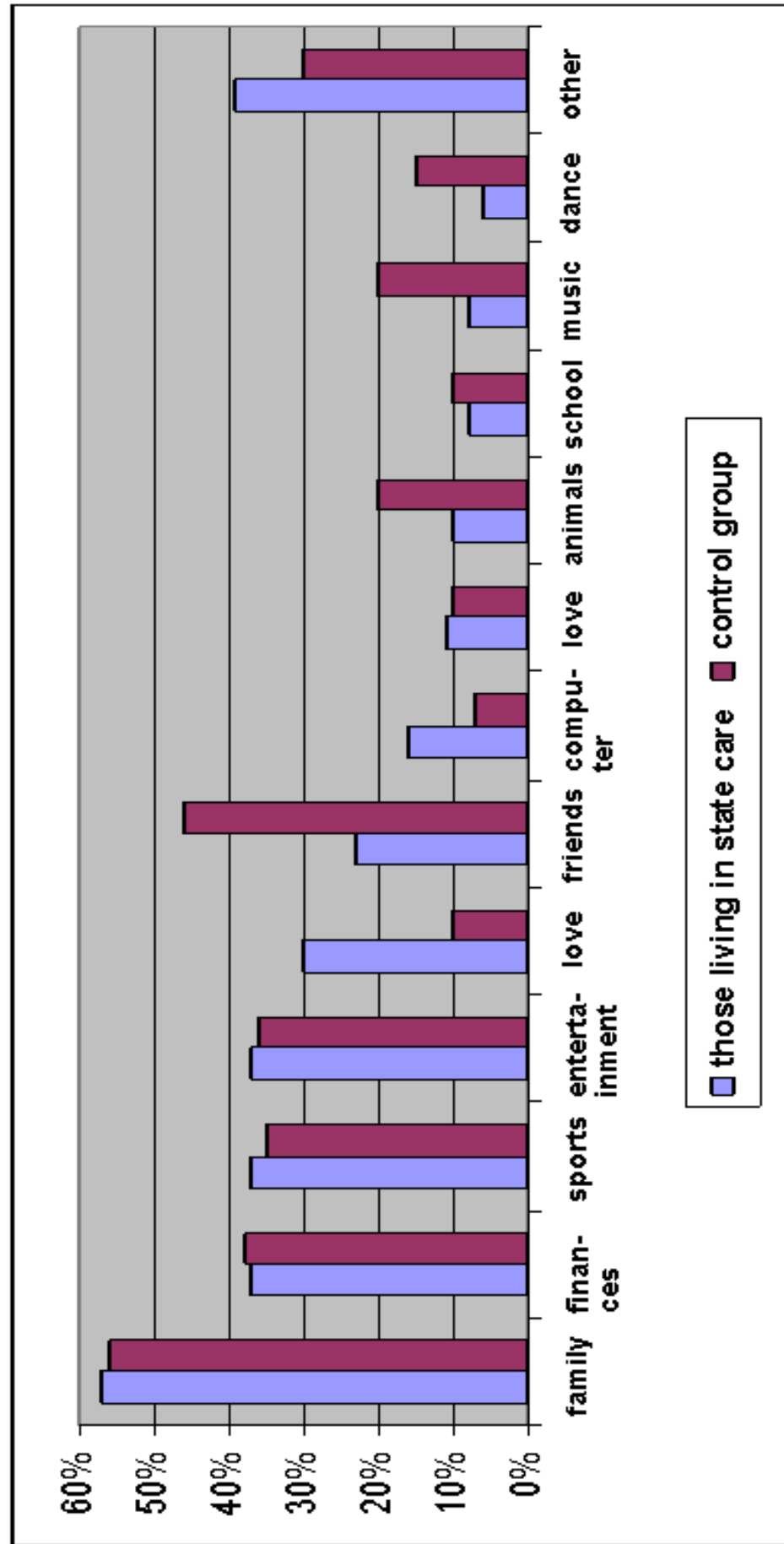
At the study of the **preferred values**, because of the low element number, we did not interpret whether the given value was chosen in the first, second or third round. We calculated the choice of all the three rounds into the final result and we checked the percentage rate in which the given value appeared at the group.

As it can be seen from appendix no.1, in case of the selection of the preferred values concerning the most important one, there is no difference between the children living in state-care and in families: in both groups the family became the first. This is not a surprising result if somebody has already talked to a child in state-care, since all of them closely stick to their parents even if they have beaten them up badly or dream about such a family where they can also get love and safety. However, it is important to make this family image realistic, to help the children not to let daydreaming make their adjusting to everyday life difficult and not to let parental influence to become the obstacle of their development.

Concerning the second it was by far not that obvious. In case of children living in state-care the answers belonging to the other category were the second most frequent. In this category there were usually such answers with the help of which the child tried to avoid giving a serious answer, he/she so-called took the task as a game (e.g.silliness). Usually it showed that the child could not or did not want to name a real value.

In the control group, friends got into the second place, while only half of the members of the other group chose this category. At them it was love which occurred in a similar rate more dominantly. The explanation of this may be that children living in state-care would long for love very much though behind this desire there is no specific relationship. Friendship could be an attraction for them, they could hold onto their fellow sufferers and help each other but according to everyday experiences no such strong friendships evolve in their life. In the children's homes, the everyday adjustment and the constant changes make the development of stronger relationships with their mates difficult. What is more outside the walls of the children's home, it is even more difficult to make friends because of the prejudices and lack of personal skills (*see: subchapter dealing with sociometry*).

Appendix no.1.  
Preferred values by the children





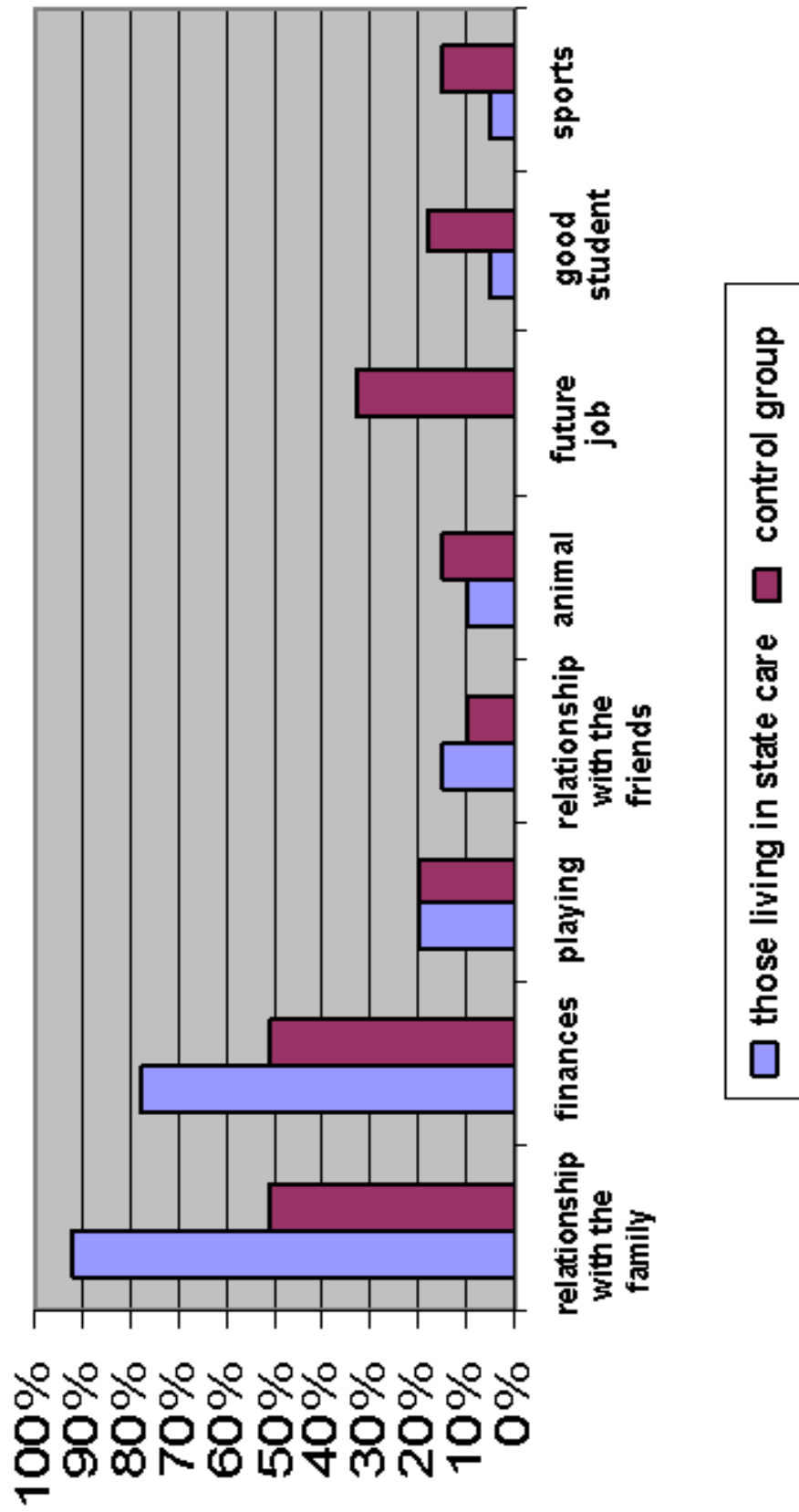
## 5.7 The results of the focus group in connection with the desires

When we asked them to define their three wishes, we were curious to know what the children long for and what they miss. As it can be seen from appendix no.2, at 92% of children living in state-care there is a wish in connection with the family (e.g.let the family be together, let the parent recover, let the parents not drink). In case of the control group such wish occurs in half of the cases. This result meets our expectations. It is natural that a child who does not live with his/her family would like to in a loving, accepting, healthy family. Although, these young children usually do not talk about their desire towards a family in their everyday life, it is important to pay attention to this, because people surrounding them tend not to talk about this topic as a result of a misinterpreted discretion. On the other hand, they must be thinking about it night and day, therefore we have to help them to work on this absence in themselves in either a game, tale or any other self expressive way.

The other, very obvious difference is the desire towards the goods. Here everything occurred starting from the electronic devices to the football. Here it is not surprising either that state-cared children long for these more because it is highly probable that children living in families sooner or later get what they really want. In many cases state-cared children are not even given the chance to express it. It is a general practice that at Christmas the caregivers take the children with themselves to choose a present they would like to get within a certain limit. It is of course much better than buying something what the presented does not like at all proving that the caregiver has absolutely no idea about the child's desires and wishes and does not know how to please him/her.

It is also an obvious difference that concerning the rank of the wishes in the control group the future job is in the third place as a desire (in more than 30% of the cases) while the state-cared children did not form such a desire at all. This proves that because of the lack of the family, the constant adjustment and the actual problems the children do not form such distant future desires what they would like to achieve. According to the questionnaire survey they do not have a real image in their mind even as they get older about what they can become as adults. It seems that its development has to be started at a very young age. One of the important motives of a child's development is to have future aims. The child behaves "well" at even the age of 3-4 to suit an image he/she has set (e.g.: princess, policeman), and later he/she learns, reads and does sports in order to become such a person what suits the chosen profession. So, the last two values in the second appendix: learning and doing sports closely relate to here. In the control group both the aim "to be a good student" and "to be a good sportsman" appear in 18% and 15% while in case of the state-cared children both appear only in 5%. So the children do not have aims what they would like to achieve, thus they are not motivated to study, to do sports and to improve. Therefore it is important to work on this, to set them such aims which are realistic and motivating enough.

Appendix no.2.  
The most frequent wishes

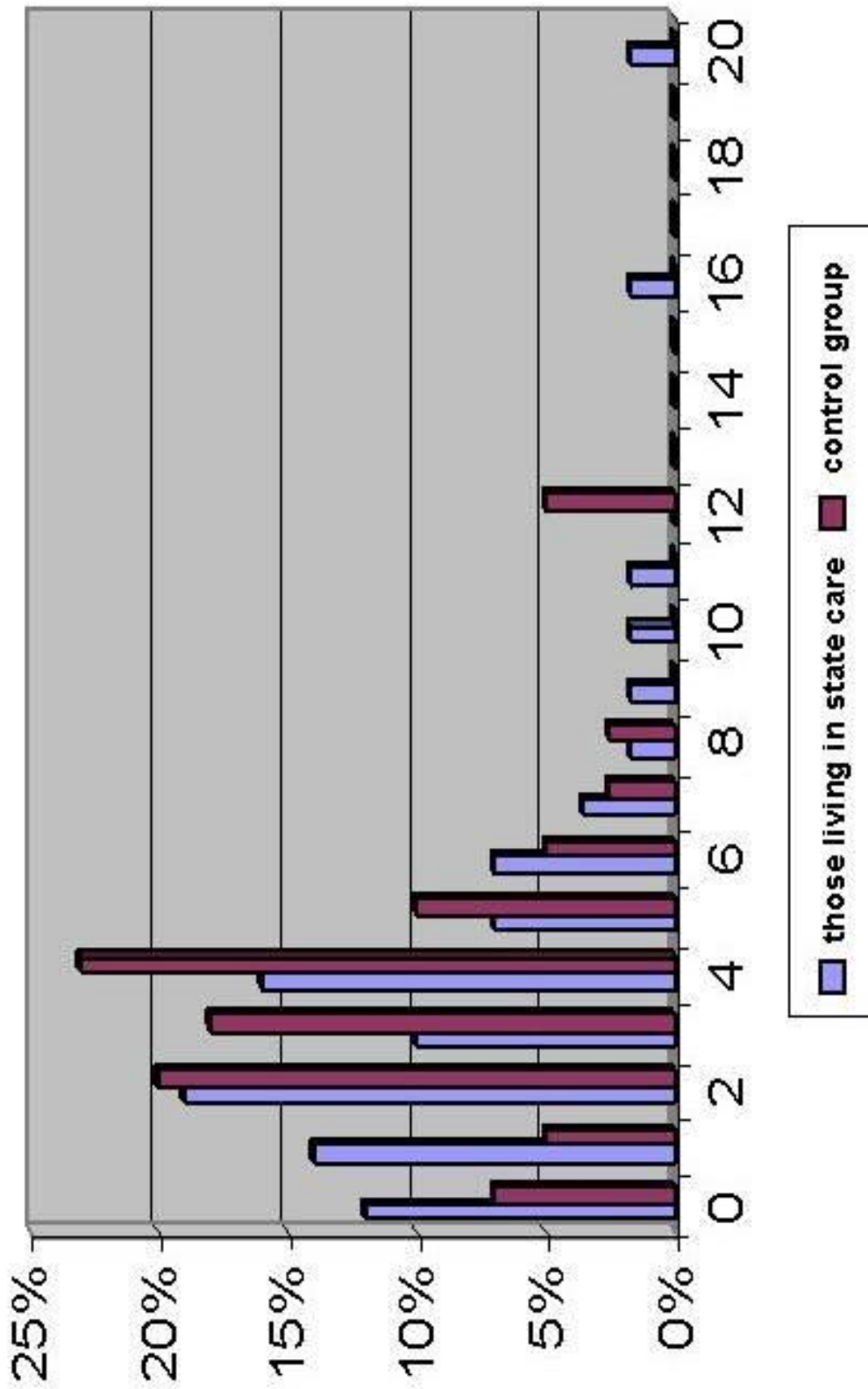


## **5.8 The results of the focus group in connection with the future image**

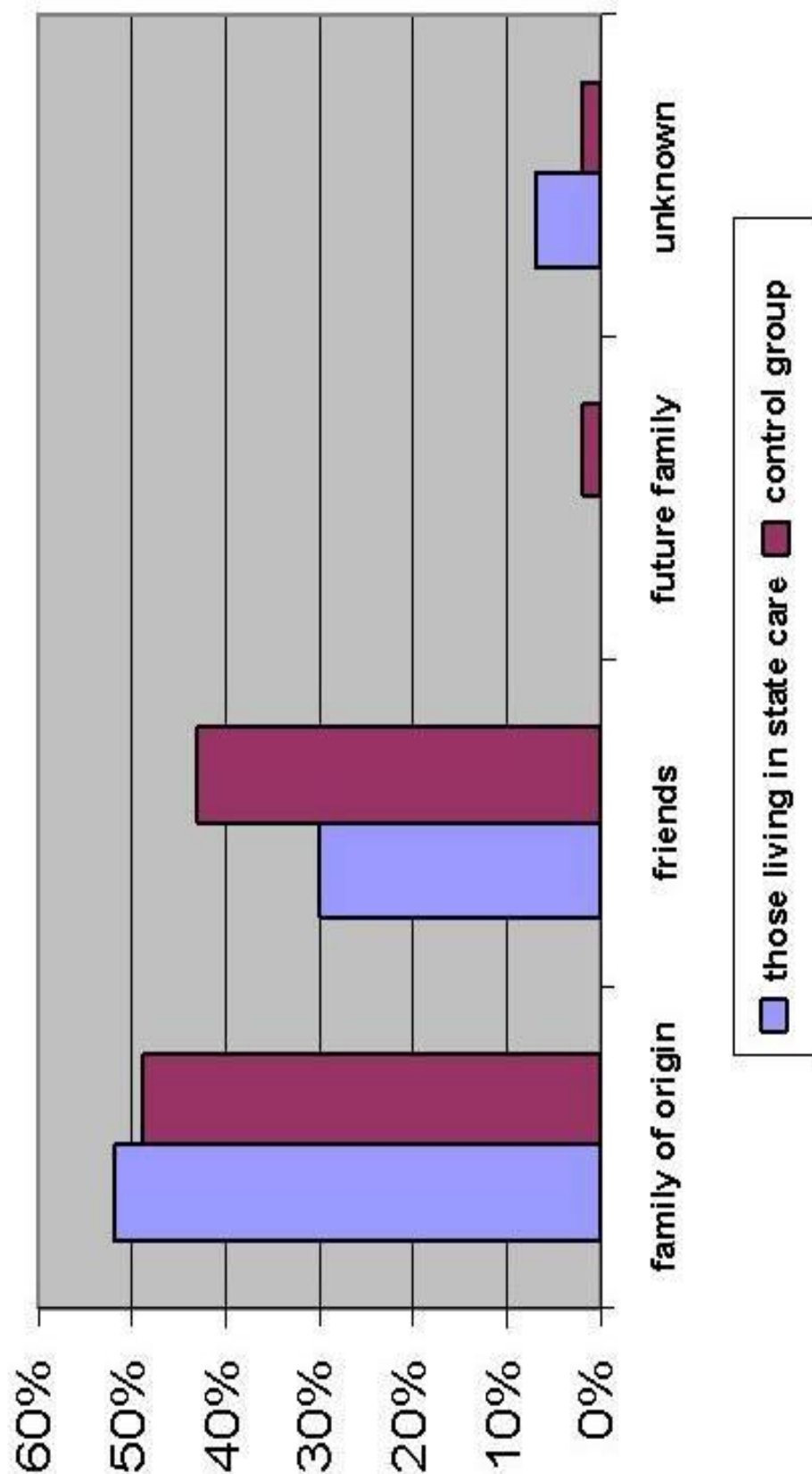
When ‘drawing the future image, our intention was to survey what the children think and who will be important for them as they turn 25. We did not want to ask specifically whether they plan an own family therefore we have chosen this method. As it turns out from appendix no.3. and 4. we did not get an answer to our original question, because it seems to be age-specific that there is no future family in the drawings. However, it is still worth thinking about the results. If we have a look at appendix no.3. it can be seen that children living in families drew 2-6 people on average while the state-cared children drew much more extreme number of people. In case of one-fourth of the picture there is nobody in the drawing (only a balloon or a cake) or only the child.

The other extremity is when there are more than 6 people in the drawing, which happens in 20% of all cases. So while children living in families imagine their 25<sup>th</sup> birthday with a friend or with their close family, state-cared children imagine to spend their 25<sup>th</sup> birthday either alone or with a bigger company. There were a lot of such drawings where complete strangers appeared with the following explanation: “they just popped in”. This result also proves that because of the children’s actual lack of relationships, they consider it hopeless to make close friends in the future as well. So, the task of adults dealing with them besides to evolve such skills which would help them to form relationships, is to wake up the children’s faith and hope and to make them believe that they can develop close emotional relationships.

Appendix no 3.  
 The number of people appearing in the future image (drawing)



Appendix no.4.  
The relationship with the people in the future image (drawing)



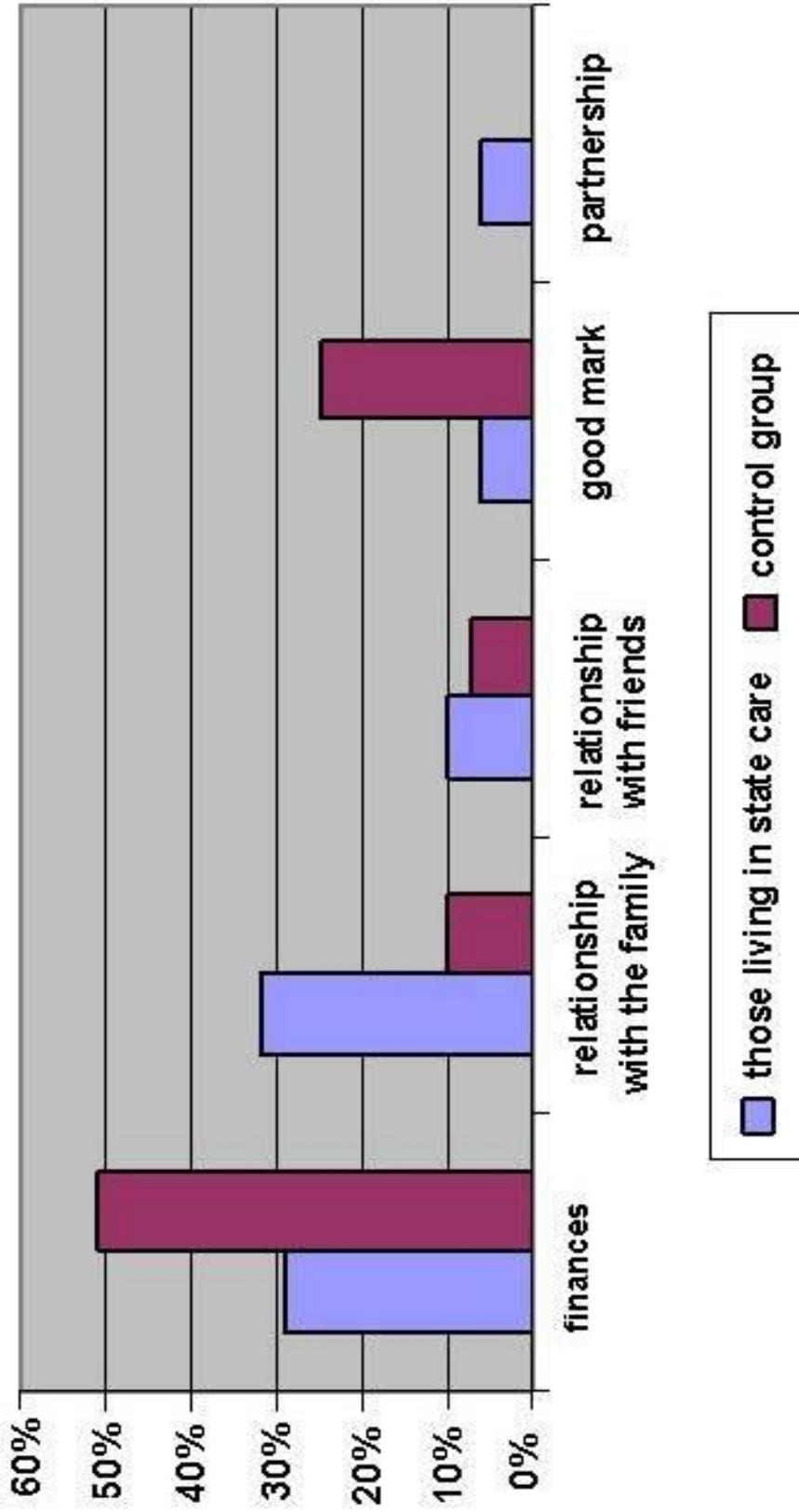
## **5.9 The results of the focus group in connection with the positive and negative experiences**

Concerning sharing the positive experience (see appendix no.5.) the most obvious difference is that state-cared children recall much more positive experiences in connection with their families (e.g.: the family went on a trip) than the members of the control group who rather mentioned such experiences which are related to money (e.g.: he/she got a bicycle). On the one hand, it might prove that the desires of the state-cared ones focus on the family, on the other hand they preserve their family related memories with precious care. These positive images might be very important from the aspect of evolving a positive way of thinking later.

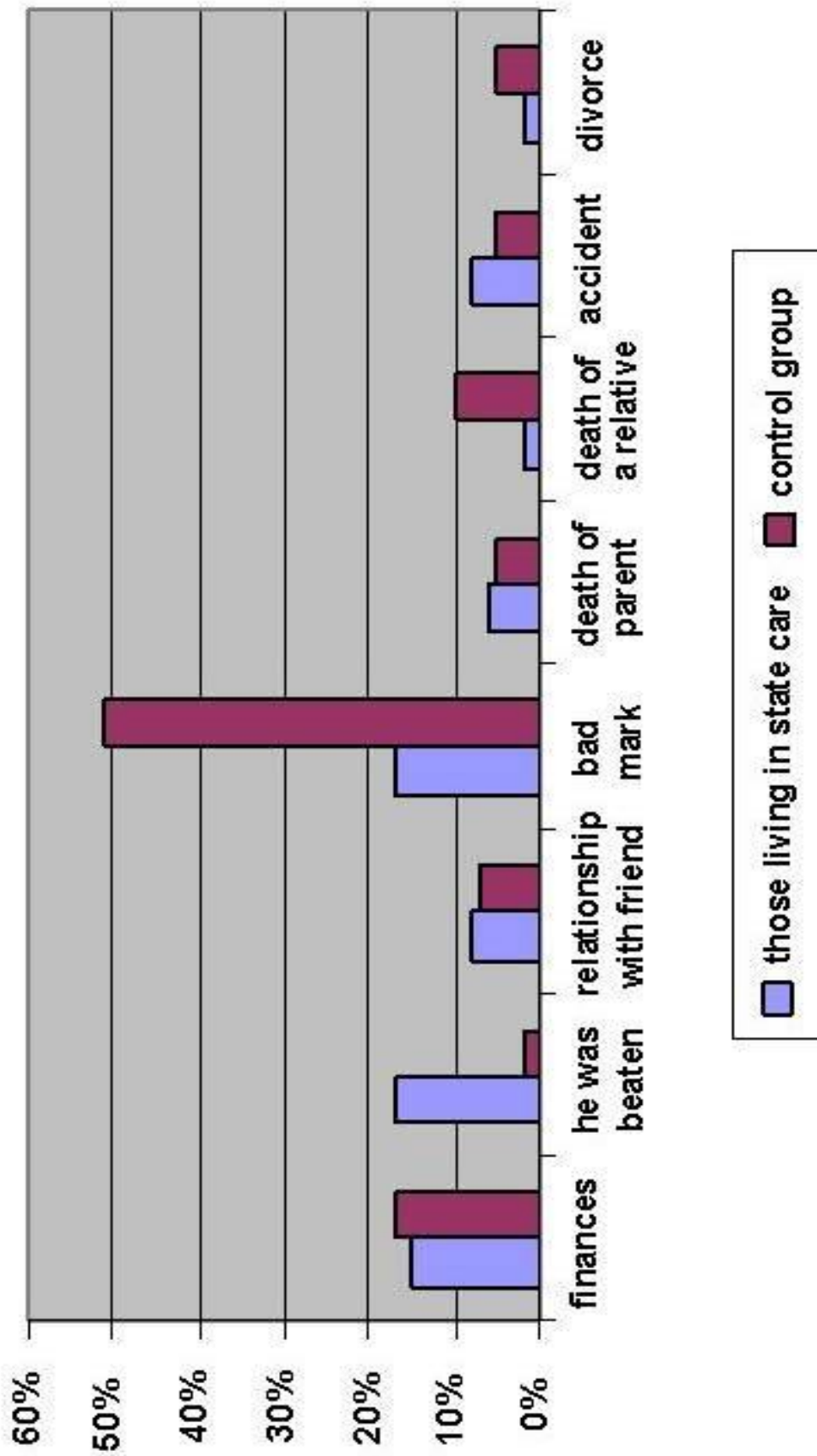
However, it is important to observe that the good mark as a positive experience hardly appears at them and what is even more obvious is that the bad mark as a negative experience does not appear, either. (See appendix no.6.) This fact might prove that the state-cared children's motivation to learn is very low.

Knowing Maslow's motivation pyramid according to which learning as a self-realization process is one of the highest motivations, this result can be interpreted. Maslow states in his theory that the basic human needs are the biological ones, the need of safety and the need of love. If these are not satisfied, people cannot go further towards the higher level needs. So until we do not put an end to the stated – cared children's uncertainty of existence and till we do not satisfy their need to be loved, we cannot expect them to learn well.

Appendix no 5.  
The most frequent positive experiences



Appendix no.6.  
The most frequent negative experiences





## **/Conclusion/**

### ***Conversations with adults in state-care...***

#### **V.**

**99** *I was ten when I got to foster parents. When I was born I lived in an infant's home until I was 3.*

**K.J.:** *In the infant's children's home?*

*Yes. My foster parents came to visit me during all that time. Igen.*

**K.J.:** *To the children's home?*

*Yes.*

**K.J.:** *So somebody had got to like you earlier and said they would like to take care of you and so visited you even in the infant's home? Is that what you are saying?*

*Yes. I was a permanent cared, so they could not adopt me, only took me into care.*

**K.J.:** *In your interpretation, what does 'permanent cared' mean?*

*In my opinion it means that the parents did not give me up, but the state took care of me.*

*To be honest back then i did not really know what would happen, whether I would stay at my parents or something. I remember nothing, I was about 7-8 or even 9 when I was told so. I was told that when I was 3-4, they came to visit me. And when I was brought out, dad told me before he died, my foster father that he definitely wanted a gypsy child and most important of all, a very young child. My foster parents were professional foster parents and when they brought me out, I was 11. I was the youngest. They said they wanted a young child, as young as possible. I had gone to them for a year by the time they brought me out. My family was there when I went out. They told me that my family was there, they came to see me. I was told these...And once my mother appeared and she wanted to take me away, but she was not let to do so because by then she had already given me up or something like that. That's all I know. So I do not remember anybody or anything.*

**K.J.:** *Is there anything you heard about the period before you were 6?*

*No. Only that I was thrown away and that I was abandonned by my parents.*

**K.J.:** *Do you know why you were thrown away? Have you heard about your blood parents?*

*All I have heard is that my mother came to visit me.*

**K.J.:** *Your mother? To the infant's home?*

*Yes, just she was not let in.*

**K.J.:** *And what was its reason? Don't you know?*

*Well, the fact that she abandonned me. That's what I was told.*

**K.J.:** *So according to your information, she was not let in because she had abandonned you?*

*Yes. She left me there then and so I got into state-care and she got to know where I was taken and came to visit me just she was not let to keep in touch with me.*

**K.J.:** *After the infant's home, you got to foster parents? Where you were the youngest?*

*Yes.*

**K.J.:** *Where did you get?*

*To.....We were three at the foster parents.*

**K.J.:** *I would rather ask: What is your first conscious memory and when was it?*

*I thought about that. The first picture that comes into my mind was that when I was about 6 and I was sitting next to an old lady who was peeling an apple for me. My foster parents and the relatives were also there so it does not turn out who that lady was. This is the first picture what comes to my mind from my childhood. The second picture is that me and my foster sibling were going to the woods. But these pictures can be dated back to the time when I was about 6-7, in my first class.*

**K.J.:***Who were around you?You mentioned: your mom, that old lady and the two other children.*

*Yes. And my foster dad, but these pictures are very vague. They were always telling me stories and showing me pictures. They told me what I was like.*

**K.J.:** *What did they tell you?*

*That I was a quiet, shy child, there wasn't any problem with me. I was also told that I could have been taken out a year earlier but I was ill therefore they couldn't. They were desperate because they could not take me to state-care.*

*When I was young, I peed in, I was quiet and shy. They took me a lot, they always took me with them whenever they could to the relatives and the relatives came to visit me, they loved me so much.*

**K.J.:***The first taste of your life?What you remember! What was that taste like?*

*Sweet. I spent my 4<sup>th</sup> birthday, I remember that, I was told so. I was sitting there, and the taste I remember was very sweet chocolate cake with caramel. I was about 5 or 4.*

**K.J.:** *When did you first feel you were shivering of cold?*

*I think I was about 11. Everybody was cold and scared because they broke into us and we were afraid what would happen to us.*

**K.J.:** *Were you there alone?*

*Well, not alone, but.....*

**K.J.:** *Were you there when the robbers got in?*

*Yes.*

**K.J.:** *First celebration, holiday. Let it be anything, birthday, Christmas, Easter or some loving gathering. When was it among what circumstances?*

*Christmas. I was about 6, I think and I spent it with my two step siblings and my foster mother who was maybe ill then. We went with my foster father and gave the presents in the evening. And I remember that I was given a kit, in which there was a car and a sandpit. I was my first present.*

**K.J.:** *How old were you at the first experience?*

*I think, 6.*

**K.J.:** *When you first saw your blood, when was it?*

*I was about 9 and I always climbed up on trees and my parents used to tell me that I broke myself all the time. And once a bee bit me. It was a “v” shaped tree and I wanted to climb it over and I scraped off my knee. I ran into the kitchen and I put a pillow on it so that I couldn’t see.*

**K.J.:** *How old were you when you first saw violence?*

*I think I was 11, when our house was broken into and they were throttling my grandmother.*

**K.J.:** *So they not only broke in, but they were violent, throttling your grandmother as well? So this was your first ‘cold experience’ as well.*

*Yes.*

**K.J.:** *Where was your foster father then?*

*There were two buildings where we lived. The summer kitchen and another where there were two rooms. The small living-room was my foster mother’s and my foster father moved into the small kitchen.*

**K.J.:** *Why did he move down?*

*Because he had stenosis and there were times when he got up at 3 a.m. and he didn’t want to disturb me.*

**K.J.:** *I see. And did you see when they were throttling them?*

*Yes.*

**K.J.:** *Did you try to do anything against it?*

*I didn’t dare to do anything.*

*I don’t know how it was. There were the three of them and talked to each other. Everything happened very fast. They told us to go, they packed what they needed and left.*

**K.J.:** *First caress? When did they first caress you? Caress or a loving touch, hug anything?*

*I was about 8. My foster mother caressed me because I had fever and they were about to take to hospital...*

**K.J.:** *You are protected. The feeling that you are protected. No matter from somebody or from something, but you are protected. And now I am not talking about the protection of a system, but about personal protection. When was this feeling first?*

*I was about 13 then I was in my 7<sup>th</sup> class and I was always hanging around with the elder ones, so I was not with the same-aged guys, and the bigger ones protected me because I was mocked a lot when I was a child. Mainly at elementary school because I was so quiet and shy.*

**K.J.:** *How old were you when you felt that?*

*13. I remember it was winter and we were sliding on ice and they pushed me, they wanted to beat me and all of a sudden two guys from the 8<sup>th</sup> class came and they protected me.*

*I have another story. I was about 15 when I got to.....and.....and.....started to beat each other and they started say: gypsy this, gypsy that and .....interrupted. All I remember is that we ran into his room,.....closed the door, because he had a key for it and all of us, like the sparrows sat on the top of the wardrobe. We were shivering because we were scared that they would come in and beat us. I don’t know who the night caregiver was but I remember that they were kicking the door and the glass and the window were broken and they beat each other up. ThatIs all I remember. He opened the door....., there was blood everywhere.*

**K.J.:** *First feeling of defencelessness? When you felt you could not do anything for something that was very important for you?*

*Well, I was about 12, it was in '95 when at 6 a.m. when the noise that somebody was throwing something at the grate door woke me and mom up. And then we went out with mom and we saw that dad tried to give us a sign that he felt bad. We ran out, we took him into the small room, laid him on the bed, he felt uneasy. And then we started to run quickly to the doctor, the doctor sent me to the neighbour, to Mrs.....to call the doctor because he felt bad.*

**K.J.:** *The telephone was in the neighbourhood.*

*The neighbour had a telephone. And then I started to get dressed. Well to be honest.....I didn't know what. And 20 minutes later dad collapsed, fell off the bed and died in the room. And what did I feel then? This was the first such feeling. I felt defencelessness.*

**K.J.:** *How old were you then?*

*12.*

*I was about 15-16 when I got to.....to the children's home and its reason was that my foster mother was very old. However, she took care of me. On the other hand she could not handle me. I behaved in such a silly way, too.*

**K.J.:** *What does it mean?*

*I was raging, I didn't go home on time, and she was an alcoholic for quite a while.*

**K.J.:** *Were you happy to go?*

*Yes. I was happy but it was a mixed feeling. On the one hand, it was bad to leave them, because I did not know what the future would bring. On the other hand, it was good because I longed for being with young. I was brought up by old parents. Foster parents.*

*My foster parents.*

**K.J.:** *And did that experience in the children's home meet your expectations?*

*From the very beginning, not really.*

**K.J.:** *But you were with young.*

*Well, yes.*

**K.J.:** *Tell me about it. The first picture is that there was a girl. To be exact, I saw that the girls' hand was bandaged up. This was the first picture when I got in. I had a lot of stuffs, they told me to stand in front of the office and I was standing there, waiting for my papers to be arranged.*

**K.J.:** *Nobody even talked to you?*

*A caregiver came to me, Mr.....and called there two guys and told them to take my stuffs to the caregivers' room. I was standing there..nobody came to me but told me to go and unpack my things.*

**K.J.:** *How did you feel? There in the corridor?*

*The surrounding was strange and it was cold, too. The surrounding was strange...I got in in April, early spring. I did not know what was going to happen to me, I was scared to be honest. When I was there, I was scared. I didn't know why they were there, what that place was good for. I didn't even know what it was.*

**K.J.:** Was there anybody who stood by you in this state of mind? So somebody who told you not to worry, nothing bad would happen or anything?

Nobody.

I went out to the yard, by then I had been already smoking for a while, so I started to smoke and I asked from a girl, from.....that why they were there. Then came.....and then he asked whether I was new. I was walking up and down. Nobody was in, because it was morning. Everybody was at school. I saw a caregiver. He came to me and asked where I came from, why I got in, etc. And then I started to unpack. Mrs.....came, we unpacked, I folded my clothes, I got into such a room where there were 1,2,3,4,5,6.,8 bunk-beds, so there were 16 places in the room and only such guys got there who kicked up a fuss all the time. So they either had police records or they were in Aszód, but there seats were 'reserved'. I got an upper bed. Next to the window. I packed into my wardrobe, I sat on the top of the bed and I looked out of the window. I didn't know what to do. I didn't know anybody. Mrs.....went out of the room, she looked nice, and she was nice and cute at first sight. Then in the afternoon I searched for the group leader. He came in, he introduced himself then we looked for mr.....He took me downstairs, introduced me to the others and asked me where I would like to go to school, where I would like to finish the last year, whether I would stay here in.....and move only later to somewhere else to continue school or anything. I was told I could go to the alternative school, there I could finish the eight classes or I could go out to.....

**K.J.:** Where did you do it originally?

Yes. I told them that I would like to finish it there. There I was in my seventh class, there in.....I finished the seventh class, and I started the eighth class here in the school of.....For me these were the first pictures. All I remember when I got in. I was scared... and we played a lot of cards.

Those who lost, had to pull some cards, and depending on how many cards they pulled, their hands were hit at as many times. For a month my hands were hit at constantly, but there I felt I fought my battle and I was accepted. And starting from then, from that minute, I was not hurt. For a month or so my hands were bandaged up , but there I felt that...

**K.J.:** And why did the girls have to wear a bandage? You said that when you entered the institute, all the girls had bandages on their hands?

All I know is that all the girls went to a psychologist, and they went here and there, but in reality...well back then I didn't know. That's why I said, I asked from.....why, etc. And she said because of her boyfriend she cut her hands.

**K.J.:** So these girls kept cutting themselves?

Yes. I didn't know why, just...yes.

**K.J.:** Ok. And how were the weekdays?

There were elder girls.Then as well..for me that was the first, I didn't look for children at my age but the elder, the bigger and.....and.....found me and I made friends with them. They washed, and I didn't know anything about how to do it. They told me to go and asked if I had dirty clothes and they helped me to wash. I tried to adjust , but how to say...The surrounding was strange, I didn't find my place, I was walking up and down, I didn't find anything.

Empty space.I felt as if I had been in an empty space. When I went out to.....to school and they kept asking me questions etc. etc, then after a month I felt that it was not the same any more, not like I lived until the age of 12. And then I felt there wasn't that.....I didn't feel as if I had belonged to there. But I didn't even feel that.....I didn't find my place, I didn't belong to anywhere. I wasn't sure what would happen to me, etc. There was this empty space, because I didn't really have friends. For 2 or 3 months I didn't even go home to my foster mother. So the first days were like that.

**K.J.:** *So that was the getting-in.*

*Yes. And I rather observed everything, I observed how the others behaved. Although the caregivers were nice, they came to me and smiled, but...to be honest, it was like an empty space, there was nothing. Then of course I got into another bedroom where there were.....and.....and I made friends with them. And then I needed about one and a half year to feel that I was really among children and that I was also a child, myself.*

**K.J.:** *During the elementary school years did you feel discrimination because of being a child in state-care?*

*It happened once. The exact story: Biology lesson. We had quite a big teacher. I was in the same class with.....We went in and I was the monitor. I just looked out of the window, that's all what happened. The teacher asked the monitor to open the window to let in some fresh air. Because as he said it was always stinky in the room. I looked out of the window and I saw him coming upstairs. He came in, shut the door and told me to stand up. I asked why and he told me not to say a word and to hold my Biology book on my head in 'stork stand'. I asked why, what I had done?! And then he hit the roof, because why I had looked out of the window, and stuffs like that, words were followed by words and out of the blue he said we could not say a word, we should upo intil we lived from his tax. As soon as he said his last word, .....started to cry, he got scared because he was afraid of him anyway, because he failed two years and was being hazed by him. But he not only hazed him, but half of the class, as well. But we were especially hazed. And then we went out of the classroom. As we stepped out we heard that he threw a chair to the door. I ran down with.....to the headmaster, we were crying till we got to the office. Among the classmates we did not feel discrimination. Of course they knew that.....was a state-cared since he had gone to the class for years, and then I was also accepted by them as another guy from the ghetto.*

*Every afternoon when I went through the gate, the note: foster home was always in front of me. Outside in the town we called it foster home, otherwise we said: ghetto. Hock.*

**K.J.:** *Hock was also mentioned?*

*Hock, yes.*

**K.J.:** *Ok, ok. First friend. How old were you?*

*For me it was the girl from the neighbourhood when I was eight.*

**K.J.:** *First love.*

*13- 14.*

**K.J.:** *First alcohol consumption.*

*15, when I got into ..... When I first got pocket money.*

**K.J.:** *So you got drunk from your first pocket money.*

*I was given my first pocket money, we went to the shop and behind the hill.*

**K.J.:** *First cigarette?*

*14*

**K.J.:** *The first leave from the institute? Free, unrestricted. Leave. Not a day off. A leave.*

*I was 15 when i got in and I could not go home during the first 3 months..*

**K.J.:** *Not going home, not a day off, but a leave!*

*I could go on a leave after 1 year. I was taken in winter the very first time.*

**K.J.:** *When did you first see a whole loaf of bread in the institute?*

14.

**K.J.:** *The first library visit, how old were you?*

15.

**K.J.:** *The first cinema?*

18.

**K.J.:** *The first birthday greeting?*

18.

**K.J.:** *From secondary school till now how has your life evolved?*

*I finished elementary school in..... The seventh class in..... and the eighth class here in.....in.....Elementary School in the.....lane.....in .....square. I finished that, I had a very good headmaster. She was very cool, she knew what I was capable of.*

*Yes, she said not to try comprehensive school, because it would not make it. I would have like to continue my studies. For the first place I applied....., and something else, I cannot remember and for the last place I wrote in.....I was admitted there. At the application I was over-aged so I did not have to finish the ninth and tenth class.*

**K.J.:** *How did your fate evolve then?*

*I searched for my group leader, mrs.....and I told her that I would like to continue my studies. She did not liker that idea. She told me to rather choose something I can live on.*

**K.J.:** *What is that she did not support? To go to a secondary school which gives an A exam (school leaving exam)or some profession?*

*To go to secondary school.*

**K.J.:** *So she did not support your desire to get an A exam?Because you wanted to get an A exam?*

*Yes and it really depended on her, I did not have much choice, I was admitted to fancy-leather goods maker class and it turned out that that class would not start...I didn't know where to go at the age of 16, to which class. It was strange because everybody was about 13-14 and I was 16. It was strange. I went to the first lesson where I had never in my life...*

**K.J.:** *So finally you could learn to be a fancy-leather goods maker?*

*No, that major was not started.*

**K.J.:** *How did you go to the first lesson?*

*I went to the 9<sup>th</sup>-10<sup>th</sup> class. Simple secondary school what was started. It was started that September. The major itself was not started, because there were too few applicants. We were put into the 9<sup>th</sup>-10<sup>th</sup> class and I did not want to finish it at all. There was wrangling because I didn't go to school much and I went to the lector. I fought with myself and with the caregivers. I always argued. I was not interested in anything. I rarely attended the classes. I restarted the relationship with my foster mother in.....after I got in in '99. I visited her regularly. I started the school and I did not attend the lessons much, but in such a rate, I missed so many classes that at the end of the term I was not given my 9<sup>th</sup> class certificate, so I didn't finish it. I had a bad quarrel with my headmaster and I enrolled out from school.*

*I didn't want to go there from the start. I didn't want to finish it. I wanted a profession and I was happy that I found such a profession that I was interested in and this was fancy-leather goods making. I wanted to get the profession first and to get the A exam afterwards. And I did not achieve that because I was put to the 9<sup>th</sup> class and I didn't want to finish that. In the institute the caregivers kept on asking why I didn't go to college, etc. They didn't understand and nobody listened to me, nobody cared what I wanted. Everybody was trying to arrange my life over my head and nobody listened to me. Then it was summer holiday and mrs.....asked me what I wanted. There was no school, no job, nothing. "What would you like?"-she asked. Everything was chaotic for a long time.*

*My parents appeared one afternoon. I was told so and I was surprised because I thought my foster parents had come to visit me. I didn't know who they were, I had never seen them before. I did not know what to do. We sat down to talk. About who they are, where they come from and that they love me.*

**K.J.:** *You didn't know who they were?*

*No.*

**K.J.:** *You didn't even remember them.*

*No.*

**K.J.:** *Because, how old were you when you got in?*

*When I was born.*

**K.J.:** *What happened?*

*They left. The caregivers, my group leader and the others came out and told me not to keep in touch with them because it won't lead anywhere since they only want my money, that is the reason why they came. I was over 18. And I was very naively repeating no, no. No. They came here because they were interested in me. And that summer I went home with them, they took me home.*

**K.J.:** *You left here everything?*

*No, back then I only went home for the summer, I had to visit each and every relative, to get to know everybody.*

**K.J.:** *What was it like?*

*It was good, I felt good.*

**K.J.:** *Didn't you ask them why they had not visited you before, weren't you curious to know it?*

*No, because I was happy that out of the blue my whole family was there. Everything.*

**K.J.:** *Your father and mother?*

*No, only my mother.*

*I still don't know my father.*

**K.J.:** *Did he leave them as well?*

*Yes. Mom had a common-law husband, he is the father of the other kids. I went home, everything was fine, I came back and the caregivers told me I was completely changed, because...I don't know why. I was more confused than ever. I cried every day. After it there was a period when I wanted everybody to leave me alone.*

*The reason why I had to decide was that I had turned 18 and that's when our principal was dismissed. So our principal was sent away and some children were told to leave to give their place to the other post-cared ones. They thought I should also leave because I was bright and I could live in rent since they would support me.*



*Then I got afraid of going out so I rather went home.*

**K.J.:** *What happened?*

*I went home, everything was fine until February when I got my first disappointment.*

**K.J.:** *Was it a family house?*

*It was a big welfare flat.*

**K.J.:** *Were you working in the meantime?*

*I was not working, at first I didn't have to.*

**K.J.:** *You were just at home?*

*At home! Then came the problems. I mentioned that I wanted to study. I went to the local court of guardians. There they tried to persuade me to go back to the institute.*

**K.J.:** *Did you listen to them?*

*No.*

**K.J.:** *What happened then? By then you had left everything in.....*

*Yes. By then I had left everything behind, I had closed down everything and came to my parents. Around February-March I started to feel what was really going on.*

**K.J.:** *So you started to work?*

*Yes, I did.*

**K.J.:** *What did you work?*

*We started to go to work to the fields daily.*

**K.J.:** *What did you work?*

*We peeled onions, collected potatoes and went to other places, like Pest or Érd. Twice a week. We came home twice a month on the other days we worked.*

**K.J.:** *While you were working, where did you live?*

*In a workers' hostel.*

**K.J.:** *We went, what does it mean? You and your siblings?*

*Young people from the village, I was the oldest.*

**K.J.:** *From your family was it only you who went to work?*

*It was only me, the others stayed at home and went to work there. Since if I went to work to the countryside, I could earn more.*

**K.J.:** *Did you have any money what you got from the institute? So your state care was finished?*

*Yes, it got finished. I had money.*

**K.J.:** *So it was you who gave up post-care?*

*That's right, I didn't ask for anything. I left on my own responsibility.*

**K.J.:** *Did you have any money what you took with you?*

*I had some twenty thousand forints left. That's all I got.*

**K.J.:** *You worked.*

*I worked, I went to work to Pest.*

**K.J.:** *How long did it take?*

*While I was at home, that was about one year. After it, things started to get deeper since mom left home. The first year was good. I thought I was loved, everything would be fine, I would be dealt with, I would pass my A exam so I had such aims. Regardless that I left.....here. After a year I realised it was not so. I got bored of going to work, of giving the money to my mom, of not getting anything not even as much to buy myself a packet of cigarette.*

**K.J.:** *You couldn't learn, either?*

*No.*

**K.J.:** *Just to earn money to the family?*

*That's right. That's why I was needed. I had to do so. After one year I felt it wouldn't work. I felt I got to a point where there was no escape. I got up in the morning, I went to bed in the evening. After my mother left, she left all her children there and my little sister also left her child at home and so I was responsible for the whole household.*

**K.J.:** *Your mother disappeared and starting from then on, you took care of all your siblings besides work?*

*My uncle got social benefit from the state and went gambling. It was responsibility to be at home. I felt sorry for them. And one of them had a serious liver disease. There was a child who was in the second year of elementary school. And one of my brothers was in prison. I left in September, 2005. I was starving. There was no electricity, no heating, nothing. My uncle sold everything. Everything he could. They told me to go to work because at the same time there was a wrangling with the court of guardians about where to place the little girl. At my mother or at my uncle. The circumstances were so bad that the children could have been put into state-care.*

**K.J.:** *Were they all juvenile?*

*Yes, all of them.*

**K.J.:** *What happened?*

*To be honest, I don't know its reason.*

*Because I left home.*

**K.J.:** *How did you leave? Were you fed up with everything and you left everything there like that?*

*Yes! From one day to another. In the preceding year I had worked in Pest. The neighbours told me to go to work to Pest. I said I did not have money for that. "No problem, you can give it back later, we will take you"-they said. We started to work.*

**K.J.:** *Were you in a workers' hostel?*

*Yes, we started to work but we were not given any deposit. Those who came up with me told me to go home with them, but I did not go. I had to work, because I had to take money home. After they went home, they came asking where they were, but I said I didn't know. I knew that they went home, but I didn't dare to confess it. I started to work until 2 a.m. There were days when I started at 8 a.m. and I had to stay until dawn because of the overtime.*

**K.J.:** *What did you do?*

*I had to paint radiators and baths in a glaze burner factory. It lasted until November. There was a stop since there were holidays. I was working hard, I got up in the morning, I went to bed at night. Every day I got HUF 1000. I lived from one day to another.*

**K.J.:** *You got HUF 1000 a day?*

*That's right. That was the deposit. I got salary once a month.*

**K.J.:** *How much did you earn a month on average?*

*Some 60-70 thousands. I payed the workers' hostel and I ate. It went on for three months, it was December and they said we would go home in two weeks because of the holidays. I remember we went to the Tesco's in Pest and my bag got torn. My clothes were in a bag, I went into Tesco's and I bought a suitcase. The others got on a bus, I was left behind but it was not conscious. They asked where I was and I told them I was left behind but also told them to go without me.*

**K.J.:** *Who were these others?*

*Workers there with whom I got on well. I had some HUF 60.000. I started with this money. I got on the train heading Pest. I saw that I should get off soon. Suddenly I had to decide whether to get off and continue my life, or start a new life. Finally I decided to go back to.....because previously I had had a better life. A lot of people had helped me before, the workers of ÁGOTA had supported me, and had devoted a lot of their energies to me. I felt it was an unfinished thing.*

**K.J.:** *Didn't you get off?*

*I didn't get off. But I came to.....*

*My decision was to get on the train and put an end to that 4 years of suffering and get back where I started something, where I did not finish something. I came down. I remember it was winter. I got off the train in.....and I didn't know where to go, all I knew is to go straight. Out of the blue I knew that I should call you. That was the first thought, that came to my mind. I rang you up and.....said that you were in the play house. My first thought was that I was being waited for. That came to my mind. I came down, I put down my things and.....came to greet me and asked how I was. I superficially answered that I was fine and I came to visit. They realised that then I wouldn't have come by a suitcase and so I said I was in a bad situation. Then.....came and gave me a room. I got scared because I didn't know what would happen. I called you and we started to talk. After I went to one of my old acquaintances in the TEGYESZ, where Mrs.....asked how I was. I told her I was homeless. And she offered me her help and so I could get back. I decided to start a new life in 2007. I kept on thinking how many possibilities I had missed and I constantly blame myself since a lot of people wanted to help me but I didn't care. I started to get prepared for the 'A' exam, now I am in my third year, and in the meantime I do student work. There are some obstacles I have to step over. But I shouldn't forget what I had done till now. This is a good thing because I could learn a lot. I learned an attitude to handle things. It was needed, maybe not in that form how I experienced it, how I did it but with the help of this, I became more self-confident and more experienced. Thanks God I am over it. I always say that it is hard and you can fall, but it is hard to stand up. That is the hardest.*

**K.J.:** *What do you get from ÁGOTA?*

*I started the Foundation a long time ago. There was a camp where I was in foster home. It started that I went upstairs and.....cleaned and I asked them what they were doing, why they were cleaning. They told me there would be a camp and called me to help. In the evening I asked you if I could help and you said: "sure". In this camp I helped in the kitchen. Back then I didn't know what it was, only in the following year in.....There I experienced it. Then when I got in in '99, I had an empty picture. When I got to know the foundation, the picture became more and more detailed. The helpers filled it in. They filled in my lack of love.*

*It means the feeling of belonging somewhere, a lot of things are involved in it. For example: Love. The real family. I would like to find peace and quiet.*

**K.J.:** *After the school leaving exam ('A' exam) what is going to happen to you?*

*I will turn 25 on the.....I would like to finish a child and youth protection course. It could be done at college, too, but I do not dare to start college.*

**K.J.:** *Why?*

*Well...*

*I am 25 and I would like some tertiary qualification. I would like a certain job. I told it so and I pledged to learn.*

*Concerning forgiveness I haven't been there yet to forgive my parents what happened earlier, because it hurts but I have forgiven myself. I have been living here for 4 years and a lot of people trust me and it is good. I am*

*loved by many people. I could also try what it feels like to turn to somebody with trust and this is very good...”*

## *Thoughts from Dr. János Sávai*

*For the conversations with youth in state-care and at the verge of getting out of state-care*

*„My mother gave me fate”*

Many of those children who got into state-care and became adults there could really become “adults”. The following interviews prove what horrible depths these youth had to go through even as little children and they carry their fate as adults, too. Before the interviews, I would like to draw the reader’s attention to some aspects. The huge number of data of the interviews and the analyses might be the base of several research or pedagogic-educational considerations. Besides the researches, that helping practice which stands by the youth getting out of state-care has a priceless value. The negative things, the failures and the severe shortages can never mean that all these were harmful or in vain. As a man cannot step over his own shadow, he cannot back out of his own narrow and wide history’s restrictedness, either. No light can be lit without smoke – as for an old saying. The education of abandoned, state-cared children looks back on centuries. This heavy task was carried out by either the state or the so-called civil organisations (ecclesiastical institutes) sometimes well sometimes less well depending on ages and places. The critics defined below are not “deterrent” cases, which should horrify us. Recognising and confessing failures in education is of basic importance to be able to step forward. We shouldn’t try to repeat our success relating to the child yesterday with the child entering today, but we should take care of only him: listen to him. Then let’s listen to him again and again.

### *Getting in*

With a small number of exceptions it is the consequence of such a judgement where the children are the victims. Despite this by the time they get into the “ghetto”, the “hock” they are already considered to be criminals, or at least “cases” what must be treated. The children went through severe traumas (mom and dad are always drunk, they fight, the parents get into prison, in other cases they die). Several kids were born as “surpluses”: “my mother left me in the hospital”, or they are sent away from home. All these touch their soul in the deepest way possible: their self-estimation is minimal. After this it is not at all surprising if they say: “I thought all the way long that I was a left over food”.

They carry such a self image and family model in them which either does not exist or unreal. What they can see around them –based on the behaviour of the “outsiders” or the caregivers- wake antipathy and minority complex in them from the very first moment: “Oh, you haven’t got a mother and a father to buy you another one” – says one of the “outsiders” who deliberately spoils the slippers of the “state-cared” (insider). Getting in - with only a small number of exceptions, is a punishment, a discrimination ( closing them away from the “normal” ones). They also interpret it like that if they “have everything”, but how? “Shut up, you put on what I give you”.

### *The background*

In the reports we can read about extreme rate of poverty. This is usually followed by crime, alcoholism and violence. These kids are saved from this mud, from this destructive mess. Physically. If they have lived some years in a so-called “family”, then the first couple of years which are considered to be socialisation as a poisonous material has already filtered into the children’s way of thinking and value system. Their conflict solving ability has evolved in the received model: “mom tried to let off the tension on us since they fought with dad”; or “I got instead of my sibling, too but as I knew it was with educational intention”. The children acquired this aggression as the “natural” way of building connections. After getting into the institute, the already present ones (mainly the elder ones) have reinforced it in them. Safety is given by getting over the other, not by the commonly found value system. So could evolve such a distortion where the siblings are unable to accept each other’s “career”: the least successful sibling does not feel happiness, but feels threatened and has minority complex.

He feels as if he was “defeated” because of his elder brother’s honestly acquired position, therefore he becomes an intriguer towards him.

The basic human behavioural patterns are born in the mutuality of the family. The irresponsibly inflamed competitiveness and comparison at school and inside the family form the society a bunch of such neurotic groups where it is distrust and the force to become supreme what rule not the mutual esteem and enrichment.

### *The integration*

During the interviews the question constantly arises: is it really better for the child that he/she got into state-care? The endangered, discriminated children later youth got into such an “integrating” environment where rather alienation took place not integration into the society. It is sad but true. Are our institutes suitable for the integration? Lately there has been a meeting on this topic where one of the well-known experts apostrophed as “integrational tsunami” the program what is carried out at no matter what price and what makes both the children, the schools and the institutes suffer. They even try to “integrate” in such cases where neither the “beneficiaries” nor the workers are prepared or suitable etc.

As opposed to the state-cared ones we are often witnesses of brutality: as if in a prison van, they do not talk to the children! Despair which might even end up in self-destructive thoughts can be in the child’s mind! As if they were “potential criminals”, they serve their sentence in advance: better earlier than never...The children cut themselves with a blade, play “master and servant” with the weaker ones, really just like in a prison. They are slaves’ children: “Our task was to remove the thick skin from the caregiver’s sole”.

It is obvious that in such an atmosphere all the imaginable forms of aggression might evolve: the “punishment” of each other (with the tacit approval of the caregivers), auto aggression (suicide attempt, self-hurt), the “goods”, the “outsider’s” fear slowly gets verified: the state-cared ones are all criminals, violent, unreliable and completely unsuitable for normal life. What would make them suitable if the environment where they are brought up reinforces the initial distortion and they grow up impersonally as one in the crowd? What kind of future image can evolve in a defenceless child where there is such “generous” management “we worked from 7 a.m. till 2 a.m.; there was such a year where we got only one savoury scone for the whole work and some bean goulash (...)we weren’t told it was compulsory, but we were directed like: you and you should come here and do this or that. They were directed by the institute’s director. Let’s not misunderstand the situation: not in the 19<sup>th</sup> century England but in the 21<sup>st</sup> century Hungary.

The aggression symbolises the impossible nature of the conversation – from anybody’s part. It is tragic if it is the caregivers who behaves like that with such children who were “saved” (?) from such circumstances at Home: “mom broke a glass on me”. In the institute when a child asked why he was humiliated, the answer was: “ We should shut up until we live from his tax...we ran out of the classroom and shut the door and we heard that he threw a chair after us”.

### *You can also be somebody*

After the illustrated fates of the interviews, a modest practicable plan develops – however only a small number of youth have realised it. The acquirement of the relationship in a personal, real community. In the ÁGOTA programme the youth found that important feature which is *their own opportunity*. The *you can also be somebody* is not only an empty phrase but they can also meet such people who are authentic since they also fought their own battles. It is the feasible offer of universal human values, not ready-made schemes or sentences. They do not decide instead of the youth or over them but rather give them the chance to control their life in such a community where their efforts and achievements are understood and appreciated.

The community forms personalities and vice versa. Those indispensable human norms can evolve which do not come from expectations, or aggression. The most beautiful form of it was said by one of the interview subjects – despite that “*my mother left me and my twin brother in the hospital; I have already forgiven my mother; I went to see her when I turned 18. Until I was 18 I used to say she should go to hell, I did not even want to see her, I thought she should die...the alcohol was to blame, she drank her mind away...I gave her the flower saying thanks for the life and that’s all*”. In the value system through forgiveness and the received and given authentic love, the horrible tragedy of the past was re-evaluated: “*I said thanks for my mother for giving us fate, because otherwise we would have never been able to participate in something like that*”.

## **6. chapter**

### **The experiences of the diagnostic client groups**

#### **From the extracts of the anonym diagnostic records**

*Along the path of the KÁSZPEM® /Kothencz's ÁGOTA® Sensitive Pedagogic-therapeutic Method/*

*Thoughts from Krisztina Eisenbarth*

*Trust – distrust*

*Interpersonal relationships*

*Difficult life events – traumas*

*Norms and guidelines*

*Feeling of defencelessness*

*Self-rule*

*Relation to performance and future image*



## *Thoughts from Krisztina Eisenbarth*

Those who have already participated in a self-development training know that such curious people who would like to observe the group and the applied group methods as outsiders have nothing to do with such trainings. It is impossible to be present in this group process as an outsider not only because the observer position hinders the development of the group dynamics but also because only the participation enables the real cognition. That is the reason why I suggest for the readers of this chapter to give up their outsider position and let themselves carry away with the group. The readers should try to identify themselves with the participating youth, and let those feeling close to their heart in which these children might 'wave' while facing either a heart-breaking or a happy life event inside the framework of such a group which provides them bigger and bigger security. The flow of the group process is supported by those seven pillars on which the author bases his method.

Each and every gathering is based on a pillar, so every member of the eight groups meet each other at least seven times, according to the records in a three-day long time frame. The establishment of the seven pillars – trust building, forming and sustaining relationships, the processing of traumas, working out the principles of a more successful life, the self rule which wins a victory over defencelessness, and the planning of the future image - is carried out by different group methods and techniques. In the group gatherings besides the methodological diversity there is also such a permanence (frames, morning and evening rituals, repeated exercises) that these children need much more than a student group learning social work. The biggest security is of course always provided by the personal permanence. In this case besides the group leader, there are two so-called facilitators and an authentic helper who are also members of the leader- team which controls the group process. In other words they do not control the group from over and outside but rather provide them a sample from the inside, from among them concerning for example how to talk about something and by doing so it is easier to understand what happened to the child or to teach them how it is possible to learn from the difficulties and how to intervene in our own life and influence it with our own decisions consciously. This leader-team not only intervenes into such known trust- exercises as for example the games titled 'leading the blind' or the 'trust bell', they do not only participate in the discussions after a chosen film relating to the given topic and in the brainstorming activities, but they also apply the social-therapeutic games (Namecard game, problem solving games, relationship games, bunch of flowers) a method in which they control the group process as group members. Not via orders but with the help of sample giving. It is useless to mention what huge importance such a partnership has in case of such youth whose experiences on the one hand taught them not to trust the adults, on the other hand taught them to accept and require the dependence on them. We may well suppose that those youth who participated in the group sessions had never ever experienced such an equal relationship with their helpers and of course vice versa we can also suppose that the members of the leader-team could also throw in their lot with those youth who -in helper-helped relation- were standing on the other bank of the river in a more defenceless role.

The aim of the diagnostic records is to show in the mirror of the exercises and games of each gathering: what the group, and inside, each and every group member thinks of the basic questions of life, for example in the context of the trust-distrust issue, how they can develop relationships and how they can establish a responsible, independent life. The point of setting up a diagnose is the progress, the indication of the change and its observation. In the Hungarian vocabulary, diagnose is mostly a healthcare expression and like that it refers to a disease or the lack of health. In the experiences of the diagnostic client groups there are also absences, the deficiency of the mental health in some cases in quite a severe form. But the joyful signs of the recovery can be also seen; as the group process goes forward, the pillars which the state-cared children can rely on, are getting more and more stable and this is what the method is based on. Because every group where the unselfish intention is carried out by an expert team : has healing effects. There have been several debates about who has the right to lead therapeutic groups, about what qualification, competence and certificate is needed in order to do so and about what the principles of the group therapy are and that in a given group how their presence or absence can be measured. Instead of theoretical arguing, I suggest: let's read these records by paying

attention to the phases and relations (reasons) of the recovery. We can also do that by choosing any one of the eight groups and read the records like that. Within that we can also follow the changes one or two group members go through, let it be the observation of a mentally healthier and a mentally more injured youngster.

Based on the records these youngsters can hardly grab and name their feelings – many times even their contemporaries who were brought up in much better circumstances cannot do it, either- such sensitivity is missing from their education. However, the dear reader can go through a wide range of feelings while studying the records: he/she can feel shock, astonishment, fury, anger, emotion, sympathy, sadness, enthusiasm, hope, joy, hilarity, admiration, respect, etc. when facing the fate of the youth. Above all, the reader can see the efficiency of these trainings and their immediate therapeutic effects. The youth who joined in the group work gradually learn to listen to each other. Only here during the group gatherings do they realise what they can do about their life; that their experiences can be shared, that others also have similarly painful or shameful memories, that saying out memories aloud might take them forward, that they might learn from their mates' problem solving samples, that in between their minority complex and the extremities of their omnipotent fantasy there is such a reality, such a real self-knowledge which goes hand in hand with the confession of their mistakes and taking the responsibility for their deeds if they want to fulfil their dreams concerning their future. The recognitions and confessions of the participants are naturally quite partial and fragmentary (For example in the 'island' of the relationship game, -they do not undertake that they have claws as lions or panthers, thorns as roses, weight as elephants, or if they are ladybirds, they are not palmful size but half-nail sized- which realities at the same time bring values and dangers), but it would be unreal to expect more than what has started in these group sessions. Although there is no doubt that here the heart-warming process of recovery, fulfilment, and maturity has started in which the youth of the target groups participate in a more and more carefree and joyful way. With a little bit of an anxiety, but trusting the success of the program, the following questions arise: Those youth who participate in the programs will not be let down after the program, will they? Are the foster homes and residential homes able to accept this program? The new considerations and modifications gained during the processing of the diagnostic records will integrate into the continuation, in favour of the program's increasing efficiency, won't they? There will be a lot of such unselfish helpers and at the same time well-trained group leaders with the corporation of whom after a while each and every state-cared can have a share in the blessing of the program, won't there? The KÁSZPEM<sup>®</sup> program handles as a separate pillar the feeling of defencelessness as a severe emotional accompanying phenomenon of the traumas of those state-cared children who lack the parental care. These youth –much more than their contemporaries who were brought up in families- have to learn how to fight helplessness arising from defencelessness, and also have to learn to step out of the victim's role. However, the first exercises shown in the records, the blind leading type games which are played with covered eyes point at the positive side of the defencelessness. Since trusting others and relying on other people necessarily go hand in hand with defencelessness. Although this defencelessness is voluntary, it is not less risky, because letting ourselves go and giving ourselves to a person or a case includes the chance of disappointment. Our human nature is still so open, so defenceless: the defencelessness of the infant and of the old man who approaches the end of his life losing his health and talent is not voluntary either, but natural. The grand question remains: how do we interpret the openness of our nature: is it defencelessness towards the bad and final destruction or a direction towards the good, love and life? The key of the interpretation is our own experience, the summary of the adventures of our whole life. The human voluntary defencelessness, in other words relying on love, on life itself is the condition of its fulfilment and the source of its happiness. After having read the records I realised that the group leaders (corporating in a team) mediated this love, this goodwill, this worthy life towards the youth who after having stepped out of their helplessness tend to dare to rely on their relationships evolving inside and outside the group. Therefore, even this relatively short half a year long group process has already compensated them for many of their painful losses and acts as a compass which points towards a desired future.

## **6.1 Trust-distrust**

Anonym record-extracts to the TRUST basic pillar

## 6.1 Trust - distrust

Anonym record-extracts to the TRUST basic pillar

### Anonym record-extract

I. group/1. occasion

2006

### TRUST

#### Personal frame:

*Group leader*

*Co-group leader*

*2 Authentic helpers*

Arrival of children

2006. - day 1

#### Presentation of the weekend program

What is the goal of the meetings? To lay down the rules: trust, secret of the group, obeisance to the other one, exact time compliance, tolerance.

#### Introduction, acquaintance

Aim: Introduction to each other, everybody could say good things about himself/herself in 3 minutes, then they changed, then the introduction of the other one with hands of his/her shoulder in a big circle.

The group leader created pairs.

Evaluation: What was it like to talk about myself?

What was it like to listen and listen to others, get to know them?

What was it like when you had to listen?

Feedback: The members of the group basically liked the game, their initial restlessness was disappearing. They were uniformly strengthened that it was much more difficult to talk about themselves, they are not used to this. It was good to listen to the other one and it was much easier.

After: Resting (Bathing, bedtime, bedtime story)

2006. - day 2

#### Introductory, warming conversation about trust

Brain storming" (Problems of trust among child living in state care)

- They do not pay attention to me
- There is not secrecy
- There is not convergence
- Nobody cares for me
- They have abused my trust several times
- The caregivers discuss the things I told them among each other

#### Practice of trust

Blind guide- Its aim: to experience the feeling of reliance, give and get trust in practice.

Blind guide- Nearby lake and its surroundings → Restaurant

The group leader stood the participants in pairs.

First round: everybody coped the task, with more- less success. All of them opened their eyes, they felt fear. A member of the group had to stop several times because he/she was afraid so much. They were holding the hand of their co-leader very tightly.

Second round: The eyes of the team members were closed. The group members could experience what it is like when they are responsible for somebody. After going around the lake they led their mates through a busy city section to the restaurant.

Evaluation: How much did you trust in your partner? What was it like when you were the leader and when you acted the role of the blind?

Feedback: They were afraid very much during the game but when they sensed they could calmly trust in the other one, they could rely on the other one they became braver and they felt themselves safe. It was good to try this feeling and it was also good that they could rely on their mates.

#### Practices of trust II.

- Practises of trust in pairs (Facing each other with holding hands while crouching; standing back while crouching; to fall with outstretched body while holding hands. The couples stayed the same, as in the blind guiding.
- Trust bell (the group members made a tight circle /shoulder to shoulder/, one man stood in the middle of the circle, he folded his arms before his chest, and let himself to tilt in every direction. The circle of group members tilts him the other direction as a living wall. Not everyone dared to try it.)

#### The “free fall” game followed led by the group leader

This game not only points out the defencelessness and the trust but it is also a good group building exercise. Based on free appliance, we blindfolded B. I. group member’s (boy) eyes. We escorted him to a higher place with the help of the group leader. Meanwhile, the other team members lined up before the higher place in silence, then they crouched while facing each other and they clasped their hands. The group leader gave a signal to the group members and tilted B. I. , who fell to the hands of the group members.

Feedback: they felt good during the practises of trust. He would not have dared to try the free fall. B. I. was afraid very much, because he did not know what was going to happen to him, but he hoped that the others would take care of him.

#### Sharing the negative/positive experiences in connection with trust

Name	BAD	GOOD	Feedback of feelings
V. B. (22-year-old girl)	My brother wanted to beat me because of a child who I reprimanded because he had taken liberties.	During my operation the theatre orderly wished me Happy Birthday and my brother also came to visit me.	It was bad to recall the bad experience, but it was good to remember the good again.
Co-group leader	After the death of my father, the family wasn’t comfort for me, I was left alone.	After I finished the eighth grade and went to another school, my girlfriend protected my little sister. She didn’t let them say “gipsy” to her.	The game was good. It always brings back the hope that it is worth to risk and trust.
K. I. (17-year-old girl)	My mommy wanted to hang herself, when we were taken to the children’s home.	I pushed off my brother and he didn’t beat me.	The game was good. It wasn’t good to remember the bad.
B. I. (19-year-old boy)	I often went to one of my schoolmates, I was welcomed there. Then her mother sent me away and told me that I could never go there again.	We went to harvest to my foster parent’s husband. We had a good conversation and we have had a good relationship since then.	It was good to talk about this. I have never talked about this.
Boy authentic helper	A girl and her family did me out of everything then she sent me away...	A friend of mine told me that if I feel like I could come to help the foundation.	It was very good to talk about my negative experience as well. I haven’t talked about it since then. Thank you that I could share it with you.

T. K. (23-year-old boy)	At Christmas I visited my real mother. They humiliated me, they didn't even give me any food.	I talked with a musician in a disco, who placed confidence in me.	It was bad to recall the events connected to my real mother, but I don't even care about it. Anyway the game was good.
K. M. (20-year-old boy)	My older brother tried to blame me with the whole hoo-ha, what we had done together. That's why I got into prison.	My dad should have worked at Christmas as well, but he could make it and came home. We could spend the holiday together with the family.	I felt good. I learned such things about the others which I have not known, despite we have been living together for a while.
Sanyi (20-year-old boy)	My older brother sent my mother packing- and I was looking it without a word.	I wasn't left alone by K. M., when I was drunk.	It was good. I haven't talked anyone about this either. I didn't relieve, the whole thing stirred in me again. But at the same it was good to speak it out.
Girl authentic helper	My father almost stabbed me with a knife.	I was praised because of my work in front of the director and my boyfriend.	It was very good to have conversation. Thank you that I could listen to your experiences.
N.Z. (17-year-old boy)	I was really disappointed with my my sister. I didn't think that she would get to where she is now.	B. I visited me in the hospital, despite of the fact that theoretically no one knew that I had an operation.	It was good.
Group leader	I got almost blind and a boy whom I always protected from everyone: he jeered me.	We were on a study competition and they tried to humiliate us. To protect one of my peers, I stood up without hesitation and I said all the data. We were the first ones.	I felt good in the game. It was good to recall these things. I haven't thought about these experiences for a very long time.
N. M. (15-year-old girl)	I was disappointed in my mother. Why she let us get in to children's home.	My older brother called me on the phone, whom I have never heard of before. The first meeting will be now.	It was very difficult to talk about this, I have lot of bad feelings about his badly chosen picture. It was good to listen to the others, I learned a lot of new things about them. Anyway it was good, but hard.
L. É. (17-year-old girl)	My foster father beat me very much, because he got angry because of fixing the shutter.	The director+mum were at the director's office and we discussed that I could go home if I don't run away anymore.	It was good.

#### Gypsy block

- Story of origin – From the tales of Vrana mommy
- Famous Gypsies – The introduction of a famous gypsy (József Choli Daróczi)
- Learning a song/learning a dance

Then: Rest (bathing, sleeping, tale), common games –light and vivid

2006. - day 3

Screening with evaluation

Screening the film, Good Will Hunting then film-evaluation module

They liked the film very much. During break they called up the scenes of film as well. The basic story: a sharp-witted boy, who grew up in state care, cleans in a department of university. He meets series of alternatives in life and his continuous distrust stands in the way of his happiness. A real psychologist changes him.

**Rejector - „The circle of love”**

They had to write a conformation sentence –reflecting the weekend- in person. They read the sentences feelingly.

## Anomised report- extract

II. group/ 1. occasion

2006.

### TRUST

#### Personal frames:

*Group leader*

*Co-group leader*

*2 authentic helpers*

2006-day 1

The professional team arrived to the children's home

Beginning of the group

- Program at the weekend
- What is the goal of the meetings
- To lay down the group rules
  - trust
  - to give respect to the other
  - to observe the exact time
  - tolerance, group secret

#### Introduction, acquaintance

Topic: „Tell me about yourself as many positive things as you can for 3 minutes” Then the one who spoke became the listener and the other one had the possibility to talk about himself/herself for 3 minutes.

Thereafter the one who was the listener had to introduce the other in first person singular.

Assessment: What was it like to speak about myself?

What was it like to listen and to listen to the other one, get to know the other one

What was it like when you had to listen?

Feedback: The members of the group liked the game. There were people who preferred listening, but there were also ones who liked to talk about themselves.

#### Practices of trust

The “free fall” game followed which was led by the group leader. This game not only points out the defencelessness and the trust but it is also a good group building exercise. Based on free appliance, we blindfolded S. D.'s (18-year-old boy) eyes, then the group leader escorted him to a higher place. Meanwhile, the other team members lined up before the higher place in silence, then they crouched while facing each other and they clasped their hands. The group leader gave a signal to the group members and tilted S. d., so S.D. fell to the hands of the group members.

Feedback: „I was very scared. I didn't know what was going to happen.”- said S. D.

K. R. (22-year-old girl): „I couldn't have been there and done all this”



## Practises of trust II.

### „Blind guide”

We didn't do this practice in the residential home. There was an empty area about 150 m from the family house, where the group leader took the group and the practice began. The couples stood up. One of the members was the blind one, whose task was to close his eyes and to follow his partner according to his instructions. Then they changed. The one who was blind before, now he was in control, and the one who controlled before, he followed the instructions what his partner said.

Feedback: How much did you trust in your partner? What was it like when you were the leader and when you acted the role of the blind?

The practice was usually successful. Many of them opened their eyes at least once. It was good to experience that they already took the practice seriously at the first meeting.

2006-day 2

### Screening and its evaluation

We screened the film GOOD WILL HUNTING, which was popular among the group members and they found it very instructive. It perfectly suited into the thematic of the corner stone.

III. group/1. occasion

2006.

## TRUST

### Personal frames:

*Group leader*

*Co-group leader*

*Authentic helper*

*Facilitator*

2006- day 1

Beginning of the group

- Program at the weekend
- What is the goal of the meetings
- To lay down the group rule
  - trust
  - to give respect to the other
  - to observe the exact time
  - tolerance, group secret

### „Brain storming“- Trust problems among the ones living in state care

- They cannot understand our situation
- He betrayed me, he played my trust
- He cannot keep secret
- He does not get to know me completely
- Interest friendship- he uses me
- Fear of the fact that it is not a long-term relationship → defencelessness
- Insincerity
- Lack of self-confidence
- No secrecy
- Too many secrets → over brim
- They look at me like I was stupid, they disdain
- Disappointment in parents, psychologists → in adults
- Disappointment in children, in fellow sufferers
- Lack of attention, care
- Distrust from the educator and guardian
- Stranger tries to dictate
- Irresponsible parents → I am not important for them either

To promote trust: They can listen to us better, they can watch for the kids, e.g. with games

### I'll follow you!

Everyone's name is on a note, the one we draw his/her movements have to be imitated. The game was in a very good mood, we completely attuned to each other. The apices of the game: The group followed H.I. (15-year-old boy) as one man.

### Trust bell

N. L. (14-year-old boy) and B. K. (15-year-old boy) stood in the middle of the circle only after lengthy persuasion. The group treated the one inside the circle very carefully, although, personal conflict could be observed as well. The team members had to be very alert in this case. There were case when if we do not get there, then they would have fallen on the ground, e.g. R. A. (14-year-old girl), K. Á. (13-year-old girl). The same child caught one of the children but did not catch the other one. In this case we had to help them, and intervene. After each of such occasion we drew their attention to responsibility. At group and individual levels as well.

Note: The team members have to be equally spaced from each other, so that they could reach the whole circle in case of problem. Later on, we did the practice in small groups.

### Talk about trust

We talked about the positive and negative trust experiences currently affecting their lives. The personal sample giving was very important on behalf of both the authentic helper and the both the team members. There were several reports of serious disappointment experiences, so the emphasis was on community building in the rest of the afternoon.

IV. group/ 1. occasion

2007.

## TRUST

### Personal frame:

*Group leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

### Practices of trust

Blind guide- practice in pairs while one of them with closed eyes (blindly) let his/her pair lead him/her.

First round: everybody cope the task, relatively fast. The touch caused some problems in the role of the leader for the group members. More of them opened their eyes, they were afraid.

Second round: They already leaded their pairs in a more experienced way. They dared to touch more bravely and they formulated more clearly in their communication.

Evaluation: How much did you trust in your partner? What was it like when you were the leader and when you acted the role of the blind one? Feedback: It was good to lead and it was good to be the leaded one. The best thing was that after opening their eyes they were astonished how far they got. They enjoyed the game.

Brain storming- Problems of trust in the circle of children in state care

They created 3 groups and they formulated the next remarks:

<b>I. group</b>	<b>II. group</b>	<b>III. group</b>
<p><u>Trust does not develop, trust loses:</u></p> <ul style="list-style-type: none"> <li>• Caregiver tells other ones what I told him/her</li> <li>• Other people do not know what it is like to be a child in state care but the teacher tells everyone about it.</li> <li>• Lack of honesty</li> <li>• He/she tells other ones about his/her problem</li> <li>• Jealousy</li> <li>• I do not talk about my problem to other people</li> <li>• I will stay alone with my problem</li> <li>• I rather trust in myself</li> <li>• I am afraid that they will not treat me as a normal person</li> <li>• He/she did not keep his/her promise</li> <li>• Fear of disappointment</li> <li>• Fear of they tell bad things about me</li> <li>• Fear of taking advantage</li> <li>• The „friends” hurt me because of being a child in state care→they lost</li> <li>• Fear of he/she twists my words</li> <li>• They disdain me</li> <li>• They hurt the ones in state care if he/she trusts in somebody</li> </ul>	<p><u>Between adult- child:</u></p> <ul style="list-style-type: none"> <li>• There is not secrecy</li> <li>• The educators does not know us</li> <li>• There is no common trust</li> <li>• Discrimination/favouritism</li> </ul> <p><u>Between parent-child:</u></p> <ul style="list-style-type: none"> <li>• THEY SENT ME TO THE GHETTO!</li> <li>• Parent is uncertain in himself/herself.</li> </ul> <p><u>Why does not trust develop:</u></p> <ul style="list-style-type: none"> <li>• Cheat in relationship</li> <li>• Lie</li> <li>• He/she steals, cheats, lies</li> <li>• Anxiety (what is nice to him/her)</li> <li>• Judgement- look</li> <li>• Outward appearance</li> <li>• External environment (it does matter where we acquaint, make friends: pub→←restaurant</li> </ul> <p><u>After disappointment:</u></p> <ul style="list-style-type: none"> <li>• Keeping distance (I do not share with him/her)</li> <li>• We do not go out together</li> <li>• He/she does not approach to him/her anymore</li> <li>• Estrangement between 2 people</li> <li>• We search for a sure point but beside somebody else</li> <li>• Educator does not give advice for my problem but he/she wants to solve it or he/she sends me to a psychologist.</li> </ul>	<p><u>Trust does not develop, trust loses:</u></p> <ul style="list-style-type: none"> <li>• Insincerity</li> <li>• Lie</li> <li>• Disappointment</li> <li>• Hoax</li> <li>• Telling</li> <li>• Disregard (he/she does not listen to me!)</li> <li>• They do not help me</li> <li>• They do not pay attention to me</li> <li>• Protection: nobody will place confidence in someone who is able to beat a smaller one.</li> <li>• Protection: they do not protect the smaller one, he/she will not trust me because I did not protect him/her, I let them beat him/her.</li> <li>• Lack of love</li> <li>• Lack of honour (he/she does not think I am on a par with him/her)</li> <li>• Friendship does not develop because of the lack of sympathy</li> <li>• To be unknown</li> <li>• Lack of empathy</li> <li>• Caregiver: know where you came from (you should appreciate that the roof is over your head. Be glad that you can be here!)</li> </ul>

Sharing the positive/negative experiences in relation with trust

Name	BAD	GOOD	FEEDBACK OF FEELINGS (How did you feel in the game? How important is trust for you? Are you reliable?)
P. L. (17-year-old boy)	I arrived home from school and my mother told me I had to go to children's home- there was not any prelude.	They forbade me to go home ever again because I did bad things. However, an educator managed the resolution and this way I can go home.	I do not really talk about bad things; it was not also good to recall it. I feel reliable myself reliable.
Boy Authentic helper	A girl and her family did me out of everything then she sent me away...	I met my girlfriend in the Serbian dance group, she introduced me to her mother who took a fancy to me very much and after my disappointment, I could rely on her, she showed me the path in the life.	I do not really talk about bad things but sometimes it is good only to speak out those things because I relieve.
N. I. (18-year-old boy)	I went to the shop and I saw my best friends with my loved one. The girl cheated me with him.	The educator tells me that the resolution arrived which meant I could get driving licence.	The conversation was good although I would rather not talk about bad things.
Facilitator	My knees are bugged up, I am lying in my room, and my parents are downstairs. I asked them to take me to the doctor but they did not, they left me there alone.	During one of the camps: they have a good party down there and I have to make 300 certificates, gifts. In that time a good friend of mine came who promised me to help me, and he/she really came.	I am reliable and I developed much in the field of trust.
F. H. (18-year-old girl)	The form-master told the class that I was a child in state care.	The good relation with my classmates remained after turning out that I was a child in state care.	I consider myself reliable but I do not trust easily.
Girl Authentic helper	My crummy classmate laughed at me when I told her I was from the ghetto and what it was like to be from the ghetto.	In a PE lesson, one of my classmates and me started to talk about that I got into state care and I became a child in state care and what this existence state was like. Once I realised that approximately thirty persons were sitting crossed-leg around me and everybody was listening to me without taking breath- inquiringly and nicely.	It is hard to me talking about bad things but every time it comes to my mind that it brings relief and if they see, I dare to talk about difficulties then the others also will. I would like to help.
Group leader	My stepmother was not self-supporting this way I asked our neighbour to do the shopping in change of money to have something to eat and drink. Every month I sent her the money via post. Our neighbour spent the money for herself; she did not take care of my mother.	I had a theologian partner but we did not get on well. Then we became friends thanks to an obligatory school year task. The morning found us sleeping in front of the church we have been friends since then.	I am reliable. I know many secrets, which depressurize me.
R. I. (19-year-old girl)	My mom confessed what she had done, what she had prepared to do against me. I was really disappointed with her.	A lot of students (from 80 persons) voted me to be the president of the student council.	I don't talk about the bad things and everybody talks about the good things.

K. A. (18-year-old girl)	My foster parents told me that I was “just” an adopted child, and now they give me back. I had to go to the institute.	I told my 2 best girlfriends that I had become a child in state care, and they didn’t leave me, and we have been good friends since then.	I trust my girlfriend, we only talk about the good things, and we rather talk with the educators.
B. E. (18-year-old girl)	My parents put me in state care, and told me that I had to go.	We had a picnic at a swimming pool where I told my friends that I’m a child in state care. My friends received it well, we stayed friends.	I trust in everyone.
L. N. (17-year-old girl)	My mother told me that I had to go to the institute. I was standing outside while my mother was smoking inside the room. She doesn’t even bother me that time.	I told my girlfriend that I became a child in state care while we were riding a bike. We have been friends since then.	I do not trust easily, only in 1 person.
G. R. (18-year-old boy)	The foster parents told me that I got into another residential home while we were eating, without any antecedents.	I met many people in the sport camp, who accepted me and we had a great time together..	„There are many secrets in my head!” I don’t trust My friends say I am reliable. I have many friends, but I couldn’t share my secrets or difficulties with any of them. <i>(The group confirmed that he is reliable.)</i>
T. T. (17-year-old boy)	When I got into the institute, my mother and father were standing in front of me and they told me that I had to go.	I had to do the double twist with a motorcycle. I fell many times, my hands and legs were bleeding and it also broke, But my father said; You can do it My Son! And I could really do it.	I don’t trust anyone only myself. I tell some things to my group mate sometimes.
Co-group leader	On the day of my father’s funeral I was standing at bottom of the staircase. My godfather was laughing with a stranger instead of providing me support.	After moving I had to prove a lot, since we were the only gipsy family in the village which was full of prejudices. I could bear up under class, I became class leader and the new classmates voted me for the deputy post of Mókus órs..	I basically trust- until the first disappointment. I closed myself 5 years ago (my father’s death) , but then someone came and didn’t let me close myself. I trust him the most.

At the bus station

At a chosen place in a chosen role an imaginative role game during which we can try out behavioural patterns inherent our relationships.

Name	Role	Reality relation	Meetings	Feedback of feelings
P. L. (17-year-old boy)	Gypsy peddler woman	What is it like when you are selling, when you are rejected.	With everyone, except with the ticket salesman. Memorable meeting: with the cleaner, who rejected me today but for tomorrow she ensured a certain selling.	The game was good. That wasn't good that I was rejected many times and they didn't want to buy from me anything, but anyway it was good.
Boy Authentic helper	25-year-old Gipsy ticket salesman	I could meet a lot of people closely.	With mayor, African, average girl, cleaner, and citizen soldier.	The game was very good. The parallel can be between the game and my real life: I should meet more people, with new people.
N. I. (18-year-old boy)	17-year-old Romany boy	I don't know.	Gypsy peddler woman – he didn't buy anything from her, he didn't help to hold the shovel to the cleaner. Otherwise he saw everyone.	The game was good.
Facilitator	Toilet lady (Manyika)	I wanted to have a certain point, I don't like cavalcade.	Average girl, young gipsy girl, cleaner, mayor, homeless, gypsy peddler woman.	It wasn't good to be in a certain point because I got into periphery. I should jump over my fear more frequently; otherwise I am going to stay out.
F. H. (18-year-old girl)	17-year-old gipsy girl	They have met such girls many times, they are hurt a lot.	Cleaner, an African stepped on her foot accidentally, toilet lady, student, student girl.	I liked the game very much.
Girl Authentic helper	citizen soldier	What is it like when I can give security. Everywhere/in everything.	Homeless, ticket salesman, she protected an African, toilet lady, student, mayor.	I would like to be among people, I would like to help them and understand everything.
Group leader	Homeless Józsi	I got in touch with many people who were out of periphery. The railway station is his living space, there are his feelings.	Average girl, African, high school girl, cleaner, ticket salesman, mayor, citizen soldier.	I am socially sensitive, but in the last few months I am more emphatic with the socially disadvantaged ones. I see the loneliness of the people.
R. I. (19-year-old girl)	average girl	I don't know.	Toilet lady, cleaner, ticket salesman, gipsy peddler, mayor.	It was totally same as in the reality. The game was good.
K. A. (18-year-old girl)	Student girl	I don't know why this came. I could be open with many people.	Se was sitting with student girls, she helped the cleaner to hold the shovel, she was sitting with gipsy woman.	The game was good.



B. E. (18-year-old girl)	High school girl	I don't know.	Student, gipsy peddler woman, a homeless flannelled his hands in her hair.	The game was good.
L. N. (17-year-old girl)	Big gipsy woman	I have seen them many times, I wanted to try out.	Student, student girl, gipsy student girl- they were sitting, she was chatting with the student and she was listening to the cleaner's complaints.	The game was good.
G. R. (18-year-old boy)	African migrant	With communication difficulties how am I able to make myself understood?	Cleaner, ticket salesman, homeless, citizen soldier, young gipsy student girl.	The game was good, I liked it, but it wasn't good to experience the incomprehension, and that they tried to cheat me with money.
T. T. (17-year-old boy)	XY, mayor	I don't know.	Homeless, ticket salesman, citizen soldier, cleaner.	It was good to try it out, it was a good game.
Co-group leader	cleaner	What is it like when a lot of hard work doesn't have any benefit.	She met everyone.	It was good not to be in the centre and the observer, silent, participant role is also very good.

### Screening with assessment

#### Good Will Hunting

Assessment (What caught you in the movie, your relationship with your fellow sufferer in the field of trust, do you have soul mate?)

Name	Comment
R. I. (19-year-old girl)	When the psychologist broke the unbreakable. He let himself close to him. According to his opinion there can be only one good friend → ← she has many soul mates.
F. H. (18-year-old girl)	She doesn't have a soul mate. She liked the whole movie.
Girl Authentic helper	First she wanted to be just like the boy. He learnt to replace the lack of love. She has got a soul mate.
K. A. (18-year-old girl)	She has got a soul mate. I liked the film.
P. L. (17-year-old boy)	He took advantage of the girl because he had sexual relationship with her, although, he didn't love her. (Question: Then why did he go after her? → because he needed a partner. Question: did he say it because he really didn't love her or he was afraid to trust? He doesn't have a soul mate. He has conversation sometimes but only with outsiders.
G. R. (18-year-old boy)	DISTRUST ISN'T GOOD BECAUSE IT SEPARATES. The man is left alone. He can't highlight parts from the film, because the whole film got him.
Boy Authentic helper	He was surprised that the boy learnt from the psychologist as well. Question: do you think that the good helper treats you from the upside? The psychologist dared to open → that's why he started to change.
N. I. (18-year-old boy)	He has a soul mate: his room mate.

V. group/1. occasion

2007.

**TRUST**

Personal frames:

- Group leader*
- Co-group leader*
- Facilitator*
- Boy Authentic helper*
- Girl Authentic helper*

After the team arrived to the children's home

Group start

Antecedents, our goals, to ask for their help, to lay down the group rules, to agree in the group norms, to present the weekend, introduction, acquaintance

OUR RULES

- ☺ Be each other's GIFTS!
- ☺ Cheerfulness
- ☺ **SECRECY:** what we are talking about here, we do not talk about it outside the group.
- ☺ Solidarity
- ☺ Honesty
- ☺ Everyone should be here!
- ☺ If someone speaks, we listen and pay attention to each other.
- ☺ Everyone has the right to speak, and if somebody is speaking we let him/her finish.
- ☺ There is NO stupid question!
- ☺ Do not mess around, or disdain each other!
- ☺ You can offer only yourself!

Our calling cards

<u>Group member</u>	<u>Relations</u> (Who connected to him/her and by what?)	<u>REALITY RELATION</u> (What is it true for you? What is not really true for you at all?) How did the group member describe himself/herself?	<u>FEEDBACK OF FEELINGS</u> What was it like to hear about other's acquaintance with the same name, do you like your name, is it a characteristic of you to divide others, what is it like to be similar?	<u>Mimicry/gesticulation</u>
J. É. (18-year-old girl)	A girlfriend who is quiet, very clever, and likes laughing very much	I like laughing very much, the thing I get, that will I give back.	It was good to listen that others' Anna has such characteristics, which I also possess. I was disappointed a lot in life, so I don't have a real friend and I give as much as I got.	She was confused a bit, but she relieved soon. When she was talking about her relationship with god, she was playing with her necklace.
	A friend, who became a nun, she is very kind-hearted and helpful	Although, I am not a nun but it is very important to have good relationship with God. I do pray, and what I ask from God I always get it. He is very kind-hearted.		

Boy Authentic helper	He is a very nice man, family-centred, he does everything to help he has a big heart, he works a lot.	He likes to work, it does not matter what, but he needs to have a job beside school, hw would also like to have a family.	One of their acquaintance with similar name does not look like me at all, but if I do not start to use my brain maybe the same fate would have waited for me, I just decided that I do not want a life which brings me down on the slope. Since then I have been struggling, working and doing everything not to get into a defenceless situation.	He quickly overcame his aphasia before strangers and he formulated clearly, understandably and calmly.
	He is a great party face, he is a good guy, but aggressive, he drinks, at present he is on detoxication cure.	He likes to go to parties, but he is never aggressive, and he does not drink that much to be drunk.		
G. Cs. (17-year-old girl)	She is a shy girly, who is a real friend. She is quiet.	This is totally true for her. She is reserved.	I got used to my name, it was good to listen to the others, I got to know lots of new things.	She was embarrassed very much, she started to laugh sometimes.
B. Gy. (17-year-old girl)	Her sister, who worked as a stripper, then gave birth to 2 children. She left the 2 children, nobody knew what was with her or where she was. 2 years later she was found in a ditch, she was completely regressed, her brain was at 1 month-old level she does not even know about herself, but she recognised them.	„I could never leave my children, and I am not a stripper”	Others know better what I am like, you should ask others. It was good to listen to the others, and that how they see themselves. It is very strange that I have to talk about myself I am not used to it.	She was embarassed, she was smiling embarrassed.
	She is helpful, I can talk about everything with her.	„I like to help”		
K. J. (17-year-old girl)	She had a caregiver, who was humane, fair and she learnt a lot from him, she never struggled for respect with her strength.	She has a sense of justice but she rarely gives voice to it.	The game was good.	She listened to her peers with encouraging attention, she nodded many times and she was embarrassed during the talk.
	She had a caregiver who was caring and nice.	She also protects the smaller ones.		
	Her godfather, who loved music, played the guitar nicely, he had a huge soul.	she also likes the music very much.		
	She is very quick-tempered, she quickly loses her mind and then she does a lot of stupid things.	She is also quick-tempered.		
	Her boyfriend is maximalist, quick-tempered, but he can treat himself, he loves sports. (basketball, handball)	She tries to learn how to handle-repress it in herself. She also likes sports.		

Girl Authentic helper	Her....is first quiet, because he thought that nobody listens to him and he just muttered under his breath. Then he realised that there is someone who is interested in him and listens to him, and then he dared to open.	She is the same, but she thinks herself to be lucky, because she is surrounded by good people, who really listen to her and they taught her to believe in herself.	It was good to listen to everybody, it was a good feeling that other' acquaintance is similar to her. She felt good.	First, I was embarrassed, she felt that she was not sympathetic for one of the group member, but she managed to speak in the end.
	Her classmate, who is very loudmouthed, she laughs a lot and she is always cheerful, nice and helpful.	She is also cheerful, she often laughs and likes to help where she can.		
D. L. (17-year-old girl)	Mentor, who sponsored her, though he did not have to, but she could rely on him in everything.	She does not know whether he will help her or not.	It was good to listen to the others, the game was good. We do not talk with each other this way, despite of the fact that we have been living together for a while. It is strange but I think I will get used to it.	She listened to everyone with full heart, and when she had to talk, she was joking all the time, because she was embarrassed.
	Her aunt, who is warm-hearted, funny, family-centred, selfless and nice.  Her name in the school, that is how everyone calls her.	She also likes to laugh and can be selfless.		
R. F. (16-year-old boy)	He is family-centred, manual worker, he likes tinkering, he can do everything.	He likes mending things.	I liked the game, it was good to listen to the others. I am a bit tired, because I got up at 5 in the morning. I felt good.	He was calm, At the end he did not listen vigilantly , but before he did.
	They had parties a lot, he got him into bad things. He was fired. Everyone said that he is insincere.	He also likes to go to parties, he sometimes drinks, but he does not do bad things, and he does not get anybody into bad things.		
	He smashed the room up, because he got angry on something. He is an aggressor, funny, he has 2 daughters.	He is not like this at all.		
Facilitator	He is a mate, schoolmate. He is a party face, drug addict, and he did not disdain him because he was "gyeris".	He does not disdain anybody either, he likes to go to parties.	I felt good in the game, it was very exciting and interesting to hear others' speech. Than you for sincerity.	Active presence.
	His lover. He can totally rely on her. He loves him, what she plans she usually accomplishes it, she tries it several times.	He does not give up easily, he is a maximalist and man can rely on him.		

K. P. (18-year-old boy)	His brother was called like this, whom he has never seen in his life, but he would have liked to meet him, but he rejected him telling that if they have not known each other so far then it is pointless to meet now.	He could never reject his brother.	It was good to listen to the others and it was good to speak. I hope there will be many more like this.	Very active attention and presence. During speaking he often flushed, he required the attention and he often changed his seat.
	He had a classmate and friend whom he has known since he was 10. He has a good sense of humour, they laughed a lot together, they went to high school and university together. He stammered and now he is a lawyer and a clerk. He respects him very much because he could overcome himself and struggled the way which he set for himself.	He also likes to laugh and he would be able to fight if he really wanted to..		
F. K. (17-year-old girl)	Her classmate whom he first considered fastidious. Then they started to talk and became friends.	She likes to talk and she always tries to give herself- but she has difficulties to talk about herself, because she is afraid of being spoken bad things about her.	The game was good, but it was very strange that we talked in this way. I never even talk with my boyfriend. like this. It is hard but I try to trust.	Vigilant attention, empathy. During speaking she covered her face with her hair, she was playing with her hands, she was talking very quietly, jabbering, in order to finish the conversation as soon as possible.
	She has very definite aims, she tries to breaks up from her present situation, she fights a lot and she reaches her aim.	She has also aims which she will fight for. She is fighting now too, but she has not planned so forward that she needed to have big fights, she just lives her life.		
Co-group leader	He is helpful, caring, he has not known him for a long time and he was afraid to trust in him. Then they spent a lot of time together and they are starting to become friends.	He is also the same.	It was very good to listen to the others. He felt good in the game.	Calm, active presence.
	His nursery mate, who always rebelled against the rules of the nursery. He is nice, friendly the clown of the class.	He always rather tried to accept and keep the rules. He did not get into the centre in those days.		

P. T. (16-year-old boy)	20-year-old teenager, who likes parties and music.	He also likes parties and music.	It was good to listen to the others, it was strange to talk, but he liked it.	He made a lot of jokes in the beginning, then he paid attention and listened. When he listened to K. P. (18-year-old boy) he became very sad, there were tears in his eyes, he listened eagerly to F. K. who knows P. T. his never-seen brother. He was embarrassed during speaking, so far he only dares to speak to the group leader. For request he looks at the others and tries to make joke of it.
Group leader	He likes to laugh and fight.	He likes to laugh.	The game was very good, thank you for the attention to each other, thank you that despite of the fact that “you know what are the “gyeris”-es like they gossip about everything” and despite you dared to formulate characteristics and give trust to each other. I felt good.	Active presence
	His foster mother who is warm-hearted and helpful.	He likes to help.		
	Selfless friend who is fair and has a huge heart.	Selfless and he tries to be fair. he does not tolerate injustice.		
	She helped him, she introduced him to everyone, she did not let him alone.	His sense of justice is strong, and he tells if he considers something injustice.		
	His aunt. When his parents divorced, she took him in to avoid them to get into the street. She only looked in what way she could help him..	helpful		

Brain storming” (Trust problems among people living in state care- actualised to my personal experiences)

- ☹ I am afraid that he will tell the other what I told him
- ☹ Here is no such thing that; friend
- ☹ Gossip
- ☹ Disappointment
- ☹ Love without not interest
- ☹ Bad knowledge of mankind
- ☹ If there is no sincerity
- ☹ Trust and sincerity is not mutual
- ☹ I know what the people are like
- ☹ If I do not know→ there is no trust
- ☹ I protect myself
- ☹ First impression- inelasticity→ I do not change my opinion, even If I experience something else in the meantime (I do not dare)
- ☹ They take advantage of trust

## Practices of trust

### Blind guide

#### *Pairs:*

1. Girl Authentic helper D. L. (17-year-old girl)  
The Girl Authentic helper was not sympathetic for D. L. (17-year-old girl), so the group leader put them in one pair.  
First the Girl Authentic helper was with closed eyes, D. K. (17-year-old girl) led her, firstly she does not really take care of her, and when the Girl Authentic helper was not angry on her, but laughed and told that she was afraid, then her responsibility became stronger. She did not hold her, the Girl Authentic helper hooked on her. The Girl Authentic helper took care of D. L. (17-year-old girl) very much, she controlled her with touch and her words, so D. L. (17-year-old girl) felt safe. Both were good, but it was better when she did not have to close her eyes. D. L. opened her eyes during the act.
2. Boy Authentic helper J. É. (18-year-old girl)  
They trusted in each other, they controlled each other with touch and words. They did not open their eyes during it.
3. K. J. (17-year-old boy)-K. P. (18-year-old boy)  
The do not use touch, so the boy with closed eyes put his hand on the one with open eyes and they went like a train. They did not open their eyes, K. J. got his eyes blindfolded, because he knew that we would not be able to keep them closed. It was better to be with opened eyes.
4. R. F. (16-year-old boy)-F. K. (17-year-old boy)  
They controlled each other with words and touch, they trusted in each other they listened to each other. It was better for F. K. to be with closed eyes.
5. B. Gy. (17-year-old boy)- P. T. (16-year-old boy)  
They laughed a lot during it, but P. T. took care of B. Gy. and vice versa. For both of them it was better when their eyes could be open.
6. Facilitator- G. Cs. (17-year-old girl)  
They managed to do the practice with closed eyes, they helped each other with words and touch as well. Both were equally good, for G. Cs. it was better to lead than to be led.

### Free Fall

After proper preparation such person undertook the role of freefall practice who stack out of the group a bit, who was in marginal situation, the others did not respect him, they did not take him seriously. During the practice the group members watched out for him better than for their own lives (“my wrist would rather broke but I will keep him”) and then they looked the communication with him.

#### Feedback

In the feedback they also expressed their changed feelings toward the candidate. D. L. (17-year-old girl) thanked that the Girl authentic helper did not let her fall. They felt good, and many of them expressed that they did not feel the practice embarrassing they rather enjoyed it.

### The big trust game

It serves for group building: Each group member “lent” one of his/her personal item to another group member who has to keep personal item-important for the other- at himself/herself until Sunday morning.

Within the group everybody offered a personal item, which is given to another group member to keep it until next morning. Such personal items were offered which are really important for that person. They wrote their names and the offered item on a note. We put the notes in a hat, and everybody pulled one, and what was on the note that personal item was given to the person.

#### Sharing positive/negative experiences in connection with trust

<b>NAME</b>	<b>1. PICTURE</b>	<b>BAD</b>	did he/she put it back?	<b>2. PICTURE</b>	<b>GOOD</b>	Did he/she put it back?	<b>FEEDBACK</b> (How did he/she feel during the game, how is he/she now, how is he/she with trust in general, what is he/she up to his/her disappointments, does he/she give a new chance?)	<b>CONNECTIONS /MIMICRY/ GESTICULATION</b>
J. É. (18-year-old girl)	Black and white normal size	One of my caretakers was my educator for 12 years. In the canteen he humiliated and shouted at me in front of everyone. “He raised me out of shit”- that is what he shouted and he peed me of everything.	yes	Very colourful, normal size	A caregiver. he told me that his door is always open to me, any trouble I will have in life.	no	It was hard to talk about the bad, but I felt good in the game. I do not have any friend I only speak with my partner about spiritual things. It is hard. I do not give new chance or only if I lost my confidence in someone and he fights for it.	She did not have any connections. Flushing, shuttered eyes, she was playing with her hands, active attention at the others, strengthening gestures toward the one who was speaking.
Boy Authentic helper	Livid, colourful, normal size	My real mother contacted me when I was 18, and she took me in. I went, because I thought that I finally could have a real family and a mother. But I only got indignity and beatings, they took my money away too.	yes	Colourful A5 size	I feared of a friend very much, he was a fellow sufferer of me. 2 years ago he came to me and we started to talk. We have been real friends since then.	no	The game was very good. It was difficult to listen to the bad experiences, since I experienced the same things day by day. Trust was a very good feeling, how you dared to tell the bad in the circle. I trust and give new chance easily, but I am much more careful.	I was connected in the feedback. Wide gesticulation with his hand, he was embarrassed during the bad and became quieter, but it could be seen that he coped with it. Calm, vigilant attention.



G. Cs. (17-year-old girl)	Colourful, normal	My brother believed me I was different, a stranger, and he disinherited me.	yes	colourful	A girl who took care of me in secondary school, she helped in everything, we have been in contact since then.	no	It was good. I feel good now too.	She does not like to talk, but she paid attention to the others all time.
B. Gy. (17-year-old girl)	Colourful, small size	My oldest brother disinherited me: „you are inferior, because you are “gyeris”. My oldest brother was never in an institute.	yes	Colourful, normal size	My room mate was first very unsympathetic, but then we started to talk and the girl trusted me.	no	It was good to listen to the others, I feel fine now. It is strange that we have known each other for year and we never talked like this. But it is good and I will get used to it. It is very good.	She encouraged the others with her attention and look. She is very shy and when she had to talk it was very difficult for her to start it. During her bad experience she was shrugging as if she was not interested, but her eyes were full of tears.
K. J. (17-year-old boy)	Big size, black and white its side is yellow	My biggest disappointment was with my father. He drank, killed people, he beat our mother in front of our eyes, he took away our money, and he beat my sister too.	Yes, he threw it	Colourful, normal	There is an educator, who I can turn to if there is something trouble. He has never taken advantage of it.	no	It was good. Now I feel a bit bad, because it was very difficult to find a picture, since I did not want to think of this. But it is better now. That is strange too that we do not talk. It is not bad it is rather strange. I trust and give new chance easily.	During bad experience the others strengthened him, he was telling the story spreading out his hands. He was sad and resigned. He listened to the others with interest, with vigilant attention.
Girl Authentic helper	Colourful, about half-year-old	I opened my heart after a long time and I gave trust to a man who got out of my life from one moment to the other, he did not say a word about the reason why he left, how long he would stay, where he went, or what was with him. He had to leave.	no	Colourful,A5	My fellow sufferer. We have been in the most confidential relationship since then. We tell everything to each other, and I never had to disappoint in him.	no	The game was good, I feel good now too. It was a very good feeling that everyone was sincere and that we trusted in each other. It is difficult for me to trust, but it is better now, since I am more open and I protect myself.	She had tears in her eyes during sharing the bad experience of her but she coped with it and she overcame herself. Active attention to everybody.
D. L. (17-year-old girl)	Colourful, normal picture	My oldest sister disinherited me, howled down on me, just because I am “gyeris”.	yes	colourful	My best girlfriend. I can talk about everything with her, and I do so, I never had to disappoint in her.	no	It was tough to recall the bad, I do not even think about it, but it does not matter to me anymore really, I do not want to deal with it. It was good to listen to the others too. It is good to know that there is a man who I can trust in totally. I trust in her but I do not trust in others. I do not give new chance to someone in who I already disappointed once.	He listened to the others with great empathy. She tried to make a joke of her own bad experience she tried to understate and quickly just get over it. She had tears in her eyes, I did not disturb her.

R. F. (16-year-old boy)	Colourful, normal size	There was a married couple who were my patronizing parents and they were to adopt me completely. I introduced the couple to one of my friends. My friend rooted me of my place and the patronizing parents took adopted the friend. It is perhaps because I am a gipsy and my peer is not. I lost my confidence in both the friend and in the patronizing parents.	Yes, he threw it	Colourful, small	A friend who I can trust, outside as well.	yes	The game was good, I feel fine now too. I take into consideration whether to give new chance or not and whether I can trust in people or not.	During good experience he did not look sincere, his words hit each other. However he was calm all the time, and he listened to his peers calmly.
Facilitator	Colourful, normal	My car broke down. Beside the road my best – believed to be the best-friend went away leaving me in the trouble with a grin on his face.	yes	Colourful, normal	I am younger than my water-polo group mates, but they practiced with me even in the late night. They trusted in me.	no	I am fine, thank you for the sincerity and openness. I do not give new chance.	Active attention
K. P. (18-year-old boy)	Colourful, normal	When I was younger we did crime with my mate (theft, burglary). He finked on me in the police and he blamed the whole thing on me.	yes	Colourful, normal	My brother was a drug addict. “I was the only one who he listened to and went to the tapering-off cure.”	no	It was good to talk, now I am a bit tired but I am fine.	He paid attention to everyone. He had lot to say, he could hardly wait to speak. In the end he was yawning a lot, he could not concentrate.
F. K. (17-year-old girl)	Colourful, normal	My older brother threw out the birthday present which I bought for him in front of my eyes. “I was sensitive that time.”	yes	Colourful, normal	I first thought that my classmate is fastidious, because she was snooty, but then we became friends. We are friends now too.	no	It was good and strange too. It was interesting to listen to others, it was difficult to talk about myself, we have never talked about like this in front of each other before. It is unbelievable that we dared to say out such things. It was good. I trust easily and I give new chance.	He was very empathetic. he commented everyone’s story under her nose and he expressed her feelings. When she had to talk she was embarrassed very much, she flushed and stuttered and she hid her face with her hair.

Co-group leader	Colourful, normal	I had a very good girlfriend, who did not call me and looked for me after a while. When I asked her the reason of it, he answered that she “closed herself”.	yes	Colourful, normal	I was very ill, I could not go for medicine. One man came to my mind who I could turn to: my sister who works in the catering industry late until night. I told her that I feel sick and she ran for me leaving everything behind.	no	I felt good, I feel fine now too. Thank you very much for the sincerity.	Active attention and presence.
P. T. (16-year-old boy)	Colourful, normal	I got into state care, my mom and dad drank.	Yes, he threw it	Colourful, normal	After I got into there, one of the big boys protected me took under his wings, he helped me he did not let me to be hurt. He was sympathetic to me.	N, he put it into his heart, he fondled it	I felt fine, it was good I but I got tired a bit during it. I do not trust and I do not give chance. There are a lot of mates, but I do not trust anyone. He knows that K. J. would stand for him and he would also stand for K. J., but it is not trust just standing for the other.	His own story and the story of the others also struck him in the heart. In the beginning he tried to make joke of it, but then he paid attention and did not make any jokes. In the end it was hard for him to concentrate.
Group leader	Colourful, normal	The death of my father, everything broke in a minute. I was scared that I could lose anytime some one who I love so deeply. But I gathered myself, stood up and I dare to trust again but I also protect myself a bit.	yes	Colourful, normal	I worried what was going to happen with my younger sisters when I would not be there to protect them from calling them gipsies. My girlfriend took this role after without asking and she stood for my sisters anytime.	yes	It was good to experience that you trust each other in an extent that you tell the good and bad experiences to each other too, thank you the honour very much in the name of the group members as well. I trusted easily and now I relatively easily trust easily. I give new chance if I see that the other fights for the new chance..	ACTIVE ATTENTION

### Screening film with assessment

#### Good Will Hunting

After the film we talked, where the “master of fun „in the group got strengthening that he does not always need to make fun of everything he can dare to be serious. The group leader strengthened him in this with the group members.

They liked the film, everyone had a favourite scene.

### Controlled talk

(What do I need to be able to trust?/What do I need to do to be trusted? The significance of trust in my life)

What do I need to be able to trust?	What do I need to be trusted?
☞ Recognition	☺ Let me be frank
☞ Sincerity	☺ Reliability
☞ Openness-not always!	☺ Responsibility
☞ Curiosity	☺ Honesty
☞ Understanding	☺ Openness
☞ He/she should not be with me because of interest	☺ Similarity
☞ Do not just care about myself	☺ Respect
☞ Mutuality	☺ Understanding
☞ Risking	☺ Care
☞ Stand by me!	☺ Acceptance
☞ Self-confidence	☺ Recognition
☞ Secrecy	☺ Devotion
☞ Consideration	☺ Perseverance
☞ Care	☺ Will
☞ Do not be too proud	☺ Kindness
☞ Perseverance	☺ Attention
☞ Will	☺ To love him/her
☞ Respect	☺ To keep my word
☞ Not to humiliate each other	☺ Honesty
☞ Dignity	☺ Do not be superficial
☞ No jealousy	☺ Believability
☞ No envy	☺ Do not be too proud
☞ No fear	☺ Truthfulness
☞ Acceptance without condition	☺ Common things, aims
☞ Reliability	
☞ To love me	
☞ Do not be followed: BUT....	
☞ Do not have too strong self-confidence	
☞ Do not be telling	

### Closing circle: strengthening poster

We stuck an A4 sheet on everyone's back, on which everyone wrote a personal message a positive confirmation, a greeting. After everyone wrote on everyone's back then we sat back to our places and the group members picked excitedly the posters off their own backs. They read it touched and quietly and they wondered who wrote which.

Homework: They should think it over who are those persons who play or played an important role in their lives(preparation of the topic of the next occasion)

Farewell, confirmation of date, request that everyone should be here. A group name was created. They first said such things:

„Waifs”

„State dogs”

„Gyerisek”

Then the group decided to have a nice name- such nice as we are.

VI. group/ 1. occasion

2007.

## TRUST

### Personal frames:

*Group leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Girl Authentic helper*

After the arrival of the children:

### Group start, programme description

Weekend program What is the purpose of the meetings

Our first most important task was to give safety to the children. So we laid down the group rules together, which everyone accepted with his/her own signature:

#### Group rules:

1. Trust – (Group secret)
2. Mutual respect
3. Not even a word of animals
4. To keep time
5. Respect of each other's feelings
6. Let us recommend ourselves, not else.
7. Face to face, honestly
8. To strengthen each other positively
9. We listen to each other

### Our calling cards

<u>Group member</u>	<u>Relation</u>	<u>REALITY RELATION</u>	<u>FEEDBACK OF FEELINGS</u>	<u>Mimicry/Gesticulation</u>
H. G. (17-year-old boy)	Co-group leader	My friend with whom my relationship is getting better.	I liked the game.	He was a bit embarrassed, but his attention was in presence.
L. S. (17-year-old boy)		I have a classmate who is fly and he helps me in many things.	I liked the game.	He was tired, he had difficulties to concentrate.
K. R. (17-year-old girl)	Group leader Co-group leader D. K. (16-year-old girl) F. O. (17-year-old girl)	I get a lot of help from one of my friends.	I liked the game.	She smiled and listened to her peers attentively.
Cs. É. (16-year-old girl)	L. S. (17-year-old boy) Facilitator 2	My roommate who does not want anything, he is not precise.	I liked the game.	It was difficult for him to concentrate by the end of the game.
F. O. (17-year-old girl)	K. R. (17-year-old girl) D. K. (16-year-old girl) Facilitator 2	My boyfriend who is often nervous, he helps in everything. he likes dancing.	I could discover many similarities.	There was not any tense in her, she smiled and listened.

P. I. (20-year-old girl)	Cs. É. (16-year-old girl) H. G. (17-year-old boy)	One of my classmate, with whom we are very good terms.	I could discover many similarities relating to the criteria that he likes learning.	She started to get tired at the end.
T. D. (16-year-old girl)		An old friend who I do not love anymore.	I felt fine, I could discover many similarities.	It was difficult for her to concentrate.
D. K. (16-year-old girl)		A guy growing up in foster home.	The game was good.	She was tired, it was difficult for her to concentrate.
Co-group leader	D. K. (16-year-old girl) Group leader	My classmate who likes the children very much and she is a good leader.	I liked the game and it was good to hear others' similar characteristics.	He listened to the game attentively.
Group leader	L. S. (17-year-old boy) D. K. (16-year-old girl)	My old classmate who was a good peer of me.	I could discover many similarities while listening to other's acquaintance with the same name. "I do not want to worry"	He listened to the game process attentively and calmly..
Facilitator 1	L. S. (17-year-old boy) F. O. (17-year-old girl)	A brother, who I really love.	I like the game.	He paid attention.
Facilitator 2	Co-group leader T. D. (16-year-old girl)	One of my girlfriend	It was good to hear the acquaintance of the co-group leader.	He got tired a bit.

### Practices of trust

#### Blind guide

##### Pairs:

1. Facilitator 1- L. S. (17-year-old boy)
2. T. D. (16-year-old girl)- P. I. (20-year-old girl)
3. K. R. (17-year-old girl) – D. K. (16-year-old girl)
4. H. G. (17-year-old boy)-Cs. É. (16-year-old girl)
5. Facilitator 2- F. O. (17-year-old girl)

#### Sharing of experiences:

1. They both managed to do the task. They managed to keep their eyes closed. It was easier for L. S. (17-year-old boy) to be the leader.
2. (The group leader put them in a pair, because they had conflict between them. This practice could help them solve the conflict, as P. I. (16-year-old girl) said in the afternoon before the group: she would not have thought that she would be able to get closer to T. D. (16-year-old girl). T. D. (16-year-old girl) was the blind one first in the game who could follow P. I.'s (20-year-old girl) instructions with closed eyes. The leader role was easier for P. I. (20-year-old girl) but she kept her eyes closed all time.
3. K. R. (17-year-old girl) thinks that D. K. (16-year-old girl) gave her safety, but she could have said more instructions. D. K. (16-year-old girl) could keep her eyes closed. She was afraid sometimes, but she trusted in K. R. (17-year-old girl).
4. They have known each other for a long time. It was very important for H. G. (17-year-old boy) to prove his own seriousness for Cs. É. (16-year-old girl), since they often laugh and now he thought that it is important to make Cs. É. (16-year-old girl) realise the fact that he can be serious too. It was important for Cs. É. (16-year-old girl) too, to feel H. G.'s (17-year-old boy) truthfulness and safety. They both carried the practice through. *(When H. G. (17-year-old boy) had to walk with closed eyes, he pressed his hand clenched by the end of the process).*
5. F. O. (17-year-old girl) could give me big security- said the Facilitator 2, we touched and palpated everything. Facilitator 2 liked the practice. F. O. (17-year-old girl) felt totally fine and she trusted in Facilitator 2.

Sharing our negative/positive experience in connection with trust

To chose such pictures from our own life which present the negative and positive experience of the same topic. In this case we worked with our positive and negative experiences relating to trust.

NAME	BAD	Relation	GOOD	Relation	Feedback of feelings	Mimicry/ Gesticulation
H. G. (17-year old boy)	My classmate got angry because I forgot his birthday, and after all he treated me very badly.		My relationship with my sister. So far we passed away each other. Lately our relationship has been better and better.		I liked the game but my feelings are mixed.	There was a tense in him all the time.
L. S. (17-year old boy)	My friend let me down, though I trusted him.		My girlfriend's parents, that they accepted me.		It was good to talk about it.	He often searched for feedback, the eye contact.
K. R. (17-year old girl)	Bad behaviour of the relatives.		At school I trust in my peers.	Co-group leader.	She liked the game very much but she was disturbed of the fact there were crying people around her.	I saw her scared, when her peers started to cry.
Cs. É. (16 -year old girl)	There was a theft at my school and my classmates blamed it on me.		Things were settled with my parents.		I brought the experience which I thought was the past because it was done up. But I realised that I have some things to do with it.	She was upset and cried.
F. O. (17 -year old girl)	My sister let me down, because I beat her boyfriend.		I trust in my girlfriend because she accepted me as partner in the children's home.		I liked the game.	She stirred a lot but she could listen.
P. I. (20 -year old girl)	I was disappointed with my classmate.		I have a classmate who I can tell everything.		I did not like the game. /During the game she asked if it was direct whether we bewail her peers./	She was disturbed and upset.
T. D. (16-year old girl)	My present boyfriend does not show me whether he loves me or not.		My old boyfriend was the one who I can completely trust.		I liked the game.	It was difficult for him to pay attention. He was deconcentrated.
D. K. (16 -year old girl)	Dad beat me for a long time but I loved him very much.		Mom who died was everything for me in my life.		I could not process my bad experiences yet.	She cried strongly, she was disturbed.
Co-group leader	Disappointment in my colleagues.	S. T. (17 - year old girl)	In the children's home where I grew up, the preparation of my first program where my peers helped me a lot.		I liked the game.	He was open and listened to them very carefully.

Facilitator 1	Disappointment in my friend.		We could finally work with my brother.		I liked the game.	He was open and listened to them very carefully.
Facilitator 2	My colleague backstabbed me, he undermined my dignity and spread lies about me.	D. K. (16 - year old girl)	ÁGOTA camp where I found trust and family.	Co-group leader	I liked the game and I was glad that the children opened toward me.	He was often to cry, but listened to them very carefully.
S. T. (17 -year old girl)	My classmate crossed my plans which I organised.	D. K. (16 - year old girl)	The conduct of an own program.		I liked the game too.	He could give security to his peers in the group. He listened to them very carefully.

Closing: „What do I bring home from the weekend?“

- H. G. (17-year-old boy) I learnt a lot. “I realised that I could be mistaken and not only my peers, and I have to recognise this.”
- K. R. (17-year-old girl) I liked the games, I felt fine. It is important for me to trust in others, but if I am disappointed it is very hard for me to open again.
- T. D. (16-year-old girl) Many games and the experiences.
- Cs. É. (16-year-old girl) I am going home with mixed feelings. I realised that I do have unsolved tasks.
- D. K. (16-year-old girl) I am going home with mixed feelings too. I liked the weekend. I hope what S. T. (17-year-old girl) and the psychologist said in the movie that there are things which I am not responsible for, that I will be able to realise this, but I doubt it. I felt fine.
- Facilitator 1: Your trust and the games. Your directness and openness.
- P. I. (20-year-old girl) I felt fine and I bring home many games and the experience.
- Facilitator 2: I am going home with mixed feelings. What I really liked that you dared to share more of yourselves than when we are together. It was really good for me.
- L. S. (17-year-old boy): I realised that we should give the trust to everyone and we have to show trust toward everyone. I liked the weekend.
- F. O. (17-year-old girl) I liked everything and the conversations were good.
- Co-group leader: I am going home with one not-yet-solved task, and I have the trust in my pocket which you gave me.
- S. T. (17-year-old girl): It is a pleasure for me that you took me in and accepted me. I am bringing home the trust too.



VII. group/ 1. occasion

2008.

## TRUST

### Personal frames:

*Group leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Boy Authentic helper*

After the arrival of the children:

### Group start

Request of the activities, antecedents, aims, help and cooperation of the ÁGOTA Foundation, the discussion of the group rules and basic group norms.

### OUR RULES:

- To give respect: I listen to the other, I will not laugh at him/her.
- Esteem: I do not disdain my partner.
- Fun.
- Secrecy.
- Honor: I do not touch the other's things. Ask for it!
- Duty: We take it seriously what we discussed:
  - Steadiness, I will complete the program.
  - To keep appointments.
- Protection: Solidarity, unity.
- Openness: Be each others' gift, be open toward our partners.
- Consideration: Enquiry
  - Support
  - Just recommend yourself
- Acceptance: If we are out of the line, we should have a place in the circle.
- Peace (Y)
- Love
- Cosiness
- Activity

### Introductory, tuning talk about trust. - Brain-Storming.

Children brought their own experiences. These were mainly bad experiences about educators.

### Brain-storming:

- The one who I know well, I will trust him/her.
- I trusted in my educator and he told my secret.
- I need time to get to know him and to trust him.
- If I am disappointed, then I close myself and I do not trust.
- They talk about bad things in village of us.

## Practices of trust

Blind guide:

Pairs:

A. E. (17-year-old girl)-Sz. M. (19-year-old girl)

A. E. (17-year-old girl): She trusted easily, when she was led by Sz. M. (19-year-old girl). She felt that Sz. M. (19-year-old girl) was afraid when she led her. She tried to give security (she gave information she tried to calm her down).

When she saw that she made it, she calmed down too.

Sz. M. (19-year-old girl): She knows how to lead. She felt that A. E. (17-year-old girl) trusted in her. When she was led by A. E. (17-year-old girl), she was afraid she felt anxiety. She knew that A. E. (17-year-old girl) took care of her but she was afraid. She was afraid mainly between the two trees, that she would hit the tree. She was calmed down by her, but she was afraid.

L. I. (17-year-old boy)- Boy Authentic helper

L. I. (17-year-old boy): As he said he was not afraid when he was led by the Boy Authentic helper. He was not afraid to lead the Boy Authentic helper.

Boy Authentic helper: He felt that L. I.'s (17-year-old boy) hands were shaking when he led him. He told pieces of information and we touched the trees with L. I. (17-year-old boy) when we got there. This calmed him. He trusted in L. I. (17-year-old boy), when he was led by him.

H. B. (16-year-old boy)- Facilitator 1

H. B. (16-year-old boy):- When he was led→ He was afraid very much in the embankment. „It was like there were arms around me and as if they wanted to hold me” He reached out his hands in front of him. He hurried he wanted to be over it. „I am glad that I made it alive from the embankment. (During Feedback his anxiety was reflected in his posture→ he hid his face with his hands, his posture was stooped. He spoke of her experienced feelings surprisingly open.)

When he led: he was really worried about Facilitator 1 and he took care of him.

Facilitator 1: When he was led: There was some tension in him because of his weight, but he felt that H. B. (16-year-old boy) took care of him very much. He trusted in him.

When he led: He felt huge tensions and fear in H. B. (16-year-old boy) He tried to ease this, but it was not too successful. H. B. (16-year-old boy) was like running, and he really worried him of falling.

N. B. (16-year-old boy): K. T. (17-year-old boy): In the beginning of the game K. T. (17-year-old boy) was disturbed by the hand holding→„This is like we were gays.” I told him that this is not necessary to hold each others' hands we can give security to each other in other way too. But then they went with holding hands.

N. B. (16-year-old boy): When he was led→ K. T. (17-year-old boy) led him with such safety that he did not even notice that they were going on a bridge, only at the end.

When he led→ He was afraid of leading. It was good for him that K. T. (17-year-old boy) was relied on him totally. ”It was flash.”

K. T. (17-year-old boy):

When he was led: He let himself to be led easily. HE knew that he knows the field.

Sharing our negative/positive experience relating to trust

Name	1. picture (negative)	Did he/she put it back?	Relation	2. picture (positive)	Did he/she put it back?	Relation	Feedback
K. T. (17-year-old boy)	I am sitting on a bench in front of the house alone. My childhood friend moved away suddenly. I loved him as my brother. We have not met since then.	No, he burnt it.		Football championship. The team chose me as the best player. They trusted in me.	Yes.		You need maturity for trust. Until someone is not enough mature, then he will not deal with the other one. (Meanwhile he looked out to the one who often laughs at the other one.) I have 4 friends inside with whom I share everything.
A. E. (17-year-old girl)	I am walking with my mom in the street. My mother took me for a walk, she told me that she had been ill, but it was not serious. She asked me to stay with her, but she died. I was very angry on her.	No She burnt it too. After K. T. (17-year-old boy).		The present group. I gave and received trust in the group. And I have not been disappointed yet.	Yes.	To Boy Authentic helper	I have to feel that at least someone believes in me.
N. B. (16-year-old boy)	I am standing with the caregiver in a room. „There was a bad thing I did” I told the caregiver, and the following day I heard it back.	Yes.		„We talk with my mate and we tell everything to each other.”	Yes.		Openness. I take it easily if someone trusts me, but I find it more difficult to trust in others.
H. B. (16-year-old boy)	There is a bed which I am sitting and crying on. Mum promised me to be with me until I am 18. The following day mum died a few minutes after 10.	Yes.		Mum’s Christmas present: 3 bionicle robots. I would have liked to have a bionicle robot for Christmas. Mum bought me 3. I always had one at me.. (He could hardly find a positive picture.)	Yes.		Do we play football? When will be football?
B. I. (16-year-old boy)	He did not find	----	It was good to meet my friends again.	-----			-----
Sz. M. (19-year-old girl)	She threw back the first picture then she ran out crying. Her second picture is small, then her caregiver left. Her other caregiver (who she loved as well) told her: you will not be the favourite one of anyone, and I do not really see the other why the other caregiver loved you.	no		Spelling task  Dictation- I did not learn in advance and I got a 4. The others got a 1.	She put the positive picture in her pocket.		We need openness. Time is needed for it.

L. I. (17-year-old boy)	We are standing under the Christmas tree with my brother (older brother). Then we left my mother. We have not met since then.	no		I asked if I could go tot the disco and they let me go there.			I need very long time (1-2 years is not enough) to get to know the other. Then I trust him/her. He has one friend. He is a person like this. HE is a childhood friend.
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### The big trust game- Keeping treasure

This game served the purpose to experience the group building and trust. The group memebres took it seriously and they entrusted their important property to each other. They said why this item is important for them. They asked the person –who they gave it- to take care of it. The one who got the item ensured him/her that he/she will take care of it and he/she tried to calm her in this way.

Name	What did he offer?	Who did he/she entrust it to?
Boy Authentic helper	silver necklace	N. B. (16-year-old boy)
N. B. (16-year-old boy)	birthday plush bunny	Boy Authentic helper
B. I. (16-year-old boy)	earrings	A. E. (17-year-old girl)
A. E. (17-year-old girl)	ring (from mum)	Facilitator 2
Facilitator 2	ring (from brother)	Facilitator 1
Facilitator 1	ring (from colleague)	Sz. M. (19-year-old girl)
Sz. M. (19-year-old girl)	ring	K. T. (17-year-old boy)
K. T. (17-year-old boy)	pullover(he got it from his older brother)	L. I. (17-year-old boy)lady
L. I. (17-year-old boy) aunty	ring	H. B. (16-year-old boy)
H. B. (16-year-old boy)	birthday teddy bear	B. I. (16-year-old boy)

### Screening film with assessment

Good Will Hunting. We talked after the film. The children liked the topic of the film. K. T. (17-year-old boy),Sz. M. (19-year-old girl) and A. E. (17-year-old girl) took part in the talk actively. The quieter ones were pressed, because they thrown into the conversation so much. B. I. (16-year-old boy)and L. I. (17-year-old boy) also posted some serious comments. They started to accept the group norm.

VIII. group/ 1. occasion

2008.

## TRUST

### Personal Frames:

*Group leader*  
*Co-group leader*  
*Facilitator 1*  
*Facilitator 2*  
*Boy Authentic helper*

After the arrival of the children:

### Group start

- To formulate group aim
  - To lay down group norms
  - To make group contract
1. Respect each other
  2. Tolerance-acceptance
  3. Secrecy
  4. Attention
  5. To keep time frame
  6. Face to face
  7. We only recommend ourselves

### Introduce me well!

The group leader made some pairs. One half of the pairs talked about himself/herself for 3 minutes, while his/her pair was listening to him/her, then they changed. The task was to introduce the other person in first person singular, with his/her hands on the other's shoulder, expletively with own personal impressions in first person singular. There was only one passage: everyone could only say good things about themselves.

### Feedback:

Several people indicated that they do not like to talk about themselves. It was good to listen to their partners, when they introduced each other in first person singular. Many of them were open and the practice was active. This practice helped the team and it showed that, who were those group members who could be put in pairs in the practice of pairs. There were some of them who did not take it seriously.

### Introduction of the topic, tuning talk

What does trust mean to you as a phenomenon?

- Listening
- Secrecy
- I can be myself (release of own emotion)
- Respect
- We do not tell it....
- To give and undertake security
- Mutual bond
- Sincerity
- Acceptance
- In good, bad and friendship
- No gossip
- No theft

After introduction the pairs are assigned to the following practices, observing the comments of the previous day. I asked the pairs to be together and to walk to the nearby park.

### Blind guide

Pairs:

1. Girl Co-group leader- S. H. (17-year-old girl)
2. Boy Co-group leader - F. P. (17-year-old boy)
3. Boy Authentic helper- T. B. (16-year-old boy)
4. D. R. (20-year-old girl)C. M. (17-year-old boy)
5. R. A. (20-year-old girl)–K. B. (18-year-old boy)
6. G. Zs. (15-year-old boy)P. K. (23-year-old girl)
7. L. L. (15-year-old girl)N. Cs. (18-year-old girl)
8. Z. M. (17-year-old girl)) -J. R. (16-year-old girl)

### Feedback of the pairs

1. They both said that it was good to lead. I liked the game by the way. We managed to keep our eyes closed during the practice.
2. They both said that the other one was a better leader. (This is important because F. P. (17-year-old boy) according to her is stubborn and proud.) They enumerated everything in a detailed way to each other.
3. T. B. (16-year-old boy) was a cool face. That is what Boy Authentic helper said. I completely dared to trust in T. B. (16-year-old boy). He helped a lot, I trusted in him. T. B. (16-year-old boy) also liked the practice, he knew about everything.
4. In the beginning they both acted foolishly, then they realised, that they wanted to take it seriously. D. R. (20-year-old girl) was the first one who led, which was not too successful. C. M. (17-year-old boy) showed that if they take it seriously then the practice could be more successful. What they could both experience.
5. The practice was good and successful. According to L. L. (15-year-old girl) she did not trust in K. B. (18-year-old boy) at all, but he could give her total safety, so she could keep her eyes closed until the end of the practice. K. B. (18-year-old boy) completely relied himself on (15-year-old girl). He liked the practice.
6. Everything was successful. It was very good. They trusted each other blindly, and they controlled each other skilfully.
7. Everything was successful. It was very good. They trusted each other blindly, and they controlled each other skilfully.
8. Everything was successful. It was very good. They trusted each other blindly, and they controlled each other skilfully.

This was followed by the practices of trust

Almost every pair managed to do the practices. The L. L. (15-year-old girl) and the K. B. (18-year-old boy) pairs could not make the practice. L. L. (15-year-old girl)tried it with me and she could do it with some difficulties.

### Trust bell

We divided the for 2 group because of the group number. Many of them dared to stand in the circle. In the beginning they did not dare to let themselves go, then many of them still managed to do the practice. It was a big experience for them.

After the practices L. L. (15-year-old girl) came to me and asked me to do the practices of trust one last time again.

Sharing our positive and negative experiences in relation with trust

Name	Negative photo	He/she put it back	He/she did not put it b.	Positive photo	He/she put it back	He/she did not put it back.	Feedback of feelings	Relations, Gesticulation-mimicry
K. B. (18-year-old boy)	I was disappointed in a girl, I loved her very much and I still love her. I was disappointed in her.	+		There is a girl, who I trust and I can talk about everything with her.		+	I felt fine. It was good to talk about this.	K. B. (18-year-old boy) was very excited when he had to talk. He was very embarrassed. He was continuously waiting for feedback from L. L.
L. L. (15-year-old girl)	We had a very bad quarrel with my older sister. I kept fighting with her. It was very bad.	+		When my sister was waiting for me at a bucket, I was afraid that I cannot have a conversation with her. I managed to tell everything to her, she trusted me.		+	I can rely on my older sister. Now I can tell everything honestly to her.	She was quiet and embarrassed. She listened to the others very much.
J. R. (16-year-old girl)	MY stepfather put me in state care after the death of my mother.		+	I have a friend, who I can trust, I can rely on him.		+	It was bad to talk about the photo and my foster father. I can rely on my friends. That was good that I could talk about the bad experience. I have not told it to many people yet.	She cried herself at the negative photo, so we had to walk out with her. After arriving back she seemed to be calm.
S. H. (17-year-old girl)	I had a conflict with my father and he decided to put me in state care.	+		My present boyfriend who is older than me with a few years. I can talk about a lot of things with him.		+	It was good and I can rely on my friend if there is any trouble. I feel fine.	S. H. (17-year-old girl) was very embarrassed during the game she rather looked down than to her peers. She was rather only an observer.
G. Zs. (15-year-old boy)	The death of my mother. When my father said that my mother had died-after one month.	+		We camped with my older sister. We used to meet very rarely, but now we discuss everything.		+	I can rely on my sister. I liked the game. I treat my disappointment in such a way that I discuss it with my older sister.	G. Zs. (15-year-old boy) pulled his pullover in front of his mouth and he was laughing and talking to everyone like this.
Z. M. (17-year-old girl)	My mother promised me that she would not send me to state care she would not give me to pawnshop. The police and guardianship officers came for me on the following day	+		I have an educator with whom I can discuss everything and he does not pass it on.		+	I liked the game. I usually keep my disappointment for myself, or I discuss it with my educator.	He paid attention very much. J. R. (16-year-old girl) was sitting next to her, she was very empathetic.

P. K. (23-year-old girl)	I got into state care, and I told everything to the secretary at the desk, then I heard it back from the director word by word.	+		They love me in my present school. The friends count on me, and I have a soul mate there.	+		I liked the game. I always discuss my disappointments with someone.	She was open.
R. A. (20-year-old girl)	An old photo. My mother promised me to come for me. She did not come, although she promised it. I was about 3 years old.		+	My friend wanted to commit suicide, I told this to another friend of mine, who did not pass it on.		+	I always discuss my problems with my educator, boyfriend and family..	She paid attention very much. In the beginning she was talking quietly then with a little help she gained courage and became more strong-minded.
D. R. (20-year-old girl)	I got into another home, where nobody stood up for me when there was a discussion.		+	My girlfriend with whom I can discuss everything.		+	I do not trust anyone, I keep it in myself, but sometimes it is important to discuss it with someone.	He was continuously watching her friend F. P. (17-year-old boy). He often made faces to others' comments.
N. Cs. (18-year-old girl)	My younger brother was revived in the ambulance. My brother has known for long that he was ill, but he did not say a word about it.		+	My boyfriend with whom I have been together for 3 years and we can discuss everything.		+	I keep it in myself, if there is some trouble, I only discuss everything with my boyfriend. The game was not good because I do not talk about this.	She was looking down and avoided eye-contact.
F. P. (17-year-old boy)	I had a German teacher who came to me and helped to learn, but then she deceived me.		+	A round photo. I am with my friends on it. I can rely on them.		+	I did not understand why we had to choose the picture first and then tell the story. Anyway there are times when I discuss it with someone and times when I do not.	He listened to the other leaning forward. He could not escape from the face of (20-year-old girl).
C. M. (17-year-old boy)	Loss of a very good friend. The ambulance did not arrive in time. I was not there either. I am angry with myself.		+	We have a party with many-many friends.		+	I liked the game, it was a bit bad to talk about my friend.	Until T. B. (16-year-old boy) was inside, he paid attention to him, then he listened to the others more. He constantly circled with his eyes. During the whole game he throbbed with his feet.
<i>Girl Co-group leader</i>	Classmate who spoke me out behind my back.		+	The girl was pregnant, I noticed it, and then they told me that I was spreading rumours, in the end it turned out to be true.		+	It was good. It was good to talk about the bad too. I rely on my friends if something bad happens to me.	She paid attention.



Boy Authentic helper	I told the form-master that my mother had committed suicide and therefore I could not go to school, and she told it to the others.		+	I had a trainer, who I could rely on. He demanded a lot, so I was angry with him, but it was a good feeling when we talked.		+	I used to choke the disappointment in myself, but I have an educator and a friend with whom I can discuss everything.	He paid attention, the tensed moments could be noticed too.
Boy Co-group leader	We got quarrelled with my brother 8 years ago after the death of our father.		+	Good friends, most of them live in state care.		+	I felt fine in the game. I also discuss my disappointments with someone, but there are cases when I go to them and we discuss it with each other.	He paid attention.
Group leader	At school the form-master did not stand up for me, when I was blamed to steal the class money.		+	When I was chosen to class-trustee in the high school.		+	I felt fine in the game. I also discuss my disappointments with someone, but there are cases when I go to them and we discuss it with each other.	He paid attention.

They found it difficult to find a positive photo. When they were looking for the negative photo, they found it much sooner. They had difficulties to talk. They managed to acquire that commonly determined norm, that we listen to each other.

### Closing: Strengthening shield

While I was saying goodbye to the group, the group members were putting their hand on each others' shoulders. It was a very nice view.

What do you bring home?

- Boy Authentic helper                      Trust
- C. M. (17-year-old boy)                      Experience
- P. K. (23-year-old girl)                      Experience, trust and deeper recognition
- Boy Co-group leader                      Group trust, deeper recognition of the group
- K. B. (18-year-old boy)                      Openness, self-confidence
- S. H. (17-year-old girl)                      Acceptance
- T. L. L. (15-year-old girl)                      Group experience
- R. A. (20-year-old girl)                      Openness and trust
- D. R. (20-year-old girl)                      Trust
- Cs.D. R. (20-year-old girl)                      Experience
- G. Zs. (15-year-old boy)                      Trust and listening
- Group leader                      Experience, trust, openness which you gave me.
- N. Cs. (18-year-old girl)                      A lot of things
- F. P. (17-year-old boy)                      Trust
- J. R. (16-year-old girl)                      Good experience, trust
- Z. M. (17-year-old girl)                      Good experience, trust, caring

## **6.2 Interpersonal relationships**

Anonimised report extract to the INTERPERSONAL RELATIONSHIP basic pillar

## 6.2 Interpersonal relationships

### Anonimised report extract

I. group/2. occasion

2006.

### INTERPERSONAL RELATIONSHIPS

#### Personal frames:

*Group leader*

*Co-group leader*

*Facilitator*

*Authentic helper*

2006-day1

Arrival of the children

#### Arriving circle

What happened with them in last period? Its aim: arrival, tuning on each other as well as indirect information gathering on the group members status.

Introduction of the new group member, who could not come at first, because he was ill. Description of group rules- the group members told him.

2006-day 2

#### Snarling game

More group members knew it, they always play it with joy.

#### Common Octopus

Standing in circle everybody stretched their hands to the middle and clasped them. Without word with one person's guidance, -whose appointment was made through eye contact by the group leader- the whole group was waving, crouching and spinning as one. Several people have tried the role of the leader. The group followed every leader.

#### **For the assessment talk:**

- How did they feel themselves?
- How did they experience power?
- Did everybody try to control?
- How did they sense others' control?

**Feedback:** The game was good, It was strange that we could not speak, because we –“really”- had to listen to each other much better. For the leader it was a very good feeling that he was followed by the group.

#### Community of our dreams

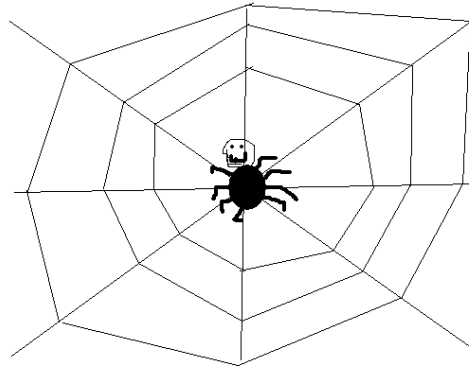
After introduction the group members worked in 3 small groups. Aim: to formulate the components of the ideal community for the group members. (How would they build up the community? What would they do in order to be operable? )

I. group	II. group	III. group
Friendly, good <u>HARMONY</u> <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Leading personality (this is the person, who is exemplary, fair, compassionate, honest, and treats</li> </ul>	<ul style="list-style-type: none"> <li>• To connect strangers</li> <li>• Consistency</li> <li>• Trust</li> <li>• Love</li> <li>• Group secrecy</li> </ul>	Let us start networking! Somebody has to start in order to be more of us. (This is like faith.) For making contacts: <ul style="list-style-type: none"> <li>• Openness= Cheerfulness=</li> </ul>

<p>the parties as equal partners.)</p> <ul style="list-style-type: none"> <li>• Acceptance</li> </ul> <p><b>TRUST</b></p> <ul style="list-style-type: none"> <li>• Absolute reliance</li> <li>• Sincerity</li> <li>• Compromise</li> </ul> <p><b>SOLIDARITY</b></p> <ul style="list-style-type: none"> <li>• attention to each other</li> <li>• standing up for the other one</li> <li>• positive, common experiences</li> <li>• common goal</li> <li>• sharing opinion</li> <li>• change of experience</li> </ul> <p><b>SYMPHATY</b></p> <p>Common experience, communication, absolute tuning to each other- (harmonisation?)</p> <p>On the drawing: Tranquillity, nature, diversity, potency (internal attitude), reassurance, acceptance</p>	<p><u>It has to be operable:</u></p> <ul style="list-style-type: none"> <li>• Social, open people</li> <li>• To control myself: <u>self-discipline</u></li> <li>• Do not be lie or scam</li> <li>• Consideration</li> <li>• Acceptance</li> <li>• To get to know each other</li> <li>• Helpfulness</li> <li>• Encouragement</li> <li>• Incentives (its manifestation)</li> </ul>	<p>Acquaintance= mates= love= true friend!</p> <ul style="list-style-type: none"> <li>• You have to be amusing→ so you will attract the attention of the majority and it will also accept you.</li> <li>• There should be pitiful skill</li> <li>• You have to be honest in friendship or relationship as well</li> <li>• Without trust and honesty none of the relationships will work</li> <li>• There must be 2 men for a relationship.</li> </ul>
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### Spider-web

Spider-web game – an outline of relationships. The most important persons go to the innermost line, to the outer likes those persons go, who play- whether from negative or positive aspect- an important role in our lives.



<u>NAME</u>	<u>INNER LINE</u> (the one who is the closest to him/her)	<u>MIDDLE LINE</u>	<u>OUTER LINE</u>	<u>OUTERMOST LINE</u>
N. Z. (17-year-old boy)	his brothers	director, caregivers, church members	Teacher, partner in state care	My classmates and in the very end my father and mother
B. I. (19-year-old boy)	My caregiver and his wife	friends	caregivers, director	father
K. M. (20-year-old boy)	My love	Group leader	family	my friends
Girl Authentic helper	Girlfriend; Aunt Tünde ; Józsi, ÁGOTA, friend; my older brother: Miklós	Group leader, caregiver, mom	girlfriend, dad, my classmates	My older sister, relatives
Z. B. (20-year-old boy)	ME	My girlfriend	my friends	On the very edge of the paper: educator
Facilitator	his wife	Daddy, mom; his younger brother; granny	Godmother at confirmation, people from ÁGOTA ..... from ÁGOTA	scouts, politicians, relatives
N. M. (15-year-old girl)	my younger sister	Children in the house, my mom, my friend, my cousin	director, my caregivers	Even more in the edge: my classmates, in the outermost line: my step"father"

T. K. (23-year-old boy)	The GOD	My brother and circle of friends	Band, ÁGOTA, (caregiver)	Mates, my parents, ill-wishers, the ones who are obstacle in my life with whom I have bad relationship, Satan
C. S. (15-year-old girl)	my brothers and sisters,	Peers at children's home	her classmates	Teachers, caregivers
K. I. (17-year-old girl)	Director, caregiver	Dad, girlfriend	my caregivers	
L. É. (17-year-old girl)	My mother, my boyfriend	Director, caregiver	caregivers, my father	
Co-group leader	Family, ÁGOTA	Big family, my friends	My leaders at workplace	politicians
Boy authentic helper	Children and my partner in life	My past foster mother, she advocated me in life. A friend because he also gave meaning for my life.	A girlfriend, who is a good friend of mine, she can always make me cheerful.	These are the bad ones: my former landlord, who kept nagging at me, she disdained me because of my Romany origin.

### Relationship game- Our Island

Aim: to reveal and diagnose the relationships within the group

<b><u>NAME</u></b>	<b><u>ROLE</u></b> <i>(chosen islander, the creator)</i>	<b><u>CONTACTS</u></b>	<b><u>REALITY CONNECTI ON</u></b>	<b><u>FEEDBACK OF FEELINGS</u></b>
N. Z. (17-year-old boy)	elephant	The young tree and the tree pulled away from him, because they fear that he would trample them, and eat their shoots. The 2 palm trees said that they are not disturbed by him. He agreed with everyone that he would stay on that part of the island which is separated by the river across the island, and there would be only the 2 palm trees.	It is big and strong, it can cross through everything, its skin is thick which protects him.	It was a bit bad that everyone thought he would trample them, but all in all he felt fine.
B. I. (19-year-old boy)	Stilt house grab machine	It stands on the very edge of the Island, giving shelter for birds who hide from the rain and for wandering animals.	He wanted to be useful	It was good.
K. M. (20-year-old boy)	Huge mountain	The fire moved to it to be a beacon, and it gives shelter for the colourful bird. He moved to his new location from the other side of the island, in order to be able to protect all the inhabitants of the island.	It is huge, strong which protects everybody.	It was good to see that everyone found their place in the end. The moving was bad a bit, but he felt fine.
Girl Authentic helper	Clean water spring	The beginning pint of the river. This spring quenches the thirst of everyone on the island, it feeds the plants.	It is clean, essential and useful for everyone.	It was very good. Mainly that we could discuss everything.
Z. B. (20-year-old boy)	palm tree	Another palm tree and an elephant	isolation	It was good

facilitator	bonfire	It lives on the mountain it functions as a beacon as well. It shows the way to the islanders, it provides warmth. It provides warmth to the colourful birds and gorilla too. It moved together with the mountain.	It is a beacon, it gives security, it shows the way as a torch.	The game was very good.
N. M. (15-year-old girl)	A river which covers the whole island	It got into contact with everyone, it feeds the trees and the orchard. Everyone's situation depended on its position.	It is clean, essential it got into contact with everyone. It is useful and precious.	It was a good feeling that I could give to everyone.
T. K. (23-year-old boy)	Colourful bird	He made contact with the mountain and the fire. Both of them promised protection for him. Just like the stilt house.	It is nice and free. It sees everything from above.	It was a good feeling that the mountain and the house protected me and they did not ask for anything in return and I was free. The game was very good.
C. S. (15-year-old girl)	tree	Its existence depends on the existence of the river, in close relationship with it. It was afraid of the elephant.	It is simple , natural it is merged into the nature.	I felt good.
K. I. (17-year-old girl)	Big, strong gorilla	She arranged herself near the river not too far from the stilt house. The orchard moved to her.	It is big, strong, frightening to be able to protect its family if anybody wants to hurt it.	The game was good, I felt fine.
L. É. (17-year-old girl)	Thin-branched tree	It was equal distance from the river and the spring point in order to be supported by nutrition and life-giving element.	It is weak, thin-branched, it is exposed to the life-giving elements.	I felt good.
Co-group leader	Orchard	It was connected tightly to the gorilla, in order to always have something to eat. The smaller trees also mover close to it. It is on the river bank to get nutrition from it. It protects one side of Island with its dense foliage.	It gives food, shelter, it protects and take care.	It was good to see the willingness to compromise, that there IS a place for everyone on the island. He felt fine during the game.
Boy Authentic helper	Forest with meadow flowers glade	The group moved it from its original place, because it was afraid of the river very much, that it would spread it and washed it away. It was afraid so much that it would not even care about getting nutrition for itself. It was not afraid of the elephant it could come and go on it.	Strong trees which give shelter. Beauty. It does not think about itself.	He felt very good in the game.
Group leader	Palm tree with rainbow	Another palm tree, elephant, river. They stayed on the field separated by the river.	It is tough, strong, colourful, it gives protection and company. It dares to be itself.	The game was very good. He felt fine. He was glad that everyone could manage to find their place.

### Screening film: The Basketball Diaries

We can follow along a young boy's relationship system, and that how does his deepening relation with drugs influences his system of relationship which has provided security for him so far. The film -using naturalistic elements- does prevention against drugs.

The group members liked the film very much. During assessment they recognised those points where he could have decided otherwise. They also recognised the crises in relationship which was accomplished in the relationships of the main actor.

### Closing and assessment

The group members felt good, and they are looking forward to the next meeting, which topic was presented by the team.

II. group/ 2. occasion

2006.

**INTERPERSONAL RELATIONSHIPS**

Personal frames:

*Group leader*

*Co-group leader*

*2 authentic helpers*

2006 - day 2

The starting of the group. Arriving group, what happened to whom: focusing on each other

Then:

- weekend program
- What is the aim of the meetings
- Revision of the rules of the group (trust, giving respect to the other, punctuality, tolerance, etc.)

Problem solving practice

Tuning in: The group leader asked the group members to think their relationships over, and that how they manage their conflicts in these relationships. Then he made 3 smaller groups and asked the members of the group to recall their present conflicts in the smaller groups.

<b>1. group</b>	<b>2. group</b>	<b>3. group</b>
C. Zs. (15-year-old boy) Conflict with caregivers 6 votes	S. D. (18-year-old boy) Trust with the educator 10 votes	P. I. (18-year-old boy) Skin colour 7 votes Police brutality 9 votes
S. D. (26-year-old girl) Conflict with parents 8 votes	D. K. (17-year-old boy) To keep contact with the caregivers 11 votes	R. S. (17-year-old boy) My problem with the caregiver 8 votes My life has changed 2 votes
R. M. (17-year-old boy) Conflict with the boss 5 votes	K. R. (22-year-old girl) Conflict with friends 10 votes	L. T. (16-year-old boy) Conflict with children 7 votes
S. D. (18-year-old boy) Conflict with parents 3 votes		

2. To choose the problem

3. Clarifying the problem and gathering the necessary information

D. K. (17-year-old boy) A young girl came here 2 weeks ago, who works with us, her name is aunt Lili. She is always yelling, she cannot cook, and we cannot discuss anything with her. If I am late 1 minute then she shouts at me and write down everything to the exercise book. (The other boys were nodding in favour of the D. K.'s (17-year-old boy) observation). The group leader asked the other members of the group if it was an imaginative situation for everyone.

4. Choosing the game scene- The group leader put two chairs in the middle. At one of the chairs he said that we were aunt Lili and at the other chair we could walk in D. K. 's "shoes".



Relations	Relation	Possible solution
Aunt Lilli	D. K. (17-year-old boy)	
D. K	Group leader	He tried to be calm
Co-group leader	R. S. (17-year-old boy)	He explained everything
S. D. (26-year-old girl)	Boy Authentic helper	She stayed calm and staid
L. T. (16-year-old boy)	S. D. (18-year-old boy)	He made aunt Lil even more upset
C. Zs. (15-year-old boy)	S. D. (26-year-old girl)	

Assessment:

What was it like to be in others shoes, was it successful to find a solution for the present conflicts?

D. K.: Boy Authentic helper provided me the most help. He was very calm, S. D. could not yell with him.

S. D.: I do not like to argue with the educators. It was not good to be in aunt Lili's shoes.

C. Zs. (15-year-old boy) It was good to be aunt Lili.

S. D. (26-year-old girl) was standing very calmly and staidly in front of aunt Lil and she was listening how aunt Lili snapped at her loudly. It was one of the solutions for the group, since thanks for the calmness aunt Lil could not answer.

#### Common octopus

The participants were standing in circle then they put one of their hands in the middle, then their hands were resting on each other. The task was the following; somebody had to control the hand-crowd to any direction without any sign or speak. Unfortunately this practice was not successful.

#### Relationship game - Our island

Name	Role <i>Chosen symbol</i>	Meetings	Reality relation	Feedback of feelings
Boy Authentic helper	Forest	He was afraid of the crusader spider, but he took it in.	It takes in the animals	He felt fine.
S. D. (26-year-old girl)	Lake	There was not any.	To drink from it	She felt good.
Co-group leader	Eagle	She was afraid of the volcano but it was a very old one it will not erupt.	With intention of protecting	She felt good.
Group leader	Panther	He met with the tiger, who was afraid of him, but he reassured him that he would not hurt him.	It can go anywhere, it is free.	He felt good.
S. D. (18-year-old boy)	Scorpion	He also wanted to stay on the edge.	If it is necessary I will attack.	He felt good.
R. S. (17-year-old boy)	Grass	The group tried to call him in, but he also stayed at the edge of the island.	It is lonely (He did not even move)	He felt good.

C. Zs. (15-year-old boy)	Gravel	There was not any.	I cannot be hurt and no one can tread upon it.	It was not good.
R. M. (17-year-old boy)	Volcano	There was not any.	It likes to be a big thing	He felt good.
K. R. (22-year-old girl)	House	The waterfall is blurring the house, The elephant tramples in the house.	To have shelter anytime.	She felt good.
O. B. (17-year-old boy)	Waterfall	He wanted to stay at the volcano, the others asked him to go to the lake.		They were always packing but it was good.
L. T. (16-year-old boy)	Elephant	There was not any.	It is big and it is not hurt.	He felt good.
D. K. (17-year-old boy)	Tiger	There was not any.	Because of the protection and it also lives on the land.	He felt good.
P. I. (18-year-old boy)	Spider	He just spins net.	It can hide	He felt good.
K. B. (18-year-old girl)	Earth	She accepted the elephant and called the scorpion to herself.	Because of the fertility.	She felt good.

### Gypsy block

We were talking about the origin of gypsies. An authentic boy helper read out an interesting story from the book titled: Vrána mommy. On the first occasion we were talking about where the gypsies originated from, by doing so we wanted to increase their identity-awareness. More of them said that there are such gypsies, we have to be ashamed of but there are also such who would like to prove to the society. They felt good. More of them said that they could not come on Sunday, or they had something else to do. So we got to the conclusion that we would arrive at them for a whole day on the following occasion.

2006-day 2

### Screening film: The Basketball Diaries

The title of the film: The basketball diaries. Although it is a very tough film, they liked it since it about reality and does not try to cover it. It was useful and a good choice to watch it.

In connection with the weekend: The children expected us with love. This weekend was spent by warning. At them, it is an everyday thing to use a bad word in each and every sentence. We could think that it is a very good community, since they spend 10 hours out of 24 in one place together. They can hurt each other very badly. It also made things difficult that during that weekend it was not so beloved Mrs Lily who looked after them. The promised 12.00 o' clock lunch started at 14.00 We were about to calm down the children. They often expressed their dislike towards us and Mrs Lily loudly.

III. group/2. occasion

2006.

## INTERPERSONAL RELATIONSHIPS

Personal frames:

*Group leader*

*Co-group leader*

*Authentic helper*

*Facilitator*

### Role game- in 2 small groups. TOPIC: When I was disappointed in someone...

K. O. 's(13-year-old girl) problem: her mom promised her that she would take her out from the institute within few weeks, but she has not come for her since then. (she had been in for 2 years).

Cast: Mom = K. O. (13-year-old girl) Girl = K. Á. (13-year-old girl), Guardianship officer = N. L. (14-year-old boy), Storyteller = Co-group leader

They acted the scene, when the mother could not cope with her daughter, so she put her in state care, promising her that she would bring her out in one month, then the storyteller told that 2 years passed and still nothing changed.

Advices of the viewers: Mom should ask advice for upbringing a child

The girl should not bum

The guardianship officer should help the mom communicate with her daughter

The mom should keep her promise

Continue of the role play: mom asked help from the guardianship officer to settle her relationship with her daughter.

At role exception: K. O. (13-year-old girl) has already offered the girl in the role that she would help her settle her relationship with her mother.

Role game: F. Zs.'s (15-year-old girl)problem: She was disappointed in her boyfriend, because he did not go out with her after she had got into state care, and she was also angry with her mother because she forbade her to meet her boyfriend.

Cast: Mom = R. A. (14-year-old girl) Girl = B. M. (13-year-old girl) Boy = F. Zs. (15-year-old girl) Storyteller = B. K. (15-year-old boy)

they acted how the mother tried to separate her daughter from the boy, then in the second scene, they acted that the boy did not searched for the girl after she had got into state care.

Advices of the viewers: The boy should be stronger and more sustained

The girl should fight for the boy

The girl should settle her relationship with her mother

The mother should help her daughter

The girl should forget the boy, since she is much more precious than the boy

Continue of the role play: D. E. (13-year-old girl) played the role of the boy and he discussed the things with the girl and her mother.

Co-group leader played the role of the mother and they sat down to speak with the girl in normal tone of voice.

At role exception: F. Zs. (15-year-old girl) advised the girl not to bother with the boy and that she should try to be more tolerant with her mother.

Role game: D. E.'s (13-year-old girl)problem: She told her girlfriend that in her opinion the teacher had given her too much exercise for the following day and that girlfriend had told it back to the teacher, but in such a way, she added, that she swore the teacher.

Cast: Girlfriend = D. E. (13-year-old girl) Girl = L. Cs. (14-year-old girl), Teacher = H. I. (15-year-old boy) Student 1 = J. K. (15-year-old girl) Student 2 = Facilitator

They acted the scene, when the teacher gave homework, and the girl made comments. In the second scene the teacher took the girl to task for what she had said. In the third scene the girl pulls up her girlfriend.

Advices of the viewers: There were not any, because the children were very tired and they could not pay attention.

Continue of the role play: there was not.

At role exception: D. E. (13-year-old girl) advised the girl to sort out her friends better.

Talk about friendship

One of our most important “accessory” of their life is friendship. They want it, but they have trust problems, so it is very common to have friendships of interest. They serve the purpose of not being –at least-alone in the institute.

IV. group/2. occasion

2007.

## INTERPERSONAL RELATIONSHIPS

### Personal frames:

*Group leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

### Our common things

- (5 minutes) We divided the group into pairs. Every pair had to make a list about things in common in them.
- (5 minutes) Every pair searched for another pair, and made a comparison with their list. They made a new list about the things which were common in both of their lists. They could add new things as well, if anything came upon their minds.

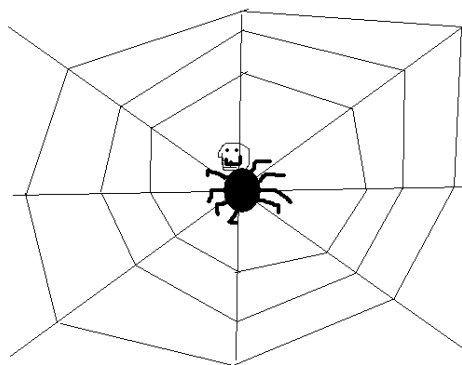
The whole big group sat together and the common things were the following ones:

- ❖ We like to talk, and have conversations
- ❖ Music, listening to music
- ❖ We love social life
- ❖ We like the opposite gender
- ❖ we like challenges
- ❖ Party
- ❖ Sport
- ❖ AGOTA
- ❖ Work
- ❖ Bath
- ❖ To watch TV
- ❖ Horror movies and comedies
- ❖ To watch DVDs
- ❖ To have ice-cream
- ❖ We solve conflicts with conversations
- ❖ Chips and meat in bread crumbs
- ❖ Pizza
- ❖ Travelling, trip
- ❖ To chew gums
- ❖ To laugh
- ❖ We do NOT like poppy seed paste!!!! → We established “Down with poppy seed paste”- club!
- ❖ Garden party
- ❖ We love animals
- ❖ We do not have any children

After the game there was big unity in the group. Markedly it was a good feeling for them that there were such a lot of common things in them.

### Spider-web game

Mapping of our system of relationships, the awareness of so-called keeping relationship web



<u>NAME</u>	<u>INNER LINE</u> (the one who is the closest to <u>him/her</u> )	<u>MIDDLE LINE</u>	<u>OUTER LINE</u>
T. T. (17-year-old boy)	Mother, father, brother, sister, group member	People from ÁGOTA, his boss, mates	Relatives
G. R. (18-year-old boy)	ÁGOTA, caregiver, Group member, Mom	--	Classmates, house mates
L. N. (17-year-old girl)	Her brothers and sisters, mom	Relatives, her boyfriend, REAL friends, people from ÁGOTA	Classmates, acquaintances
K. A. (18-year-old girl)	Caregivers, her boyfriend, Niki (group member)	People from ÁGOTA, her parents, relatives	Classmates
B. E. (18-year-old girl)	Mom, my brothers and sisters, my lover	People from ÁGOTA, caregivers, Dad	Classmates, relatives
Sz. É. (16-year-old girl)	My cousins, my brothers and sisters, mom, girlfriends	ÁGOTA, caregivers	Classmates, DAD
Facilitator	Mom, God	Grandma, Grandpa	Friends from ÁGOTA
N. I. (18-year-old boy)	ÁGOTA, my brother, my future wife	The ones who I live with	Mates
Boy Authentic helper	My foster mother, ÁGOTA	Friends, Hungarian Army	(Negative relationships) My director in the children's home
P. L. (17-year-old boy)	Caretakers, my lover, mom, the workers from ÁGOTA	My uncle, mates	The wife of my cousin, my future mother-in-law
Co-group leader	Family, ÁGOTA, my older brother, my godson, my lover	mom, cousins	Dad

### Relationship give-get

We talked about relationship in general. Then the task was the following:

We wrote to one of the papers what we are expecting in a relationship. Then we took another paper on which we enumerated what we give in a relationship. Then we put the 2 papers next to each other and we compared them. We checked what were the common things in the 2 lists?

#### REFLEXION:

They liked this little conversation very much. First they were reluctant, mainly the boys who did not want to talk about this topic. But then they shared their personal expectations without any request. During the talk, although the girls were more active, the boys also joined the conversation. They thought the main problem is that how it is possible to filter out that who can be trusted and who cannot.

Relationship game- Our Island

<u>NAME</u>	<u>ROLE</u> <i>(chosen islander, the creator)</i>	<u>The reason of choice</u>	<u>CONTACTS</u>	<u>FEEDBACK, REALTION WITH REALITY</u>
T. T. (17-year-old boy)	Cave	It has come to my mind immediately. The cave is always there. It is stable.	It sis not have to move anywhere. Everybody gathered around it. The tiger has a special sun ledge. The big palm tree, the meadow buttercup, the small and the big elephant was getting closer to it.	I am there stable, a secure point. Everyone adapts to me and this is a good feeling.
G. R. (18-year-old boy)	Jungle	There must be a jungle on every island. And the chimps can wander around there.	It had to move away a bit from the side so that the elephant and the palm tree could have enough place. The chimpanzee circled it but then it went to it.	I am in the centre. (it was situated in the middle of the island). I felt good, the monkey was in good place. On weekdays I provide the norms.
L. N. (17-year-old girl)	Stream with spring head, with fish	I like the water and fish.	Chimpanzee, small elephant, meadow buttercup, small palm tree, near the cave.	It was a good feeling that the rest of the islander needed me. I like water very much.
K. A. (18-year-old girl)	Small girl elephant	My favourite animal, because it is so nice.	Near the stream, chimpanzee and the cave.	The game was good. I like the elephants very much, because they are cute and nice.
B. E. (18-year-old girl)	Torrential waterfall	Because it is so nice.	It did not have to move.	I felt very good, I like water very much.
Sz. É. (16-year-old girl)	Small palm tree without crops	It has come to my mind immediately in connection with the island.	It came closer to everyone once.	I felt good, I did not feel myself an outsider.
Boy Authentic helper	2 quintal white girl elephant	Big, cute	It stood in front of the entrance of the cave, to bring tiger on her back. She had to move away, so that others could enter the cave.	It was good for me, no one had any problem with me.
Facilitator	Big coconut palm tree with fruit, and 2 side-shoots	That is what first came into my mind.	It was standing in the edge of the island first. It asked itself closer to the butterfly, the small palm tree, the waterfall and the small elephant, but then everyone left it. Then it went near the cave to put shadow on the tiger, who would have liked to sunbathe.	I wanted to feed the islanders, but no one needed coconut. There must be need for me where I am. This is very important for me. In the final area I really enjoyed myself.
N. I. (18-year-old boy)	Small, pink butterfly	Because it is nice, everyone loves it.	Once it turned its head toward the others.	Everyone loves the butterfly. I do not hurt anyone either, and anyway butterflies are cool.
Group leader	Vegetarian white tiger	Majestic predator. It has big paws. It seems sluggish but it is not. IT is strong.	Cave, white elephant.	I felt good. It was good to be among the others. I really love wild cats. I have big need for relax, idling and recover.
P. L. (17-year-old boy)	Meadow buttercup	My girlfriend came to my mind and that is her favourite flower.	It was near the stream for a long time, then it moved to next to the entrance of the cave.	I felt very good, it was very good next to the entrance of the cave.

Co-group leader	Chimpanzee monkey	It has come to my mind immediately, it is agile and resourceful.	It was circling the jungle from two sides as well. It would have liked to be near the stream and the cave too, but its main driving force was to position around the jungle.	The game was good. I felt very bad once, when I was surrounded from all sides and I did not have any room to manoeuvre. Then I dared to go into the jungle and I immediately got calm. 2 consequences: 1: I do not like confinement, or only if there is a chance for freedom. 2: I circle the obvious, things which are maintained for me, instead of going inside at once.
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Closing practice- STRENGTHENING GIFT (imaginary)

Every group member stood in the middle of the close circle (shoulder to shoulder) and 3 group members told them one-one positive sentence. What he/she learnt from the other one during the weekend, what he/she liked in the other one. There was a very intimate mood. They were reflecting on the previously experienced negative things in connection with the persons. („Now you were much cooler than last time”; „No you were braver, thanks that you dared to speak, I learnt from it..”)



V. group/2. occasion

2007.

## INTERPERSONAL RELATIONSHIPS

### Personal frames:

*Group leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

After the team's arrival to the children's home

### Arriving circle

*K. P. (18-year-old boy)* he was at home, it was very good but there are tensions between him and his brother-in-law, they did not get along with each other.

*J. É. (18-year-old girl)* nothing special happened, she is o.k. she was waiting for the group, her love is here too.

*F. K. (17-year-old girl):* nothing happened, they went out, she is fine.

*P. T. (16-year-old boy)* an educator spoke very badly with him, but there is nothing special with him. It is good that we came he was waiting for us..

*L. S. (21-year-old boy):* he had a presentation, he got a job, on....., he hopes that he will be able to come.

*G. Cs. (17-year-old girl):* nothing special happened, the school goes well for him. She was kissing with K. J. because of a bet.

*R. F. (16-year-old boy):* nothing special happened, he has to do better in technical drawing at school, because it is difficult for him.

*K. J. (17-year-old boy):* nothing special happened, the school goes well. He was kissing with G. Cs. because of a bet, but he cannot remember anything.

*D. L. (17-year-old girl):* she introduced her boyfriend, they played the games, which we had played last time, and she was waiting for us to come.

*Girl Authentic helper:* she was really waiting for us to get here, she was on a 1-week internship at college, she was with homeless people and her initial dislike and fear disappeared, moreover she met with success, because she managed to get a homeless to move into a homeless hostel and to contact his family.

*Boy Authentic helper:* Exams are starting, he learns a lot, he was really waiting for us to arrive. He was asked in the theatre to sing. He is before a big decision, because next month he has to move out from the institute, and he steps out to the capitalised Life???... he is a bit afraid, but he tries to be brave.

*Facilitator:* he made breakthroughs at his workplace, he is very glad that he can learn a lot. He left the special education faculty, and from February he goes to social pedagogy. He was really waiting for us to be here.

*Group leader:* He was on a Váradi concert, he was waiting for us to come and get here. He worked a lot, he is a bit tired, but it turns him on that he can be here finally, because he missed the group very much.

### Our common things

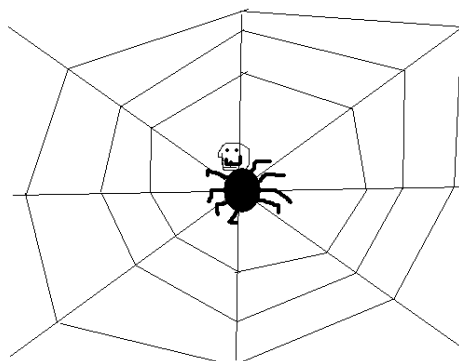
First they collected the common things in pairs, then in small groups, then in big groups. In case of every gathering only the common things in everyone could be put on the summarising paper.

#### OUR COMMON THINGS:

- MUSIC
- SPORT
- TO SLEEP
- ♥ TO SING
- ♥ TO PLAY
- ♥ TO EAT
- ♥ TO GO ON A TRIP
- ♥ IF THERE IS CLEAN ENVIRONMENT AROUND US
- SINCERITY, WE ARE HONEST
- ♥ THE MEAT, IF THERE IS NO FAT ON IT
- ♥ OUR OWN COMMUNITY
- CHEERFULNESS
- ♥ TO ACT FOOLISHLY
- ♥ TO TALK
- WE ARE HELPFUL
- ♥ ANIMALS
- WE DO NOT TAKE ADVANTAGE OF TRUST
- WE DO NOT EXPLOIT OUR FRIENDS
- WE SHOULD HAVE LESS FRIENDS BUT THEY SHOULD BE REAL ONES
- ♥ TO WATCH FILMS
- ♥ FABLES
- WE WOULD LIKE TO LIVE A NORMAL LIFE
- ♥ CHOCOLATE
- ♥ TO PLAY BILLIARDS AND SOCCER???(CSOCSÓ)
- WE ARE STUBBORN
- ♥ CHIPS
- WE ACCEPT OURSELVES AS WE ARE (WE HAVE A GOOD FRAME)
- WE ARE COOL
- WE ARE BASICALLY NICE
- WE ARE BASICALLY INTELLIGENT
- IT IS HARD FOR US TO OPEN
- IT IS HARD FOR US TO TALK ABOUT OURSELVES
- WE ARE TENACIOUS
- ♥ THEATRE
- ♥ JUSTICE

### Spider-web game

**The task:** thinking over our relationships who are those people who have + or – effect on our life and were/are close to us. Three-dimensional visual feedback (Innermost circle: the one who is the closest to us, and so going outward...)



<b>NAME</b>	<b><u>INNER LINE</u></b> (the one, who is the closest to him/her)	<b><u>MIDDLE LINE</u></b>	<b><u>OUTER LINE</u></b>
Girl Authentic helper	Mommy Daddy Group member Group member	colleagues from ÁGOTA colleague from ÁGOTA ex partner in state care	former classmate colleague from ÁGOTA Chemist teacher colleague from ÁGOTA group group member wooer First Love (-)
K. J. (17-year-old boy)	sibling group member, his peer caregiver caregiver guardian partner	group member partner colleague from ÁGOTA brother peer group member partner	Classmate My father (-) My mother My family (+/-)
Boy Authentic helper	Foster parents love	colleague from ÁGOTA class mate from ÁGOTA colleague from ÁGOTA group member from ÁGOTA colleague	fellow sufferer, adopted brother Kin family: - Uncle (-) Mother (-) This brothers and sisters (-)
F. K. (17-year-old girl)	class mate older sister her love	Group members and colleagues from ÁGOTA	My parents (+/-)
Facilitator	friend Mother, father, grandma, grandpa friends	girlfriend adopted little sister girlfriend adopted little sister girlfriend adopted little sister friends	Group leader people from ÁGOTA children of children's home 3 persons
P. T. (16-year-old boy)	Group members, colleagues from ÁGOTA	Group members, his peer from the ghetto, who was his adopted older brother, he has already got out	group member
R. F. (16-year-old boy)	former educator caregivers, group members	class mate former patronizing person people from ÁGOTA his brothers and sisters the children of my brother	
J. É. (18-year-old girl)	former caregivers class mates friend sister	My mom	I (-) former caregiver, who humiliated her
L. S. (21-year-old boy)	brother		educator

K. P. (18-year-old boy)	My father brother	My mom Form-master brothers and sisters	My brother-in-law (-)
G. Cs. (17-year-old girl)	group member	group member	colleagues from ÁGOTA Sister Ica (-)
D. L. (17-year-old girl)	caregiver teacher	caregiver group member colleagues from ÁGOTA	
Group leader	My family	people from ÁGOTA relatives	my children from ÁGOTA Team

R. F. (16-year-old boy) started to cry and he could not tell it for a while what had happened. The group reacted in a sensitive and sympathetic way. R. F. (16-year-old boy) was sitting next to the group leader, who felt that he would get calm slowly. The circle moved on with the sharing, the group leader's hand on R. F.'s (16-year-old boy) back provided connection and sedation. In the end R. F. (16-year-old boy) also told that who were in his spider-web. During the break he said that he had started to cry because of 2 reasons. One of the reasons: Why do not his brothers do something to be in the innermost line? The other reason is that those patronizing parents were also put on the spider-web who caused him the biggest loss of trust, when they had not chosen him but his best (believed to be the best) friend. After telling everything he released and he joined the group with the group leader with some tears in his eyes.

#### Relationship game - Our island

<b>NAME</b>	<b><u>ROLE</u></b> ( <i>chosen islander, the creator</i> )	<b><u>REALITY RELATION</u></b>	<b><u>CONTACTS</u></b>	<b><u>FEEDBACK OF FEELINGS</u></b> (how he/she felt himself/herself during the game, how he/she liked the approach of the others, what he/she will generally do about criticism and about the advice which helps him/her)	<b>Mimicry/gesticulation</b>
R. F. (16-year-old boy)	Bush (2x2 m)	To be food for the other inhabitants	He placed himself to the centre, toward the sea with root <b>Lake:</b> closer to freshwater <b>Piglet:</b> turn his root to the freshwater <b>Ounce:</b> come closer to the others <b>Ladybird:</b> come closer to the centre <b>Monkey:</b> he did not let him snug himself, to be on him.	He helps with pleasure, he bothers with his ambience, and he shares anything even his own things. He does not take badly if somebody asks him for some help; he does not consider it as a criticism.	He was calm; he listened to the shares of the others. He got tired at the end.
B. Gy. (17-year-old girl)	Palm-sized seven potted ladybird	It firstly came to her mind that she was small and nobody caught sight of her.	<b>Volcano:</b> Let us be bigger <b>Orchard:</b> dare to be bigger <b>Waterfall:</b> come closer <b>Lake:</b> come closer <b>Ounce:</b> do not be alone on the brink of the island, come closer.	It was good to her that they took her in. She knew they meant her well, she hoped it leastwise. She listens to the good advices with pleasure.	She listened to them until the end; she was a little bit nervous.

K. J. (17-year-old boy)	2 ms tall ounce to whom flowers arise behind of his footstep and where he goes.	Because it is special and he loves the ado, sensation.	He was totally outside. <b>Tame tiger:</b> pooh! come closer, do not be alone. <b>Lake:</b> come more inside <b>Orchard:</b> come closer <b>Bush:</b> come closer <b>Ladybird:</b> do not be a lonely wolf, come to our circle <b>Volcano:</b> keep away from the grass which grows in the roots of the volcano and do not be near to it or if you want to be near, please, ask the eagle for a permission which sits on it.	He is a lonely wolf; he talks to his thoughts about the thing. He can solve everything by himself; there is nothing insolvable for him. He will think about his future if he needs some help and he is totally left alone when it happens.	He was completely embarrassed in the feedback. He kept tabs on the game. His nervousness began with the dismissive comment of the volcano. He headed for the place of the eagle which was his friend.
Boy Authentic helper	Waterfall with caves	Because it is silent, calm; sometimes it is disgusted.	<b>Ladybird:</b> He found his final place on it <b>Lake:</b> the waterfall became calm, its nutritious part is the lake, they are together, they cohere. <b>Gum bear:</b> the safety of the waterfall's caves should be at hand, the store of the gum bear syrup was there, in one of the caves. <b>Eagle:</b> he tried the top of the waterfall as a fix place and then he left. He returned to the volcano. <b>Volcano, Bush, Orchard:</b> four of them by the waterfall, we protect the community of the island from dour sides. The waterfall is the protector of one of the sides.	He needs others' help to be able to make a decision, he is still suggestible, and he can not always choose what the best decision is for him, because he always cares about others and not himself. He always wants to adapt and to fit between others.	He paid attention until the end, he was caring. During the feedback he was embarrassed a bit, it is still hard for him that many of them listen to him at once, but he will get over it.
G. Cs. (17-year-old girl)	Little Chimpanzee monkey	Because it is a nice animal	<b>Orchard:</b> close relationship with the monkey. Food, security and life sphere. <b>Lake:</b> essential for its existence, drinking water, she was playing on the beach and in the water <b>Bush:</b> it did not allow her to climb on it, to nestle on it, though the monkey would have liked it very much	She did not move toward the community but she accepts it if she is called. She accepts critic -it does not matter who told her. She should try to learn to make difference between the supporting and the malefic critic.	They laughed at her- she was embarrassed. She is kind, attentive and very sensitive. When they laughed at her, she overcame her embarrassment and she still told what she thought- only in a bit more short-spoken way. She needs a lot of strengthening before the group.
K. P. (18-year-old boy)	gum bear	Because it is affectionate and kind and everyone loves it.	She was out in the very edge, alone.. <b>Waterfall:</b> come closer. He can use the caves. He hid the store of the gum bear syrup in the cave of the waterfall. He placed it there in safe. <b>Orchard:</b> come closer, do not be alone <b>Tiger:</b> come closer, next to him, he will take care of him.	It does not matter for him where he is, but it was good that they called him. He likes being alone too. He gladly accepts critic which is good.	He got tired at the end. He did not dare to say fully what was in him, he flushed. He got embarrassed from the kindness which the group members provided for him. She is not used to it.

Girl Authentic helper	Fresh water lake (still water), which is not too deep, and there is not any fish in it	Because it she wanted to be a still, calmed down water and not rapid and raging river, she found her place eventually.	<b>Waterfall:</b> constant relationship, waterfall arrives in her <b>Bush:</b> lake feeds it <b>Piglet, Giraffe, Tiger, Monkey:</b> it serves as drinking water for all of them <b>Ounce:</b> she settled down by the lake a bit, but it went on toward the volcano- band. <b>Orchard:</b> it feeds it with water	The game was good. Once she felt herself stuck and drowned, but then she got calm and she could accept it with good feeling that every islander surrounded her. First she gets angry if someone says something. She takes it as an advice, but she needs time to accept it.	She was helpful and caring . She paid attention to everyone, active presence. she was calm.
D. L. (17-year-old girl)	Tame tiger	Because it is her favourite animal.	She had to be convinced not to eat anyone. The eagle, piglet and gum bear were afraid of her. It was hard for her to let herself be gentle. <b>Owl:</b> because he is old, wise and learnt her good things. She was taking Owl on her back throughout the game. <b>Lake:</b> she was resting by the lake. <b>Gum bear:</b> she took him next o her She wanted to eat every animal.	She likes taking care of the elder people, but she does not like the “dirty ones”. She likes to take care of others, and she also likes if others take care of her. First she gets angry, if she gets a critic but after calming down she takes the good advice.	She hid her fear behind playfulness and rigidity in order to dare to be gentle, because she does not need to protect herself. There is no one to protect herself from, because nobody wants to hurt her. The constant presence of the owl gave her security. Towards the end of the game she dared to be more and more herself.
L. S. (21-year-old boy)	Volcano ejecting rainbow	Because it is interesting, and he wanted to show that: “the harsh external masks nice internal”	<b>Eagle:</b> constant contact, at the top of it there was the residential place of the coloured feather eagle. they only moved together. <b>Ounce:</b> When she started to move toward him, first he changed place, and when she got him, then he banned her to enter his grass. Or if so, then she should ask permission from the eagle. <b>Every islander:</b> He was four of the island creator who protected every islander from four sides.	The game was interesting and good. They look well together with the eagle, they complement each other. He assesses the community.	Actually the presence of the eagle was indifferent for him, it only became interesting when the ounce started to go toward them- to the eagle, from that point he was proud that the eagle was with him. Otherwise he was calm, an outer observer.
Facilitator	Wise owl	Because it is experiences and always knows the answer.	<b>Tiger:</b> He was standing on his back, they moved together he learnt him.	He was glad that the tiger took him in. She accepts every critic, mainly the negative because it is more constructive. In his own company he has the “wise” role, he gives advice to everyone. He feels that he has skill for it, and although he is experienced enough , he has still something to learn.	Quiet observer

F. K. (17-year-old girl)	First she wanted to be a dolphin, but she realised that is out of the island, so she changed her mind: giraffe	Because she can draw it and it is kind. And it can eat the leaves of the bush.	<b>Bush:</b> it opposed to eat its leaves, but when she stayed alone in the island, then she took her in. <b>Ladybug:</b> Come closer nest to it, to be able to have conversation with it. <b>Piglet:</b> come closer <b>Orchard:</b> come, eat, and she will be protected here <b>Monkey:</b> come closer, be with it and play <b>Lake:</b> drink from it Every islander adapted to the situation so that the giraffe could have place in the community of the circle.	She likes to be in community, but if she is not called she will not go, because she likes to be alone. It was a good feeling for her that everyone called her and everyone made a place for her, that was a very good feeling. She does not care about critic.	When she was not in the middle, she moved aside with conscious-raising intention, and she also took much asking during entering. She really paid attention, she kept on eye on everyone, but she showed passiveness.
J. É. (18-year-old girl)	Piglet	Because it is a nice animal she loves it and it grunts	<b>Lake:</b> she drank from it and was on the lakeside. <b>Orchard:</b> she ate there and she was plying there in safe. <b>Ladybug:</b> she called it in not to be alone. <b>Giraffe:</b> she made place for it, she called it more inside, closer.	The game was good, she could accept critic.	She paid attention, she was calm, active presence.
P. T. (16-year-old boy)	Colourful eagle	It came to his mind because it is free when it flies	<b>Volcano:</b> he settled on the top of it, he found safety there, they always moved together. <b>Ounce:</b> it moved toward the volcano, because it wanted to have a relationship with the eagle, but he ignored it when he was with the volcano. <b>Waterfall:</b> he wanted to settle on the top of the waterfall, he wanted to have his headquarter there. <b>Tiger:</b> They had an argument, because he wanted to settle on the back of the tiger, but the tiger did not let him do that.	The game was good. He felt good. She did not notice that he is a bird and he can fly freely, but he was kept looking for the high point from where he can look around fixed in a fixed location... His relationship with the volcano is not mutual, but he would like it to be mutual.. He accepts what others tell him.	He got really tired by the end, he could not pay attention, it was hard for him to concentrate. In the end he became a passive observer
Group leader	Orchard meadow	To care and protect	<b>Ladybug:</b> come closer <b>Monkey:</b> he was called to go in the middle, but he would not have liked to go, only if monkey goes with him, whom he feeds and protects. <b>Giraffe:</b> come closer, he fed it and protected it. <b>Piglet:</b> he fed him and protected him <b>Lake:</b> it fed him with drinking water <b>Eagle:</b> he fed him.	He felt good, It was good to be the part of the common island, it was good to feed and protect them. He could imagine this role in his life too. He handles the critic well and calmly, he tries to build from it- it depends who says it.	Active presence.

### Screening film with assessment

#### **The Basketball Diaries**

Question: can we decide of the quality of our relationships? Who decides of the quality of our relationships? Do we notice the turning points? Can we say no?

I liked the film very much, many said that they will never try it out, because they had felt physically sick at some scenes, which the main actor showed. They saw the turning points they understood them. There was a little talk about the experiences in children's home, when they took part in some mischief. There was a sentence in the end which made all the group members nod.

## Our relationships

OUR RELATIONSHIPS	WHY DID IT DEVELOP?	WHAT DO WE DO IN ORDER TO HAVE IT IN LONG-TERM?
FAMILY	Word of blood, love, caring, basic need	Regular contact
Classmate, teacher-student	random	I does not have to be long-term
friendly	Trust, openness, sincerity, caring, intimacy, recognition	Trust, openness, sincerity, caring, intimacy, recognition
L' amour	Interest, trust, acceptance, affection, caring, get to know each other, understanding, honesty, consistency, common interests, perseverance, courtship	Interest, trust, acceptance, affection, caring, get to know each other, understanding, honesty, consistency, common interests, perseverance,
mate	Speaker relationship, sympathy	Speaker relationship, sympathy
business	random	
*Adult caregiver- child	Trust, respect, mutual acceptance	
fellow sufferers	Random situations, trust	trust
Helper- helped one	Trust	trust
distance relationship	Distance	Perseverance, patience, phone, mail, there should be live contact, faith
Boss- subordinate	random	Mutual respect, perservance
Sexual relationship	Something is missing, current needs, affection	

### Adult (caregiver)- child:

There were a lot of bad, humiliating experiences which reach the children on a daily basis. Ongoing humiliation and distrust. The group leader said there will also be situations in the outside life when they could not say back, when they will be humiliated, when they have to abide. And if they are smart they can already teach themselves how to manage anger.(smart let...)

### Closing, Feedback of the weekend, strengthening star

- K. P. (18-year-old boy): „I take everything with me and thank you.”
- J. É. (18-year-old girl): She takes the whole weekend, the conversations and the game with her.
- F. K. (17-year-old girl): „The good mood, that you take care of us.”
- P. T. (16-year-old boy): „The caring, that you take care of us, everything and thank you.”
- L. S. (21-year-old boy): „I take everything and thank you and I hope I can come.”
- B. Gy. (17-year-old girl): She regrets that she missed the start, and she thanks that she could come. It was very good for her that we welcomed her here.
- G. Cs. (17-year-old girl): She takes the games (laughter, good mood) with her.
- R. F. (16-year-old boy): She thanks the feeling that she is not alone.
- K. J. (17-year-old boy): Everything, the games and the laughter.
- D. L. (17-year-old girl): Everything, She thanks for it.
- Girl Authentic helper: „The joy that we are more and more like a group, the trust and that miracle that you dare to rely on each other slowly. Thank you!”
- Boy Authentic helper: „I am very glad that I can be with you in a group, because we are a group, ad I take your trust, activity, and growing courage with me. Thank you!”
- Facilitator: He takes the strength which he got from the group. He thanks for it.
- Group leader: The trust that you listened to each other, that you dared to be honest and that you took care of each other. Thank you.

Our hands stretching to the middle formed a star. P. T. (16-year-old boy) pulled his hand out and put in to the bottom so that everyone could lean on it. 1-2-3: and everyone raised their hands, they said that we have a group name and so let each other in that way.



VI. group/2. occasion

2007.

## INTERPERSONAL RELATIONSHIPS

### Personal frames:

*Group leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Girl Authentic helper*

After the arrival of the children:

### Arriving circle

What happened to us since we last met?

L. S. (17-year-old boy):

During the week, I did not feel good in the group (in the residential home), because many talked dirty with each other and with their educator. This confuses me. Otherwise I am tired, I get up early and I go to bed late because of school.

P. I. (20-year-old girl):

(It was hard for her to start to speak) Since we did not meet, my mom died unfortunately. We did not keep contact in the last three years, but she was the person who had brought me up. I am tired, school makes me tired.

Facilitator 2:

I had a homework which made me think and work a lot. During the week it was a big experience to see the children as they were learning. There are such occasions when they were still learning although learn time was already over. I am a bit tired, last week I finally spent a whole day without doing anything, which was very good for me. I would like to go on holiday in the near future to relax a bit.

H. G. (17-year-old boy):

I learn a lot. I am in 11<sup>th</sup> grade, because after school-leaving exam I would like to go to NCO school.

D. K. (16-year-old girl):

We were on a performance where we had a row during the show. I think both shows were good, and then we became reconciled. "School goes well, just without me", since although I visit classes, but usually only my body is there.

Cs. É. (16-year-old girl):

Unfortunately I do not have good relationship with my peers in the children's home. I finally found my new circle of friends at school, and I got across my old ones. During the week we quarrelled with one of my papers and I could not resolve the dispute with her.

K. R. (17-year-old girl):

In the residential home I have a bad relationship with one of the adults. I am terribly tired, because my time is bound. I learn and go for dance classes.

G. B. (17-year-old girl):

Good and bad things also happened to me. The good thing is that I gained admission to the theatre school. This is a very big possibility for me. The bad thing is that I know it will be very hard, since adults admitted me, and in every ¼ year I have to take exam. I do not know how will I accomplish this task beside learning.

Facilitator 1:

I am tired. Last week the consulate of our main supporter visited us, to whom we reported of our previous work. We were on pig-killing too. I had such week when I could go home for only one day. Otherwise I am fine and I have been waiting for you.

Co-group leader:

I was at school. It made me sad that the requirement of a college examination was to provide the recipe of a carnival doughnut. I was also on a pig-killing. I also had homework, which I had to organise and it was a good feeling that I managed to do that. I am fine and I have been preparing for this weekend, I have been waiting for you very much.

Group leader:

I am a bit tired. After meeting the advisors, I got my small working room. It was needed because the band and many things which I deal with, did not have a place. During the pig-killing we worked a lot for you to have a nice weekend. I have been waiting for you with love.

Spider-web game

<b>Group member</b>	<b>Inner circle (1)</b>	<b>2 circle</b>	<b>3 circle</b>	<b>4 circle</b>
K. R. (17-year-old girl)	My boyfriend Buster Mom's boyfriend my older brother Mom friends	<i>auntie caregiver</i> <i>L. S. '(17-year-old boy)siblings</i>	Facilitator 1 Group mate, I can talk with him seriously. G. B. (17-year-old girl) Group mate, I can talk with her seriously.	
H. G. (17-year-old boy)	Facilitator 2 P. I. (20-year-old girl) Group mate, and his girlfriend as well. Old mate, they did a lot of things. sometimes even bad things.	Buster „buster, but there is no real relationship between them”, his <i>Caregiver</i> , Group leader, <i>Group mate, His Classmate who is a soul mate.</i> Dad They do not have relationship but there are times when he can count on him.	<i>Fellow sufferer</i> <i>Fellow sufferer</i> <i>Fellow sufferer</i>	
Girl Authentic helper	The chosen of my heart soul mate colleagues from ÁGOTA Because we laughed a lot.	Nieces Mom Brothers and sisters Such person with whom she can go out, and talk about her problems. Form-master She can count on her. Group leader Group member- she learnt a lot from him.	Ex-boyfriend she has good relationship with him. <i>Classmate</i> Mates Friends Teachers They help her a lot.	

G. B. (17-year-old girl)	My older brother Foster mom <i>Educator</i> Caregiver <i>Girlfriend</i> <i>Caregiver</i> People from ÁGOTA , She got a lot from the colleagues.	<i>Soul mate</i> <i>Her friend</i> K. R. (17-year-old girl), Group member <i>Caregiver</i> <i>Educator, Cs. É. (16-year-old girl)</i> <i>Group member</i> <i>Cook</i>	My mother She does not have relationship with her, she is only good, when she needs something. Facilitator 2 Group caregiver, Group member, <i>Caregiver</i> Group, Residential home, her group <i>Her partner</i> <i>Her girlfriend</i> her teacher at the theatre school.	<i>Caregivers</i> <i>Psychologist</i>
Facilitator 2	<i>His sons</i> <i>friends from ÁGOTA</i> , They talk good ones. they are in good relationship. They have good conversations. His girlfriend with whom he talks good ones. Mom Dad <i>his Stepson</i>	<i>His girlfriends</i> <i>Friends</i> <i>Colleagues</i> <i>Old pupil</i> <i>Good friends</i>	H. G. (17-year-old boy) P. I. (20-year-old girl) Cs. É. (16-year-old girl) Cs. É. (16-year-old girl) Children in children's home who were brought up by him.	
P. I. (20-year-old girl)	<i>her younger sister</i> Dad Mom <i>her older sister</i> H. G. (17-year-old boy) <i>her Boyfriend</i>	Buster her cousin her cousin Cs. É. (16-year-old girl) her cousin <i>Classmates,</i> <i>Facilitator 2</i> Her caregiver group member her caregiver	Father-in-law „I do a lot to be able to open in our relationship”. <i>Good friend,</i> <i>Classmate</i> <i>Caregivers</i> <i>Group mate in the children's home</i> <i>Very good friend</i>	
D. K. (16-year-old girl)	Mom She loved her very much, but she died. Dad „It is hard for me, but I have to confess that I love him” Cs. É. (16-year-old girl) <i>Group member</i> Her 3-year-old little sister, she loves her very much. BoBo Ex-boyfriend, she loves him, but she does not know the reason of it <i>Girlfriend</i>		<i>A good friend</i>	

Cs. É. (16-year-old girl)	My parents Facilitator 2 Group member, group caregiver D. K. (16-year-old girl) Girlfriend, group member G. B. (17-year-old girl). <i>Girlfriend</i> group member G. B. (17-year-old girl), <i>Classmate</i>	<i>Caregivers</i> Szandra Group mate in the children's home Girl Authentic helper Group member, „If I want to have a serious conversation with someone then it is her.” P. I. (20-year-old girl) <i>Group member</i> (K. R. (17-year-old girl) Group member <i>Caregivers</i>	People from ÁGOTA	
Co-group leader	<i>My adopted mother</i> My adopted father, (Adopted buster) <i>Twin brother</i> <i>Educator</i> <i>Girlfriend</i>	<i>His colleague</i> <i>My friends from ÁGOTA</i> <i>Classmates</i> <i>Former caregiver</i>	My colleagues	
Facilitator 1	Mom Granny His brothers	<i>Friends</i>	<i>Friends</i> Leader of the orchestra Friend <i>Classmate</i>	<i>Dad</i> „He made a lot of bad things to me, he only plays a negative role in my life.”
L. S. (17-year-old boy)	Dad <i>Foster dad</i> Mom <i>Brother</i> <i>Sister</i> K. R. (17-year-old girl)	Facilitator 2's son Friend	H. G. (17-year-old boy) Classmate	

Relationship game - Our island

<b><u>NAME</u></b>	<b><u>ROLE</u></b> <i>(chosen islander, the creator)</i>	<b><u>CONTACTS</u></b>	<b><u>REALITY RELATION</u></b>	<b><u>FEEDBACK OF FEELINGS</u></b>	<b><u>Mimicry/gesticulation</u></b>
H. G. (17-year-old boy)	Fortress	<u>With fire</u> He wanted to be next to the river. <u>With marmoset</u> To move to the top of the mountain because of the warm. <u>With river</u> It should turn to him because of his beauty. The river does not see him. <u>Mountain</u> The fortress is far from it, he should move to the top of it.	He wanted to give security to the rest of the inhabitants.	There was a period when I was annoyed, I did not want to move anywhere. I wanted to give protection.	He was often embarrassed, he shut his eyes down, closed hands and legs.

L. S. (17-year-old boy)	Lion	<u>With waterfall</u> He imagined that he will provide food for both animals. <u>Mountain</u> He wanted him to stay he got scared that he will stay alone.	Strong animal. The king of the animals	I was in a good place, I moved because of the panther. I liked the game.	He paid attention, he was calm.
K. R. (17-year-old girl)	Waterfall	<u>Panther</u> She called to her that she would provide food for him. She asked the lion to move.	To give food to the animals	I thought there would never be a solution. I liked the game. Where I put myself down, I stayed there, and I wanted to stay there. I got scared when the Varanus said that he reproduces himself a lot, but then he reassured me that he only reproduces himself because of the preservation of the species.	She was calm, she paid attention.
Cs. É. (16-year-old girl)	Panther	<u>Tree</u> She wanted to call her to the river not to be alone. <u>Waterfall</u> He called to himself to give food to her.	It is not a predator, but it is a strong animal.	I t was good to tell that I accept myself. It was a good feeling that the group called me in.	She was at fever pitch. In the beginning she hid the ready-made panther with her foot. She often expressed her tense with her moving leg. The group leader and the co-group leader tried to reassure her.
P. I. (20-year-old girl)	Seagull	<u>Varanus</u> Not to look toward the beach but inside, because she can get food more easily. <u>Tree</u> she invited her to the top of the tree.	Bird with free soul.	I liked the game. It was good that the Varanus feared for her.	There was a period when he was strongly clinging to the armrest. She shut her eyes down, and she pulled her legs under the seat.
D. K. (16-year-old girl)	Varanus	<u>Fire</u> She does not like the warm, so she wants to get lower. <u>Seagull</u> Her turning toward the river. <u>Varanus</u> She adhered to the river, to the food in it.	Because it is a special animal.	<i>I got confused in the beginning....They can accept my otherness, and I found my place.</i>	Passive presence.
G. B. (17-year-old girl)	Marmoset	<u>Cave</u> She was looking for shelter, that is why he asked her to turn outward. <u>Fortress</u> She should move to the top of the mountain because of the shelter.	Because it is a special animal. It is loveable.	I thought there would never be orderliness on the island. I was looking for security, and I got it.	Active presence.
Co-group leader	Fruit tree	<u>Panther</u> Come down from the beach and got to the river for food. <u>Seagull</u> She invited him to live at the top of the tree,	To provide food for the islanders.	Where I put myself down, I stayed there. It was good to see what fights were around me and what solutions followed them. We inhabited this island.	Active presence.

Facilitator 1	Mountain	<p><u>Fortress</u> Move to the top of it.</p> <p><u>Lion</u> The lion moved away and he would have liked him to stay next to him.</p> <p><u>Fire</u> He had to give space and that is why he moved higher.</p>	I have been there lately (mountain) and he likes mountains.	I was afraid that I would be left alone. I realised that it is a good feeling that there are people around me.	Active presence.
Group leader	Cave	<p><u>Marmoset</u> Turn toward him, so that the entrance of him will be more accessible.</p>	It serves a caring and protecting function.	It showed me that my symbol is fixed to a location. In some cases the helper needs to step toward the helped one.	Active presence.
S. T. (17-year-old girl)	Fire	<p><u>Varanus</u> Because he is afraid of the fire, since he does not like warm.</p> <p><u>Mountain</u> She had to give place and that is why she moved higher.</p> <p><u>Fortress</u> The fortress wanted to be next to the river, but fire was on his way.</p>	Because he could provide warm and light to the islanders.	It was a good feeling that islanders accepted me as fire, and that they helped me function as fire on the island.	Active presence.
Facilitator 2	River	<p><u>Varanus</u> The river wanted to move to the place of the varanus so he rather moved to the other side</p> <p><u>Mountain</u> They wanted to stay next to each other.</p>	To provide water and food for the islanders.	I was a bit afraid when no one stayed around me, but I was ready for compromise. I liked the game.	Active presence.

VII. group/ 2. occasion

2008.

## INTERPERSONAL RELATIONSHIPS

Personal frames:

*Group leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Boy Authentic helper*

After the arrival of the children:

Arriving circle:

Sz. M. (19-year-old girl): She is fine, everything is all right. She is in peace with the world. She has been really waiting to come. It seemed for her that they have not met for 5 weeks. The time went slowly. (She told within the group that they are together with her boyfriend again)

K. T. (17-year-old boy): He went to school. He was digging during the practice to be able to come soon, and he helped others too. Last time the teacher picked on him, because he had made a too big pit for the tree. He told that they strictly evaluate their practical tasks. He played football a lot, he scored a goal, but he did not take part in training. He has already left four years out of school, he does not want to miss anymore.

Co-group leader: He is fine, he worked a lot. He closed two trainings. His cat almost died.

L. I. (17-year-old boy): He is fine. He went to school. In his free time he was with his mates.

Facilitator 2: Flat renovating is soon over. At home everything is all right on the whole. Life is going on in the playhouse. She was waiting for the weekend with great excitement.

A. E. (17-year-old girl): The last period started well, she went home in a good state. The autumn break came, she took care of her sister's child and she was glad to see that the child has grown a lot, since she last saw him. Then on a Thursday she was told that her father had died. But she used what she had learnt in the group, she gathered herself together soon. She was on practice, it is bad that she will not get scholarship. The hairdresser training is expensive and it is good that she does not have to pay for the teacher.

Group leader: He worked a lot, there were many problems in the children's home. The children played the wags a lot. Last week he managed to have a rest a little, because he did not want to arrive tired for the weekend. He could not wait to hear something about the children. It is a big pleasure for him that everyone came and that there are 2 more members in the group.

B. I. (16-year-old boy): He played the wags a lot, maybe he will be fired. They learn all kinds of foolish things at school. He learned to be a bricklayer, but they teach him about trees and tractors. She likes practice much better, because time goes faster there and they also get some money.

H. B. (16-year-old boy): He got cold, but he is better now, he had a little flu. His Form-master did him in the eye, he became "more stupid". They wrote the same test with his classmate, he got 1 mark, his peer got a 4. He always writes his test to 3 or 4 mark, and he always gets 1. This is because once he went down to smoke, and the teacher promised him that he would pull down his marks.

Facilitator 1: He was on business training. He worked last week. He worked all time, but he could have a rest now. He was really waiting for the children to come, and to be here.

K. N. (16-year-old girl): She did not want to come, because she did not want to be here. She is not in a good mood. There are many reasons of it. (She did not want to come because of her boyfriend. Her room mates in the group A. E. (17-year-old girl), N. B. (16-year-old boy) and B. K. (19-year-old girl) persuaded her.)

B. K. (19-year-old girl): She had an operation on her eye, which was delayed for a long time, because she wanted to take school-leaving exam. She did not have any pain in her eyes anymore, but she still sees vaguely. She cannot lift big weight, and it is considered at the practical place. She is the little boss here. The others are irresponsible. He had to report one of her classmates because she did not go to school and to practice either. In January there will be an investigation and next week it will turn out what caused her illness.  
(The others were asking her inquiringly about her operation and condition.)

Boy Authentic helper: His position at work has been finalised. He had three contracts, because his papers were not all right. But everything is all right now. He was waiting for the weekend very much. One of his colleagues had a retired farewell party, but he did not stay there to be with the group as soon as possible. He is experiencing it now how it feels to learn beside work. Earlier he had more time, but now he had to delay several exams, because he had little time to learn beside work.

N. B. (16-year-old boy): He played the wags a lot, he only went to school once last week. They do not know in the residential home, because he leaves it in the morning and he is on the loose. He does not go to school because he is bored and he does not feel like listening to the stupid teachers.

The arriving circle started a little hard, The group leader asked the shy ones: How are you? What happened to you in the last weeks?

But during the arriving circle there were spontaneous conversations of various topics. E. G.: school truancy, questions of practical places. It appeared as a group norm that it is good to go to practice but it is not good to go to school.Relationship game – Our Island

Name	Role (chosen islander, the creator)	Reality relation	Contacts	Feedback
Sz. M. (19-year-old girl)	Snake-angry, but only if they hurt it. Chosen one: wise mushroom, which creates an energy field.	It is enough if they think about it. She gives wise pieces of advice to the one who needs them.	She put herself to the left side of the island. (K. T. (17-year-old boy) Palm: come closer we need your advices. Kangaroo (Group leader): come closer, because not everyone could come to you. Seal: (A. E. (17-year-old girl) go together toward the others.	The game was good. It was a good feeling that the others went inside .I changed symbol to help the other islanders. Usually I do not let people too close to me. Only one and it is not my boyfriend. I do not like people’s excessive closeness, I need space. I do not like it either, if they embrace me, I only let it for my boyfriend. Once my uncle embraced me and I ran away crying. We are the same in this with A. E. (17-year-old girl). We discussed that we would not get along with each other, but this has not come out yet. And it was good that A. E. (17-year-old girl) came with her it was easier for her.
K. T. (17-year-old boy)	Palm tree (huge, colourful, thick trunk)	It gives shadow and food to the islanders	It was situated in the middle of the island and it stayed there <u>Fehér tigris (B. K. (19-year-old girl)</u> : can I sharpen my claws on you? <u>Hó párdúc</u> : is that a problem if I shrapen my claws on your trunk? <u>Stream (Co-group leader)</u> : I come closer, to give you water.	The game was good I felt fine. I did not move. I went to the middle, since I can give support for everyone from here. I felt good here. There are some people who I get on well with. He was disappointed a lot because the caregivers laughed spoke out of him. But there are cool faces as well.



Co-group leader	Stream	It gives drinking water and food for the islanders.	He put himself to the left side of the island, a bit far from everyone.. <u>Oasis (Facilitator 2):</u> come closer to give water to my trees. <u>Lake(N. B. (16-year-old boy))</u> Join me to feed my water. <u>Seal (A. E. (17-year-old girl))</u> Can I move into your water? <u>Fish (H. B. (16-year-old boy))</u> Connect the sea with the lake so that I can swim up to the lake!	It was a bit strange, when I had to change place, and had to flow into the sea, but I did it for the sake of the seal and the fish. I used to be the person who was rather far away from people . I am not in the centre now either, but I like being with the others. I need a little space too, but I am glad that the seal moved there.
L. I. (17-year-old boy)	Ounce	He likes felines. It is tame, vegetarian, it only sharpens its claws.	<u>Palm (K. T. (17-year-old boy))</u> You can sharpen your claws on me! <u>Oasis (Facilitator 2):</u> You can find food on my trees <u>Panda:</u> Won't you eat me?	He is o.k. He did not move a lot. He just moved to the palm tree , to sharpen his claws. He was disappointed a lot in people. He closed himself because of bad experience with a caregiver. The door is closed. He can open a bit sometimes, but only in small steps.
Facilitator 2	Oasis with fruit trees	To give food and shadow to the islanders.	<u>Panda:</u> I climb on your trees and I eat from your fruit. <u>Kangaroo (Group leader):</u> I eat from your fruit. <u>White tiger (B. K. (19-year-old girl)):</u> Can I sharpen my claws on your trunk?	The game was good, now I am fine. They girded at me a lot, because of my step glitch. People thought strange things about me and this disturbed me. I realised that they think strange things about me because of my closeness. I opened and others also opened toward me, and we accepted each other with these people.
A. E. (17-year-old girl)	Seal	Because I like the seal. It is funny and it can swim freely in the sea.	She was on the island and in the sea. <u>Palm (K. T. (17-year-old boy))</u> come closer to the island, here you will be safe. <u>Lake (N. B. (16-year-old boy)):</u> You can find fish in my water. <u>Stream(Co-group leader):</u> Let us go together higher to the lake. <u>Kangaroo(Group leader):</u> I will bring you fruit if you like it. <u>Mushroom:</u> Let us go together higher.	She pressed a bit during the game. It was hard for her to come closer, but it was a good feeling for her that she was called. She needed to be farther, but when they called her to be closer, and she came in to the others, she did not press anymore. The past bad events (the death of her father) made her turn inside, but it is a little better now.
Group leader	Kangaroo	He became a kangaroo, so that he can go to everyone to help, if they need it. He can keep a lot of fruit in his pouch.	He was situated in next to the orchard, and he rather called closer the ones in the edge. He fed the seal. The mushroom (Sz. M. (19-year-old girl))went close to him.	The game was good, I am fine right now. It was good to see that the small team settled down together on the island. And that the team called those ones who were on the edge. I usually like to help people, mainly those ones who I did not disappoint in. I am close to them, and if they require it I will help them.

B. I. (16-year-old boy)	Treasure chest	He hides his treasures in the chest. (the material value is important for him)	He put himself to the right bottom side of the island. To the seaside. <u>Panther (L. I. (17-year-old boy))</u> : Come closer to the island, because the sea will wash you away. <u>White tiger (B. K. (19-year-old girl))</u> : If you come closer, I will take care of you.	The game was good. I have bad experiences with the caregivers. Many believe that I do something bad because I live in state care and I am a gipsy. The security guards follow me in the shops most of the time. Even my old caregivers look at me sometimes like I had committed sin. The same situation is at school, they ask me questions and it disturbs me. Because it is like if they did not understand me. But when I started to talk about myself, they accepted me more easily. He was also afraid here, but he is not afraid anymore. He feels that we accepted him.
H. B. (16-year-old boy)	1. A twenty-thousand-forint He changed his mind. 2. Smiling catfish	It has great value.  It can swim freely.	<u>Panther</u> : You are not worth anything on the island. <u>Seal (A. E. (17-year-old girl))</u> They step on you in the sand. He put the catfish into the sea. To the left corner of the island. he was out of the paper. <u>Cave (Boy Authentic helper)</u> : You are very far from us, come to the island! He called the stream to the sea so that the seal could crawl upon it. <u>Lake (N. B. (16-year-old boy))</u> It is good that you moved to my lake.	The game was good and now I am sleepy. (he usually escapes to sleepiness, if the game moves him psychologically) I was surprised when the others called me from the very edge of the island. (from the corner of the paper.) I do not believe in acceptance, because on my first day in children's home, I asked a towel from the caregiver, and he just sent me to hell. Since then I do no open toward people. Here is different, it is much better here, because they listened to me better. (He turns his face, he does not dare to look at the others. But he does not cover his face anymore.)
Facilitator 1	Apple tree	I feed the islanders with my fruit and I give shadow for them.	<u>Kangaroo (Group leader)</u> : I pick from your apples and I take some to the others. <u>Panther (L. I. (17-year-old boy))</u> Can I sharpen my claws on you? <u>Koala bear</u> : I climb to your branches and I eat apples.	I was rather a passive observer. At the sticking I slid outward a bit, but the heart of the tree – my heart- looked inward. I am often among people because of my job (nurse), and I am open toward them. But this is only superficial openness, because I need time for deeper openness.
K. N. (16-year-old girl)	Koala bear	It is a very cute, tiny and special animal.	She put herself immediately to the middle of the group. She was looking for the protection and company of the islanders. <u>Cave (Boy Authentic helper)</u> : If the weather is bad, you can hide in my cave.	It was good for me in the middle. I was not afraid to go among the others. To be alone is shit. I have classmates and I like to be with them. At my new school I found such people with whom I like being together, and for the sake of them I put out the earphones of my ears. (She escapes to music from the world) They listen to me.
B. K. (19-year-old girl)	White tiger	The tiger is my favourite animal. It is white, because it is rare.	<u>Koala (K. N. (16-year-old girl))</u> : Won't you eat me? <u>Kangaroo (Group leader)</u> : Don't you eat the rest of the animals? (Vegetarian tiger) <u>Panther (Gabi)</u> : Come closer, you are far away from us. <u>Cave (Boy Authentic helper)</u> : Come closer, if you want you can have a rest in the cave.	It was a good feeling that they asked me to come closer, I did not expect on it. My foster father does not let me to keep contact with my mother. But I do anything to reach my mother. Mom also does everything for me. My father is an alcoholic and he calls me at nights. The first memory of my life: my drunk father, my mother and an object. My father asked me to forget him, but I cannot.

Boy Authentic helper	Cave	It is warm, you can find shelter in it. It gives protection.	<u>Koala (K. N. (16-year-old boy))</u> Does the Sun shine into the cave? Come closer so that I can hide in case of danger. <u>Panther:</u> Come closer and turn your entrance toward us. <u>White tiger (B. K. (19-year-old girl))</u> Can I rest in the shade in your cave?	I did not move a lot. It was a good feeling that they called me closer. I am open to the people, sometimes too open. I used to be remote. I always looked for the company of the older people. Then I realised if I open then I can talk with many people. I thought for a while that there would be no common topic, because I could not comment on the conversations. Later I realised that it is easy to learn.
N. B. (16-year-old boy)	Lake	Quiet, calm, but it is deep. Its depth hides a lot of things.	He put himself between the palm and the cave. (K. T. (17-year-old boy) Boy Authentic helper) <u>Catfish (H. B. (16-year-old boy))</u> I am moving to your water. There must be a lot of fish in your water	The game was good. But i was surprised that the catfish (H. B. (16-year-old boy) moved in. I did not call him. It is like in life. If someone comes to me, I talk with him/her, but I will not go to others even if I am curious about them.

### Spider-web

To reveal our system of relationship, to provide grab- retaining relationship web

<b>Name</b>	<b>Inner line</b>	<b>Middle line</b>	<b>Outer line</b>
<u>K. N. (16-year-old girl)</u>	old schoolmate friend friend old pawnshop partner Brother B. K. (19 -year-old girl)present pawnshop partner girlfriend girlfriend friend	mates	mates
<u>B. I. (16 -year-old boy)</u>	K. T. (17-year-old boy) roommate friend H. B. (16-year-old boy) friend friend	roommate roommate Colleagues	Negative circle: Caregivers (old, new), Guardians (old, new)
<u>L. I. (17-year-old boy)</u>	Family: (mom-) Dad, granny.	K. T. (17-year-old boy) friend H. B. (16-year-old boy) friend friend Mates	Mates
<u>Facilitator 2</u>	Sister Mom friend friend Brother-in-law Sister's child Brother's child Brother	Dad friend Group leader-ÁGOTA colleague Facilitator 1-ÁGOTA friend friend grandparents	Friends Girlfriends Colleagues
<u>Co-group leader</u>	Mom Grandpa- grandfather Dad (†) God friend friend	brother sister brother Granny cat friend	colleague colleague Facilitator 1 ÁGOTA mt. Foster father Neighbours

Facilitator 1	Parents brother ÁGOTA girlfriend Facilitator 2-girlfriend	Family girlfriend friends from home and Szeged. Colleagues	Colleagues - ÁGOTA  Colleagues
Boy Authentic helper	My foster parents ÁGOTA friend friend - ÁGOTA	Co-group leader- ÁGOTA mt. Group leader- ÁGOTA mt. friend Facilitator 1- ÁGOTA mt. friend friend adopted brother friend	Colleagues Family members
N. B. (16-year-old boy)	my younger brother my older brother	mate mate mate mate	mates
Sz. M. (19-year-old girl)	My boyfriend caregiver	Relatives Friends You (group)	Caregivers, who I hate (-)
A. E. (17-year-old girl)	My older sister My older brother roommate K. N. (16-year-old girl)roommate Sz. M. (19-year-old girl)group mate K. T. (17-year-old boy)-group mate B. K. (19-year-old girl)-room mate Mom (†) ↔ (she put an arrow next to her)	Aunt(†) Dad (†) Co-group leader-group foster father friend Boy Authentic helper-group Group leader-group Facilitator 1-group	My grandmother My foster mother Colleagues from ÁGOTA
Group leader	Grandmother (†) friend Co-group leader-friend friend child child friends	Mom (†) Dad (†) pupil Colleagues from Pedagogical Program colleague friend	ÁGOTÁSOK
B. K. (19-year-old girl)	A. E. (17-year-old girl)-roommate roommate→ K. N. (16-year-old girl) roommate girlfriend <del>Mother</del> (crossed down)	Boy Authentic helper-friend Dad ← girlfriend friend The group	Godfather (-) Heni (-) Negative man from the village. <del>Great-grandmother</del>
H. B. (16-year-old boy)	Dad Mom My older brother My little brother Grandpa Granny (he does not talk about them)	Group leader-group Facilitator 1- group A. E. (17-year-old girl) group friend (group) friend	Caregivers (-)
K. T. (17-year-old boy)	Mom Brother friend	A caregiver. girlfriend mates	mates 4. circle: All the group members and a colleague from ÁGOTA

### Relationship get-give

The children did not feel like writing so we collected to a paper all the thoughts connecting to the topic, the Co-group leader wrote them down. what do we give and get in a relationship?

<b>I get (expectations)</b>	<b>I give</b>
- Pretty, nice	- Trust
- Hygienic, well-groomed	- Loyalty
- Choosey	- Sincerety
- Understanding	- Domesticity
- Polite	- Openness
- Domesticated	- Attention
- Masculine/Feminine	- Spiritual security
- Humanity	- Protection
- Support me	- Romance
- Do not be cocky	- Honesty
- Faithful	- Caring
- Reliable	- Understanding
- To be able to love	- Patience
- Honest	- Good mood
- Fair	- Common programs
- Busy	- Gift
- Family-centred	- Togetherness
- Love children	- Listening
- Do not be ordinary	- Secrecy
- Firm	- Family
- Dutiful	- Respect
- Protect me	- Diversity
- Be open for me	-
- Caring	-

### Screening film with assessment

#### **The Basketball Diaries**

The children were interested in the topic very much. Many of them were involved in drug using. They only used light drugs.

### Closing the weekend

Strengthening poster:

Compared to the fact that many of our children have problems with writing, they wrote surprisingly well formulated, whole sentences. There were children, who wrote quotation. Everyone was reading their own poster with pleasure. They tried to figure out who could have written it. Everyone put it away and took their own strengthening with themselves.

## Anonimised report extract

VIII. group/ 2. occasion

2008.

### INTERPERSONAL RELATIONSHIPS

Personal frames:

Group leader

*Facilitator 1*

*Facilitator 2*

*Boy Authentic helper*

After the arrival of the children:

#### Ball Practice

This game reaped success in the group. They did the practice in a very short time. During the feedback of feelings we got round to talk about how important paying attention to each other is. Since during the practice N. Cs. (18-year-old girl) and Z. M. (17-year-old girl) were underplayed, though they wanted to represent their interests.

#### Spider-web

During the game I considered it serious that those ones who would like, can tell and show their relationship web. Before the feedback Z. M. (17-year-old girl) and R. A. (20-year-old girl) rumpled their diagrams. They said that was not real because those persons who had written on it were not real friends. Many of them said that the inner circle was important for them and at least they could rely on them. They try to maintain this good relationship. Most of them wrote only a very few people in the inner line. Several people mentioned that they have not ranked their relationships so far, and they mentioned themselves that how important it was to rank all this.

#### Relationship game – Our island

On the scene (an island) of our imaginary trip chosen by the group, we had to choose a figure form to whom we would have become on this island. After this we had to find a place which was appropriate for everyone.

<b>Who</b>	<b>What</b>	<b>Why</b>	<b>Relation</b>	<b>Feedback</b>	<b>Mimicry</b>
L. L. (15-year-old girl)	Owl	Because it is clever and wise in the tale too. (It was hard for them to accept) Because of the hoot and the food.	She did not feel good. I am not patient, I was bored with the game. I did not want to get closer. One half of the island is completely empty. (She accepted it at the half of the circle, when the others called her in).	The bad thing was that many of them had an argument. (We managed to make her understand with helping questions that we can achieve our goals with cultured arguments.)	She was constantly strained. There was constant eye.
G. Zs. (15-year-old boy)	Penguin	I like the penguin. It is cute how it goes.	He acted upon the group again. Because of the group's impact he turned the penguin inward and so he got closer to them. She liked this very much that the group called him in.	I did not like the game, I was bored.	He hid himself behind a mask. He went after the others' behaviour.
Z. M. (17-year-old girl)	Cascade	I like swimming, it is nice and I can be on the land too.	After her settlement she wanted to change, but she stayed because of Csilla. This conflict lasted for a while then it was solved.	She was that person, who dared to say her subjective opinion in the group, and she brought her whole day experience during feedback. She was standing opposite the small island then she got near the spring and after the conflict she got next to D. R. (20-year-old girl).	

				Everything was written on her face. She was very active in the beginning of the game, then she went down because of the conflict.	
F. P. (17-year-old boy)	Bear (bear cub)	Because they are very cute and they do not hurt anyone.	He moved immediately next to the albatross. In conflict situation first he made the albatross quiet, (Csilla's girlfriend) then he was standing for her in every situation and the bear was the guardian angel. He was there all the time.	He did not like that the albatross was hurt. He enjoyed the game.	He paid attention until the end. He was not strained and he liked the cub.
R. A. (20-year-old girl)	Dolphin	Because it is her favourite animal and it likes swimming.	Maximal help giving, she had the closest relationship with the hummingbird. It could bring in the forest dwellers to the island on her back.	It was strange for me that many of them argued, I think the group leader generated the conflict, she extremely oversaw the situations.	She was very active and during the game she sat down on the floor and she was watching the events from there.
J. R. (16-year-old girl)	Sun	It always shines and it gives nice light.	She put the Sun in the middle of the island and everybody liked that she illuminated the island.	The game was strange for me but I could identify with the sun. There was not a parallel between the role and my own life.	She got tired during the game, she listened to the events enquiringly.
P. K. (23-year-old girl)	Guardian angel without face	I would have liked to protect and help everyone. (mock of self-sacrifice)	She had relationship with the castle. She put her figure on the top of the castle and she moved on with it. She can see everything from here.	The game was very interesting for me. The parallel is that I want to help everyone in the reality too.	Active presence.
K. B. (18-year-old boy)	White tiger with blue eyes.	He likes animals.	He wanted to be situated next to the owl by all means. He moved with it together.	He is closely liked with L. L. (15-year-old girl) in the present too. We recognised close relationship between the present and the game. He did not say it. The game was interesting for me.	Active presence during the game.
C. M. (17-year-old boy)	Humming bird	The smallest animal, it can hide and fly among the islands.	During the preparing of the island he drew a small island for himself where he could stand away. He let only through Sz. that someone fly through or that the islanders visit him.	I was o.k., the island was mine.	Shared attention.
Co-group leader	spring	I can give food to the islanders.	He connected to almost every islander and he had remark.	The parallel in my life is that I like to be a support to people.	Active presence.
Boy Authentic helper	Castle	It is the embodiment of the power and the protection.	He connected to almost every islander and he had remark.	The parallel is the power and giving security.	Active participation.
Group leader	Lion	It is the embodiment of the leader.	He connected to almost every islander and he had remark.	The parallel is the leading ability and the protection.	Active leading during the whole game.
Girl Co-group leader	Albatross	It is the embodiment of freedom, bridging the distance with the help of wings.	He connected to almost every islander and he had remark.	I see the parallel fully in taking the freedom and distance.	Active presence.

### **6.3 Difficult life events**

Anonimised report extract-extract to the support  
of DIFFICULT LIFE EVENTS basic pillar



## 6.3 Difficult life events

Anonimised report extract to the pillar of DIFFICULT LIFE EVENTS

I. group/3. occasion

2006.

### TRAUMA PROCESSING, PROCESSING DIFFICULT LIFE EVENTS

Personal frames:

Group leader

Cp-group leader

Facilitator

Authentic helpers

Arrival of the children

#### Arriving circle

What happened with everyone

One of the group members got out of the children's home. She had tiffs with one of the caregivers. The situation had become untenable, so she got into the street. She is staying at one of her friends at the moment. Nevertheless, she intends to continue to remain the member of the group, therefore she is willing to sacrifice as a private man to continue to be the member of the group.

2006-day 2

#### Practice which helps to solve problems

We divided the group to 3 small groups. To share a chosen problem in the small group.

Share in big group then to choose the problem which the group members would like to deal with. The numbers in brackets indicate the votes.

<u>1. group</u>	<u>2. group</u>	<u>3. group</u>
<ul style="list-style-type: none"> <li>• B. I. (19-year-old boy): <b>To meet with father.</b> (to meet my father for the first time after 6 years)- <u>9 votes</u></li> <li>• K. I. (17-year-old girl) <b>Greedy</b> (dad said that they take advantage of me, and that my brother always comes to ask money. He takes advantage of me.) <u>5 votes</u></li> <li>• N. Z. (17-year-old girl) <b>Jest</b> (She and her peers tried to joke) <u>0 votes</u></li> <li>• Facilitator: <b>Maniac</b> (his neighbour makes him mad.) <u>4 votes</u></li> </ul>	<ul style="list-style-type: none"> <li>• N. M. (15-year-old girl): <b>Getting out</b> (she will soon get to foster parents. There is a housekeeper who keeps picking on her and she tries to influence her emotionally.) <u>10 votes</u></li> <li>• K. M. (20-year-old boy): <b>Injustice</b> (Hard feeling because of the injustice of the circumstances of getting out.) <u>7 votes</u></li> <li>• C. S. (15-year-old girl): <b>Separation from each other</b> (the caregivers do not look kindly her love, they want to separate them) <u>8 votes</u></li> <li>• Girl Authentic helper: <b>Taking advantage</b> (her classmate takes advantage of her in everything) <u>5 votes</u></li> </ul>	<ul style="list-style-type: none"> <li>• L. É. (17-year-old girl): <b>Change</b> (to change the relationship with her foster father) <u>6 votes</u></li> <li>• V. B. (22-year-old girl): <b>Fear</b> (She is afraid of her brother who is a computer addict that he is able to assault and batter as well, if someone speaks to him while playing.) <u>11 votes</u></li> <li>• Boy Authentic helper: <b>Marriage</b> (he wanted to marry his partner in life but his "mother-in-law" prevented him to do that because she said that would be only marriage of convenience because she thinks that he is only a fink gypsy, who came from the "ghetto".) <u>9 votes</u></li> <li>• Co-group leader: <b>The step father</b> (his mother has a partner in life who he could not accept because he is alcoholic and does not work.) <u>9 votes</u></li> </ul>

### Empathy circle

The group members could ask from V. B. (22-year-old girl), by doing so they collected information and they received help to the in-positioning. In a darkened room the group members made such a close circle that the armrests of the chairs touched each other. After tuning in they imagined themselves as V. B.'s (22-year-old girl) brother. V. B. (22-year-old girl) was a quiet observer in the circle, she could not say a word or could not respond

Comments – as V. B.'s (22-year-old girl)brother:

Why don't they finally leave me alone to play the computer. This is the only thing which understands me.
I should buy a new mouse...
No one understands me.
Anyway I feel sorry for my sister that she would like to be with me so much...but I do not want to have a conversation.
I do not care about anyone or anything. I want to be alone with my computer.
I love my younger sister
I want to retire from the world.
Maybe I should ask for help because it is not normal like this. My poor sister is just circling around me, and she just makes me angry. I am afraid that I will hit her.
I love my sister.
I should ask for help. My addiction toward computers is stronger than anything else.
I need my sister. She would need me too.
Life and the existence in the children's home is terrible and painful, Than it is better not to think and interrupt every connection with people. Then at least disappointment will not reach me.
I want to get out of the ghetto with my sister. I do not want to lose her. I love her, But I cannot control myself at the moment.

**Feedback:** V. B. (22-year-old girl) could hardly say a word. An entirely different perspective was revealed before her, and the group terminated her biggest fear: that her brother does not love her. Now she knows again that he does. It is also easier for her to see that her brother is also looking for love and care just like her. She got strength for perseverance in relation with her brother. She owed very much that the group members were so kind and helped her so much.

### Controlled talk

For this weekend the homework was to formulate or draw a thing which was a very hard life event for them. Many of the group members drew or formulated how they got into the institute. Or the series of events before getting into state care. We usually discuss "the homework" before the night of arrival, but this task arose great anxieties in the group members. During the sharing they listened to each other with attention and empathy. After sharing there were often handshakes and sympathetic glances. After everyone revived these difficult situations, the group leader and the members of the professional team strengthened the group members with their comments. The role of the authentic helpers was especially important, since they were standing as living sample givers in front of the group. The same important was the role of the team members who were brought up in 2 families, since it is important for the group members to know that the difficult life events are not characteristics of living in state care.

Somewhere there is a person for me

Despite of our difficult life events –somewhere there is a person who helps(ed) us through our difficulties  
Strengthening practice

NAME	CHOSEN PERSON	REALITY RELATIONS	FEEDBACK OF FEELINGS
L. É. (17-year-old girl)	girlfriend	...a girl who I have known for 13 years. She is kind, helpful and I can always count on her.	It was good to recall her.
K. I. (17 -year-old girl)	Imagined love partner	I would really like to have a partner who gives me security. Who protects me from everything, because he is strong and honest and who never leaves me.	That would be very good if I found that partner. The game was very good.
B. I. (19-year-old boy)	my former caregiver and his wife	They are helpful, I can go to them anytime. I can discuss everything with them. They give me support.	It is a good feeling that they exist. I felt good.
K. M. (20-year-old boy)	my love	I am in love. I would like to live my life with her.	It was good. I totally imagined the future with my love.
N. Z. (17-year-old boy)	the singing-master	She was a caregiver in the children's home. I can discuss everything with her. She is kind and discreet.	It is good to know that there is somebody, who I can talk about everything with, and she cares what is up with me.
N. M. (15-year-old girl)	Foster mother	They will take me and my little sister out of the children's home. We have known each other for 3 years, they helped me a lot. I trust in them. They are sincere and honest.	It was very good to utter that I do trust my foster parents. The game was good.
V. B. (22-year-old girl)	the girlfriend	I can discuss everything with her, she laughs a lot. she always laughs.	I felt good. It cheered me up that this girlfriend, who always laughs came into my mind.
Boy Authentic helper	Former caregiver, who became my godmother	After the disappointment of my life this dame helped me stand on my feet and to find work and security.	It was a good feeling again to recall that there was someone who wore my destiny on her heart.
Co-group leader	Dad	He gave me security, he helped me find my way in the world. He taught me to be strong-minded and fair. Although, he is not with me anymore- his teaching is.	I like talking about dad who misses me very much and I can owe everything to him. I felt very good.
Facilitator	my younger brother	We have started to move toward each other and rely on each other not for a long time. Trust developed between us.	I uttered the first time what I feel about my younger brother. It was very good to make it aware. Thank you for the game.
C. S. (15-year-old girl)	my love	I am in love. I want to live my life with him.	I felt good.
Group leader	Daddy	He is the person, who knows how to treat me. He is a correct, straight, tough and wise man to whom I can always turn with anything.	It is always a good feeling if I think about daddy. I felt good in the game.

### Closing and assessment

The tensions coming from the difficulties of their talks dissolved well in the group members. They behaved in a relaxed strengthened much calmer way. The group cohesion is strong. they support and help each other outside the occasions as well. We can experience a constant and steady improvement. They are really looking forward to next occasion too.

II. group/3. occasion

2006.

## TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

Personal frames:

*Group leader*

*Co-group leader*

*2 Authentic helper*

The professional team arrived to the residential home in the morning.

### Sharing our positive/negative experiences in connection with our difficult life events

Name	Negative	Reality relations	Positive	Feedback of feelings
R. M. (17-year-old boy)	The death of my partner in state care.	I deal with it a lot.	I found good partners.	I felt good, I have not dared to talk about the death of my peer so far.
C. Zs. (15-year-old boy)	I got into institute.		School results.	It was good
Boy Authentic helper	The caregiver beat me in the institute in such way that my head was broken		I have a family.	It was good and finally I have a family.
Co-group leader	We always fought in the institute.		I passed my school leaving exam	I am proud of myself. It was good.
K. B. (18-year-old girl)	I was afraid that I would be fired from the institute.		I have a very good relationship with my girlfriend.	I felt good during the game.
O. B. (17-year-old boy)	I cannot go home.		We had a very great party on the beach with friends.	It was good.
S. D. (18-year-old boy)	I got away from house number eight.		I also played good on the beach with friends.	It was good, but it would be still good to get back.
R. S. (17-year-old boy)	The death of my partner in state care. (I saw it)		I was afraid of getting in, but I was surprised.	I feel sorry fro my dead partner.
Group leader	When I could not stay with my parents.		When we could catch up with our peers so that the big ones could not hurt us.	
K. R. (22-year-old girl)	The bad relationship with my foster father.		I work in the printing house, my school leaving exam was successful.	I felt good during the game.
S. D. (26-year-old girl)	The conflict with my family.		I was engaged.	It was good.

### Strengthening game

The group members' task was to think in the present. In the circle everyone could say what makes them afraid. The group members gave one-one positive strengthening.

<b>Name</b>	<b>Fear</b>
O. B. (17- year-old boy)	The absence of my family
K. R. (22 - year-old girl)	My future
S. D. (26- year-old girl)	Family: whether I will be a good mother or not.
R. S. (17- year-old boy)	Compliance with myself, I would not like to be a father, I would not like to be alcoholic.
S. D. (18- year-old boy)	I am afraid of myself. I will not be able to stand on my feet in life.
C. Zs. (15- year-old boy)	I am afraid of dark.
K. B. (18- year-old girl)	I am afraid of getting out of the children's home.
Co-group leader	I am afraid of the test on Monday.
Boy Authentic helper	I am afraid of the future.

### Screening film with assessment.

Screening and assessment of the movie, Forrest Gump- the group members liked it, many of them have already seen it, but the evaluation proved to be the most useful, during which we were able to shed light on many obscure details. Several of them did not always understand the film.

Anonimised minutes extract

III. group/3. occasion

2006.

Personal frames:

*Group leader*

*Co-group leader*

*Authentic helper*

*Facilitator*

Spider-web game – outline the system of relationship

<u>NAME</u>	<u>INNER LINE</u> (the one, who is the closest to him/her)	<u>MIDDLE LINE</u>	<u>OUTER LINE</u>	<u>Megjegyzés</u>
K. O. (13- year-old girl)	Mother, female friend, brothers and sisters, female friends	team members group members friends	Caregiver, work mates from ÁGOTA, female friends	Across the outer line: Dad, Grandma, Grandpa, Gyurcsány
B. K. (15- year-old boy)	Mom	Group mates, team members	Group mates, team member	
B. M. (13- year-old girl)	Dad, team mate, work mate from ÁGOTA	Her younger brothers, caregiver	her sibling, her love, her younger brother, female friend, Mom, dude	
F. Zs. (15- year-old girl)	her love, Grandpa, group mates, Mom, Dad	Group mates, caregiver	Team members, caregiver	She also drew a line there: group member
H. I. (15- year-old boy)	Grandma, Dudes	group members	Team members	He also drew an outer line there and wrote: mom, dad, sibling
N. L. (14- year-old boy)	Grandma, friends	Team members	group members	
K. Á. (13- year-old girl)	Grandma, team members, my cousin, dad, mom	female friends	group mates	
D. E. (13- year-old girl)	friends	My elder brother, Gabi, Mom	Group mates, friends	
R. A. (14- year-old girl)	caregivers	Caregiver, friends	Team members, friend	
Facilitator	family	friends		
Group leader	My husband, My sons	My parents, my siblings, former people from ÁGOTA	Boss, colleague, people from ÁGOTA, my students, my grandmother, my cousins	
Authentic helper	Grandma, Grandpa, Buster, his/her love, friends	School mates, friends	post-caregiver, my former caregiver	
L. Cs. (14- year-old girl)	team members	Brother	Mom, team members	
Co-group leader	family	friend		

## ON THE BUS STATION

To create, develop relationships in imagined scenes and in imagined roles, to experience and try out different behaviour patterns

<b>Name</b>	<b>Role</b>	<b>Meetings</b>	<b>Reality relations</b>	<b>Feedback of feelings</b>
Authentic helper	Information man	He gave food to the homeless people He discussed the problems with the cleaner He chatted with the ticket salesman	An information man sent me away and I wanted to be kind now.	He felt good, he was released.
N. L. (14- year-old boy)	Security guard	He wanted to send the “szoty” (sunflower seeds) salesman out He made order when the homeless people stole He hauled the alcoholics over the coals	I saw a tough security guard and I wanted to try out how it feels.	It disturbed me that I could not solve the situation.
B. K. (15- year-old boy)	Alcoholic	The cleaner rebuked him The security guard wanted to send him out. Others avoided him.	One of my male relative is often drunk.	I did not care about the whole thing.
R. A. (14- year-old girl)	Old woman	She chatted with her grandson. She bought from the “szoty” (sunflower seeds) salesman	When we came we saw an old woman with her grandson.	I played good.
K. O. (13- year-old girl)	25-year-old plaza cat	She stole from the “szoty” (sunflower seeds) salesman and when she almost precipitated, she gave it to the homeless ones and she made them get into trouble.	I would like to be like this	I felt good, I was glad that I mixed up things.
B. M. (13- year-old girl)	Homeless	He was begging from everyone. She got food from the information man. She was with another homeless all the time. She got food from the plaza cat for which she was accused of theft she almost fought with the security guard.	Just for fun.	I was angry to be accused.
Co-group leader	Homeless	He was begging from everyone. She got food from the information man. She was with another homeless all the time. She got food from the plaza cat. He protected his mate when he was accused.	I wanted to try out.	I was angry but I played good.
L. Cs. (14- year-old girl)	College girl	She bought food from the “szoty” (sunflower seeds) salesman. She discussed with the cleaner how big the dirt was there.	I would like to study.	I felt good.



K. Á. (13- year-old girl)	College girl	She went to the information desk and the ticket salesman to enquire. The inspector asked for her ticket but the others protected her that she had not been on the bus yet.	I see college girls on the bus.	I felt released and fine.
D. E. (13- year-old girl)	Grandchild of old woman	She translated to her deaf grandmother, when she wanted to talk with others. Homeless people were begging from them , but they did not give them anything.	When we came we saw an old woman with her grandson.	It was good to play.
H. I. (15- year-old boy)	Inspector	He asked the ticket from the college girl. He talked with the information man and the ticket salesman.	I was fined by an inspector and I wanted to fine too.	It hurt me a bit that I could not fine.
Facilitator	“Szotyí” (sunflower seeds) salesman	He tried to sell his goods for everyone. Plaza cat stole from him but he found his goods at the homeless, so he accused them.	He knows everyone and he can talk with everyone.	It was good, I played good.
F. Zs. (15- year-old girl)	Ticket saleswoman	She had good conversations with the information man The student bought monthly ticket from her. She gave food to the homeless.	I don’t know I wanted to chat.	I had a good fun of the trouble from outside.
Group leader	Cleaner	She talked with the information man and the ticket salesman. She praised the student and she complained her how big the dirt was there. She ran down the alcoholic, who made the waiting room dirty.	What it feels like for a cleaner who is always complaining.	It was good to play.

### Bunch of flowers

Every group member had to choose a symbol (flower), which represents them- what they are like or what they want to be like... After justification and the acceptance of the group they had to develop into the group symbol (bunch of flowers), in which everyone finds their place and feels good.

- K. Á. (13- year-old girl) = budding yellow rose, because it is so nice
- L. Cs. (14- year-old girl) = daffodils, because it is so small but special
- B. M. (13-year-old girl)= red rose. which is the flower of love
- Co-group leader = white rose, it is his favourite one
- H. I. (15- year-old boy)= orchid, because it is special and lasting
- K. O. (13-year-old girl) = gladioli, there is always one bunch of it
- R. A. (14- year-old girl) = blue rose because it is special
- Facilitator = poppies, it grows wild, natural and free
- N. L. (14- year-old boy) = white snowdrops, because it blooms first
- Authentic helper = white snowdrops, it is my favourite one too
- F. Zs. (15- year-old girl)= sunflowers it only open from the Sun
- B. K. (15- year-old boy) = yellow rose, no reason
- Group leader = freesia, because it is a cheerful spring flower

Anonimised minutes extract

IV. group/ 3. occasion

2007.

**TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS**

Personal frames:

*Group leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

Presenting the homework

On the previous occasion the group members got the task to think about their difficult life events and to present it to the group by freely chosen way of expression. Two of the group members shared it with the others.

B. E. (18-year-old girl): she wrote a composition, which was read by the Co-group leader for her request. After the reading, she answered the questions and she did not cry herself.. (Her love died in a car crash on Christmas day)

Sz. É. (16-year-old girl): she also wrote a composition, which she read by herself. (wandering from foster parent to foster parent because of the arguments and divorce of the parents)

Life map

We place the main determining points of our life in a coordinate system, classifying them as a range between -5 and 5.

Name	Main turning points		Feedback	Mimicry, gesticulation	
	Age	Scale			
B. E. (18- year-old girl)	• Childhood molestation	3-year-old	-5	It was hard to start to talk about it but it was a huge release to say it out finally. It is a strange but good feeling look through my life, because now she is moving upward on the scale. I control my fate.	At childhood period; stutter, blush, tears in her eyes
	• Home conditions, beaten by dad, the birth of her younger sister	6-7 -year-old	+2		
	• Loss of her love car crash	8-11-year-old	+5		
	• Getting into residential home	14 -year-old	-5		
	• New mates	16 -year-old	-3		
	• new love	17 -year-old	+2		
L. N. (17- year-old girl)	• Happy childhood	0-5	+5	It was good to talk about it and to see it as one	Calm, quiet, in the end smiling
	• School	6-7	+4		
	• Staring arguments of the parents	8-10	+3,5		
	• Continuous fights, beatings between mom and dad	11-12	+3,5→+1		
	• Getting into institution	13	-5		
	• Integration, school	14	-3		
• Calming down. decisions	15	0			

	<ul style="list-style-type: none"> <li>• Secondary school, love</li> </ul>	16-17	0→+4		
G. R. (18- year-old boy)	<ul style="list-style-type: none"> <li>• Brought up by her grandmother, happy period</li> </ul>	0-6	+4→+5	It was not easy to talk about this, but I knew I could do this here and now I have good feeling in me that I told it.	In the beginning he avoided eye contact, at the end of his granny there were tears in his eyes, he spoke with pain about the humiliations, but now he is over it.
	<ul style="list-style-type: none"> <li>• School (fooled him as Gipsy)</li> </ul>	6	+3		
	<ul style="list-style-type: none"> <li>• School years</li> </ul>	7-10	+4		
	<ul style="list-style-type: none"> <li>• Disease of granny then her heath</li> </ul>	10-13	+4→-5		
	<ul style="list-style-type: none"> <li>• Getting into institution</li> </ul>	13	-5		
	<ul style="list-style-type: none"> <li>• Years of integration, school studies, secondary school</li> </ul>	13-17	-5→+3		
T. T. (17- year-old boy)	<ul style="list-style-type: none"> <li>• Motorcycle period</li> </ul>	6-7	+5	It was hard to speak about it, I have never talked with anyone about it as a whole.	His voice was trembling, and he was speaking very softly. He was embarrassed too, and his face became red.
	<ul style="list-style-type: none"> <li>• Accident he got into bath chair</li> </ul>	8	-4		
	<ul style="list-style-type: none"> <li>• School+money fine</li> </ul>	9	-4		
	<ul style="list-style-type: none"> <li>• He broke his leg, lying chair</li> </ul>	10	-3		
	<ul style="list-style-type: none"> <li>• He stopped motor race</li> </ul>	11-12	-5		
	<ul style="list-style-type: none"> <li>• Getting into institution</li> </ul>	13	-5,5		
	<ul style="list-style-type: none"> <li>• Integration</li> </ul>	14	+4		
	<ul style="list-style-type: none"> <li>• ÁGOTA Camp</li> </ul>	17	+5		
	<ul style="list-style-type: none"> <li>• That he can be here in the program</li> </ul>	18	+5,5		
Co-group leader	<ul style="list-style-type: none"> <li>• Normal childhood</li> </ul>	0-9	+2→+3	It is a good feeling to look back, since I would not have thought it a few years ago that I could come out of the mourning. It is a good feeling that I did not give up, and the fighting is also good even if it is hard.	He was speaking calmly and softly.
	<ul style="list-style-type: none"> <li>• Moving</li> </ul>	9	+2		
	<ul style="list-style-type: none"> <li>• School integration, make himself accept, fight against discrimination</li> </ul>	9-14	+3→+4		
	<ul style="list-style-type: none"> <li>• Secondary grammar school</li> </ul>	14-18	+5		
	<ul style="list-style-type: none"> <li>• Disappointment in the family</li> </ul>	16	+2		
	<ul style="list-style-type: none"> <li>• Disease of dad and the death of him</li> </ul>	18-22	+4→-5		
	<ul style="list-style-type: none"> <li>• Grandfather's death</li> </ul>	20	-1		
	<ul style="list-style-type: none"> <li>• Years of mourning</li> </ul>	22-24	-5		
<ul style="list-style-type: none"> <li>• Death of my godfather</li> </ul>	24	-5			
P. L. (17- year-old boy)	<ul style="list-style-type: none"> <li>• Happy childhood</li> </ul>	0-7	+5	I have not talked with anyone about it yet, when I found my dead foster father. that was a bit bad, but	He was embarrassed but in the end he calmed down.
	<ul style="list-style-type: none"> <li>• Parents' alcoholism, fights</li> </ul>	7-14	+5→+1		
	<ul style="list-style-type: none"> <li>• Love</li> </ul>	14	+5		

	<ul style="list-style-type: none"> <li>institution</li> <li>• Successful integration</li> <li>• Hoboism, keeping contact with the family, finding foster father dead</li> <li>My present life</li> </ul>	15 16 16,5 17	+5→-2 -2→+1 -3 -3→1	it was good to talk about it..	
N. I. (18- year-old boy)	<ul style="list-style-type: none"> <li>• Kindergarten.(he got everything, he was loved by the kindergarten teachers)</li> <li>• Dad started to drink</li> <li>• Parents' divorce</li> <li>• Hoboism</li> <li>• Getting into institution</li> <li>• I continued my studies-profession</li> <li>• I started to get driving licence</li> </ul>	3-5 5-6 8-9 9-10 11-14 14- 17	+5 +4 +2 0 0→-3 -3→+1 +1→+5		
Facilitator	<ul style="list-style-type: none"> <li>• Birth, childhood</li> <li>• Kindergarten</li> <li>• School</li> <li>• Parents' divorce</li> <li>• Moving</li> <li>• Mother's new marriage</li> <li>• Active period with adolescent period</li> <li>• Real father's dead</li> <li>• Love</li> <li>• University, fifth year, ÁGOTA</li> <li>• Big breaks, changes</li> </ul>	0-5 5 6 8 9 10 10-12 15 16 16- 16-	+5 -3 +5 -3 -4 -5 -5→+5 -5,5 +4 +4→+5 +4→-5	It was good to talk about it.	calm
Sz. É. (16-year-old girl)	<ul style="list-style-type: none"> <li>• Family relationships, dad drank, he hurt mom</li> <li>• Divorce, separation of family</li> <li>• She got to foster parents</li> <li>• back to institute, they were only taken out because of money</li> <li>• other foster parents</li> </ul>	5-7 8 9 10 13 15	-2 -5 +1 0 +1 +3		

	<ul style="list-style-type: none"> <li>• getting into residential home</li> </ul>				
Boy Authentic helper	<ul style="list-style-type: none"> <li>• Infant home</li> <li>• getting into residential home</li> <li>• years of children's home-defencelessness, beatings, queers</li> <li>• getting out, drift</li> <li>• Hungarian Defence Force-military service, then professional soldier.</li> <li>• Independent living, commissioner job</li> </ul>	<p>4-9</p> <p>9-10</p> <p>10- 18</p> <p>18-21</p> <p>21- 25</p> <p>25</p>	<p>0→+2</p> <p>2→0</p> <p>0→-5</p> <p>-5</p> <p>-5→+3</p> <p>+3,5</p>	I like to talk about this, because I think that you do not need to be disappointed, if someone lives in state care, but you can stand up, if there is perseverance and will and if we do not afraid to face our destiny.	calm
Group leader	<ul style="list-style-type: none"> <li>• Infant home</li> <li>• children's home</li> <li>• Foster parents</li> <li>• Getting to the foster parents</li> <li>• University years</li> <li>• ÁGOTA</li> </ul>	<p>0-3</p> <p>3-9</p> <p>9</p> <p>11→</p> <p>18-23</p> <p>23→</p>	<p>0→-1</p> <p>-1</p> <p>0</p> <p>1</p> <p>1</p> <p>1,5</p>	I demonstrated my life events with the feelings accompanied it, from the hopelessness to the desire to do something.	Calm

Brain storming- What kind of difficult life events usually characterise the youngsters living in state care?

**(2 small groups)-> big group**

- Divorce of the parents
- Death
- Getting into institution
- Humiliations
- School failures
- To accept that his/her family throw him/her away
- Gipsy -ing
- Disappointment
- loss of trust
- Disdaining
- Beatings
- Queering
- Being without love
- Bad family life
- Molestation
- alcohol

Practice which helps solving problems

**Sharing of own experience in small group    Presenting in big group, Voting Empathy circle**

(It was important that there should be such difficult life event which moves the group member, and it has not been closed yet, no result of it, and it is connected to a certain person.)

NAME	SHARING	Voice
B. E. (18- year-old girl)	Conflict in the residential home with one of the boys, who continuously “makes her a queer” and he thinks that he can do everything.	9
L. N. (17- year-old girl)	Disappointment in a friend, whom she thought that they are equally important for each other, but it turned out that they are not.	5
G. R. (18- year-old boy)	He is going to get back to the children’s home, where he had to leave because he did not get along with one of the caregivers. He was libelled. One of the children kept provoking with him, and he tried to dump on him where he could.	10
T. T. (17- year-old boy)	The director likes gipsies very much. Gipsy students can do anything he always protects them.	10
Co-group leader	Disappointment in a friend. He did not directly hurt him but his loved ones.	9
P. L. (17- year-old boy)	The relationship with his own mother. She drinks, and lets herself go. He does not know what to do with her. He would like to make the relationship better, but he also has anger in him for the reason she left him.	9
N. I. (18- year-old boy)	Love disappointment	6
Facilitator	Relationship with mom	5
Sz. É. (16- year-old girl)	The caregiver speaks badly with her, even if she does not do anything bad.	<u>11</u>
Boy Authentic helper	Conflict at work	8

**Practice:**

1. to have detailed knowledge of the story and the persons, from Sz. É.’s (16-year-old girl) telling. The other person of the story is a caregiver (we make mention of the appearance, marital status, everything which can be known from the circumstances). Then we become familiar with the details of the difficult life event. (What happened, how often, history, what does Sz. É. (16-year-old girl) do in this case, what does the caregiver do, what are the circumstances). When everyone could imagine the caregiver and the situation and also the circumstances, then making a closed circle of the chairs everyone tried to walk in the caregiver’s shoes- except for Sz. É. (16-year-old girl), the problem bringer. She was also the part of the circle, but only as a listener, she could not say a word during the whole process, and she could not try to walk in the caregiver’s shoes, but stayed on her own
2. Remained silent, everyone walked in the shoes of the caregiver and the following comments sounded from the group members as caregivers:
  - I am very lonely. I work among children, but I cannot treat them. I need help.
  - This girl reminds myself, that is why I hurt her.
  - I spend all my rage on this poor girl. But I love this girl.
  - I have to fight this mistake in myself, because by doing so I always hurt the children.
  - I wish this girl came to me.
  - I am lonely
  - I know that I am rude
  - I have to ask for help
  - It is sure that she will not forgive me since I have hurt her so many times.

- I cannot take step, since I am the caregiver.
- Nothing is all right at home either, my whole life is at the top of its head.
- I channel the problems from on the children. Poor them.
- She is already a big girl, I would trust her.
- This is my problem, I have to solve it. But I am so weak.
- I channel all my tenses on her.
- And she always comes and whatever I tell her she does it. this girl helps me a lot.
- I feel ashamed. Before her and before myself too.

The group leader gave possibility to Sz. É. (16-year-old girl) that if something hurts her, she can tell it bravely utter it. But she was crying a bit, she did not want to talk about it.

**Feedback:** (*what motivated us in our comments as a caregiver* )

- The child should be sometimes wiser, stronger and more generous.
- She should speak with the caregiver
- Have to try it many times
- Have to dare
- There is no one around the caregiver, she should count on him. (on Sz. É. (16-year-old girl))
- The caregiver projects all the bad feelings, so the situation is even worse because of this, so he blames himself again and feels ashamed. Maze circuit.

Here Sz. É. (16-year-old girl) had the possibility for feedback. She said with tears in her eyes that she had not thought about these viewpoints and she was very grateful and she would go to the caregiver to discuss these things with him.

Nile Crocodile

The islands were represented by newspaper which were put down 1 to 1.5 metres from each other, through which the group (with tied legs) had to get to the land which meant security for them. During tying we paid attention that those group members should be close to each other, who are not in such a close relationship. The point of the practice is that they could only get from 1 to 2 at a saunter, without being fallen to the prey of the crocodiles. First they tried to step without any touch, but then they dared to grab and embrace each other bravely, and they paid attention to every single group member. There was a very good mood.

Confidence cradle

A group member lied down to the middle with closed eyes, the other group members carefully lifted him from the ground and held him as high as they could.

Feedback: The braver ones felt safe, it was a very good feeling for them that the other took care of them so much. The holder – lifter group members felt their responsibility and this was very good that the group (as one) took care of the one who was lifted.

V. group/ 3. occasion

2007.

## TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

### Personal frames:

*Group leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

After the arrival of the team to the children's home

### Arriving circle

*K. P. (18- year-old boy):* He got many good grades at school, she was out at his older sister, where she could play with her baby cousin. They celebrated that he came of age, he got a lot of presents and he also brought a lot. He asked money from his family account. He bought himself branded clothes, and a watch. He is going to have the prom at school and he is waiting for it very much because his older sister is going to make him a big party. He is going to spend the Christmas at his sister to, he is waiting it very much.

*J. É. (18- year-old girl):* she does not like December, but she has been waiting for the occasion. She is sorry that her love will not be anymore. Otherwise everything is all right with her, school goes well too.

*F. K. (17- year-old girl):* She got a grade 1, but otherwise there is nothing special with her.

*P. T. (16-year-old boy):* He feels very ashamed because he got 5 little children to fight. He has not have them dismantled but laughed a good one at the whole thing. He really feels ashamed, he will not do such thing ever again. (Group: He should not really do this, since he also was a child once.)

*B. Gy. (17- year-old girl):* She was with her sisters during the whole week which was very good. She went up to her mother for 2 minutes which ended in quarrel again of course. Anyway apart from this she is fine and she has been waiting for us to come.

*L. S. (21- year-old boy):* He got a role in a rock opera, so for this reason he will not be able to come again. He feels sorry for this. (There was telephone appointment before with the group leader)

*G. Cs. (17- year-old girl):* Nothing happened, everything is all right.

*R. F. (16-year-old boy):* He organises the Santa Claus show as the president of the DÖK, they are preparing the packages. He is fine, school goes better too.

*K. J. (17-year-old boy):* He tried to act things "foolishly", but then he became serious. There is nothing special with him anyway, everything goes simply and nicely on their way. (School, life at home)

*D. L. (17- year-old girl):* Her boyfriend got a job, so they will not be able to meet so often that makes her sad. She is also very excited, because now first in her life she will have the Christmas with a real family. (At her boyfriend's family) 'It is so strange'

*Girl Authentic helper:* Exams will soon start, but everything goes well. she is fine, she was waiting very much to come to the group, and she thought a lot of them. Basically she does not like December, but she was waiting for it because of the group.

*Facilitator:* He is happy that we arrived in safe, and he was waiting for us to be here.

*Boy Authentic helper:* He had to move out from the institute, he steps out to the big letter Life...She is still afraid a bit, but he tries to be brave. He has a rented room, he got help to the moving as well, he found a job where he could start in December, and he managed to pass all his exams. He undertook a big job where he had to deliver 2000 pieces of phone books. It was very hard but he did it-, with help. He could not wait to put this trouble down and to be with the group.

*Group leader:* his godson was 3 years old, and they celebrated this, and it was very good. He became sick, and he could not go to his workplace, and he suffered from this very much, anyway he does not like to be ill. He was really trying to recover from it. He was on a 9-year high school class meeting, where many of his classmates gathered together and that was really good. He thought a lot of the group and he is glad that he is finally here.



Brain storming: What kind of difficult life events usually describe the life of people living in state care?

- ⊗ Getting into institution
- ⊗ Loss of a close relative
- ⊗ Loneliness, I do not have anyone
- ⊗ Loss of a friend (loss of trust)
- ⊗ Life without family
- ⊗ Constant disparagement: I will never get anything out of me
- ⊗ They take our faith
- ⊗ „prison” feeling. (We cannot do anything of joy.)
- ⊗ They always rebuke us for everything, nothing is ever good.
- ⊗ They cannot treat us

After collecting these a conversation was started about the “institute” life-feeling, about the attitude of the caregivers, the wound which thought to be forgiven, and about the relationship without general faith and love which usually developed between the caregiver and the child. During the controlled talk the caregiver’s situation and feelings often appeared. In discussing own wounds, the own roles and behaviours were discovered.

Practice which helps in problem solving

Problem-see in small group, actual difficult life events.

Occurring problems:

I. group	II. group	III. group
<p><b><u>Attempt 0 votes</u></b> New caregivers’ scarcity of initial enthusiasm</p> <p><b><u>Barriers 10 votes</u></b> He could not go to his brother, who has just come back from Ireland, despite the guardian always says to keep contact with the family.</p> <p><b><u>Generalisation 9 votes</u></b> The caregivers continuously pick on him so that he should not keep contact with his family, because they come and visit him only for money, and he should remember from where and how he got to the institute.</p> <p><b><u>Hypocrite 11 votes</u></b> When he was a child his slippers were torn, and he went in to ask for another one. The caregiver did everything nicely and well before the deputy but he slewed him in the storage with high-heeled shoes, key and hands...</p> <p><b><u>Racism 8 votes</u></b> At school a teacher bundled off only them from the smoking area. The teacher is known to hate gipsies.</p>	<p><b><u>The child’s abuse</u></b> Thing got organised. One of the children abused with his trust and stayed out longer than he had let him. The boys organised it. The girl acted it out like she was brought up stifling. After the common caregiver discussion the girl apologised him.</p> <p><b><u>The disdain 11 votes</u></b> The caregiver argued with everyone and he was passing right there. The caregiver told him that he would never be anyone since he had a tattoo.</p> <p><b><u>Brutality of caregivers 6 votes</u></b> Afternoon program: We have to go to the pitch and we have to be there. We cannot do anything. They found out: they build a bunker, and they broke down branches for this. The caregiver made them take the balls inside and he beat them in the storehouse. Of course with a wand.</p> <p><b><u>Awareness</u></b> 0, because it not happened with him. Some bigger kids beat the smaller ones frequently. The caregiver does not say anything, moreover if the small one goes to him to tell it, he/she even gets a slap.</p> <p><b><u>Defamation 4 votes</u></b> A pair of trousers disappeared from the area and he was blamed that he had stolen it. When the trousers were found and turned out that he had nothing to do with it, then no one apologised him for the blaming.</p>	<p><b><u>Nightmare 11 votes</u></b> When he was a child (2-3. class) he had to go to the toilet, and he stood out from the school line to ask the teacher to let him out. It is not that he did not let him out, but he also threw a key to his head and his head started to bleed. the caregiver did not care about this either.</p> <p><b><u>The canteen 0 it is already all right</u></b> They had to sit in the canteen with their hands in the back, and he ate the cookie earlier than he should have. As a result the caregiver beat him, but his brother stood up for him and did not let the caregiver beat him further.</p> <p><b><u>They made me cry 10 votes</u></b> The caregiver and the “gyeris” children, who know where I came from, how poor we were, the keep striking back with this, they remind me of this. they hit me where they should not have.</p> <p><b><u>Betrayal 10 votes</u></b> The caregiver who he trusted told all of his things to the other caregivers.</p> <p><b><u>Fight for our right 10 votes</u></b> The caregiver disdained him. But he was persistent and kept telling him that he would have such a good job and such an organised and nice life.</p>

Based on the voting D. L. (17-year-old girl) and K. J.'s (17-year-old boy) problem came to the foreground. D. L. would not have liked if we dealt with his problem, and many of them indicated that such kind of problems do not appeal to them anymore- however almost all of them went through similar problems like that.

So we decided that we are going to deal with K. J.'s (17-year-old boy) - Disdain- problem, which could be everyone's own problem too.

We have to deal with organising and creating of our own behaviour and conflicts. We also agreed in this.

### ROLE PLAY

We recalled the commonly chosen situation asking for K. J.'s (17- year-old boy) help in a thoroughly and detailed way, and we also made him formulate his feelings. After selection we asked K. J. (17- year-old boy) to describe the problem, and that he should try to present the problem in a more detailed and more nuanced way t. The group helped the talk with questions.

The most difficult problem was that he did not know what to do with these kind of situations, he did not know how to behave or react. So far, there were always conflicts from these events. He does not know how to behave.

The biggest problem that in these situations he cannot do anything, he only gets angry, strikes back, talks badly, by which he only does even bigger trouble, and gets into even worse situation. The other group members nodded eagerly too, that they had exactly the same problem.

We arranged the room, that K. J. (17- year-old boy) was sitting on a chair in the middle, behind him there were 2 group members, the Facilitator and Boy Authentic helper as "bodyguards". The task was that for the caregiver's pickings he should be able to react calmly. The caregiver was personified by the girl Authentic helper. The bodyguards' task was to speak to the caregiver on behalf of K.J. with their hands on his shoulder if they feel that K.j. freezes.

In this situation when Girl Authentic helper played the role of the educator, K. J. could not say anything, he just hung his head. The "bodyguards" spoke instead of him 1x-1x, however, there was no solution, the bad feeling remained.

STOP: what was the situation here, why was not there a way out, how does K. J. (17- year-old boy) feel, how do the bodyguards and the Girl Authentic helper as a caregiver feel. (K. J. (17- year-old boy): the ill-feeling that bitters his everyday life, it is in him, he does not do what to do. Girl Authentic helper felt very badly in her skin, because he did not want to be the caregiver. She emphasised in the "bodyguards" and in the "caregiver" that they were not in their roles anymore. (She took them out of their roles) Then the group leader offered the group members the possibility to take the roles- except for K. J.'s (17- year-old boy) role. Then the roles were modified: (nobody wanted to be the educator!)

STOP: P. T. (16- year-old boy) made a joke of it, Girl Authentic helper asked the help of the caregiver, as a result the caregiver could not keep on picking on her → *1. possible solution alternative*. From sharing of feelings: K. J. (17- year-old boy), although he was not the one who spoke again, but he was thinking of it and he felt better. He emphasised in the "bodyguards" and in the "caregiver" too that they were not in their roles anymore. (He took them out of their roles)

Another possibility to take roles, which was the following:

Girl Authentic helper's role was taken by J. É. (18- year-old girl), but she could not say a word. K. J. (17- year-old boy) spoke 2 times, but it was always a source of conflict. D. L. (17- year-old girl) asked funnily , what kind of problem the caregiver had with her, and why they did not laugh at it together instead. It was a dangerous water, a sense of humour is also needed for it, so we accepted it as a half solution. Feedback of feelings from everyone (in impulses), He emphasised in the "bodyguards" and in the "caregiver" too that they were not in their roles anymore (He took them out of their roles), the he offered another change of roles, in which we bring the good caregiver example too. In the following way:

The Facilitator brought a chair, he did not treat the sitting person from above. He asked what was the situation with him, what he thought what would be with him if he do not go to school and only collects tattoos, which are the negative subject of people's perception. K. J. (17- year-old boy) started **to talk** with the "caregiver", listening carefully to his words.

STOP: the children were applauded, K. J. (17- year-old boy) also had a great time. However we could agree, that, although, it was a good feeling to see that it can be in this way, but we cannot expect the caregivers to behave exemplary. And we are also involved in how the adult-child relationship develops. After on e impulse of feedback of feelings he emphasised in the “bodyguards” and in the “caregiver” too that they were not in their roles anymore (he took them out of their roles), another possibility of taking roles, specifically seeking **a non-conflict generating, initiative conversation, open behaviour.**

After seeing the good caregiver example K. P. (18- year-old boy) dared to take the role of the caregiver (!), K. J. (17- year-old boy) answered 2 and 3 times that there was no conflict of it anymore. On the top of it, when he added this request to his third comment:

„ Please, help me to find the right way in these things!”

STOP: the children found this a very good question, and “the caregiver” also relented. They applauded themselves, the Group leader emphasised in the “bodyguards” and in the “caregiver” too that they were not in their roles anymore (he took them out of their roles), he asked K. J. (17- year-old boy) what were his feelings then, and he took him out of his role too. When this happened, leaving “the stage” we organised back to the usual group situation, in circle and:

### **FEEDBACK:**

K. J. (17- year-old boy): it was bad to experience the same feeling, but the more we did the scene, the smaller was the wrong feeling. In the end it was good that there was not a bad feeling, and he did not feel him disdained. He notices it.

According to the participant players telling: It was good; it was strange; it was hard to be caregiver.

**According to the viewer participants’ telling: It was good to watch and it turned out , that if I am not cocky then it is possible that the caregiver will talk with me and help me. It is not sure that it will be successful. It is hard to initiate and open.**

It was strange to think about the role of the caregiver.

### **Conclusion:**

- maybe we should take the caregiver’s feelings into consideration more often. ...
- the caregiver is also human
- maybe, he/she has problems too
- the one does not care about me, it is not sure that he disdains me
- if I am more open, I could get help too
- to speak with paying attention and respectfully

Summarising: they enjoyed the practice, they are still thinking about it. They do not know if there would be result or not. It was instructive.

### Hot chair

The essence of this game, that they put out an empty chair, on which anyone can sit. If he/she sits on it, then he/she can decides to ask for a task or answer questions. He/she can only answer honestly to the questions. They can ask such things from each other which otherwise they would not dare to ask.

P. T. (16-year-old boy):

He asked for a task and he got one: During lunch he had to put the food to everyone’s tray and at the same time he had to make conversation nicely with the cook. He did it very cleverly.

K. P. (18 -year-old boy):

1. What does he think, does he have fear from being aggressive in the outside life?
2. what kind of family would he like?
3. How does he imagine his life?

Group leader:

1. What does it mean to him to deal with people living in state care, why does he deal with G.-s?
2. What would he like within 10 years?
3. Why did he come here?

Boy Authentic helper:

1. why did he become ÁGOTA employee?
2. what would he like from life?
3. how does he feel in ÁGOTA?

R. F. (16 -year-old boy):

1. has he ever been in love?
2. what was the first love like? (pass)
3. was the first love a real one? e?

Girl Authentic helper:

1. what kind of characteristics does he consider the most important in life?
2. why pink is her favourite colour?
3. how does she imagine her life?

B. Gy. (17- year-old girl):

1. why is she so helpful?
2. is there anyone who can help her and how does she experience this?
3. what would she like to do after school?

K. J. (17 -year-old boy):

1. how does he imagine the real partner from inside and outside?
2. what kind of person would he like to be after getting out from the ghetto?
3. what kind of family would he like?

G. Cs. (17- year-old girl):

1. why is he so quiet and speechless, why doesn't she accept if someone is approaching to her?
2. Who is the closest to her?
3. what was the first like?- pass

D. L. (17- year-old girl):

1. Is her present love the real one?
2. What is her biggest fear? Pass
3. what is her biggest fear, if there is any?

Facilitator:

1. why did he become a caregiver?
2. does he have a conflict at his workplace because of child centeredness?
3. how did he get to ÁGOTA?

F. K. (17- year-old girl):

1. Is her present love the real one?
2. what is her expectation in a relationship?
3. how does she experience this?

J. É. (18- year-old girl):

1. Is her present love the real one?
2. What would she like to do in 5 years
3. What is she going to do after getting out?

### “Calm him/her down” non-verbal strengthening practice

*The task:* a blindfolded group member sits in the middle of the circle. The group leader told, that he is in a difficult life situation, he is afraid, and the group's task is to reassure him, give him faith and strength for going on, for standing up from the hole- without words. Sitting in the middle of the circle can only work on voluntary basis, nobody can be imposed on it.

(We turned off the lights and the light of the candles made environment magical and we did the practice in this intimate environment.)

**G. Cs. (17-year-old girl)** sat in the middle first, she was a volunteer. The group members stood up in line and kissed and embraced her. They stroked her hair and took her hand. D. L. (17 -year-old girl) knelt down next to her, she took off the scarf of her eyes and embraced her. The group leader went to them and embraced both of them. The group members stood up and everyone embraced G. Cs. (17 -year-old girl). she started to cry, but the common embrace( which lasted for seconds) and the group members' loving encouragement made her calm. (K. P. (18 -year-old boy) and F. K. (17 -year-old girl) only came to her at the common embrace)

**D. L. (17 -year-old girl)** offered herself. All group members went to her except 2 (K. P. (18 -year-old boy) and F. K. (17 -year-old girl)). She started to cry and ran out of the room. Girl Authentic helper went after her. (during subsequent team meeting Girl Authentic helper told that when she had gone after the girl, she had fallen on her neck and started to cry, telling her that she had never felt before that so many people loved her. That she could be loved too. G. Cs. (17 -year-old girl) cried for the same thing.)

When D. L. (17 -year-old girl) went out, many of them turned to the Group leader that it was not a game and this was very tough. The Group leader reassured them that there was nothing wrong, the 2 girls only cried because of too much positive feelings toward them, and anyway they were more sensitive during that day. He nudged P. T. (16 -year-old boy) with his knee, indicating that: his role is to ease the emotions in the group. And so it happened.

**P. T. (16 -year-old boy)** he sat in the middle and made the group laugh a little, while he received the embracing arms kisses on his head and hand shakings. K. P. (18 -year-old boy) stood up the first time, and boxed playfully into P. T. (16 -year-old boy). The out-runners came back too and D. L. (17 -year-old girl) went to P. T. (16 -year-old boy) immediately and embraced him very strongly and comfortingly. P. T. (16 -year-old boy) did not act foolishly anymore. When every group member went to him one by one- F. K. (17 -year-old girl) did not- then we take off the scarf of his eyes. P. T. (16 -year-old boy) said: this was really good.

**Group leader** followed. K. P. (18 -year-old boy) embraced him strongly (**Girl Authentic helper's** telling). When everyone, one by one went to him to embrace, to kiss, and to put their hands on his head (F. K. (17 -year-old girl) too), then the whole group arrived to him with big common hug. He felt an unbelievable love unity.

**J. É. (18 -year-old girl)** followed, to whom every group member went. akihez minden csoporttag odament. The boys first a bit awkwardly, but then they were braver and braver to embrace her, caress her face gently, or to give her a kiss. It was very good for her too.

Every group member sat in the middle of the circle voluntarily, and everyone got big common hug, in case of

**Facilitator** és Girl Authentic helper there was a big tickling.

**K. P. (18 -year-old boy)** he went through an unbelievable process during the practice. After the initial residence, when the ice broke at the Group leader, from that point he took part actively in the practice with unbelievable gentleness at the girls and with brave (suggesting real man power) movements at the boys. In the end he also knelt down in front of the girls and he caressed their hands and shoulders like that. The group reaction was amazing. When he went to ....: they started to laugh. But the Group leader and team were afraid that he was being laughed, gave strengthening that it was good to see how kind he was. During feedback the group members said that they did not laughed at him, but it was unbelievable for them that the boy- who already crushed a door in the “gyeri” – was able to that kind of kindness and gentleness. They liked it very much.

When K. P. (18 -year-old boy) sat in the middle, he drew apart from touch, because he was afraid. By the time everyone went to him, he accepted the calming calmly. In the end he let the whole group embrace him. He adopted himself in that hug. He, who never ever let anyone to touch him.

**K. J. (17 -year-old boy)** in the beginning he was afraid to sit in the middle, then he calmed down. (he did not put through his legs anymore and he lowered his hands in front of his chest too.) His legs did not jump nervously. He comforted bravely.

**R. F. (16 -year-old boy)** he embraced everyone very much, he tried to act foolishly inside, but the same happened with him like with P. T. (16-year-old boy). It was a good feeling for him.

**B. Gy. (17 -year-old girl)** She tried to guess everyone who came to her. She was strong when there was need for comfort, reassurance, and strength.

**Boy Authentic helper** he was embraced with love, and he reassured as a strong bastion.

**Girl Authentic helper:** he did not let anyone so far (except for 1 or 2 persons) to touch his face. In the feedback he told that it did not come to his mind to protect his face, because so many good feelings were circling in him.

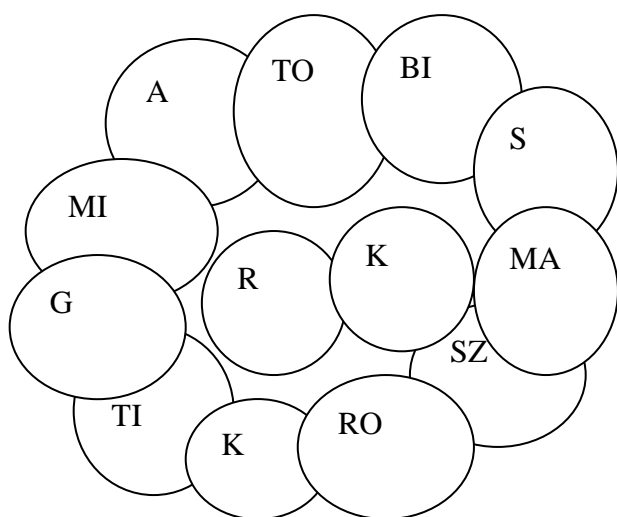
**F. K. (17 -year-old girl)** after the initial passive state he encouraged her peers. She accepted the ones who came to her with pleasure.

**In the feedback:** Every group member indicated the good feelings back. G. Cs. (17 -year-old girl) and D. L. (17 -year-old girl) also told that they have never felt to be loved in such way. They are not used to it. It was strange for them, but it is a very good feeling. During the feedback everyone indicated the same back.

#### Bunch of flowers

Name	Choice	Why	Conflicts	Feedback
R. F. (16-year-old boy)	Green Carnation Greenish- it has yellow petals too	Green is his favourite colour	-	It was good and nice. We could be a nice bunch.
B. Gy. (17-year-old girl)	Purple Organ Woody stems, <b>good fragrant</b> , purple flowers	She loves its fragrance	-	It was a very good feeling to be the centre of the bunch...everyone was around us, this was very good.
K. J. (17-year-old boy)	Black rose Without thorns	Black is his favourite colour	-	We were together, it was good.
Boy Authentic helper	Primrose Small, modest, nice and blue	wonderful	-	He felt fine, and we were a nice and unique bunch.
G. Cs. (17-year-old girl)	Violent Fragrant and small	Her favourite flower because it is small.	-	It was good.
K. P. (18-year-old boy)	Yellow rose It has thorns but it does not prick	That is nice.	Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18-year-old girl)	It was good, it was a strong bunch
Girl Authentic helper	Blue rose No thorns	Once he got one like this and that was very beautiful.	-	It was very good, we were very nice.

D. L. (17-year-old girl)	Black rose It has thorns, but is like the cat's claws: retractable	She modified it from blue. That is blue, because it is special.	Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractable thorns.	Hm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.
Facilitator	Purple gladiolus	Because it is his favourite flower	-	It was good.
F. K. (17-year-old girl)	Snowdrop	Because it is nice	-	It was very good to be in the centre of the bunch.
J. É. (18-year-old girl)	Sunflower	That is beautiful	-	It was a good feeling, we could be nice.
P. T. (16-year-old boy)	Red tulip	That is nice.	-	It was good I felt fine.
Group leader	White rose No thorns, it is fragile	That is his favourite flower, it is innocent.	-	It was a very good feeling to create such a strong, nice and special bunch. He felt fine.



### Closing

What was it like, what do you bring with you from the weekend?

- That you were here
- Everything
- The love, the embracement which I got yesterday afternoon. (G. Cs. (17-year-old girl))
- The caring
- The mayonnaise ☺ (the bunch) (P. T. (16-year-old boy))
- The game when we also were bodyguards (K. J. (17-year-old boy))
- K. P.'s (18-year-old boy) kindness (J. É. (18-year-old girl))
- Yesterday afternoon...

VI. group/3. occasion

2007.

## TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Girl Authentic helper*

After the arrival of the children:

### Arriving circle

#### **G. B. (17-year-old girl):**

I celebrated my birthday three times. I felt very good. I tried to look for my mother, but I did not succeed. I am attending a theatricals, which is very difficult because the requirements are very high. I cannot do it, since the ones who learn with me are much older than me. They force me to choose, because they told me to decide whether to come here or to the theatricals group. I would like to come here, so I will not be able to attend on the Friday rehearsal. At home my caregiver is insincere, since if I tell him something privately, he goes right away to tell it to others.

#### **H. G. (17-year-old boy):**

My studies at school are getting better, they praise me a lot. Unfortunately, I almost beat a homeless again, he is always picking at me. I protected my peers, because he came to ask for a cigarette again although I already told him last time that I would not give him. I was in the cemetery and I lit a candle.

#### **K. R. (17-year-old girl):**

I was abroad on a trip with L. S. (17-year-old boy). I wanted to come home after the first day but then it was good. I should learn.

#### **L. S. (17-year-old boy)**

I was abroad too, it was very cold, but we were in very nice places. I liked it very much. I have good relationship with my peers, that is a good thing.

#### **Cs. É. (16-year-old girl):**

I also celebrated my girlfriend's birthday with her. Nothing else happened to me. *(The Group leader's provoking questions helped us get more knowledge about Cs. É. (16-year-old girl))* I am fine, I learn, and I felt good with . G. B.

#### **P. I. (20-year-old girl):**

I have two 1 grades, but I think I learn well. I have been turning on for 4 weeks, I could hardly wait to come to you.

#### **D. K. (16-year-old girl):**

**/She did not really want to speak, so we came to know from the Group leader what had happened to D. K. (16-year-old girl)/** I also had a party at G. B.'s (17-year-old girl) birthday party. I learn. I do not love my previously mentioned boyfriend, I would rather kill him. I have a girlfriend whose brother I like very much, but my girl friend doe not notice it that I do not want to be with her.

#### **Co-group leader:**

Within a frame of a program I crossed my boundaries, since I dared to go down from 55 m. I liked this very much. I am learning and preparing for my exam.

#### **Facilitator 1:**

I am attending a college. I started to learn English. I was on a luxury car exhibition with my nephew. During the week the family gathered at my brother on the farm.

**Girl Authentic helper:**

I was on a 24-hour quiz. On which no one could have fallen asleep. I was the one who took. We were the last ones.

**Group leader:** I felt fine. I live my everyday life. I launched a clinical child group.

**Facilitator 2:** I sent a child again to school from my group. Things got organised at home.

**Practice which helps to solve problem**

The Group leader separated the group to pairs. The task was that everyone should find a conflict with a person whom he has currently connected with.

**Co-group leader-H. G. (17-year-old boy):**

**H. G. (17-year-old boy):**

**- Friend or not friend - 6 votes**

My best friend always experiences my advices as an attack, so we often argue because of this.

**- I am insincere 7 votes**

During my favourite teacher's lesson, I told a joke, which he resented. I have a very good relationship with this teacher. We can have great conversations outside the classroom. After my joke he told me that I was insincere.

**Facilitator 1 – G. B. (17-year-old girl):**

**Facilitator 1**

**- Conflict with a colleague 7 votes**

We travelled in group by car. Another male colleague was driving. At a stop a woman colleague told me (alone) that she was afraid, and later during the trip I asked the driver to drive more carefully (keeping the lady's anonymity). She was the one who gave the lie to me, when she told that she had absolute no objection against the driving style.

**- Facilitator 1's mum 2 votes**

Facilitator 1's mum called him several times for dinner, but he could not go immediately because he had some more things to do. Approximately for the fifth invitation Facilitator 1 ran out of his patience and he shouted at his mother.

**G. B. (17-year-old girl):**

**- My first birthday without you 5 votes**

G. B.'s (17-year-old girl) older brother went to work to Ireland. she misses him very much. She indicated this for him on the phone and they quarrelled.

**- Am I not your daughter? 11 votes**

G. B. (17-year-old girl) looked for her mother several times, she would have like to arrange arrange their relationship. She would have liked to embrace her honestly, but her mother pushed her away from her, she spat on her, and denied her several times.

**P. I. (20-year-old girl) – Facilitator 2**

**Facilitator 2:**

**- My brother who isn't really 7 votes**

I helped my sister several times, who was in trouble. But when I turned to her for help, she cut me off.

**P. I. (20-year-old girl):**

**- Two pipers do not have space in one inn 7 votes**

In the class two of us are the advocates. This leads to conflict sometimes, not only between us, but it also divides the class.

**Cs. É. (16-year-old girl) – L. S. (17-year-old boy):**

**Cs. É. (16-year-old girl):**

**- Gossip behind other's back 9 votes**

In the class my girlfriends talk behind my back, and the problem is that they do not tell their problems to me.



**K. R. (17-year-old girl) – D. K. (16-year-old girl)a:**

**D. K. (16-year-old girl):**

**- Leech 8 votes**

I have a friend who sticks on me, although I do not want to deal with her but with her brother who I really fancy.

**II.**

The group leader **summarised** the problems and asked the group to decide **by voting** that which was that problem which they would like to deal with. / *the numbers after the conflict mean the numbers of the votes.*/

**III.**

Clarifying the problem

***The Group leader asked G. B. (17-year-old girl) to give detailed description about her conflict***

I was very young when my mother gave birth to me. She was fourteen intact. After my birth, my mother got into prison and I got into state care. Since my mum did not officially resigned from me, so I could only get to foster parents. They adopted me at the age of three. My aunt was the one who pushed my mother to contact me. I met mum at the review for the first time. This lasted for a few years, than it ended. I was the one who looked for her the next time in ....., she lived in a gipsy camp with her partner in life. After a while I asked her who my father was. For this she became very angry and beat me. She did not want me to look for him, because there are a lot of problems with him. She did not tell me so I asked my guardian to look for my father. After they found my father's address, we went to my father with my guardian. He is a gang leader there. When we knocked at him, he asked us who we were looking for, for this I could only answer; my father. Unfortunately he was not sure that he was my father. He helped me by coming to mum's flat with my guardian. When my mother saw how many people were at her flat, she became angry and sent everyone away, she invited me to her flat. It is still difficult for mum to open. It would be important for me to meet her.

**IV.**

Empathy circle

Once everyone understood G. B.'s (17-year-old girl) problem, the Group leader asked us to pull the chairs together. After introduction he asked the group, except for G. B. (17-year-old girl) to walk in mum's shoes. Let us all be mums. Then by candle light, we had the possibility to speak about our feelings as we were mothers.

- I was really young when I gave birth to my daughter.
- I am afraid that this girl steps into the same shit as I did.
- I feel ashamed, because I could not raise my daughter.
- I f everything had gone well, I could have raised you.
- I fear for you, I do not want to meet your father.
- I would like to get closer to you, but I am stubborn.
- I would like to embrace you, but I cannot.
- It hurts me that I was not the one who raised you.
- I have the most beautiful daughter. I tell this to my aunt so many times, but I am afraid to tell it to my daughter.

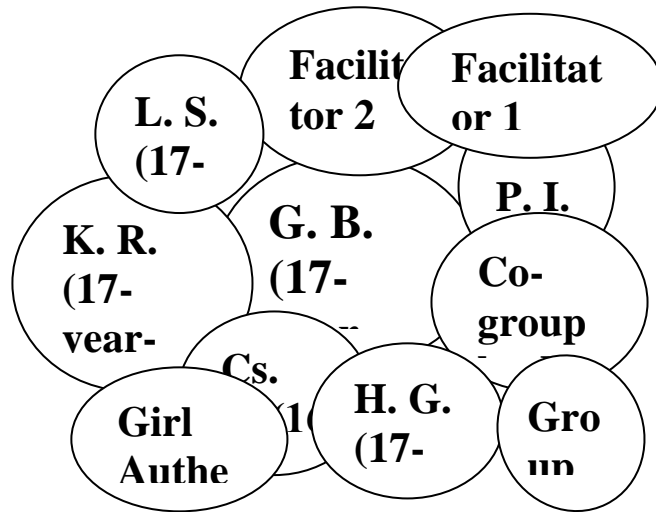
**V.**

After such feelings have been told, The Group leader asked the group to tell what they felt when they walked in the mother's shoes.

G. B. (17-year-old girl): She burst out in tears. She felt earlier that the ship always leaves without her. Now for the first time she felt that not everything had lost, she felt that it sis not go that far from her, so she would go after it.

Bunch of flowers

<b>Name</b>	<b>What did he choose/How does it look like?</b>	<b>Conflicts</b>	<b>Feedback of feelings</b>
Co-group leader	<b>Poppy</b> Soft petals, green stems.	They accepted it	I felt good during the game. It disturbed me that D. K. (16-year-old girl) did not reassure me of her cactus, that it would not hurt me. I would have been glad if she had been also in the bunch.
Facilitator 2	<b>White Calla</b> Potted flowers	They accepted it.	I missed D. K. (16-year-old girl) too.
Facilitator 1	<b>Orchid</b> white petals with black spots on it	P. I. (20-year-old girl) asked what were those black spots. Facilitator 1 answered that it was simply this colour, and it was not my specialty.	I felt fine. It was a wonderful feeling to get organised to a bunch, I just missed D. K. (16-year-old girl) very much.
Girl Authentic helper	<b>Cactus</b> Potted, medium size, not too big, medium red flower.	They accepted it	I felt fine. I missed D. K. (16-year-old girl) too.
Group Leader	<b>Organ</b> Purple-coloured, it has woody stems	They accepted it	I felt fine, It disturbed me too that D. K. (16-year-old girl) had given up the fight and she did not fight for her flower.
H. G. (17-year-old boy)	<b>Gladiolus</b> Purple and leaf-free. It lives outdoor.	They accepted it	I wanted to be in the centre, but I got to the edge. I thought that the big flowers would be in the centre and the smaller ones would be in the edge. I liked the place where I was standing anyway.
L. S. (17-year-old boy)	<b>Frostwork</b> White, small size.	They accepted it	I felt fine. D. K.'s (16-year-old girl) distance confused me.
K. R. (17-year-old girl)	<b>Red rose</b>	It had thorns which she could let fall for the request of poppies, lilac and marguerite, as a result the bunch took her in.	I started to get nervous why D. K. (16-year-old girl) could not fight for her interests. Otherwise I liked it.
G. B. (17-year-old girl)	<b>Chrysanthemum</b>	They accepted it	She felt good. I was situated in the middle, that was strange so I ask forgiveness from you. /The group reassured her that she was standing in the right place and she should accept it./
P. I. (20-year-old girl)	<b>Marguerite</b> Big-flower, orange flower.	They accepted it	I thought they would not accept me because of my specialty. I missed D. K. (16-year-old girl) too, it disturbed me that he had given it up, although other time she fights a lot for what she would like.
Cs. É. (16-year-old girl)	<b>Pansy</b> It is small it is in pot.	They accepted it	It disturbed me that I was small. Everyone was big.
D. K. (16-year-old girl)	<b>It started to be a cactus</b> Medium size, prickly	It first pricks <b>Poppies:</b> I fear for my petals <b>Cactus:</b> I do not prick <b>Marguerite:</b> I fear for my flower. As a result D. K. (16-year-old girl) gave up everything, she did not want to continue it. The group accepted D. K.'s (16-year-old girl) decision.	I got angry. I do not like to quarrel that much.



VII. group/ 3. occasion

2009

## TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Boy Authentic helper*

After the arrival of the children:

### Brain storming

What kind of difficult life events usually describe people living in state care – Brain storming

Typical problems

- Peers' conflicts (within the Church)
- Clash of views between adult (Caregiver – children
- Lack of education
- Disdain, on behalf of adults and children
- Prejudice
- Lack of consideration

### Practice which helps to solve problem

Collecting problems in small groups.

<b>Group Leader</b>	<b>Who</b>	<b>What difficulties he/she has</b>	<b>Vote</b>
B. I. (16-year-old boy)	B. I. (16-year-old boy)	- Annoyingness Roommate picks a quarrel with everyone, he does not accept anyone's opinion.	8
	H. B. (16-year-old boy)	- Accusing number 1 H. B. (-year-old boy) is accused of stealing by one of his classmates.	5
	L. I. (17-year-old boy)	- Accusing number 2 L. I. (17-year-old boy) suspects that one of his roommates steals his cigarette, although he always gives him if he asks.	3
	Facilitator 2	- Former woman colleague She can meet with her old woman colleague more rarely because they do not have time for each other. She is afraid of losing her friendship.	5
	Facilitator 1	- Woman colleague She is the one who interprets the patients' medication freely. She does not comply with medical instructions. the responsibility is common with the colleague working in the same shift.	7
A. E. (17-year-old girl)	B. K. (19-year-old girl)	- Trouble making My old girlfriend causes trouble in my relationship.	6
	Boy Authentic helper	- Rejection A colleague, who leaves the community	3
	K. N. (16-year-old girl)	- Word of incredibility Her caregiver does not believe her, he doubts her words.	2

	Sz. M. (19-year-old girl)	<ul style="list-style-type: none"> <li>- Backstab with a knife Brother, who does not stand up for her.</li> <li>- Bouncing gum-man Smaller roommate who bounces a lot, and annoys everyone.</li> <li>- sly friend Her boyfriend, who expects her to lose 10 kg by Christmas or else he will leave her.</li> </ul>	8  5  13
K. T. (17-year-old boy)	K. T. (17-year-old boy)	<ul style="list-style-type: none"> <li>- Friendlessness</li> </ul> A friend, who gave up friendship because of a girl.	11
	N. B. (16-year-old boy)	<ul style="list-style-type: none"> <li>- Opened gum</li> </ul> Annoying roommate, who does not dare to stand up, if I want to settle the disagreements with him.	6
	Co-group leader	<ul style="list-style-type: none"> <li>- Doorbell and the policeman</li> </ul> A resident who is a policeman and wants to install the door phone, he picks at everything and impedes our work.	2

During voting the group chose Sz. M.'s (19-year-old girl) Sly friend-problem. It got 13 votes.

### Describing the problem

- To describe a typical situation  
The friend tells Sz. M. (19-year-old girl) if she does not lose 10 kg by Christmas, then he will break the relationship with her.
- Choosing persons  
Sz. M. (19-year-old girl) chose her own role  
K. T. (17-year-old boy) undertook the role of the boyfriend  
K. T. (17-year-old boy) knew Sz. M.'s(19-year-old girl) boyfriend, she knew a lot about their relationship, because they lived in the same residential home.
- Playing the situation, in given case role-change  
In the beginning of the role playing, Sz. M. (19-year-old girl) and K. T. (17-year-old boy) got into a weekday quarrel. K. T. (17-year-old boy), in the role of the boyfriend kept humiliating Sz. M. (19-year-old girl), who tried to protect herself or attacked back. With the role changes they tried to strengthen Sz. M. (19-year-old girl) that her boyfriend does not have the right to treat her like this. She does not need to tolerate the humiliations and hurting. It is true that she is a bit overweight, but she has a lot of other good characteristics, which she can be proud of. We encouraged Sz. M. (19-year-old girl) to dare to utter her negative feelings against her boyfriend. In order to keep this relationship she does not need to necessarily tolerate everything.
- Role feedback
- Feedback question: Standard questions, did you have similar relationship, how did you feel in this relationship, how did it end, what message did you try to send in your role?

### H. B. (16-year-old boy)

I felt good in the game. I did not undertake a role. I had a similar relationship. After two weeks I sent her away.

#### Facilitator 1

I had expectations in the beginning of the game. But I felt miserable in the game. I wanted to strengthen Sz. M. (19-year-old girl) by the role-taking, I wanted to emphasize her positive things. I had a similar relationship, while I took the role of Sz. M. (19-year-old girl), I experienced again those bad feelings, which I had had in my former relationship. My ex-boyfriend kept chasing me with his jealousy. Before the relationship would have turned into serious I quit.

### K. N. (16-year-old girl)

I did not undertake any roles, and I did not have similar relationship. If I had, I would surely leave him. I would not let anyone to hurt me.

### B. K. (19-year-old girl)

I did not undertake a role. I had a similar relationship. I managed to quit from it with big difficulties. Now I managed to develop friendship with him.

**Boy Authentic helper**

I did not feel good in the game. I could hardly walk in the boyfriend's shoes. I could not humiliate and hurt my partner in a relationship. That's why it was not really successful. I had similar relationship where my partner hurt me, I suffered for 3 months, and then I quit. The friends and the distance from her helped me.

**N. B. (16-year-old boy)**

I felt good in the game. But I could not take any of the roles. I didn't have a similar relationship.

**K. T. (17-year-old boy)**

I felt moderately in the game. It wasn't difficult to take the role, because sometimes I can be rude with my girlfriend too. If I feel that she isn't really a partner in the relationship. However it was a very bad feeling to hurt someone I love. I wanted to provoke Sz. M. (19-year-old girl) with a lot of hurting to rebel against me. She shouldn't tolerate all these things without any words. Sz. M. (19-year-old boy) was a very good partner for that boy, she should deserve more.

**L. I. (17-year-old boy)**

I didn't walk in their shoes. I didn't have such relationship.

**Facilitator 2**

I did not feel good in the game. I couldn't undertake a role, because an earlier relationship of mine came to my mind. I was already his fiancé, when he didn't stand up for me in a quarrel. He rather gave truth for his parents. I was looking at the ring and I realised that I would not have a lot of words in that relationship. I realised that I was the only one who could decide about her life, and I had to quit that relationship.

**A. E. (17-year-old girl)**

I felt good in the game. I took the role of Sz. M. (19-year-old girl). Relating to this, in connection with my problem I could formulate some things for myself. What I have already uttered during the game. K. T. (17-year-old boy) and Sz. M. (19-year-old girl) helped me to find a solution from my own problem.

**B. I. (16-year-old boy)**

I felt good during the game. I didn't take any of the roles. I would send him away without thinking if I had such a relationship.

**Co-group leader**

I did not feel good in the game. It was very difficult to walk in the boyfriend's shoes. I don't like these aggressive, arrogant people. By undertaking the role, I wanted to indicate Sz. M. (19-year-old girl) that she should decide herself what was worth to sacrifice for a relationship. I also had similar relationship and what helped me to break up, that was the moment when I realised that I had to decide about my life. I don't have to tolerate everything for love.

**Group Leader**

I did not feel good in the game. It's difficult to play such person's role who is who is hurt by so many people. I felt that Sz. M. (19-year-old girl) needed strengthening. If she were strengthened maybe she could decide what she would do in her own interest in the future. I wanted to send this message to Sz. M. (19-year-old girl). I was living in a marriage for 20 years in which I got a lot of hurting, but I hoped that I could change her. I thought that a woman had to tolerate a lot of things, since her task is to keep the family together. A disease made me realise that it's useless to continue it. In a relationship if only one part gives and he/she didn't get anything in return, and then nothing will remain after a while. By doing so there wasn't a point in it to continue, I had to give chance for myself for a more normal life.

**Sz. M. (19-year-old girl)**

I didn't feel too good in the game. It wasn't easy to bring my problem for the group. I told about my relationship for several members of the group. I felt that I could get help from the group. Thank you for the strengthening, in my mind I know that I should quit this relationship but my heart tells something else. I trust that I could change Him with my love. (H. B. (16-year-old boy) kissed Sz. M.'s (19-year-old girl) hands in the end of the game.)

Christmas picture

<b>Name</b>	<b>Picture/object</b>	<b>Relation</b>	<b>Did he/she put it back?</b>	<b>Feedback</b>
K. T. (17-year-old boy)	I started playing football at the age of seven. This year I got a complete football kit from the grandparents.		No	For me the real Christmas is when I am with my mum and siblings.
Sz. M. (19-year-old girl)	Last year we left before Christmas. they told me that there wouldn't be a celebration, and when we had arrived back there had been a big surprise. There were Christmas tree and presents in the residential home.	To the Co-group leader and N. B. (16-year-old boy ). My first more serious present was a Nintendo game, which I never got. My father put it on the top of the wardrobe and it became rotten there. We were always closed in our rooms by our father and we could watch the Christmas tree through a gap in the door.	Yes	for me the real Christmas would be if I could spend it with my boyfriend in calmness.
B. K. (19-year-old girl)	I always spent Christmas with grandmother. My granny died and since then There hasn't been real Christmas.	To Co-group leader and N. B. (16-year-old boy). We didn't get present at Christmas either, because we were poor, we, the children were sitting at the table and got candy. That was the present.	No	I'd like to spend it with my mother, who wouldn't be ill, and my stepfather wouldn't be there.
Facilitator 2	I like Christmas very much recently. Mainly since my sister's children were born. It's a big pleasure that the kids rejoice at the gifts and the Christmas tree. Every year we leave an ornament in the flat to remind us for Christmas during the whole year.		Yes	I'd like to have a peaceful and calm Christmas without argument.
A. E. (17-year-old girl)	I was small. Mum brought me a humming top. she arrived home late. She was near me until I fell asleep.		No	I would like to go back to those Christmases, when the whole family was together.
H. B. (16-year-old boy)	I go back seven years in time. Everything started well, but then bad news came. Mum had heart failures. From this point the Christmas was never good again.		No	If I could do it, I would spend the Christmas with mum again.
Group Leader	Christmases with my sons came to my mind. We baked, cooked and chatted together. There is a scent of orange, pine and cinnamon.	H. B. (16-year-old boy) My mother died at an early age too. She had her first heart attack before Christmas. She died shortly after that. She is always with me in my heart at Christmas. I always light a candle for her at Christmas.	Yes	For me the real Christmas is when I am home with my children in peace and quiet.
L. I. (17-year-old boy)	I would like a rich Christmas, because I never had one. I would like to get an X-box for Christmas. I would like to spend it with mum and dad.		Yes	I spend the Christmas with mum and dad.

Facilitator 1	We went to see Betlehem to grandparents with my brother and dad. By the time we arrived home the house and the Christmas tree had been decorated.		Yes	That Christmas came to my mind when there was no argument in the family. This Christmas was peaceful and quiet.
Co-group leader	We didn't have richness at Christmas in our childhood. From the Christmas the fried apple came to my mind. We always baked apple.	N. B. (16-year-old boy) My first present was a tale card at the age of 6-7. We played with it with my brother but we always got quarrelled.	Yes	I love Christmas. What is about relaxing and calming down.
K. N. (16-year-old girl)	My classmate's parent took me out for Christmas. It was a very nice Christmas. They also wanted to take me out, but I didn't want it.		Yes	I aspired to a real celebration. Fro calmness.
Boy Authentic helper	The Christmas ornament reminds me for a lamp. My foster parents had such lamp. At Christmas we always prayed and sang with my foster mother.	B. I. (16-year-old boy)hoz A few years ago I spent Christmas with a very good friend of mine. By then my foster mother has already died, I lived alone in a lodgings. I didn't have anybody to spend the Christmas with. Then my old friend called me if I wanted to spend the Christmas with him, because he was also alone. It was very good to recall the old memories and that I wasn't alone at Christmas.	No	Last year I spent Christmas with my friends, that was the nicest.
N. B. (16-year-old boy)	I got into residential home at the age of 8. At that Christmas I got my first present in my life. At home there was nothing.		Yes	

A. E. (17-year-old girl) and B. K. (19-year-old girl) kept the Christmas ornament. B. K. (19-year-old girl) suggested that the one, who puts back the ornament, he/she should put it on the common Christmas tree which was already in the room. everyone hang their ornament on it.

### Celebration

The final part of the game was evaluative discussion about celebrating Christmas. Instead of discussion we gave example for the children of the the way of celebration. We held the group's Christmas celebration. The decorated Christmas tree was already standing in the room. We stood burning candles to the middle of the circle. The children were waiting for the start excitedly at the entrance of the room. Everyone brought their own-prepared gifts. We started the celebration with common singing and reading a Christmas tale and then everyone gave the gifts made by themselves. To that person who they had pulled put. We tried to make the dinner festive, we pleased the children with fruit and cookies.

The celebration of Christmas recalls the memory of separating from the family and other bad memories for the children. By the common celebration we tried to ease this difficult feeling. We gave sample for them to experience Christmas in a nicer way. We wanted to provide them with the joint intimate experience and experience of common fate.



VIII. group/ 3. occasion

2008.

## TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Boy Authentic helper*

After the arrival of the children:

Brain storming: Why is it difficult for our fellow sufferers?

- educators do not trust us
- they don't want us
- 'were you at school?' – disinterest
- distrust
- paper orientation
- the caregiver rakes up the past
- creating guilt
- no background
- they do not adapt
- they are prejudiced with us, too prejudiced
- no faith in ourselves
- they don not treat us as partners
- Our peers who gout out of institute, they are often involved in crime
- dishonest, theft
- getting into bad company
- escape to drugs, alcohol
- pull down each other
- lack of willpower
- stringency
- exploitation → parents, teachers
- lack of experience

They were very active, they gave pieces of advice by reflecting it to themselves from their present life state. The quizmaster had to keep constant control over the group, because the game freed up large emotions.

Practice which helps to solve problem

<b>Small group leader</b>	<b>Problem bringer</b>	<b>Problem</b>	<b>Votes</b>
<b>N. Cs. (18-year-old girl)</b>	R. A. (20-year-old girl)	You'll be like your mother- the caregiver makes me feel this uncertainty.	They don't want it to be voted, because he didn't want to deal with it.
	C. M. (17-year-old boy)	You're like your father. I went home drunk 2years ago, and my mother constantly hammered this sentence into me.	11 members
	N. Cs. (18-year-old girl)	You're not my daughter' I haven't had a proper relationship with my father for five years. There are many conflicts and I don't know why.	13 votes

	R. A. (20-year-old girl)	Where? The caregiver doesn't give advice or aid to the further part of life. E.g. further education	4
	S. H. (17-year-old girl)	Lack of father. I haven't met my father for four months. His partner in life affects him, he separates him from me.	9
	Girl Co-group leader	Ostrich man. Colleague-child, constant conflict situation, the school is responsible for the lack of education of the child and the → the teacher.	5
	N. Cs. (18-year-old girl)	Separation. I'd insist on my brothers, but since they are adults and live their own life I can't move to them.	10
<b>P. K. (23-year-old girl)</b>	Boy Authentic helper	Liar sister. The younger sister of the 3 lies. She doesn't give me those photographs which are important for me. I don't know whether there will be Christmas together or not?	6
	J. R. (16-year-old girl)	Mother+Sister. My older sister is insincere, she runs me down behind my back. She asks for money back and forth. So far unsolved situation.	11
	F. P. (17-year-old boy)	'My caregiver makes me mourn', The caregiver often interferes in my things. She also picks at my girlfriend that she doesn't earn much and spends too much. She shouts a lot and does the nice before my male caregiver.	12
	P. K. (23-year-old girl)	Anti-Semitic caregiver. My caregiver brings up a lot in politics. She brought up Jews. She mixes up the right side with the left side in politics. THE ROLL CSIK were very rich and they generated the holocaust. It wasn't much for 6 million sentenced people.	5
	N. Cs. (18-year-old girl)		
	Z. M. (17-year-old girl)	I find it difficult to forgive. The caregiver didn't want to let me go. I spoke with another caregiver to let me go, and they said that I had attacked from the back. They don't believe me, which is a problem. I cried and they let me go.	10
	K. B. (18-year-old boy)	A caregiver, who forgot where he came from. He was also in state care. I am already 18 years old. He wants to teach me about the things in life, but in the meantime he fools me that I am from the ghetto.	13
	K. B. (18-year-old boy)	Annoying children. The others are picking at me, I want to get away from the children's home.	11
	Boy Co-group leader	8-year debate with the neighbour. The neighbour can do anything, even the music can be loud... The subject of the debate: 1 branch hangs over the neighbour.	8
	L. L. (15-year-old girl)	Irresponsible. Mum takes advantage of my love. She puts her problem on me. I have to do everything for her. To protect her.	14

Practice which helps to solve problem- Empathy circle

L. L.'s (15-year-old girl) problem, since it has been chosen by the group with 14 votes.

**Clarifying the problem:**

I got to foster parents at the age of 4. My relationship broke with my mother during this time. I have 2 older sisters, who has already lived their own life and they don't keep contact with Mother at all. I am bound to my Mother, so I always help her if she appears suddenly. Mother has a partner in life, who lives in a homeless hostel. (he lives together with Mother) Mother works in a restaurant as a cleaner. She earns 80 thousand Ft, which she spends on mainly her partner in life and less on herself. She spends her salary in a very short time. She has constant financial problems. She keeps blackmailing me with her suicidal attempts, which she once almost completed successfully.

**Clarifying questions:**

- Does your mother show that she loves you?
- Can you rely on her?
- Doesn't she look for you only for your support?
- When could you trust in her?
- Was there a case when you asked for help and you got it?

By the help of these questions, by outlining the problem situation and by pulling the chairs together I asked the group to take the role of the mother except for the one, who brought the problem..

**Feedback:**

N. Cs. (18-year-old girl)

she was active she could fully walk in the mother's shoes. She was passionate, she experienced similar life situations. I tried to convey to her that if she lowers her mother in the hole then she should leave her there. She should help herself instead. She should give her a rope by which she will be able to pull herself out of the hole.

Z. M. (17-year-old girl)

She was active during the game. It was hard for her to dissolve, but she could easily walk in the mother's shoes.

S. H. (17-year-old girl):

She was alternately active and passive. It was hard for her to formulate her thoughts. She has never been in a situation like this.

J. R. (16-year-old girl)

She was not fully active. It was hard for her to talk. She had to be reassured, because others' remarks told a lot to her. She did not want to talk about her own problem, because if her mother takes her out, then she will not let her go anywhere.

K. B. (18-year-old boy)

There were signs of anxiety at her. The life outside is hard for him. He has no support. His father died and her mum is a homeless too. Her mother is unable to help herself. There were tears in his eyes! At the end of the game he freaked out, he had to be supported and strengthened. It is hard for him to express his thoughts. It was an affirmation which he told for L. L.

P. K. (23-year-old girl)

She felt the situation, although she has never been involved in such a situation. "She was very active during the game.

R. A. (20-year-old girl)

She could not feel the game because of her own experience. she did not want to. She was passionate because of the mother. In the comments she tried to convey several times that L. L. should dare to say no.

C. M. (17-year-old boy)

He ran away! (He fell asleep) He told little. He also experienced many problems with his mother. He thinks that L. L. should make a limit in the relationship with her mother.

F. P. (17-year-old boy)

He doesn't know the circumstance, so he did not say a lot. He was paying attention quietly.

Girl Co-group leader

She encouraged L. L. that she should be able to say no and it is important to stand up for her.

She was very active.

Boy Co-group leader

He encouraged her supportably, that he is at her side. Mother is important, but L. L. (15-year-old girl) should not want to be a mother so early.

Boy Authentic helper

He was a very good sample giver, since he also experienced similar life situation. He tried to suggest, that L. L. (15-year-old girl) should trust in herself and she should give her mother more freedom so that she could solve the crisis situations by herself.

Group Leader

He wanted to strengthen and support Viki so that she shouldn't want to be an adult at such a young age.

L. L. (15-year-old girl)

I can't accept the opinions, since I'm bound to my mother. If there is trouble I help her anyway. After the talk it came out that he tries to make a limit and give space for her. She is stubborn but she was partly broken. N. Cs. (18-year-old girl), P. K. (23-year-old girl), tried to tell their thoughts over and over again with great impact and diligence.

Closing: What does the sack of Santa Claus hide?

Z. M. (17-year-old girl), N. Cs. (18-year-old girl), L. L. (15-year-old girl), J. R. (16-year-old girl), R. A. (20-year-old girl): They bring the whole weekend and the previous occasion home.

P. K. (23-year-old girl)

Tale

S. H. (17-year-old girl)

The whole weekend. She felt very good.

K. B. (18-year-old boy)

He felt fine here, he insists on the others. „I am accepted here.”

F. P. (17-year-old boy), C. M. (17-year-old boy)

They also bring the whole weekend, the game, since they brought it (Cards)

## **6.4 Norms and guidelines**

Anonimised report extract to the pillar of NORMS AND GUIDELINES

## 6.4 Norms and guidelines

Anonimised report extract to the pillar of NORMS AND GUIDELINES

### Anonimised report extract

I. group/ 4. occasion

2006.

### NORMS AND GUIDELINES

#### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Authentic helpers*

2006-day 1

Arrival of the children

#### Arriving circle

Its aim is to tune in to each other, as well as to give useful information for the professional team about how the children are. Presentation of homework. Then informal conversations.

2006-day 2

#### Bumper Sticker Practice

Purpose: to create such slogans which raise awareness of the own community and values of children- such as stickers on the cars. In 3 small groups.

<b>I. group</b>	<b>II. group</b>	<b>III. group</b>
The key is in your hands, the decision is yours	Be honest and we're going to be honest with you!	Those, who are in love, the world will open before them!
Love is free.	If you feel that you are not strong enough, come to us and you will get courage from us!	Trust, to live trusted!
Toughness is not help.	You can reach and give everything with your heart!	The one, who gets on to the other, he/she will find the good and the bad!
Turn to us, we will help you.	Patience is above all! We are patient, you can join us!	Nem szól szám, nem fáj fejem.????
We are not different!	Are you looking for a soul mate? You can find it in us and at us! Join us!	The one, who finds happiness, he/she will find himself/herself in life!
Love us!	We know how you feel!	The one, who loves the other cannot be a wrong man.
Help me, so that I can help you!	I you have fallen into one of the deep holes of life, turn around and climb out.	Persistence is an important element of life.
Grin, so that I can grin!	Strive always for the good, and to reach this we will show you that you only need to want!	Make love, not war!
Take care of me!	You different, you aren't different either!	It is easier with trust.
Real friend is a great value.		You're my friend!

### Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

<b>VALUE</b> (They dictated the values- which they considered important- in such sequence)	<b>HOW MUCH WAS IT SOLD FOR</b>	<b>WHO BOUGHT IT</b>
AFFECTION	600 000.-	
TRUST	35 000.-	
HONESTY	95 000.-	
CHEERFULNESS	150 000.-	
FAMILY	640 000.-	
LOVE	230 000.-	
SOLIDARITY	20 000.-	
UNDERSTANDING	15 000.-	
BEAUTY	10 000.-	
WILL	10 000.-	
MAKING LOVE	60 000.-	
BRAVERY	25 000.-	
SELF-CONFIDENCE	10 000.-	
LIFE	100 000.-+20 000.-	
CONVERSATION	5 000.-	
ÁGOTA	265 000.-	
SECRECY	10 000.-	
FRIENDSHIP(CIRCLE OF FRIENDS)	30 000.-	
WORK	20 000.-	
LEARNING	20 000.-	
GRADUATION	10 000.-	
DIPLOMA	10 000.-	
SIBLING	200 000.-	
MONEY	10 000.-	
HEALTH	65 000.-	
FASHION	5 000.-	
CULTURE	10 000.-	
NEATNESS	5 000.-	
ATTENTION	20 000.-	
CIGARETTE,COFFEE,ALCOHOL	15 000.-	
SINCERITY	10 000.-	
HEARTEDNESS	10 000.-	
SPORT	15 000.-	
CHILD	60 000.-	
PARTNER	85 000.- (EVERYONE BID TO 80 000!)	
JUSTICE	100 000.-	

#### THE 10 MOST IMPORTANT VALUES

- |              |                 |
|--------------|-----------------|
| 1. FAMILY    | 6. CHEERFULNESS |
| 2. AFFECTION | 7. LIFE         |
| 3. ÁGOTA®    | 8. JUSTICE      |
| 4. LOVE      | 9. SINCERITY    |
| 5. SIBLING   | 10. PARTNER     |

Value Pro and contra

THE FORMULATION OF THE COHERENCY OF THE FEW-SCORE VALUES BY THE GROUP MEMBERS:

(money, cig, coffee, alcohol, will, work, self-confidence, beauty, neatness, fashion, learning, graduation, diploma)

**Coherency (FORMULATED BY THEM):**

THERE IS WILL → TO LEARN. YOU LEARN → YOU HAVE A JOB → YOU HAVE MONEY → YOU CAN DO ON ☺, AND YOU WILL FIND YOUR PLACE IN THE WORLD!

The values of my home

The goal is to collect imaginary values in which everyone will fell completely well.

<b>Values of an ideal children's home</b>		
I. group	II. group	III. group
To provide safety for the child in every case	Solidarity among children	There should be joining forces: <ul style="list-style-type: none"> <li>• Between child-child</li> <li>• Between child-caregivers</li> </ul>
There should be joining forces: <ul style="list-style-type: none"> <li>• Between child-child</li> <li>• Between child-caregivers</li> </ul>	Mutual trust: <ul style="list-style-type: none"> <li>• Between children-caregivers</li> </ul>	Love
Love	Attitude of caregivers	Friendly atmosphere
Motivation for preparation of life	Equality	Caregivers should be more polite with the children and vice versa.
To accept each other	Care (material and psychological)	There shouldn't be exploitation!
Respect, fairness	Love	Competent people should deal with the children! That's the basic!
Trust, honesty	Good company (community)	There shouldn't be otherness, children should accept each other
Equality(par)	It provides security	The children should respect each other, the caregiver's opinion and actions.
<b><u>TREAT ME IN ACCORDANCE WITH MY AGE!</u></b>		
In all 3 groups the following ones came out: <ul style="list-style-type: none"> <li>• Safe</li> <li>• Love giving</li> <li>• Community</li> <li>• Equally treating</li> <li>• Mutual trust and collaboration between the children and the caregivers</li> </ul>		

Attitude of the children:

- Less conflict with the caregivers
- Proper behaviour, attitude in the society
- Openness, trust and courage are needed on behalf of the children
- Dutiful
- Cohesive
- Respecting each other
- Cheerfulness
- The ability share problems among each other
- Secrecy

During feedback everyone commented and they got to the following summary. They understood that they could do for the better circumstances.



Film screening with assessment

Screening the film Forest Gump

Assessment:

- importance of will power
- kindness of ineptitude
- Forrest's love often exploits Forrest.
- The friendship with BB, the fulfilment of the promised made to him
- You can ease the tension in other way too, it is unique by everyone
- Lieutenant made peace with god in the big storm

Closing and assessment

The group members felt very good and they turn to each other and the team members with absolute confidence.

II. group/4. occasion

2006.

## NORMS AND GUIDELINES

Personal frames:

*Group Leader*

*Co-group leader*

*2 Authentic helper*

The arrival of the professional team to the residential home, then arriving circle---)ts aim is to tune in to each other, as well as to give useful information for the professional team about how the children are.

### Bumper Sticker Practice

Purpose: to create such slogans which raise awareness of the own community and values of children- such as stickers on the cars. In 3 small groups.

<b>I. group</b>	<b>II. group</b>	<b>III. group</b>
Come on go for it, they are already waiting for your blood.	Life starts at 180km/h	Here is a brief occasion, you can spin along the road.
Give me the car mate.	Look out! Don't touch it, the car is stolen!	The external does not matter but the internal.
	Go fast, my friend writes coffins.	It is not the point that I'm rushing but that I'm running.
	Life is important. Start with a safety belt.	

The group members were not able to disassociate from cars...

### Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

<b>VALUE</b> (They dictated the values- which they considered important- in such sequence)	<b>HOW MUCH WAS IT SOLD FOR</b>	<b>WHO BOUGHT IT</b>
Flat	120.000	
Boots	100.000	
Cig	120.000	
Sex	70.000	
Family	100.000	
Child	40.000	
Joint	110.000	
Love	30.000	
Solidarity	30.000	
Friendship	70.000	
Condom	40.000	
Partner	30.000	
Music tools	150.000	
Jewellery	30.000	
Music	60.000	
Drum	40.000	

Sibling	50.000	
Car	40.000	
ÁGOTA®	30.000	
Wine	30.000	
Football	Bank	
Learning	Bank	
Work	10.000	
Myself	Bank	
Persistence	Bank	
INSTINCT	60.000	
Trust	20.000	
Bravery	20.000	
Will power	10.000	
Dignity	20.000	
Love	30.000	
Marriage	20.000	
The dog of the House	50.000	
Gift	Bank	
My property	Bank	
Humility	Bank	
Celebration	Bank	
Honour	20.000	
Sincerity	10.000	
Faith	Bank	
Hope	30.000	
Money	Bank	
Wish	Bank	
Passion	Bank	
Food	30.000	
Instinct band	100.000	
Dream	50.000	
Beauty	20.000	
Career	20.000	
Victory	40.000	

The values of my home

The goal is to collect imaginary values in which everyone will feel completely well.

<b>The values of an ideal children's home</b>		
<b>I. group</b>	<b>II. group</b>	<b>III. group</b>
I could imagine the dream of my children's home, that there would be rules to keep and in the same time there would be solidarity. Since, if one person is out of the circle, then the others will relate to him like that. So I think we should solve the problem together. And then again during resting conditions, solidarity and friendship would develop.	To avoid conflict situations, To solve psychological problems toward each other, by giving aid.  There should be smaller circle, so that the caregivers can provide greater attention.	We would need such caregivers who feel the fate of the children and they do not consider them as criminals.
I would prefer to live in such residential home, where there are no girls, who lie, cheat and steal! I would like if there were always solidarity and not debates. IT would be better if some girls didn't keep lying to the caregivers. If such residential home has already been organised and founded then we could live in peace.	Children should relate to each other as if they were brothers and sisters. They should not keep each other's fault in mind but each others' qualities. We should give the mutual respect to every child.	The caregivers should give such love to the children, as if they gave it to their own children, and that they wouldn't regard them as some "thrown game toy."

After the ideal children's home game, we were talking about our opinions about the children's home. What is negative and what is positive.

+	-	<b>Who is it possible to change all these (the children said the solutions)</b>
Acquaintance	Bad company	We are aware who we make friendship with.
Friendship	Fight, argument	We will treat our passions; patience
To be more free than at home	Little pocket money	
	Not competent caregiver /food/	We will help in cooking
	Lie	I will lie if it is necessary
	Non-motivated caregiver /he/she only works for money	

#### Closing and assessment

We finished the day with closing and assessment. The youngsters felt good during this weekend. The most important thing is that we could harvest the fruit of our work at the weekend. S. D. (18-year-old boy), who is a really dominant person in the group, and who has been demoralising the girls and his boy fellow sufferers very badly so far, he showed a basically positive change. He did not speak badly, he was the one, who rebuked the others.

III. group/4. occasion

2006.

**NORMS AND GUIDELINES**

Personal frames:

*Group Leader*

*Authentic helper*

*Facilitator*

Lap leaf

It is a cooperation game where we combine the participants' legs in chain, and the group has to go along in an obstacle course (lap leaves in the middle of the marsh).

The front and the back of the group went well, but in the middle they did not pay attention to each other, so the rope kept breaking away on their feet. During assessment each of them blamed the other one, and many blamed K. Á. (13-year-old girl), because she fell too. We could take the conversation in such direction that each of them could have listened to the other and they could have helped each other in some way. In general we were talking about how one should pay attention to the other one in life, and that there people who do not pay attention although they should. In the end the tension dissolved.

What body part would you be? (Body part =Quality)

<b>Name- Body part</b>		<b>The reason of selection</b>
Authentic helper	Mouth	I like to talk a lot
K. Á. (13-year-old girl)	Heart	Because she likes to love/be loved
B. M. (13-year-old girl)	Heart	Because she likes to love/be loved
F. Zs. (15-year-old girl)	Heart	Because she likes to love/be loved
H. I. (15-year-old boy)	Heart	Because she likes to love/be loved
K. O. (13-year-old girl)	Heart	Because she likes to love/be loved
D. E. (13-year-old girl)	Leg	She likes to do exercises
Facilitator	Heart	Because she likes to love/be loved
N. L. (14-year-old boy)	Hand	Because his manual dexterity is good
B. K. (15-year-old boy)	Hand	Because he would like to have good manual dexterity
J. K. (15-year-old girl)		
Group Leader		

Egg-flying machine

In small groups. To create a machine that if we drop an egg from 1 meter height, then the egg should not break. Creative task. Available accessories: straw, paper, Scotch tape, scissors, coloured chalk and pencil for decoration.

1.group

Egg-flying\_- RAFT

During planning K. Á. (13-year-old girl) and D. E. (13-year-old girl) stayed passive. The girls were also carried away by B. K.'s (15-year-old boy) enthusiasm. B. K. (15-year-old boy) entrusted them with tasks, so that they could feel themselves useful. We made a raft-base, the a nest from straw and the bag of straw. In addition we made a pipe from paper glued with Scotch tape. Raft, nest on it, then paper pipe on it. Stable fixation. We lowered the egg from 1 m→it did not break! The small group members were very proud, it was a sense of achievement.

2.group

Egg-flying\_- ROCKET

Rocket-shaped paper frame. The bottom of the rocket was lined with straw, and in it there was the egg. In the bottom of the rocket there were curved straws fixed, so there was proper flexibility. They actively participated in

the planning and the preparation. During the presentation they were very proud, and they they were excited from the success.

### 3.group

#### Egg-flying- PARACHUTE

B. M. (13-year-old girl) and J. K. (15-year-old girl) took aback from the task, but seeing the skills and positive approach of Facilitator and N. L. (14-year-old boy), they helped to do it. During the presentation they were watching the successful flight with pride.

#### **Summary:**

After watching all three presentations, the group members changed from the initial competing to common pride. Everyone found the other's solution clever, and real team spirit prevailed. In such extent that the combined the 3 work: the raft became the carrier, the shooting station of the rocket and the landing course of the parachute. Creating egg-flying machine in small groups: very creative and imaginative works were born, the groups works together in a democratic and enthusiastic way, even the shy ones could be involved in the common work.

#### Pointing at the board game

For the external expression of moods and attitudes. They liked the game very much despite that the group members could not express the differences among the feelings properly. They liked very much when it came to the team members. The children had exemplary behaviour and they got a picture from certain individual behaviours and feelings of different ways of expression.

Anonimised report extract

IV. group/4. occasion

2007.

**NORMS AND GUIDELINES**

Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

<b>VALUE</b> (They dictated the values- which they considered important- in such sequence)	<b>HOW MUCH WAS IT SOLD FOR</b>	<b>WHO BOUGHT IT</b>
FAME	10	
HOUSE	85	
WORKPLACE	30	
FAMILY	115	
MONEY	25	
LIFE	50	
EQUIPMENTS FOR THE HOUSE	100	
CAR	30	
MOTOR	190	
FOODSTUFF, FOOD	20	
ALCOHOL, DRINK	10	
TELEPHONE	15	
AFFECTION	120	
SEX	130	
PLEASURE	60	
SPORT	25	
KIND-HEARTED	60	
TV	5	
HOLIDAY, TRAVELLING	5	
HOME CINEMA	40	
LAUGHING	40	
WOMAN	10	
FRIENDSHIP	85	
SINCERITY	110	
ART TREASURE	0	--
TRUST	70	
PERSISTENCE	60	
FIRE EXTINGUISHER	5	
OUR SENSORY ORGANS	30	
LIMBS	5	
CLOTHING	35	
HEALTH	40	
SLEEPING	45	

NATURALISM	40	
GOOD INNER QUALITIES	20	
CLEVERNESS	20	
PEACEFUL NATURE	10	
MARRIAGE	40	
BRAVERY	5	
JUSTICE	25	
EQUALITY	45	
RADIATOR	0	
CHILD	70	
BEAUTY	10	
PEACE	5	
SAFETY	25	
FIDELITY	50	
LOVE	35	
PARENT	20	
LEARNING	15	
BUSINESS	10	

**THE SEQUENCE:**

1. MOTOR- 190
2. SEX- 130
3. AFFECTION- 120
4. FAMILY- 115
5. SINCERITY- 110
6. EQUIPMENTS- 100
7. HOUSE- 85
8. FRIENDSHIP- 85
9. TRUST- 70
10. CHILD- 70
11. PLEASURE- 60
12. PERSISTENCE- 60
13. KIND HEARTED- 60
14. FIDELITY- 50

From the set up list the group members had the possibility to choose the 3 most important. (several of them indicated that they would have liked to buy a lot more.) The results of the selection:

NAME	1.	2.	3.
N. I. (18-year-old boy)	trust	affection	Sincerity
P. L. (17-year-old boy)	fidelity	trust	Family
T. T. (17-year-old boy)	life	motor	Affection
L. N. (17-year-old girl)	trust	affection	Family
B. E. (18-year-old girl)	sincerity	family	Affection
Sz. É. (16-year-old girl)	trust	fidelity	Sincerity
Co-group leader	affection	sincerity	trust

These are the REAL values for them.

In many cases the house appeared as a symbol. At our request they explained that the house means safety, family, future and the life itself.

**Bumper Sticker Practice (in 2 small groups)**

Purpose: to create such slogans which raise awareness of the own community and values of children- such as stickers on the cars. In 3 small groups.

<b>I. group</b>	<b>II. group</b>
If you would like, I won't have you on.	It's not good to be alone!
Friendship is the most important in the world!	I am friendly, come and reverse in me!



I am always hungry, but I will leave some for you too!	Do you know what it was like...?
I like the beer but I disdain alcoholics.	It is good to be with my loved ones! ☺
I you are hungry I will give you food and I will not wait for gratitude in return!	Joy is the biggest happiness.
If you like your workplace don't quip the boss!	Live healthily!
I am faithful.	Don't hurt the elders! ☺
My sincerity is my biggest virtue.	Don' disdain the smaller ones!
I am a family man!	Women have to be loved! (the men too!)
I love sex, just scream!	I am happy about my limbs!
My favourite sport is sleeping...	We are equal!
I am kind-hearted, if you need I'll give you cigarette!	I couldn't' live without music.
I am kind-hearted, if you need I'll give you cigarette!	Music makes me complete.
I like, if there are children around me!	I will love my family, if I have.
I love my clothing.	I ♥ Motors!
I love life, take care of me!	Be honest, I am honest with you too!
Watch out! Baby is in the car!	I love you, don't make any foolish things!
I am a brave child.	Peace be with you!
I you are a child: play with me!	Be my friend, not my enemy!
I am able to date!	Trust me, please!
I do belly dance, come on, I'll teach you too!	From the front or back?
Just tell me and I'll jump!	I want children !
Beauty queen!	Small children are loveable.
I am kind-hearted come and hitchhike!	The journey is long...
I am a kitchen fairy!!!	Come on girls, I am free!
I am honest, I don't lie!	The world is for businessmen!
I like persistence within the group.	I like eating!
Love is the most important in life.	I am afraid to love! Help me!
Peace be with you!	I love you, because you love me too!
I am ambitious and hardworking, so that's why I work at nights too. (if I have to)	Money doesn't make you happy!
I am looking for a partner! I cook, wash and clean!	I am collecting for a house!
Taste my cooking, you will suffice sooner or later.	Trust so that I can trust!
I you like your workplace, drive carefully!	You only have one family, take care of them!
I like to bake, if you like I will bake for you.	I become attached with you easily, don't take advantage of it!
I leave you the money, because you handle it wisely.	I like the policemen if they protect us.
I like the long-suffering people, I am one of them.	I am an ANGEL!
Watch out I'm a married man!	I like it, when we are honest and open with each other within the group.
I am sporty and patient!	Tell me your secret, because I'll keep it!
I share with you what I have. Do you share it with me what you have?	

Controlled talk about the learnt inability

Facilitator told about the research with the dog, and we discussed the results of it. (a dog which jumped over a draught-screen with current below his feet. Then in both sides current was led below the feet. This time the dog did not jump it was only sitting helplessly and howled.) According to the group member's claim they do not know such person. By the end of the talk several of them were nodding.

Bottle post (to Rumcájsz, the hermit of the uninhabited island)

Rumcájsz is an educated, helpless man, who lives with the lonely island in a symbolised way, since he has done nothing for welfare, he is lonely and alone, and he only whines from the pain.

Task: To write letter in bottle post, which Rumcájsz will receive.

→ what can YOU do so that Rumcájsz will not be a hermit anymore in life?

Everyone wrote their message, which we collected in a vessel in the centre, on which Rumcájsz was sitting, who was presented by a teddy bear. The vessel went around everyone took one out, and read it loudly. Then he/she also shared the advice with the group and how he/she felt if that advice could help his/her own life or not.

Messages to Rumcájsz:

<b>Who got it</b>	<b>message</b>	<b>parallel</b>
P. L. (17-year-old boy)	Only because the majority of society does not think this, it does not mean you are not valuable, you have everything which you need to welfare.	He would need this kind of strengthening many times, since he has only little self-confidence and he often feels that.
T. T. (17-year-old boy)	I miss you from the community.	It made him think: He really often misses from the community, because he always ride a motorbike.
L. N. (17-year-old girl)	Strength, ability, will: It is all in you, just trust yourself. You are not alone.	That is what he exactly needs. For such strengthening.
Facilitator	Don't be „üüüü”, trust yourself.	This message did not accidentally find him, he should have trusted in himself much more.
B. E. (18-year-old girl)	I would like to help	He would be glad, if someone helped him.
Sz. É. (16-year-old girl)	I will buy a flat and get a job. I will help you.	That is good.
N. I. (18-year-old boy)	Nobody hurts you, dare to live.	He puts this message away.
Boy Authentic helper	You should try to trust..	Maybe, he should really try it..
Co-group leader	I would like to help if you accept it.	To accept help, it is often a hard task.

Closing: Strengthening star

(Every group member stood up one by one. They hand in their hands to the centre and tell what they take from the diary. The next one puts his/her hand on the first one's hand, and so on..)

L. N. (17-year-old girl): I can be here

Sz. É. (16-year-old girl): the whole thing it was very good

N. I. (18-year-old boy): the small group talk in the room

T. T. (17-year-old boy): that he arrived

P. L. (17-year-old boy): we are together. The group

Boy Authentic helper: that I can be with you

Facilitator: the whole day

Co-group leader: the sincerity.

Screening film with assessment

Screening the film, Rain man

They liked the film very much, many of them has never seen it. During the assessment it could be seen well, that they understood and felt the difference of the main actor's orientation of values in the beginning and in the end of the film.

V. group/ 4. occasion

2008.

## NORMS AND GUIDELINES

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

After the arrival of the team to the children's home

### Arriving circle

**K. P. (18-year-old boy):** During the holidays he drank and drank. His average was 4,5 and he is proud of it. He was on school leaver's ball. He spent Christmas at his sister, there were about 40 guests. He travelled to .... to visit his previously mentioned 2 children of his sister, who he has never seen. He brought them presents and introduced himself: „I am your uncle.” He also drank in New year's Eve, he was here then. →New Year's wow: he never drinks again.

**J. É. (18-year-old girl):** She got 2 warnings from the form-master, she got an “unsatisfactory” from biology and she has 6 unjustified lessons. She was not at school for one day, but she indicated that she would bring the justification for the following day. The teacher told her that he did not care, since he had already written the unjustified lessons in the diary. Nobody told him that he had to go to the school leaver's ball, so she got a warning from the form-master. She answered the teacher's question from biology in from master lesson and she got an „unsatisfactory”. She felt it was unfair, and she called her guardian, who asked her to turn over the phone to the form master. The guardian was speaking with the from-master for half an hour. At the end of the conversation he was nervous and uneasy. At the end of the lesson he sent everyone from the class- except her. He told her that: „I know, that you live in state care, and that your soul is hurt and blah – blah... the teacher justified the 6 unjustified lessons, and since then he has not dared to hear the lesson from her, and in the first time of her life he treated her nicely. She visited her real mother with his brother and love at Christmas. Her love did not go there with him, Her mother is very unassuming. Her mother told her that “you're a bitch”, she also bawled her brother out, “she doesn't have the right, since she wasn't the one, who raised her”. She feels sorry for her little brother, who speaks gypsy to her, but she J. É. (18-year-old girl) told him that she did not understand him. R. F. (16-year-old boy). „can you tell her that mommy??” „No, I don't know how to call her...” Otherwise she feels fine and she told the whole story laughing.

**F. K. (17-year-old girl):** her brother came home from Italy and spent the holidays with her. It was very good. She went out without permission, and soon warrant was issued against her, but then she called her guardian and reassured him that she was fine and told him where she was and she would be back by the evening. She got a lot of presents and waited for us to come. She talked a lot. ☺

**P. T. (16-year-old boy):** he got an FA- set and a Morocco game for Christmas, but he broke it, He will fail from music, despite he was copying the music exercise book for a week. He will get a scholarship, he asked the form-master to convince the singing-master to let him sing to correct his grades. He had a party on New Year's Day. He met K. P. (18-year-old boy) at half past four in the morning, who was very drunk and who was looking for his coat, which was taken by someone. P. T. (16-year-old boy) saw that K. P.'s (18-year-old boy) coat was taken, but he did not care..

**B. Gy. (17-year-old girl):** she did not want to spend the Christmas with her siblings, so she lied to them. It was good to be on the celebration in ÁGOTA, that was the best. She got a mule, she was very happy about it. She spent the New Year's Eve in the institute, she waited for us to come.

**G. Cs. (17-year-old girl):** she was in ÁGOTA on the celebration, that was very good and he was glad. There was bad thing too: a girl messed things up for her, and several of them wanted to beat her, and they also wagged their fingers at her. However G. Cs. (17-year-old girl) did not let her, and protected herself ALONE. She did not let her girlfriend either to protect her, because she wanted to arrange things for her. That happened. It was bad for her,

that when she started to cry because of her anxiety, P. T. (16-year-old boy) laughed at her. She also said it in P. T.'s (16-year-old boy) eyes.

**R. F. (16-year-old boy):** Christmas was very nice, it has never been so nice before. The French fries was hot and tasteful and crispy at the dinner. they made present for all the teachers at school. They were on a celebration in .... ,where they saw L.L. Junior. They were on a celebration in ÁGOTA Foundation that was the best. On Christmas day, after the celebration he did not run up for the presents, because he has already given it up. On New Year's Day God looked down on him, because he could go to party. Hw waited for us to come.

**K. J. (17-year-old boy):** everything was o.k., ha went to party on New Year's day. He got an AXE package for Christmas. (During the break he said to Boy Authentic Helper: "Everything was very bad inside.")

**D. L. (17-year-old girl):** she will have a disciplinary at school. In the lesson they can make Christmas presents, and she would have liked to sew grip gloves. She asked the teacher to help, who went to her and sewed one of the gloves for her, then left her to do the other one. D. L. (17-year-old girl) asked her to help. She asked her several times. The teacher told her that D. L. (17-year-old girl) wants her to do it, and she kept saying it until a point when D. L. (17-year-old girl) quipped for her. As a result she will have a disciplinary. During the debate the teacher told her such things that everyone in the class is afraid of her. Christmas was good, although they did not want to let her out to her family because of the disciplinary. The holidays went well..

*(When she asked the teacher to help, she did what we taught to her. To ask for help...)*

**Girl Authentic helper:** now first time in her life, she did not spend the Christmas alone and it was very good. The New Year's Eve was also good. Her exams soon start. She really waited for us to come., otherwise everything is fine around her.

**Co-group leader:** in the last long period, he worked a lot and he managed to make things right. He is glad that he can be here.

**Boy Authentic helper:** Christmas was good, he was not alone, and he had a party on New Year's Day too. Her exams start too. He broke up with his girlfriend. He waited us to come.

**Group Leader:** holidays were all right, he waited for it to end. He played a lot with his younger brothers, he sledged. Exams star, he spent a whole day watching matches. He really waited us to be here.

#### Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

VALUE (They dictated the values- which they considered important- in such sequence)	HOW MUCH WAS IT SOLD FOR	WHO BOUGHT IT
TRUST	140	G. CS. (17-YEAR-OLD GIRL)
AFFECTION	150	F. K. (17-YEAR-OLD GIRL)
SINCERITY	150	BOY AUTHENTIC HELPER
ONE DROP OF HOPE	100	P. T. (16-YEAR-OLD BOY)
LOVE	210	J. É. (18-YEAR-OLD GIRL)
PERSISTENCE	130	GIRL AUTHENTIC HELPER
HUG	50	B. GY. (17-YEAR-OLD GIRL)
GIVING AID	70	B. GY. (17-YEAR-OLD GIRL)
INDEPENDENCE	100	CO-GROUP LEADER
RESPECT	80	P. T. (16-YEAR-OLD BOY)
PLEASURE	50	GROUP LEADER
SOLIDARITY	30	P. T. (16-YEAR-OLD BOY)
CHILD	80	K. P. (18-YEAR-OLD BOY)
FAMILY	140	D. L. (17-YEAR-OLD GIRL)
WARMNESS	30	R. F. (16-YEAR-OLD BOY)
CHEERFULNESS	50	CO-GROUP LEADER
ORGANISATIONAL SKILL	40	R. F. (16-YEAR-OLD BOY)
GOODNESS	30	G. CS. (17-YEAR-OLD GIRL)

GOOD ADVICE	30	B. GY. (17-YEAR-OLD GIRL)
WISDOM	40	GIRL AUTHENTIC HELPER
FRIENDSHIP	50	K. P. (18-YEAR-OLD BOY)
TEACHING	20	BOY AUTHENTIC HELPER
CONSIDERATION	30	G. CS. (17-YEAR-OLD GIRL)
RELIABILITY	50	K. P. (18-YEAR-OLD BOY)
CARING	30	K. P. (18-YEAR-OLD BOY)
INSTINCT	30	R. F. (16-YEAR-OLD BOY)
DEVOTION	20	BOY AUTHENTIC HELPER
CALMNESS/CALM	15	R. F. (16-YEAR-OLD BOY)
SELF-CONTROL/SELF-POSSESSION	50	K. J. (17-YEAR-OLD BOY)
ANARCHY	100	K. J. (17-YEAR-OLD BOY)
FREEDOM	30	K. J. (17-YEAR-OLD BOY)
AGOTA	45	R. F. (16-YEAR-OLD BOY)
BOBY, THE PLUSH PANTHER	10	F. K. (17-YEAR-OLD GIRL)
RELATION	30	K. J. (17-YEAR-OLD BOY)
RIGHT DECISION	20	BOY AUTHENTIC HELPER
LOVE OF ANIMALS	20	F. K. (17-YEAR-OLD GIRL)
SOUL CARE	10	R. F. (16-YEAR-OLD BOY)
NATURE PROTECTION	20	B. GY. (17-YEAR-OLD GIRL)
HEALTH	10	CO-GROUP LEADER
SPORT	30	GIRL AUTHENTIC HELPER
HUMOUR	10	G. CS. (17-YEAR-OLD GIRL)
OPENNESS	--	--
REGRET	30	G. CS. (17-YEAR-OLD GIRL)
UNDERSTANDING	25	B. GY. (17-YEAR-OLD GIRL)
FORGIVENESS	40	GIRL AUTHENTIC HELPER
SURPRISE(THE ABILITY TO JOY)	25	K. P. (18-YEAR-OLD BOY)
INTIMACY	20	B. GY. (17-YEAR-OLD GIRL)
KNOWLEDGE(LEARNING)	20	K. P. (18-YEAR-OLD BOY)
IMAGINATION, FANTASY	30	K. J. (17-YEAR-OLD BOY)
MY DREAMS, GOALS	95	D. L. (17-YEAR-OLD BOY)
STRENGTHENING	25	BOY AUTHENTIC HELPER
SECURITY	45	CO-GROUP LEADER
K. P. (18-YEAR-OLD BOY)ASSERTIVENESS	30	B. GY. (17-YEAR-OLD GIRL)
GOOD MEMORIES	80	R. F. (16-YEAR-OLD BOY)
STUBBORNNESS	25	D. L. (17-YEAR-OLD GIRL)
BAD MEMORIES	30	F. K. (17-YEAR-OLD GIRL)
WILL POWER	40	F. K. (17-YEAR-OLD GIRL)
SENSIBILITY	40	J. É. (18-YEAR-OLD GIRL)
THE ABILITY TO DISCERNMENT	30	P. T. (16-YEAR-OLD BOY)
CURIOSITY	25	BOY AUTHENTIC HELPER

**THE FIRST TEN MOST IMPORTANT VALUES:**

1. LOVE	210
2. AFFECTION, SINCERITY	150
3. TRUST, FAMILY	140
4. PERSISTENCE	130
5. SEPARATENESS, ANARCHY, A DROP OF HOPE	100
6. MY DREAMS, AIMS	95
7. CHILD, RESPECT, GOOD MEMORIES	80
8. GIVING AID	70
9. HUG, FRIENDSHIP, PLEASURE, CHEERFULNESS, RELIABILITY, SELF-CONTROL	50
10. SAFETY, ÁGOTA	45

**5 minutes break, in which K. J. (17-year-old boy) gets a task: to give presentation of anarchy!**

It turned out that the only thing he knows of anarchy that there you can do anything. We told him what it really means. Then he did not want it to be among the values, so he pulled it off from the list by himself.

	WHAT DID HE/SHE BUY?	WHY DID HE/SHE BUY THAT?	THE 3 MOST IMPORTANT in sequence.
GIRL AUTHENTIC HELPER	PERSISTENCE, WISDOM, SPORT, FORGIVENESS	I have these, but it's good to have more of these. She needs wisdom very much.	1. MY DREAMS-AIMS 2. TRUST 3. SINCERITY
D. L. (17-YEAR-OLD GIRL)	FAMILY, MY DREAMS-GOALS, STUBBORNESS	She would really like a family. She is stubborn, and her dreams are really important.	1. SINCERITY 2. LOVE 3. FRIENDSHIP
CO-GROUP LEADER	INDEPENDENCE, JOY, CHEERFULNESS, HEALTH, SECURITY	He has a part of these, and recently he has felt that he would need much more joy and cheerfulness, that's why he bought them.	1. AFFECTION 2. SAFETY 3. HEALTH
F. K. (17-YEAR-OLD GIRL)	LOVE, LOVE OF THE ANIMALS, BOBY, WILL POWER, BAD MEMORIES	She insists on the bad memories, because they help her not to commit these.	1. AFFECTION 2. TRUST 3. ÁGOTA
J. É. (18-YEAR-OLD GIRL)	LOVE, SENSIBILITY	There is everything in love: respect, love, devotion, caring, attention, she is not lonely... She's quite sensible.	1. HEALTH 2. FAMILY 3. SOLIDARITY
P. T. (16-YEAR-OLD BOY)	RESPECT, SOLIDARITY, THE ABILITY TO DISCERNMENT	He has respect, but sometimes he needs more. He has the ability to discernment, the solidarity is what he misses very much.	1. CHILD 2. MY DREAMS-AIMS 3. STRENGTHENING
R. F. (16-YEAR-OLD BOY)	WARMNESS, ORGANISATIONAL SKILL, INSTINCT, ÁGOTA, SOUL CARE, CALMNESS, GOOD MEMORIES	These are the ones he has, but he needs them furthermore.	1. MY DREAMS-AIMS 2. IMAGINATION, FANTASY ORGANISATIONAL SKILL
B. GY. (17-YEAR-OLD GIRL)	GOOD ADVICE, GIVING AID, HUG, INTIMACY, SELF-CONFIDENCE, UNDERSTANDING, NATURE PROTECTION	We had to explain the intimacy to her but then she needed. she would need more self-confidence and hug.	1. AFFECTION 2. SAFETY 3. TRUST

K. J. (17-YEAR-OLD BOY)	SELF-CONTROL, <del>ANARCHY,</del> RELATIONSHIP, FREEDOM, IMAGINATION-FANTASY	HE PULLED ANARCHY OFF FROM EVERYWHERE WITH A PEN IN HIS HAND!	1. SINCERITY 2. WISDOM 3. RELATION
BOY AUTHENTIC HELPER	SINCERITY, TEACHING, DEVOTION, RIGHT DECISION, STRENGTHENING, CURIOSITY	he would also like to teach, he often needs right decision, and strengthening. Curiosity helps him be brave.	1. SINCERITY 2. PERSISTENCE 3. SAFETY
G. CS. (17-YEAR-OLD GIRL)	TRUST, GOODNESS, ATTENTION, HUMOUR, REGRET	She has all these, but it's good to have more of these.	1. SAFETY 2. SINCERITY 3. AFFECTION
K. P. GIRL)	CHILD, FRIENDSHIP, RELIABILITY, CARING, SURPRISE, KNOWLEDGE	These are the most important in her life. She is reliable, she doesn't have friends here. To care with others. Knowledge is the base to have job and life.	1. FREEDOM 2. LOVE 3. FAMILY

### The values of my home

After the ideal children's home game, we were talking about their opinion about the children's home. What is positive now and what is negative.

The values of my home	What is not good..
Shelter	Food is not good enough
Safety	A lot of injustice
Food	Cooks push the food in front of us
Full board	Adults do not listen to us
Infrastructure	Aggression, beating, knife
Meals	Adults do not protect the children
Toiletries	Little money
Clothing	Disdain
Company	Adult bring their problems
Money	Defencelessness
Learning possibility	Vampires
Work	No support
Music	
TV	
Driving Licence	
Outgoing (with permit)	
Affection	
Acquaintance	
To make friends	
We did not become homeless	
Summer holiday (abroad)	
Collecting money (for getting out)	
Recruitment, life experience	
We became clever	
We can protect ourselves	
To speak nicely	
To integrate into society	
To live in community	
Positive adult sample	
To honour what we get- we will appreciate it in life too (each other)	
The significance of the holidays (to keep them)	
To experience creativity sometimes	

There is not really solution for bad things. What we can do is that we learn to adapt and live together with the present conditions. Several of them indicated that they do not know of many possibilities because nobody informs them.. → they should ask, go after things, and they should not let themselves to be worked off.

### Bumper sticker practice

I. group	II. group	III. group
<ul style="list-style-type: none"> <li>☺ Trust yourself, because you can trust in others!</li> <li>☺ Wisdom is the teaching master of life.</li> <li>☺ To love is a good and noble thing.</li> <li>☺ I love others, because I am loved too.</li> <li>☺ Give wings for yourself and you can be free!</li> <li>☺ Care with others and others will care about you!</li> <li>☺ Fight for your dream for which you hold on.</li> <li>☺ Real wisdom comes from life.</li> <li>☺ Embrace others to give joy!</li> <li>☺ Embrace others so that you can feel the warmth of your heart!</li> <li>☺ Join with each other and the relationship will be also stringer.</li> <li>☺ Be brave to be in love!</li> <li>☺ Live your life with love, with openness and sincerity, and you will wake up in a morning that your dreams have come true.</li> <li>☺ Trust is half life, but if I am trusted, I could be whole.</li> <li>☺ Don't hurt others since it would be also painful to you if you were hurt by someone.</li> <li>☺ Wisdom is the only thing which, they can never take away from you.</li> <li>☺ Family is the nicest thing in life.</li> <li>☺ Live all your days as if all would be your last.</li> <li>☺ Those are the most expensive things, which cost nothing at all...e.g. kiss, hug, smile..</li> </ul>	<ul style="list-style-type: none"> <li>☺ Beauty comes from inside.</li> <li>☺ Help yourself and God will help you too.hu</li> <li>☺ I trust in my self since other trust in me too.</li> <li>☺ Be happy about others' joy and you will be happy too!</li> <li>☺ Treat others in such a way that you would like to be treated.!</li> <li>☺ Lots of hearts and souls, but there is one aim: the happiness.</li> <li>☺ Love is the greatest treasure.</li> <li>☺ Make your dreams come true and you can achieve your goals!</li> <li>☺ Love makes life happy.</li> <li>☺ The ÁGOTA is the beginning of the creation of a new world.</li> <li>☺ Persistence and faith take you forward in life.</li> <li>☺ Life is a gift, which is full of surprises.</li> <li>☺ Don't dream your life but live your life!</li> <li>☺ Health is the greatest treasure, if there is no health, and then there is nothing.</li> <li>☺ Keep deep respect in you toward those ones, who really love you.</li> <li>☺ Although I am from the ghetto, but I can believe and love.</li> <li>☺ <b>ÁGOTA is the best: Push Up Effect!</b></li> <li>☺ Care for yourself don't be frugal!</li> <li>☺ Don't hit the child, because you tread in his/her soul!</li> </ul>	<ul style="list-style-type: none"> <li>☺ Knowledge is the father of workplace.</li> <li>☺ Child is the nicest gift.</li> <li>☺ Give me inspiration!</li> <li>☺ Respect and honour!</li> <li>☺ I you organise for others, that's good, but if others organise for you: that's even better.</li> <li>☺ Don't be stubborn, it doesn't lead you anywhere!</li> <li>☺ Dream bravely and you will achieve your aim.</li> <li>☺ Respect others and others will respect you!</li> <li>☺ Form the happiness of love you will be drenched by warmth.</li> <li>☺ Be independent and you will be free!</li> <li>☺ Don't forget: there is a drop of hope!</li> <li>☺ Don't be afraid of forgiveness!</li> <li>☺ Don't forget: relationships must be nurtured.</li> <li>☺ Money makes you happy.</li> <li>☺ be the prisoner of love..</li> <li>☺ Love and others will ove you.</li> <li>☺ Be open and others will open for you.</li> <li>☺ Realise life laughing.</li> <li>☺ Be wise and strong.</li> <li>☺ Security is the biggest protection.</li> <li>☺ Base your future, so that it would be good for you.</li> <li>☺ Laugh and I will laugh too!</li> <li>☺ Goodness forgives everything.</li> <li>☺ God said: Forgive those, who do wrong.</li> <li>☺ Keep the good memories, and throw the bad ones away, as if you would take off your clothes.</li> <li>☺ Trust in others so that you won't be lonely.</li> <li>☺ Family is the child's patron.</li> </ul>

### Controlled talk about the learnt inability

Facilitator told about the research with the dog, and we discussed the results of it. (a dog which jumped over a panel with current below his feet. Then in both sides current was led below the feet. This time the dog did not jump it was only sitting helplessly and howled.) According to the group member's claim they do not know such person. By the end of the talk several of them were nodding.



Bottle post

(to Dínó, the hermit of the uninhabited island)

Dínó is an educated, helpless man, who lives with the lonely island in a symbolised way, since he has done nothing for welfare, he is lonely and alone, and he only whines from the pain.

Task: To write letter in bottle post, which Dínó will receive.

→ **what can YOU do so that Dínó will not be a hermit anymore in life?**

(Everyone wrote their message, which we collected in a vessel in the centre, on which Dínó was sitting, who was presented by room slippers which shaped a dinosaur. The vessel went around everyone took one out, and read it loudly. Then he/she also shared the advice with the group and how he/she felt if that advice could help his/her own life or not.)

<b>Who got it (who wrote it?)</b>	<b>message</b>	<b>parallel</b>
R. F. (16-year-old boy) (P. T. (16-year-old boy)	Don't be lonely, be brave and you will succeed. Dare to talk with people.	HE is brave and he dares to talk with people.
B. Gy. (17-year-old girl) (D. L. (17-year-old girl)	Don't give up, trust yourself, Don't forget there is always a drop of hope.	Yes, he should trust in himself much better, he will take it.
K. J. (17-year-old boy) (Co-group leader)	If doors are closed, crawl in the window. Don't be afraid of change, dare to talk with people, because there are still good people.	He can take everything and he will crawl in the window.
Boy Authentic helper (K. J. (17-year-old boy)	Don't give up, trust yourself and you will find your real pack.	He didn't understand it... then he said he had already found his pack, he had friends and community and that was good.
G. Cs. (17-year-old girl) (Group Leader)	She should not give up, she will be able to do anything, she just needs to believe in herself. God will help through all kinds of difficulties, just need to stand up and take the first step.	She believes in this, and that she will be able to this and that she will take this step.
K. P. (18-year-old boy) (F. K. (17-year-old girl)	Don't give up!	He won't give up.
Girl Authentic helper (J. É. (18-year-old girl)	How long would you like to live like this? wouldn't you like to find happiness and a family? Do you want to stay lonely forever? Think about these things and take the step! I trust in you.	It has already been like that, when this "whipping agitation" pulled him out of the pothole and that was very useful.
D. L. (17-year-old girl) (B. Gy. (17-year-old girl)	Don't give up, dare to be persistent and dare to ask for help. You are not alone.	Hr often gives it up, he is not persistent, so he will take the advice. He won't ask for help.
Co-group leader (R. F. (16-year-old boy)	Be cheerful and joyful, because it is very bad to be lonely. Be brave.	We need cheerfulness and pleasantry.
F. K. (17-year-old girl) (Boy Authentic helper)	There obstacles in life, which we have to overcome and we need to survive, hop lives in you, and you should trust yourself, and you will be able to make it.	She welcomes all kinds of advice like these, and she has to overcome the obstacles.
J. É. (18-year-old girl) (G. Cs. (17-year-old girl)	Don't give up, trust yourself so that others van trust you, because it can cause happiness.	- cliché, he does this all the time, but: he is trusted and he can give happiness, because he is able to do it.

P. T. (16-year-old boy) (Girl Authentic helper)	Dream dreams, set your goals, and if you find the right way, you will find happiness.	That's how it is.
Group Leader (K. P. (18-year-old boy))	To have a good life, trust in others, get friends, be cheerful all the time, and believe that once everything will turn right.	He can take all the advices, and anyway he gets over bad things like that, because he knows that God always helps in everything.

Crest and shield

	<b>CREST</b> (WHAT IS HE/SHE PROUD OF, WHAT ARE HIS/HER VALUES, WHAT DOES HE/SHE LIKE TO SHOW THE WORLD)	<b>SHIELD</b> (BY WHAT DOES HE/SHE PROTECT HIMSELF/HERSELF AGAINST THE WORLD)
<b>R. F. (16-YEAR-OLD BOY)</b>	Solidarity, ÁGOTA, talk	Bad talk
<b>B. GY. (17-YEAR-OLD GIRL)</b>	talk	smile
<b>K. J. (17-YEAR-OLD BOY)</b>	Stick, machine gun, tank. We protect and serve.	Talk, fist
<b>BOY AUTHENTIC HELPER</b>	Friends, children, love, sincerity, the fact that he is a gipsy, ÁGOTA	Learning, his eyes, talk, music, isolation
<b>G. CS. (17-YEAR-OLD GIRL)</b>	TV, learning (he adores learning), laughter, music, sleeping, the ability to love, her hair	mouth
<b>K. P. (18-YEAR-OLD BOY)</b>	TV, book (knowledge), (he is very proud of this, because he wants to show that he can get a profession from his family, since nobody has on in his family), sleeping, family, friends	Mouth, hands, legs
<b>GIRL AUTHENTIC HELPER</b>	Friends, ÁGOTA, learning, family, house	keeping distance
<b>D. L. (17-YEAR-OLD GIRL)</b>	Sleeping, smile, music, love, friends, faith	Talk, fist
<b>CO-GROUP LEADER</b>	Diploma, cooking, independence, nature, change, ÁGOTA	He doesn't talk, faith, work, friends, change ÁGOTA
<b>F. K. (17-YEAR-OLD GIRL)</b>	Love, ÁGOTA, friends, smile, music	talk
<b>J. É. (18-YEAR-OLD GIRL)</b>	Smile, love, sleeping, TV, open door, affection, love,	Praying, talk
<b>P. T. (16-YEAR-OLD BOY)</b>	he was born	The children's home
<b>GROUP LEADER</b>	Faith, ÁGOTA, horses(freedom and dignity), friends, family, Gipsy music, learning	Smile, handshake, love

Closing: Strenghtening

one in the middle, 3 people can tell him/her ONLY positive things.

Every group member stood in the middle and 3 people told them a positive experience, or an utterance which appreciate their inner values. K. P. (18-year-old boy) asked why we couldn't write these down: because we have to learn to be able to utter it.

The group members strengthened each other, in the following ways for example:

### **They assessed positively:**

- ☺ K. P.'s (18-year-old boy) apparent kindness, confidence and that he showed how amazingly sensitive he could be. They have never seen this K. P. (18-year-old boy), and it is very good that they can finally get to know him like this. (Group Leader, P. T. (16-year-old boy), J. É. (18-year-old girl)
- ☺ G. Cs.'s (17-year-old girl) growing openness, courage and self-confidence. (Girl Authentic helper, Boy Authentic helper, Group Leader)
- ☺ F. K.'s (17-year-old girl) talkativeness (Boy Authentic helper, Girl Authentic helper, Group Leader)
- ☺ K. J.'s (17-year-old boy) huge heart, emotion-wealth, wisdom and sincerity. (Group Leader, J. É. (18-year-old girl), Girl Authentic helper)
- ☺ D. L.'s (17-year-old girl) caring, she will be a very good mother, and that she hides her kind-heartedness less and less. (mother hen) (F. K. (17-year-old girl), J. É. (18-year-old girl), Co-group leader)
- ☺ B. Gy.'s (17-year-old girl) ability to help, laughter, openness, toward everyone. The group psychologist call her auntiem because one can really turn to her for help.(Group Leader, Girl Authentic helper, R. F. (16-year-old boy)
- ☺ P. T.'s (16-year-old boy) seriousness, because he can be like that too, they are grateful that he always makes them laugh, and he helps if he can, but he doesn't expect others to help him too. (Group Leader, Girl Authentic helper, J. É. (18-year-old girl)
- ☺ R. F.'s (16-year-old boy) sincerity and willingness to help, and that he less an less walk in others' shoes and he dares to give himself.(J. É. (18-year-old girl), Co-group leader, Group Leader)
- ☺ J. É.'s (18-year-old girl) exemplary effect of his sensitivity (Group Leader, Girl Authentic helper, K. J. (17-year-old boy)
- ☺ Girl Authentic helper's courage and openness (Group Leader, D. L. (17-year-old girl), P. T. (16-year-old boy)
- ☺ Boy Authentic helper's caring (J. É. (18-year-old girl), P. T. (16-year-old boy), K. P. (18-year-old boy)
- ☺ Co-group leader's return (R. F. (16-year-old boy), D. L. (17-year-old girl), G. Cs. (17-year-old girl)
- ☺ Group Leader's characteristic that he puts everything aside for them, that he is always cheerful and P. T. (16-year-old boy) thanks that he loves him (D. L. (17-year-old girl), P. T. (16-year-old boy), J. É. (18-year-old girl)

VI. group/4. occasion

2007.

## NORMS AND GUIDELINES

Personal frames:

- Group leader*
- Co-group leader*
- Facilitator 1*
- Facilitator 2*
- Girl Authentic helper*

After the arrival of the children:

What has happened to me recently- bad and good thing

<b>Name</b>	<b>+</b>	<b>Connection</b>	<b>-</b>	<b>Connection</b>	<b>Feedback</b>
Co-group leader	This week I celebrated my birthday with my friends, which was a great surprise.		During the week my brother and my mum from .... got ill in the same time.		I like to arrive, it is important for him to belong to somewhere.
Girl Authentic helper	I could finally embrace my father, which I have not done for a long time. I had a presentation in the OM.		We were preparing for the common performance with my friends when everyone stood against me. They treated me badly.	<b>Facilitator 2</b> I was also in the ball, it was very good.	I like to arrive especially to my friends.
Facilitator 1	In the morning I spoke with the group leader and that was a very good feeling for me.		I had a row with my older sister.	-	I like to arrive, because I am happy about meeting with others. I missed you and it is good to see you again.
K. R. (17-year-old girl)	I was in a fair with L. S. (17-year-old boy) where we found a poppy that we liked and took it home.		My group mates made a fool of me, since they said that my father (who I haven't seen for 3 years) had been looking for me on the phone.		I like to arrive.
L. S. (17-year-old boy)	We danced with K. R. (17-year-old girl) in the Katalin ball and we were a big success.		We had to give the poppy to K. R.'s (17-year-old girl) mother.	<b>L. S. (17-year-old boy)</b> I also had a dog, but I had to give it away.	I like to arrive, it is good if someone is waiting for me.
D. K. (16-year-old girl)	I made friend with a classmate at school.		My girlfriend hooked up with my boyfriend.		I don't like to arrive, sometimes it is good if I am by myself.

P. I. - year-old girl)	I beat my previously mentioned rival in a test in chemistry.		I was ill and my mother came to me to deal with me. Meanwhile I wanted to show her the copies and photographs made of me, but my mother didn't want to deal with anything so I sent her away.		I like to arrive too. To those ones, who love me.
H. G. (17-year-old boy)	We had a performance with the group in Katalin ball, and this was very good.		Fight in the children's home. The caregivers were watching it that they wanted to beat the girls. In the end the adults were commended because they protected the children. Although it didn't happen like this.		I like to arrive, because it's good to be among you.
Cs. É. (16-year-old girl)	I felt good in the Katalin ball.		I had a row with one of my classmates.		I like to arrive, to a good company.
Facilitátor 2	The ball was the biggest joy for me. I was very proud of the children.		Conflict with colleagues.		I like to arrive, because I know that there are people, who are waiting for me, and that's a good feeling.
Group leader	I gave all my dissertations to the university and the CD was also prepared.		Late in the evening, I was forced to listen to one of my client's mother, who kept telling me pieces of information. Meanwhile, I was very hungry and wanted to relax and be with my family.		I like to arrive. I know if I really want to go somewhere, then I like to arrive there.
G. B. (17-year-old girl)	We sent off my caregiver. The positive thing was in it that we gave gift to him with the group together. I felt for the first time, that we do something together, and it was not only me, who wanted to do something.		I was standing alone in the room and packed up, because I had enough of everything. I needed loneliness, so I left the children's home		I like to arrive. I wouldn't miss this Friday, since I know that it's good to arrive here. I love you.

### Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

<b>Value</b>	<b>How much was it sold for?</b>	<b>Who bought it</b>
Honesty	30	Facilitator 2
Affection	140	G. B. (17-year-old girl)
Faith	40	F. K. (17-year-old girl)
Sincerity	130	K. R. (17-year-old girl)
Bravery	110	Girl Authentic helper
Freedom	110	P. I. (20-year-old girl)
Love	120	Group leader
Patience	100	Facilitator 2
Attention	120	Cs. É. (16-year-old girl)
Openness	20	Girl Authentic helper
Hope	70	Facilitator 2
Safety	70	P. I. (20-year-old girl)
Selflessness	30	Cs. É. (16-year-old girl)
Helpfulness	50	K. R. (17-year-old girl)
Responsibility	40	G. B. (17-year-old girl)
Kind-hearted	30	L. S. (17-year-old boy)
Diligence	10	Girl Authentic helper
Self-criticism	50	D. K. (16-year-old girl)
Acceptance	30	P. I. (20-year-old girl)
Patronage	30	Girl Authentic helper
Respect	10	Girl Authentic helper
Weakness	30	K. R. (17-year-old girl)
Optimistic	20	Facilitator 2
Fighting	30	L. S. (17-year-old boy)
Persistence	50	Cs. É. (16-year-old girl)
Devotion	20	G. B. (17-year-old girl)
Will	60	Group leader
Trust	70	D. K. (16-year-old girl)
Psychical ability/Knowledge	20	Girl Authentic helper
Will to live	40	P. I. (20-year-old girl)
Positive thinking	10	Girl Authentic helper
Confidence	10	Girl Authentic helper
Face to face/fairness	30	Facilitator 2
Credibility	20	Group leader
Empathy	40	Group leader
Creativity	10	Girl Authentic helper
Humour	10	H. G. (17-year-old boy)
Outlaw honour	60	L. S. (17-year-old boy)
Sensuality	20	Girl Authentic helper
Sensitiveness	20	L. S. (17-year-old boy)
Self-esteem	30	Cs. É. (16-year-old girl)
Self-discipline	30	H. G. (17-year-old boy)
Proud	30	Cs. É. (16-year-old girl)
Stand up for the other	20	G. B. (17-year-old girl)
Harmony	60	H. G. (17-year-old boy)
Peace	40	H. G. (17-year-old boy)
Orderliness	60	H. G. (17-year-old boy)
Life	60	G. B. (17-year-old girl)



### Values of ideal home

- Calm environment
- Loving family circle
- Subsistence
- Sincerity
- Acceptance
- Understanding
- Patience
- Openness
- Full family
- Positive moral norms
- Attention
- Consequent education
- Relying on each other – help
- Respect each other
- Open conflicts – honest
- Discussion of- peaceful layout
- Peacefulness
- Mutual trust
- Attention, diligence
- Harmony
- Staidness
- Safety
- Good environment
- Consistency
- Sympathy with people in my environment
- Love, that others wait for me with love, good feeling, happiness
- Sincerity
- Trust
- Order
- Humour

### Assessment

After collecting the values, Facilitator 2 and Co-group leader showed that the quality of life is determined by everyone by themselves.

#### *Facilitator 2*

I started as a cleaner in the children's home. I took to the children very much. Beside my job I attended socio-pedagogy higher education. I didn't come along with my husband. I live with my two sons, they mean the family to me. I wanted to work as a leader among you to give all the good things which I got and considered important to give.

#### *Co-group leader*

After hearing the assessment conversation, I think that I was a good community man in the children's home. I always strived to keep the group together, and to achieve something together. I think of the the caregivers' birthday here, the reorganisation of the common room and that we visited the girls at night in secret. I always confirmed them that they have to discuss every problem, and the don't have to fight. On one occasion the boy had a bad row. I told them to discuss it. The best was that they sent the adults away from the living room and they arranged the conflict among themselves in a civilised way.

### Closing: Strengthening star /What am I taking home/

Co-group leader: I'm taking home cheerfulness and openness.

G. B. (17-year-old girl): Thank you for the weekend, I became stronger.

Facilitator 1: One for all, all for one.

Girl Authentic helper: The weekend was good; I know what I have achieved so far, and what I will have to do.

K. R. (17-year-old girl): Thank you, I've learnt a lot.

L. S. (17-year-old boy): I'm taking the games home.

H. G. (17-year-old boy): I like to arrive.

Facilitator 2: I have things to do and that's good.

Cs. É. (16-year-old girl): I'm taking the kabala home.

D. K. (16-year-old girl): Thank you for the weekend, the problem is that I can't take the playhouse... home.

P. I. (20-year-old girl): I'm taking home viruses and good experience.



VII. group/ 4. occasion

2009

## NORMS AND GUIDELINES

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Boy Authentic helper*

After the arrival of the children:

### Arriving circle

We could start the arriving circle only later because we had to wait for H. B. (16-year-old boy). He visited his former foster parents, so he arrived later.

#### **Sz. M. (19-year-old girl)**

The Christmas passed away. The ghetto Christmas was very good in the Ph. The children from the play house gave a very good show. I was sleeping during New Year's Eve. We didn't go anywhere with my boyfriend. I celebrated it on the third day I got really drunk by myself.

#### **K. T. (17-year-old boy)**

I spent Christmas at home at my mother. On New Year's Eve I was with my friends. I drank a lot, and I haven't stopped drinking since then. Since 6 January I have celebrated my birthday too. /The child arrived in an illuminated state, but he sobered up to the arriving circle. /

#### **K. N. (16-year-old girl)**

/She arrived upset, but she didn't reveal the cause of it. / Good – bad! Good: I spent Christmas with my boyfriend. Bad: She didn't tell it.

#### **N. B. (16-year-old boy)**

I spent Christmas in the residential home. There was a hairy (embarrassing) celebration. (it was organised by the children from the residential home and A. E. (17-year-old girl) blazed up, since N. B. (16-year-old boy) didn't help in it.) On 27 December there was a big party, we drank and smoked with friends. I was invited for New Year's Eve, but I didn't have anymore money left to go. So I spent New Year's Eve at home.

#### **B. K. (19-year-old girl)**

Not much happened. I couldn't go home for Christmas. My mother's health condition is bad; she has heart disorder.

#### **H. B. (16-year-old boy)**

I spent Christmas in the residential home. This afternoon I was at my former foster parents, before I arrived here. I ate at them and I went to bed for a bit, that's why I was late.

#### **A. E. (17-year-old girl)**

I was at my sister on Christmas Day, but I had a row with her and I left them. My older brother came after me and I spent Christmas at him. After Christmas I prepared for exams (hairstylist's practical exam). On New Year's Eve we were at my boyfriend's family, there were many people and we had a good party.

#### **L. I. (17-year-old boy)**

At Christmas I was at home with dad, mum and my older brother. On New Year's Eve we held a house party and drank a lot.

#### **Co-group leader**

At Christmas we watched a lot of DVDs. I spent New Year's Eve with my friends. My cat was watching the Christmas ornaments and it sometimes took one down.

**Boy Authentic helper**

I spent Christmas with my peers from the ghetto. We ate, watched DVDs and played cards a lot. I spent New Year's Eve with friends.

**Facilitator 2**

The Ph Christmas was very good. I was glad that I met everyone. Christmas passed away peacefully, I spent New Year's Eve with friends. I was waiting for you very much.

**Facilitator 1**

Christmas was nice. I spent it at home with my family. I spent New Year's Eve with friends. I'm glad you are here. I work a lot and when you are here it is a relaxation for me.

**Group Leader**

I spent Christmas with my sons. Before that we held a celebration in the children's home too. Fortunately not many children spent Christmas in the institute. For me the biggest joy would be that the group would be empty at Christmas. That would mean that every of my child would spend Christmas in a family. My sons were happy about the fact that we could spend a few days together, I managed to relax a little bit. I was waiting for you very much.

Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

What	Who	How much did he/she buy it
Food-drink	N. B. (16-year-old boy)	10
Friendship	K. T. (17-year-old boy)	100
Love	L. I. (17-year-old boy)	100
Family	Sz. M. (19-year-old girl)	100
Reliability	N. B. (16-year-old boy)	60
Respect	H. B. (16-year-old boy)	50
Safety	Facilitator 1	120
Persistence	Group Leader	70
Domesticity	L. I. (17-year-old boy)	10
Hygiene	B. K. (19-year-old girl)	100
Affection	K. N. (16-year-old girl)	120
Aims (life)	Facilitator 2	90
Faith	Boy Authentic helper	80
Accomplishment	H. B. (16-year-old boy)	50
Trust	Group Leader	60
Health	A. E. (17-year-old girl)	60
Beauty (Body, Inner)	L. I. (17-year-old boy)	10
Knowledge	Boy Authentic helper	20
Partner	K. T. (17-year-old boy)	30
Present (received from love)	K. T. (17-year-old boy)	20
Clothes	H. B. (16-year-old boy)	40
Staying alive	N. B. (16-year-old boy)	10
Desire	Boy Authentic helper	20
Peacefulness	Sz. M. (19-year-old girl)	30
Honour of others	Facilitator 2	20
Self-confidence	Group Leader	10
Money	L. I. (17-year-old boy)	10
Workplace	A. E. (17-year-old girl)	10
Flat	K. N. (16-year-old girl)	20
Cheerfulness	Facilitator 2	30
Honesty	N. B. (16-year-old boy)	20
Openness	A. E. (17-year-old boy)	40
Honour of our partner	Sz. M. (19-year-old girl)	20
Understanding	Facilitator 1	20

Attention	L. I. (17-year-old boy)	10
Giving aid	Boy Authentic helper	20
Sincerity	B. K. (19-year-old girl)	20
Cooperation	Group Leader	10
Selflessness	A. E. (17-year-old girl)	20
Trust	L. I. (17-year-old boy)	10
Faithless	B. K. (19-year-old girl)	20
Communication	Boy Authentic helper	10
Variety	Facilitator 1	10
Hope	A. E. (17-year-old girl)	20
Sadness	N. B. (16-year-old boy)	10
Coolness	N. B. (16-year-old boy)	10
Self-knowledge	N. B. (16-year-old boy)	10
Solidarity	N. B. (16-year-old boy)	20

### First ten

1. Love 120
2. Safety 120
3. Hygiene 100
4. Family 100
5. Love 100
6. Friendship 100
7. Aims 90
8. Faith 80
9. Persistence 70
10. Health 60

### Bumper sticker

- Come over here and love us!
- The radiators are very warm, but there are o bad children!
- Be open like a rose, because the cuisine is good here!
- There is everything here, drink, food, no one has any problems!
- The best part of 2000-2009 , now I'll introduce my group, enter.
- If we are here, there are not many rules, but be aware of respect and cleanliness.
- Be brave as we are and the terminator!
- Solidarity is our advantage and it is also our virtue!
- Everyone should be each others' gift and by doing so you will have a lot of friends!
- Life's good, we are with you! (This was made by K. N. (16-year-old girl) she drew hearts and flowers with blue and red colour/
- Come with us to love and among us you will get it back! (K. N. (16-year-old girl))
- The many good pieces of advice will bring fruit by time.
- One more last goal!
- The system sometimes swallows something, but it also spits it over time!
- We know that you are worth more than, what others made you believe.
- It's good to be here, because we can drink coffee here!
- Everyone is nice to each other and everyone makes friends with the other's partner.
- We accept you here, even if you don't ask for it!
- You have to love because you have to live too. If someone doesn't love he/she will be unhappy.
- Until you're alone you will be bored, but if you're here you can be happy!
- Love and peace are the bottom line. If some one isn't interested in them then he/she cannot enter.
- Pay attention, otherwise you will miss the sure thing!
- Cheerfulness and humour can be found in every extent!
- Just 5 minutes more! (Morning wake-up)
- The ÁGOTA camp is very good, the Santa Claus ha been her not for a long time.
- Love, trust and peace! /written into 3 colourful flowers!/
- The one, who is brave and strong, he/she will beat anything!

- We give you support, do you want from it?? /K. N. (16-year-old girl)/
- The team is good, there is a lot of laughter, here we bury bad mood for sure!
- We are the champions, we are waiting for our brave challengers. We won't blackball you for sure!
- Look at me down oh you pearl-haired girl, here is a fantastic karaoke party waiting for you!
- Trust is an important thing that's why there is the group secret!
- It's good to be and eat here!
- Com with us you will find your place among us!
- Here is your place to be! /K. N. (16-year-old girl)/
- We are brave with you! /K. N. (16-year-old girl)/
- If something hurts you, you can easily come to us!
- Here we love you even if you can't smile!
- Here is the island of tranquillity, so let it be yours!
- The Qvarg Lipi team is before expansion! If you feel yourself dedicated enough to CHEESE, then here is your place to be!
- Attention, attention the ÁGOTA fattening centre has opened, with occasional opening hours you are welcome here.
- Trust us we won't betray you, /K. N. (16-year-old girl)- 2 padlocks drawn to a heart/

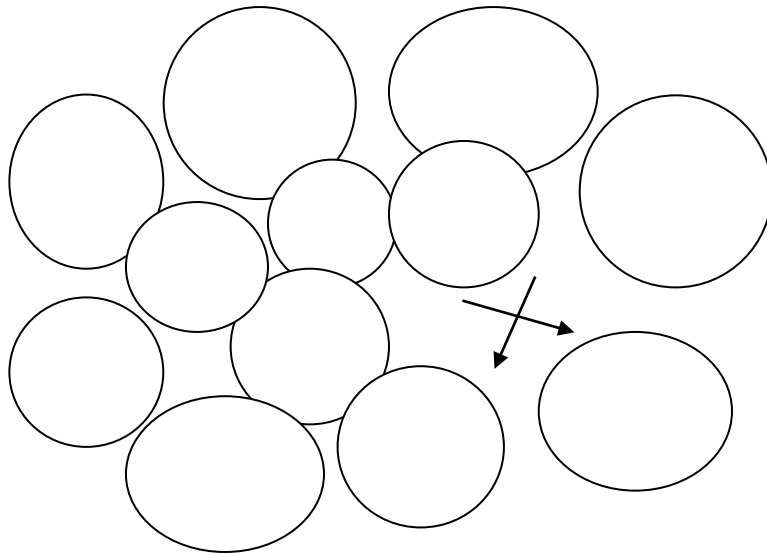
### Our bouquets

We have to choose a flower which symbolises us. If the group accepts us as the chosen flower, then we will create a common bouquet , in which everyone feels good.

Who	What	Why	Feedback
K. T. (17-year-old boy)	Geranium Red, potted and its leaves are a bit stinky. He didn't know the name of the flower.  <b>Before he stood in the bouquet, he changed by himself.</b> Yellow Leander, dwarf tree.	Because it lives in pot and doesn't die out. In summer it's in outdoors, in winter it is out in the flat.  It isn't picked up from the ground and it is outdoors in winter and summer. It survives the winter.	I was standing right in the middle in the bouquet. It was a very good feeling that everyone surrounded me.
Sz. M. (19-year-old girl)	Red rose, it has spikes, to which he insisted.	She has been cut down by many times, but it still blooms. Her spikes weren't accepted. As a compromise --- ) retractable spikes. If she is hurt she will let them out, if she isn't hurt she will pull them back. It's evergreen and it is always outdoors.	I was happy that they accepted me in the bouquet. I changed my flower so that everyone would be happy. It was a bit strange to stand with the others so tight. (For Sz. M. (19-year-old girl) it is difficult to bear the physical conflict.)
H. B. (16-year-old boy)	Marigold. Low-growing, yellow-headed, green-stemmed flowers. <b>Before he stood in the bouquet, he changed by himself.</b> Yellow-flowered poppy. Weak stems, frail	It blooms at night. (K. T.'s (17-year-old boy) quip: Then turn off the lights.)  It needs water within 2 minutes, other wise it will fade. He changed because he was afraid that the other would not accept him. But the others accepted him.	It was a good feeling that they accepted my change. They accepted me in the bouquet, I felt fine in the bouquet. Those ones were around me, who took care of me.
L. I. (17-year-old boy)	Red tulip. It is completely open and there is a white strip in its middle.	Because it's a nice flower.	I felt good.

A. E. (17-year-old girl)	White organ. It exceeds, they always ha a look at it, it smells good, its smell is stronger than the purple organ. <b>Before she stood in the bouquet, he changed by himself.</b> Narcissus Orange, tube-shaped. Its middle comes from a tube.	L. I. (17-year-old boy) asked her if she would have enough place in the bouquet. Only a party of mine will be in the bouquet... <hr/> Everyone come to her, looks at her and picked her. It isn't a problem if she is cut down since she has a few more plants flowers.	I felt good in the bouquet. . It disturbed me that K. N. (16-year-old girl) did not stand in. (A. E. (17-year-old girl) called her several times before standing in the bouquet.)
B. K. (19-year-old girl)	Carnation, red petals White, small, green oblong leaf. It grew in horticulture, there is no wire in is it stands without it. <b>Before she stood in the bouquet, he changed her colour by himself.</b>	She like carnation. She changed because white is a too boring colour. <hr/> She wanted to be more interesting.	I felt good in the bouquet. I wasn't boring coloured, I was nice red.
N. B. (16-year-old boy)	Organ Purple, small-flowered. It has a very good smell.	Stable and it has a good smell.	It was a strange feeling to be in the middle of the bouquet. Because I am generally not in the middle, but it was a good feeling.
K. N. (16-year-old girl)	She couldn't choose flower, she had a couple of ideas. No flower, invisible flower. Wattle was the group's idea, but she didn't accept it. She missed the game.		K. N. (16-year-old girl) did not say a word. She started to cry. The feedbacks of the group gave her a shoulder.
Facilitator 1	Cornflower Light blue if it is opened and budding	He likes its colour.	He felt good in the bouquet. He missed K. N. (16-year-old girl). It was a good feeling that his place was left out.
Co-group leader	Apple blossom White, it opens at daytime and closes at night, because it's cold.	That's what came to my mind, and I like it very much.	I felt good in the bouquet, I was glad that I pulled in H. B. (16-year-old boy), who came with me and stood in the bouquet.
Facilitator 2	Cornflower Sky blue, wildflower with bushes, with many buds on it.	He likes wildflowers better than grown flowers.	I felt good in the bouquet, because it was a nice and tight bouquet. It wasn't a good feeling that there was a hole in the middle of it and that K. N. (16-year-old girl) was missing from it.
Boy Authentic	Tulip Red, black, tabby and its pistil is yellow.	I like tulips very much, it looks good in the garden in the vase.	Thank you that you accepted my flower. It was a very good feeling to be in the bouquet with the others. I missed K. N. (16-year-old girl) from the bouquet.
Group Leader	Pansy Purple, tiny it has green, round leave.	Because I'm tiny too. The pansy is a perennial plant, it lives for long and it's colourful.	I'm tiny but I felt good in the bouquet. It was a good feeling that we were so tight together. I missed K. N. (16-year-old girl) from the bouquet.

## Group mirror



Sign, indicates K. N.'s (16-year-old girl) place in the group, which was unconsciously put together in the bouquet in such way that K. N.'s (16-year-old girl) place was left empty.

## Bottle post

Everyone sent a value-centred message from which everyone pulled one and looked at it if that message means any help for them or not reflecting it to themselves.

Everyone got their messages, then after reading it they reflected them for themselves one by one. There were people who took them home and there were some who left them there.

### **Sz. M. (19-year-old girl)**

„Reach out your hands, I am beside you, we will get out of trouble together.”

Feedback:

My mind knows what to do, but my heart says something else. I should quit my present relationship, but I can't do it. I know that there many people who help in this, but I have to make the decision. (K. T. (17-year-old boy) folded boat from the paper, to send it to him and to finally sit in the boat.)

### **Boy Authentic helper**

„Trust in yourself. If you trust in yourself, you will be able to solve it.”

I was in similar situation. According to my experiences, I have to trust in me, but I also need such people, who stand beside me, help me and believe in me.

### **Co-group leader**

„Trust in yourself, you know and I know that you can do it. You can beat them. With love.....”

I was in similar situation too, now I don't want to beat my ill-wishers with strength either.

### **A. E. (17-year-old girl)**

„Don't bother with your ill-wishers. Don't give reason to be picked upon you.”

/A. E. (17-year-old girl) here told an amiss which she hasn't been able to make it right until today. She didn't dare to utter her conflict which she experienced with K. N. (16-year-old girl) earlier. She indicated for my questions that she regretted it and that she wanted to make things right, but she still didn't dare to say that she had experienced this conflict with K. N. (16-year-old girl) and that she is the one whom she needs to apologise./

### **B. K. (19-year-old girl)**

„Reach out your hands for help.”

I have already tried to save a man like this. I lost him since my ill-wishers turned him against me.

### **N. B. (16-year-old boy)**

„This is your life, it depends on you what will be with you!!! You have the power to do what you can do!”

The problem is that I don't rust in myself yet.

### **K. T. (17-year-old boy)**

„Behind the clouds the sun always shines. Please don't give up! Since there is always a drop of hope! You are brave and strong and I know you can make it.”

I have thought this so far, but now I'm afraid a little bit of getting out. I'm not sure if I am strong enough.

**Facilitator 2**

„Tell me on which island it is and then I'll take it from there.”

Over time I had to realise, that it is hard alone and I need others' help too. I had to learn to ask for help.

**L. I. (17-year-old boy)**

„Dear Dínó! –Shout so that somebody could hear that you need help. 13 people are waiting to help you. Trust us! We are waiting!”

I have trusted in only a very few people so far, I have to get used to this feeling.

**Group Leader**

„Stay in one place and calm down. Maybe someone will go there and help him! Just be calm!”

During my life there were many times when I had to pull myself out of trouble. Recently I have found people who I can count on. I'm still learning how to ask for help.

**K. N. (16-year-old girl)**

/She didn't participate in the game, she threw the note back, but then we smuggled it into her things to take it home. / She got the message, that „if she accepts help, she will get out of difficulties more easily, if someone stands beside her!”

**H. B. (16-year-old boy)**

/He took his paper home/ I got the message to trust in myself, then I will be able to achieve my goal.

I don't trust in myself now. It is hard to me to open, I had a lot of problems in the past. I'm starting to realise that good people are around me and they want to help.

**Facilitator 1**

„Dínó, you're a smart one. Don't be disappointed. We need you! Come out of the island!”

I need to know that I'm important for someone, for some people. I have to feel that my help means a lot.

VIII. group/ 4. occasion

2009.

## NORMS AND GUIDELINES

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Boy Authentic helper*

After the arrival of the children:

### Controlled, definition talk

We talked about what represents value to them and what kinds of norms define their lives? We formulated it together.

- Friendship,
- affection,
- money,
- learning,
- What carries life forward
- Ab norm: Bad characteristic
- To take responsibility for it (it's worth) (For the family or my deed)
- To hide emotions, it's not good, but useful. This is a very important value.
- What is really important; physical, mental, emotional, physical (chemical) values.
- Tolerance (To accept homosexuality)
- Family
- The norm for ourselves- our principles
- The thing which we can carry one and give to others.
- Own personality

### Our common things

The group was divided into 4 small groups by Girl Group Leader. After the calling into the game, every small group started its task.

The common things of the group

- We live in state care
- We love sex
- To eat
- We are from ÁGOTA
- We learn
- Listening music
- Party
- Faith
- We don't like insincere people
- We like to sleep
- We are a cool team
- We love the Group leader and people from ÁGOTA
- We sing
- We like to play
- We don't like cottage cheese pasta
- We want a family



### Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

What	Who	How much did he/she buy it
Cheerfulness	C. M. (17-year-old boy)	30
Sex	C. M. (17-year-old boy)	80
Affection	N. Cs. (18-year-old girl)	90
FAITH	Group Leader	40
Hope	P. K. (23-year-old girl)	60
Tolerance	J. R. (16-year-old girl)	50
Friends	L. L. (15-year-old girl)	110
Trust	Z. M. (17-year-old girl)	100
Wealth	F. P. (17-year-old boy)	20
Group mate	J. R. (16-year-old girl)	70
Forgiveness	Group Leader	80
Sleeping	C. M. (17-year-old boy)	40
Independence	F. P. (17-year-old boy)	40
Health	F. P. (17-year-old boy)	60
Family	Boy Group Leader	90
Day dreaming	P. K. (23-year-old girl)	30
Safety	J. R. (16-year-old girl)	20
Persistence	S. H. (17-year-old girl)	40
children	S. H. (17-year-old girl)	50
TV	Group Leader	30
Self-sacrifice	F. P. (17-year-old boy)	30
Internet	Boy Co-group leader	20
Race	G. Zs. (15-year-old boy)	10
Car	Bank	
Fantasy	Boy Co-group leader	30
Music	L. L. (15 éves lány)	10
Prudence	Boy Co-group leader	10
Nature	Bank	
Sport	S. H. (17-year-old girl)	10
Skirt	Bank	
Jewel	S. H. (17-year-old girl)	10
Telephone	L. L. (15-year-old girl)	20
Love	K. B. (18-year-old boy)	60
Bravery	bank	
Respect	Z. M. (17-year-old girl)	10
Poetry	P. K. (23-year-old girl)	10
So called stubbornness – the opposite of stubbornness	R. A. (20-year-old girl)	70
Siblings	P. K. (23-year-old girl)	50
Food	N. Cs. (18-year-old girl)	20
Freedom	K. B. (18-year-old boy)	40
Chocolate	L. L. (15-year-old girl)	10
Flat	Z. M. (17-year-old girl)	40

**The most important ones:**

1. Friends 110
1. Trust 100
2. Family 90
3. Affection 90
4. Sex 80
5. Forgiveness 80
6. Group mate 70
7. So called stubbornness 70
8. Love 60
9. Health 60
10. Hope 60

After brainstorming, with the help of Girl Co-group leader, we had the possibility to bid on the given values. It was a great experience. After the game we lined up the 11 most important values. Then we looked it again that if we had the possibility to bid again which 3 values we would buy again.  
values.

- R. A. (20-year-old girl):** So called stubbornness  
**C. M. (17-year-old boy):** Sibling, Chocolate  
**Z. M. (17-year-old girl):** Love, music, respect  
**Group Leader:** Faith, respect, children  
**P. K. (23-year-old girl):** Hope, Affection, family  
**L. L. (15-year-old girl):** my mate  
**F. P. (17-year-old boy):** Siblings, telephone, sport  
**S. H. (17-year-old girl):** Freedom, flat, love  
**K. B. (18-year-old boy):** Freedom, Family  
**J. R. (16-year-old girl):** Love, Friendship  
**Boy Co-group leader:** Friends, tolerance  
**N. Cs. (18-year-old girl):** Persistence  
**Girl Co-group leader:** Hope, friends, bravery

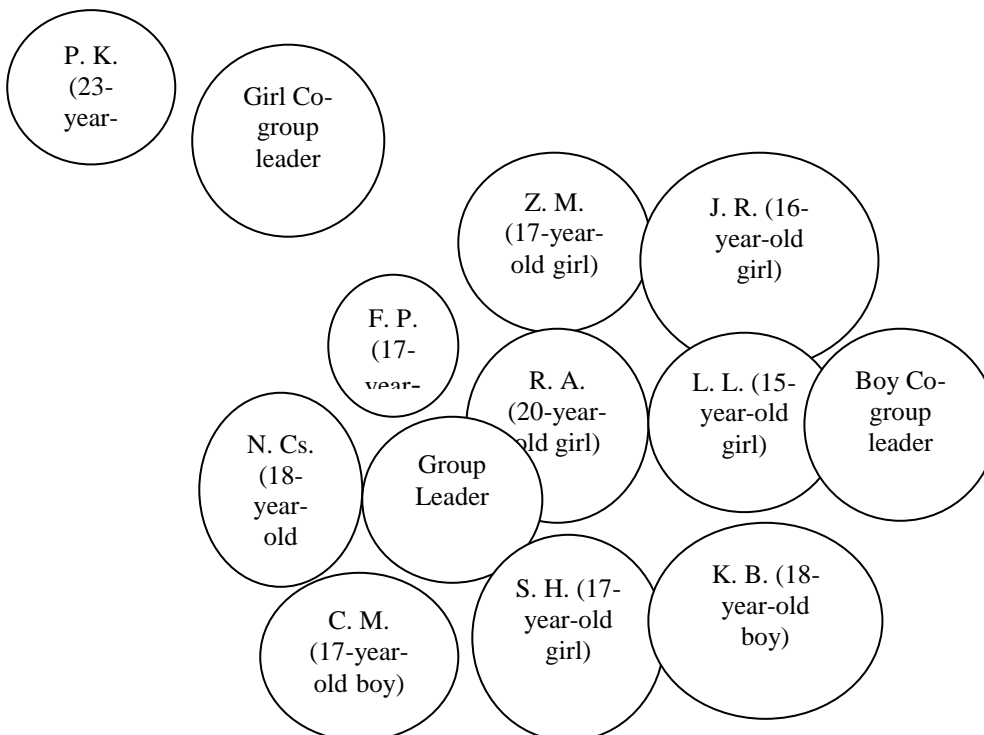
Our bunch of flowers

What kind of flowers would we be in our imaginary bouquet and why?

Who	What	Why	Feedback Acceptance- repulsion
P. K. (23-year-old girl)	During daytime it's a closing flower, at night it's an opening one. It had spikes, but it was very hard for him out them off of her. You can't go close to her, because it spreads poison. Because of the group she changed to fever attenuation poison. She wasn't poisonous anymore.	I'm a unique one with this flower. I like to be alone.	It was very hard for her to hear the notices of the group. It was a good feeling for me that the group missed me. That was also a good feeling that they wanted to call me in but I didn't stand in the group. It was a good feeling for her that the Girl Co-group leader didn't let herself alone.
Girl Co-group leader	Yellow Kale with leaf	I love this very much an I got this for my leaving ball.	I missed P. K. (23-year-old girl), but it was good to belong to the group.
N. Cs. (18-year-old girl)	Large-headed red and white frilled edge carnations.	I got it from my last boyfriend.	It was bad that we always had to convince P. K. (23-year-old girl) to do anything. It was such a feeling if he didn't belong to us.
F. P. (17-year-old boy)	Waxy red rose His spikes were bitten down by L. L. (15-year-old girl).	When mum was ill, she asked for her favourite artificial flower next to her bed.	L. L. (15-year-old girl) was a good mate. I gladly put off my spikes.
Z. M. (17-year-old girl)	Blue rose, with raindrops, so pikes, but it has black leaves.	I saw such flower abroad.	I missed P. K. (23-year-old girl) and she annoyed me. It lasted for long.

R. A. (20-year-old girl)	Rose-lily alloy	I saw such flower in Netherland the home of flowers. I got this from my boyfriend.	It was good to help for the others.
Group Leader	Poppies	I love it, especially when there are a lot of poppies in the field.	I liked the game and I missed P. K. (23-year-old girl) too.
L. L. (15-year-old girl)	White rose	I like this flower and I would like this flower for bouquet on my wedding day.	It was good I gladly put off my spikes. I could accept the notices of the group.
S. H. (17-year-old girl)	Gladiolus with red flower	At home my boyfriends mother has a flower like this.	I liked it! (She squirmed during the game) She was disturbed by P. K.'s (23-year-old girl) behaviour.
J. R. (16-year-old girl)	Big organ-purple	In front of the flat there is a flower like this and it's very fragrant.	She wanted to stand next to the Group leader but she didn't have a place there and it disturbed her. Otherwise she liked the game.
Boy Co-group leader	Cockscomb-birdie	At home my grandmother took care of this flower. Because of the group she put the top of it down.	Because of the group she gladly put off the top of the flower down.
K. B. (18-year-old boy)	Bamboo	Thick and big, stable.	(It was hard for him to soften his stems and it was also hard for him to become smaller.) „It was good that they didn't leave me alone and that I can belong to here. I am not used to be convinced by so many people. I like to implement my ideas.”
C. M. (17-year-old boy)	Poinsettia flower	My caregiver brought me a flower like this. At home I only water this one.	The game was long and he was disturbed by P. K. (23-year-old girl), „Although she belongs to us.”

### Group mirror



### American interview

I often heard from them that I wanted to leave the school, I skulk and I'm on the loose. I want to go out to the life because they don't give me the family allowance. The group showed me that looking at the authentic helpers' life the children can learn a lot. We strived with the interviewee to tell it together what the outer life and social norm mean, and how much the values and relationships influence the everyday life of people. The group members listened to him in sepulchral silence. In the end they thank with a kiss or handshake for him that he had visited us.

## **6.5 Feeling of defencelessness**

Anonimised report extract to the pillar of DEFENCELESSNESS

## 6.5 Defencelessness feeling and the relation to it

Anonimised report extract to the pillar of DEFENCELESSNESS

### Anonimised report extract

I. group/5. occasion

2006.

### DEFENCELESS FEELING

#### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Authentic helpers*

2006-day 1

Arrival of the children

#### What does it mean?

Topic-introductory- talk. „Let’s talk about it!” (Concept of defencelessness-feeling, the meaning of the word, exchange experiences through OTHERS’ experiences.)

*In small groups:* personal experiences, exchange of experiences. Giving concrete examples

#### Big group:- Given examples

NAME	THE EVENT I FELT DEFENCELESS IN
Z. B. (20-year-old boy)	To make card so that I could get the family allowance. I got into bad company, which of course took his money away, so he lived in a railway station for 3 years. He could get his card back from the mafia after 3 years. -
C. S. (15-year-old girl)	They were very poor, with a lot of debts. . People burglarized to collect the money →so he got into state care.-
N. Z. (17-year-old boy)	Because of his bad study results he didn’t get anything to eat only beating. A friend helped him. 5 votes
Boy Authentic helper	To have roof over his head→he had to meet the expectations of his mother-in-law, he had to bear he disdain. 5 votes
K. M. (20-year-old boy)	He has nowhere to live, he can live at one of his acquaintances, who –he thinks- can’t bear him anymore. →as a result, uncertainty 10 votes
B. I. (19-year-old boy)	- He undertook a job in Szekszárd. For a garage-sized flat we had to bear and do everything. He wasn’t paid. He was afraid of his employer very much. - Bigger ones discipline the smaller ones.9 szavazat
K. I. (17-year-old girl)	She is being ordered a lot of kinds of things, and she is afraid to say anything because she is afraid to stand up for herself. 11 votes
N. M. (15-year-old girl)	The family got into street. The parents didn’t want to solve, they lived there they slept in the bus-stop. Solving of the house-question,: the foster father terrorised the environment, the flat owners, mother, and children. (the brother of the foster father raped her, but even the police didn’t believe her. Nobody believed her except her mum, as a result her foster father beat her very much. 12 votes- but she wouldn’t like if we bothered with this. That was also good that she could finally tell it.
Facilitator	The Lada was stolen he was already in ....., he was just before wedding. He was towed to the police station, from where he had to take it immediately otherwise he would have been fined. 6 votes
L. É. (17-year-old girl)	- At home she was terrorised by her foster father, he beat her several times. - After getting in, loneliness came, nobody helped her 10 votes

Girl Authentic helper	Her mother-father were alcoholic, 6 children grew by themselves. Feeling of being alone 10 votes
V. B. (22-year-old girl)	The dependence on his sister's love makes her defenceless-
Co-group leader	After the death of his father insecurity came. The sure ground slipped out from under his feet. 8 votes.

According to the choice of the group, we worked with 2 problems: with K. M. (20-year-old boy) and K. I.'s (17-year-old boy) case.

Empathy circle - K. M.'s (20-year-old boy) problem

The group members took the role of the landlord. In the comments it clearly turned out that it is probably not about the problem but about a bad feeling. And it's solution must be an open discussion. At the end of the circle K. M. (20-year-old boy) got the courage to ask about his feelings openly and to discuss this thing with his landlord. The group members confirmed him that he had to settle his unsolved conflict with his caregiver too, since the safest option for him is definitely to get back to the institute.

Situational practice- K. I.'s(17-year-old boy) problem

K. I.'s (17-year-old girl) problem is that she cannot stand up for herself, she is afraid to tell what she thinks, as a result she is often joshed by the bigger ones.

We put down K. I.'s (17 year-old girl) chair, behind it we out 2 chairs on the two sides, where the „bodyguards”, defenders were sitting (Boy Authentic helper, Co-group leader) The task of the defenders was that when the “one who picks at K. I.” comes and K. I. is afraid to say a word, then they should talk for K. I. and defend themselves as K. I. (=K. I.). The group members came and wanted to make K. I. do many kinds of things. (Make the bed, rush to the shop when her favourite program is on TV, sweep the floor instead of everyone for the request of the caregiver, etc. The group members came out to pick at her.)

K. I.'s defenders didn't have to say anything; they just had to sit behind her. She stood up for her own interests with voluble language and logical reasoning. After 3 situations for the sign of the Group leader, the two defenders sat among the group members leaving alone K. I. The Co-group leader and 2 group members also went out to pick at her. K. I. has already had the courage to stand up for herself. It was only hard for her for the first time, but when she first made it then it wasn't a problem anymore. She also dared to protect herself against the rudest one who picked at her. Even against the one who was physically superior to her.

**Assessment:** K. I. felt very fine and she was proud of herself. The group members repeatedly declared their liking with applause, when she defended her views smartly, and she didn't let herself to be joshed.

**Feedback:** It was instructive and surprising for the others how strong-minded she was, and that they experienced the strength by representing themselves.

Life path plan making

Individual work. Necessary accessories: papers and pens. Aim: One of the cornerstones of the way out from defencelessness: realistic, clear plans, goals, with the steps which are leading to them.

NAME	LIFEPATH PLAN
Z. B. (20 year-old boy)	Family foundation(wife, child), stable workplace (carpenter, bricklayer)
C. S. (15 year-old girl)	<ul style="list-style-type: none"> <li>- I will finish eighth class</li> <li>- I will learn a profession for 4 years</li> <li>- I will leave the institute for my love at the age of 18</li> <li>- I will attend the shop assistant school</li> <li>- I will learn the waiter profession</li> <li>- I will have a house and 2 children</li> <li>- I will work with my love and we will send the children to school</li> </ul>

N. Z. (17 year-old boy)	<ul style="list-style-type: none"> <li>- I would like to get the certificate of the baker profession, and later I would like to get the master baker profession. The following one is also among my plans; I want to get the driving licence, so I will be employed in more work fields (good transport)</li> <li>- I would like to have a very nice and clever wife, who won't let me be lost in the ways of life and who will always stand up for me. I would like to have 2 children, one boy and a girl, to whom I would be a caring father.</li> <li>- I would like to have an own flat, where my children can grow up in happiness, peace and love.</li> </ul>
Boy Authentic helper	<ul style="list-style-type: none"> <li>- To deal with people in state care</li> <li>- To do social-therapeutic role game</li> <li>- To live a normal family life</li> <li>- To have a job, to work</li> <li>- To bring up my family with honesty</li> </ul>
K. M. (20-year-old boy)	<ul style="list-style-type: none"> <li>- In a month: getting back to after-care</li> <li>- In a year: To obtain a profession of construction industry</li> <li>- In two years: To buy a flat</li> <li>- To provide a permanent and well-paying job</li> <li>- To marry with love within 2 and a half years</li> <li>- In 5 years 2 children: a girl and a boy</li> </ul>
B. I. (19-year-old boy)	<ul style="list-style-type: none"> <li>- Profession(will is needed to obtain one)</li> <li>- Driving licence</li> <li>- To bring back ma family together (father) and take care of it</li> <li>- own flat</li> <li>- family</li> <li>- and to prove in life</li> <li>- to achieve dreams</li> <li>- to die at an old age</li> <li>- meanwhile to work of course</li> </ul>
K. I. (17-year-old girl)	<ul style="list-style-type: none"> <li>- further education</li> <li>- husband and children</li> <li>- workplace</li> <li>- grandchild, peaceful family</li> <li>- I want to live until I'm 90</li> <li>- To raise up my younger brother, I would like to help my younger brother and father</li> </ul>
N. M. (15-year-old girl)	<ul style="list-style-type: none"> <li>- I will finish school where I'm going now, I will take the intermediate English language exam and I will graduate. It will take 5 years.</li> <li>- I wouldn't like to go immediately to university or college, but I would like to attend the financial administrator course in my present school, by which I want to get a job in the bank sector.</li> <li>- After graduation I want to go to ... to college to learn maths+ another major, which I don't know yet. Here I want to get a diploma.</li> <li>- Then looking for a workplace, family foundation. I will do everything for my family what I can.</li> <li>- My younger sister, who I love very much, I would like to raise her and pave her life. I never want to lose her.</li> </ul>
Facilitator	<ul style="list-style-type: none"> <li>- Strengthening of family funds. ( I moved to a new place)</li> <li>- I want children</li> <li>- I want a job</li> <li>- Romology , To take language exam of Lovári language</li> <li>- To create ÁGOTA Village</li> </ul>
L. É. (17-year-old girl)	<ul style="list-style-type: none"> <li>- In the near future I would like to get out to my mother</li> <li>- I would like to continue my studies in the high school at home in catering course.</li> <li>- I would like to work with the obtained profession.</li> <li>- Family, secure background.</li> </ul>



Girl Authentic helper	<ul style="list-style-type: none"> <li>- I will finish my present school, only 2 years left.</li> <li>- Graduation</li> <li>- To work as a hairdresser → master hairdresser, professional teacher</li> <li>- College (psychologist), after that I would like to deal with people and children by all means. I want to stay as a volunteer colleague. I will be 28 then.</li> <li>- To work in what I like, meanwhile to create my own family, own flat.</li> <li>- Own hairdresser saloon.</li> <li>- Child, husband, secure future vision, which I have created.</li> <li>- To give presents for my grandchildren</li> <li>- To help others</li> <li>- Secure atmosphere in my own family</li> <li>- To notice others that I want to help and not hurt</li> <li>- To keep, what I've got</li> <li>- To provide everything for my children what I can</li> </ul>
V. B. (22-year-old girl)	<ul style="list-style-type: none"> <li>- I will finish school;</li> <li>- I won't stop dancing.</li> <li>- I won't let my brother down;</li> <li>- I will start to organise my life: e.g. I will buy a house, I will look for a workplace.</li> <li>- Everything which I didn't get in the children's home and I get outside: I will honour it.</li> <li>- I would like to get another profession.</li> </ul>
Co-group leader	<ul style="list-style-type: none"> <li>- Such workplace where I feel good (that's what I have now)</li> <li>- Diploma, because I promised it to my daddy. (in progress)</li> <li>- Romology, To take language exam of Lovári language</li> <li>- To create ÁGOTA Village</li> <li>- Own child</li> <li>- To help the situations of Gipsies</li> </ul>

Then within frames of individual presentations, everyone showed their own life path plan. The personal sample giving from the team members were very important and useful.

2006-day 3

#### Screening Film with assessment

Screening the film Life is beautiful, then assessment module: They liked the film very much, the girls even cried. During assessment they said they liked the film because of the persistence and caring of the main actor. The film was a good choice, it made the cornerstone full.

II. group/5. occasion

2006.

## FEELING OF DEFENCELESSNESS

Personal frames:

*Group Leader*

*Co-group leader*

*2 Authentic helpers*

The professional team's arrival at the residential home, then the arriving circle which aim is to tuning to each other, and it also provides useful information for the professional team about how the children are.

### Tuning-on talk

What does defencelessness mean? Concept clarification

According to the children the following things can make us defencelessness:

- Our human comforts
- Society
  - work
  - taxing
- In field of trust
- Nature
  - weather
  - disease
- Our own and others' feelings
- Addictions
  - drug, alcohol, slot machine, smoking
- Theft, cheat, lie
- Standing on our own feet (getting out of institute)
- A kind of satisfaction of needs
  - in the institute
  - in life
- Fear of life
- Distrust
- Loss of family

Then we asked them to collect, who they have conflict with, what makes them or who they feel themselves in this situation defencelessness.?

### Practice which helps to solve problems

The group leader created 3 smaller groups and asked the members of the group to recall (in smaller groups) their conflicts and difficulties coming from their present defencelessness.

1. Problem seeking, 2. Choosing the problem

1. group		2. group	
S. D. (26-year-old girl) Family	3 votes	O. B. (17-year-old boy) Family	5 votes
I can't go home because of lies		I lost my family at the age of ten	

K. R. (22-year-old girl) Friend He plays with my emotions	2 votes	S. D. (18-year-old boy) Myself I got in the institute because of my fault	3 votes
C. Zs. (15-year-old boy) Parent They sent me	4 votes	R. S. (17-year-old boy) My girlfriend I came to know that I would have a child, but I couldn't keep it	7 votes

After this I asked R. S. (17-year-old boy) to tell the group in detail, what the difficulty was in this situation...

Story:

R. S. (17-year-old boy) I have been going out with a girl -not from state care- for a year. 2 months ago it turned out that she is pregnant. I wanted to keep the child, but we didn't even dare to tell my girlfriend's parents that she was pregnant. We went to the doctor together, and we discussed that she will reject the baby.

Conflict: In fact that we have been arguing since then, and I am afraid that I will lose her, and she is afraid to tell her parents. I feel embarrassed and I do not know if I did the right thing.

We put two chairs in the middle:

1. it was for the one, who brought the problem
2. on the other chair we had to give a positive strengthening to the one who sat there.

The group members tried to strengthen R. S. (17-year-old boy) with incredible sensitiveness and helpfulness, they paid his attention to the joint decision making, that he did not make this decision alone and that he wasn't responsible for the relation between his girlfriend and her parents.

#### Common octopus

Now the practice succeeded. C. Zs. (15-year-old boy) also dared to try it, I was very happy about it. C. Zs. (15-year-old boy) basically doesn't feel good in the group. He guided and he was very glad that he could make it. S. D. (18-year-old boy) could make the practice for the second time.

Then we played relaxing unstressed practices.

#### Screening film with assessment

Screening the film, Life is beautiful. The group members liked the film very much. Several of them noticed that how strange it was that they do not know the films screened by us, although they make them think so much during the period between 2 occasions.

III. group/5. occasion

2007.

FEELING OF DEFENCELESSNESS

Personal frames:

*Group Leader*

*Co-group leader*

*Authentic helper*

*Facilitator*

Group greeting+arriving circle

(At his time we discuss/would discuss that what happened to them in the last period, and we review the weekend. I groups they do not speak about their hurts, so that's why the professional presence of the professional team is very important and to create a trustful atmosphere to conversations.)

We experience for umpteenth time that the children are frustrated and anxious on their arrival night. They always wait for the group-occasion but to relieve stress they hurt each other, which make the concerned ones anxious and sad. Thus the nights of the arrival after the conversations usually go with (tension-easer, active) games. On the one hand to reconstitute the unity of the group, on the other hand to ease their tensions.

It is also a difficulty that the time periods between the group-occasions demolish the behavioural and moral norms which had been created during the weekends. Between the 2 occasions – because of the residential home system- they do not really meet each other. So every time they have to lay the group rules again and plenty of time go away for discipline. They recognise but don't use the norms given and represented by us. (Example: when they meet in their familiar surroundings and hurt the other one, the person asks the other to apologise (- they learned how to apologise).). In the groups this does not mean any difficulties for them, but in their everyday surroundings they cannot do this.

On the night of their arrival they extremely need the personal caring and maximal attention. These make them calm and feel themselves safe.

Brain storming- Conflict situations

- Teacher is picking at me
- Selectivity
- The caregiver is picking at me
- I pick at the caregiver
- The caregiver lies in my eye
- The caregiver abuses with my trust, and gossips about me. He tells my secrets to the other caregivers/children (they talk about me behind my back)
- My friend misleads me
- We have other fields of interest → rows coming from this (TV- programs)
- Disputes arising from the difference in age (the bigger ones josh and hold the smaller ones at bay. It is always what the bigger one wants)
- We like the same boy/girl
- Thefts from each other
- The richer ones disdain me
- Racism (on bus, at school) because of being Gipsy
- Quips
- Policy/cleaning order
- Rows, fights between siblings
- Different habits

Alternative solutions for conflict situations

<u>CONFLICT SITUATION</u>	<u>SOLUTION</u>
<ul style="list-style-type: none"> <li>• Teacher is picking at me</li> <li>• Selectivity</li> <li>• The caregiver is picking at me</li> <li>• The caregiver is picking at me</li> <li>• The caregiver lies in my eye</li> <li>• The caregiver abuses with my trust, and gossips about me. He tells my secrets to the other caregivers/children (they talk about me behind my back)</li> <li>• My friend misleads me</li> <li>• We have other fields of interest → rows coming from this (TV- programs)</li> <li>• Disputes arising from the difference in age (the bigger ones josh and hold the smaller ones at bay. It is always what the bigger one wants)</li> <li>• We like the same boy/girl</li> <li>• Thefts from each other</li> <li>• The richer ones disdain me</li> <li>• Racism (on bus, at school) because of being Gipsy</li> <li>• Quips</li> <li>• Policy/cleaning order</li> <li>• Rows, fights between siblings</li> <li>• Different habits</li> </ul>	<ul style="list-style-type: none"> <li>• I don't bother with it, I ignore it</li> <li>• You have to discuss the reason and you have to draw the caregiver's attention to this fact</li> <li>• Don't give reason to it</li> <li>• Self-discipline (I try to control myself)</li> <li>• Calm discussion</li> <li>• Confrontation, asking, discussion. To choose better, to whom I give trust. I don't extradite myself.</li> <li>• If we cannot discuss it, friendship will be broken</li> <li>• To increase acceptance based on common agreement</li> <li>• Permissiveness, the other one has the same rights as me, and he/she is in the same bad situation as me.</li> <li>• Discussion, consideration: What is more important the one who you like, or friendship</li> <li>• To obey strict rules</li> <li>• To prove that there is no reason for it</li> <li>• Not to go into meaningless debate, and not to support it with my behaviour</li> <li>• Not to bother with it, not to talk back</li> <li>• To create a single system, everyone takes part in creating it and obeying its rules.</li> <li>• Understanding of each other, discussion of the problem</li> <li>• Permissiveness, acceptance, respect</li> </ul>

According to our experiences, that their main problems come from the bad management of their conflict situation. So the team-members decided that they give another occasion to give out the possible alternatives to them.

Screening film with assessment

Remember the Titans!

The initial lack of interest faded away as the film progressed. Basic story: Strict white town, at the time of the liberation of the black people. The black people can go to the same school with the white ones. The school has a rugby team, where a black coach is appointed and black people can also play in it. Series of basic conflicts come from discrimination which gave birth to tensions. The personal sample giving and decisiveness of the coaches put an end of it.

**Assessment:** everyone liked it. In the end the children rooted as one man for the success of the final, where black and white people (in one team, for each other) struggled for the success- cooperating with each other. Of course this one and a half-hour was difficult for a part of the children. It's a recurring problem, that it is very hard to have their attention. During group sessions they constantly ask permissions to go to the toilet, or to drink a sip of water. Anyway after the film they recalled the most memorable scenes in supercharged and excellent mood. The film was a very good choice.

IV. group /5. occasion

2007.

### DEFENCELESSNESS FEELING

Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

A picture when I was defencelessness, but got out well from it.

NAME/ NICK- NAME	PICTURE SHARING	CONNE CTION	DECI- SION	FEEDBACK	GESTURE, MIMICRY
Facilitator	Picture from childhood When my mother remarried, they didn't even ask me, just a stranger came, who I didn't want for my father at all.		BACK	It was a very bad feeling at that time, I don't like to get into similar situation ever since that.	--
P. L. (17-year-old boy)	The group is on the picture. I am speaking on the phone with my girlfriend, who is breaking the relationship with me. I cannot do anything, because the girlfriend is at home, and I'm here.		NOT BACK	I didn't put it back, since I know that I have still things to do with this. I have to make my relationship work again.	---
N. I. (18-year-old boy)	The day of getting in, when I had to move in the residential home.	Group Leader, B. E. (18-year-old girl)	BACK	„they threw me away”- he said. It was very bad.	Lively gestures.
Sz. É. (16-year-old boy)	There is my family all together on the picture. It was made when my parents divorced, we were together for the last time.		BACK	It's bad to think of this.	There were tears in his eyes and he was on his way to cry.
Girl Authentic helper	A committee is sitting around the table to decide whether I get into state care or that they send me back to parents.		BACK	IT was a very bad feeling at that time. I knew if hey decided to send me home, then my fate would have been sealed, since the conditions at home were untenable.	
L. N. (17-year-old girl)	Me and my Ukrainian girlfriend is on the picture. The girlfriend moves. There will never be another one who I can trust so much.		BACK	It wasn't good to recall that feeling.	

B. E. (18-year-old girl)	Getting in. I didn't know what was going to happen with me. There was only big uncertainty.		BACK	It was very bad then, but now it's good to think about it that it has already gone.	
Group Leader	I am standing in front of the huge gate of the children's home, twice: Getting in and out.		BACK	That feeling was very bad only the great fears were circulating in me.	
G. R. (18-year-old boy)	I am walking in the park at the age of 13. At the death of my mum, before getting in: I am wondering: what will be with me.		BACK	I don't like to think about it ever since that.	
Boy Authentic helper	The period after getting out. I was in love with a girl, I moved out to her. Her family took my money and I got into street without everything. I didn't know what was going to happen with me.		BACK	It was a terrible feeling. Total insecurity. Now I'm fine and it's good to think back that I have already climbed out of that HOLE.	
Co-group leader	The period after the death of my father: we had to unregister the mortgage from the house not to lose everything what my father had worked for. We depended on a stranger's goodwill.		BACK	It isn't good to remember for this, but it's very good that it has already been over.	

### Calm me!

Strengthening practice( non-verbal) which makes them experience

During the practice every group member sat on a chair in the middle with blindfolded eyes. Then the group members went to them one by one –in freely chosen sequence- and tried to ease the uncertainty, defencelessness of the one sitting in the middle with touch, caress and reassuring. Everyone took place.

### **Feedback:**

What was it like to sit in the middle with blindfolded eyes?

It was a very good feeling to experience that they were in safe and thought they were afraid first, it wasn't hard to overcome fear. The caress and encouragement was good for them.

What was it like to reassure the one sitting in the middle?

It was good to be responsible. It was a very good feeling.

The group definitely liked the practice. The potential security of the strength in touch served as a reassurance against the defencelessness feeling. One of the group members despite that at the beginning of the group training he was abstaining from touch, which was solved he didn't dare to sit in the middle. But sitting on his place, he took part in the exercise with blindfolded eyes. Since after being defencelessness in the group- he got good feelings, kindness and love.

### Screening film with assessment

Screening the film Life is beautiful- They liked the film very much and they didn't have to assess it, since they could totally admit it They really liked the film.

V. group/ 5. occasion

2008.

## DEFENCELESSNESS FEELING

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

After the arrival of the team at the children's home

### Introduction of the topic talk. „Let's talk about it!”

(Concept of defencelessness feeling, meaning of the word, exchange of experiences through OTHERS' experiences.)

CONVERSATION ABOUT DEFENCELESSNESS what can be the reason that a man is defencelessness – the connection of these)

Nobody was aware of the concept they mixed it with the concept of service.

**The defencelessness:** a situation when you are helpless with a part of your own fate and you depend on others' decisions, actions, and goodwill. When I specifically cannot do anything to influence the outcome of the things. Or when there is an element which determines what will happen, which you cannot control. (e.g. weather etc.)

Depending on something or somebody. Is this bad in all situations? (Do we dare to ask for help e.g. ,risking to become defencelessness..) When everyone understood the concept, we started to collect examples.

### **Things which make us defenceless:**

- Lack of self-confidence
- Blackmail
- Law
- Circumstances
- Confinement
- Workplace
- Family
  - Step parent in the family
  - Alcoholism
  - Disappearance of security
  - Child is disdained (e.g. they force him/her to beg)
- If you give up the hope (there is always a drop of hope!)
- If there is no help
- Being without money
- Breach of personal privacy
- Majority(physical superiority, oppression)
- Lowlife, homelessness
- If you don't learn
- I you don't honour the good things
- Love



**Things which make a child in state care defenceless:**

- Desire for love and caring. („he/she wants to be loved and to care for him/her). For this reason he mixes with bad companies, hoping, that they will care for him there, or he involves himself in superficial relationships.
- Searching safety
- Trust
- Friendship (from interest, for money)
- Adults
- The life itself: life situation
- The appearance („state dogs”; going out, clothing, gang)
- His/her fate that he became a child in state care
- Feeding with promises (that he only needs to stay in for a month then he/she can go home)

Passionate conversation was developed, they interrupted each other and complemented each others’ ideas.

Picture when I was defenceless, but I solved it

NAME/ NICK- NAME	PICTURE SHARING	CONNE CTION	DECISION Did he/she put it back?	FEED- BACK	GESTURE, MIMICRY
R. F. (16-year- old boy)	--	--	:	Too fresh experience, he didn’t want to talk about it, but he listened to the others.	There were tears in her eyes, he drew back almost out of the circle. His attention was active all the time.
B. GY. (17- year-old girl)	5-6-year-old picture, colourful. I helped granny clean the house. My older sister in the other house came down on me saying that I was a bitch, and I didn’t do or help in anything. When I got home the family waited for me to rag me. I cried, it was very bad, because I couldn’t defend myself. But I knew that I was right and I also had witnesses for it.	--	she threw it back ✓	It wasn’t good to talk about it, because the feeling came back, but not so strongly like before. Now I’m fine. I try to protect myself, I strive to be right. Group leader- strengthening.	Folded legs, he chewed her nails, strong gestures told about her intense emotions.
K. J. (17- year-old boy)	One and a half year-old picture, colourful. On the street three strong children took my papers and wallet away. I went home and told the caregiver, we denounced them, they caught the perpetrators who were also from state care form another town, who have been jail since then. I did NOT afraid, but I was scared.	--	✓	I’m fine. I prove my right, I go after things. I avoid conflicts. (I don’t fight or tease anymore!) The Group leader praised for that.	He told the story in an objective, formal style, he turned out from the circle with his body- he only spoke to the Group leader.

Boy authentic helper	5-6-year-old picture, colourful. My real parents took me to Pest to work, whom I contacted after I was 18, but they left me without anything in the unknown. The shift leader lady took me under her wings, she helped me a lot.	--	:	I'm fine. It's a good feeling that it's much easier to talk about it than before. I trust myself and I got friends who I can count on.	He was calm and balanced.
G. CS. (17-year-old girl)	13-year-old picture, black and white, small. Strangers came, who told me that they were taking me to relatives, but they took me to the institute. At home my parents drank. The good thing in it that I got here that I'm safe. (What I felt defencelessness then, that became security)	--	➤	I try to trust my friends who help me. (SAFETY). I'd rather not think about it. <i>(Group Leader: in himself he has the ability to create security, because he is strong and decisive.)</i>	There were tears in her eyes, but she stayed calm. She had honest little girl face, she experienced it again, she looked up as she could look at adults. The "I 'm safe" feeling stayed on her face.
K. P. (18-year-old boy)	About 5-year-old picture They accused me of knocking about a car which was in the car park. But I played football 5km away from it, I have 18 witnesses for it. In the end it turned out that it wasn't me. I'm not proud of it but I beat that child very much who spread the suspicion.	D. L. (17-year-old girl), P. T. (16-year-old boy)	➤	I discussed it with acquaintances outside but here I cannot talk about things like this. Now I can in the group and that's good.	she didn't blush as she spoke!!! (this is very good!) She was categorical, she listened to the others' messages, and she often nodded meanwhile.
D. L. (17-year-old girl)	7-8-year-old, colourful. On the picture she and some adults are standing in front of the house. They accused me of seeing that I had gone to one of the house to steal cookies. Meanwhile I was in the market, and I met that policeman, who later stated that he saw me near the house although it was in the opposite direction. I had to leave a footprint next to a webbed footprint, I had striped shoes. By the time I got there the webbed footprint vanished and I had to put next to my own footprint another footprint of mine. I was upset and I couldn't say a word. I felt the situation hopeless and unfair. Then my caregivers stood up for me, and so they believed that it wasn't me.	P. T. (16-year-old boy), K. P. (18-year-old boy)	➤	It wasn't anything like that, It wasn't good to talk about it, I don't want to talk about this and things like that. <i>(Group Leader: he knows that it's hard to talk about these things. He called her attention to the fact that she stands up for herself many times and the caregivers also protect her. She asked and received help and she has all the abilities to protect herself.)</i>	She became nervous, her gestures were sharp, she talked with passion, in the she retired herself into her shelf, but she also calmed down. Her attention eased down

Co-group leader	My parents left me(at the age of 6) at home with my 3-year-old younger brother. We were hungry we wanted to slice bread with a big knife but we couldn't. So we went to the neighbour to ask for help.		✓	It was hard to talk about it, because I'm not used to it. I'm independent and I am not afraid to go through wit plans which I target, even if I'm left alone halfway.	Relaxed, calm, active attention.
F. K. (17-year-old girl)	Black and white picture which was made 3 years ago. My step father often drank. He hit me on the face and my mother didn't protect me. (Now I know that she was afraid of my stepfather that he would beat her too.) Then they didn't let me go, they closed me in a room from where my mother helped me to escape. Since then I haven't been at them. Though I heard reports from them that they don't drink anymore, but I won't risk.	Group Leader	She threw it back ✓	I don't like to talk about things like this, because I am touched and I won't be strong. I close it in me and I don't do anything.	Tears in her eyes, her voice trembled, and The Group leader's connection was good for her.
J. É. (18-year-old girl)	My daddy died, but before his death he took care of me to get into children's home, since my mother was unable to raise us. It was bad that time, I didn't know what was going to happen, than for God I got here.	To K. J. (17-year-old boy) on the bust, he was threatened, he was afraid very much, but thank God they got off.	✓	It was bad to talk about it, now it's average. I'm not used to talk about things like this, although we all experience it. Strange. We always discuss everything. "I can manage the constant defencelessness."	He said it calmly and naturally. She has already processed and handled it.
P. T. (16-year-old boy)	About 1-year-old. There is a trouser on the picture (He is NOT holding it!!!) I was accused that I had stolen a pair of trousers in the district. then of course it turned out that it wasn't me, but the feeling was very bad.	D. L. (17-year-old girl), K. P. (18-year-old boy)	;	It wasn't good to talk about it. M wound is hurt. I can manage it.	He communicated in an intense and heated emotional sound. He tried to pay attention all the time.

Creating blasting bombs which prevent defencelessness

Brain storming practice.

☺☺☺	
<b>Not to be</b> defencelessness! <i>What can I do not to be defencelessness? Not to get into such situation?</i>	<b>Not to stay</b> defencelessness! <i>What can I do not to stay in defenceless situation?</i>
<ul style="list-style-type: none"> <li>• I have to learn</li> <li>• To behave normally</li> <li>• (self)discipline</li> <li>• To earn money</li> <li>• To be surrounded by normal people</li> <li>• Self-assertion</li> <li>• To be persistence</li> <li>• Appearance- exigent</li> <li>• There is always a drop of hope</li> <li>• Cultured talk and behaviour</li> <li>• Not to be stubborn</li> </ul>	<ul style="list-style-type: none"> <li>• Always look on the bright side of everything-, we have to look for it</li> <li>• Avoid conflicts (= the risky situations)</li> <li>• 1 drop of hope</li> <li>• Dare to ask for help</li> <li>• Rely on others' experiences and advices</li> <li>• Persistence</li> <li>• Not to be stubborn</li> <li>• Joke, humour</li> <li>• Our loved ones</li> <li>• Life goal</li> <li>• Smartness, rapid perception</li> <li>• Dare to risk</li> <li>• Bravery</li> <li>• Mental strength</li> <li>• Pride, raised head</li> <li>• adaptability</li> </ul>

VI. group/ 5. occasion

2008.

## DEFENCELESSNESS FEELING

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Girl Authentic helper*

After the arrival of the children:

### Arriving circle

#### **Co-group leader:**

I passed all my exams. We held 2 Christmas celebrations for the children. The Christmas celebration at home was also very nice. Between 2 holidays I relaxed a lot. I have been already waiting for you. It's good that you are here.

#### **Facilitator 2:**

For me the nicest Christmas would be if nobody were in the children's home. I would know that everyone spends Christmas with their family. Otherwise the celebration was very nice and intimate in the children's home. So was at home. I also relaxed a lot. I started social-therapeutic training.

#### **H. G. (17-year-old boy):**

I improve at school. I spent Christmas with P. I. (20-year-old girl) and we were in the cinema together. I'm afraid a bit because I'm getting out to a bachelor flat. I have already been used to live with the others. Here, my fortune is that P. I. (20-year-old girl) will be with me.

#### **P. I. (20-year-old girl):**

There wasn't anything special. I felt good with H. G. (17-year-old boy) we spent Christmas together. Everything is good at school.

#### **K. R. (17-year-old girl):**

We spent Christmas at the mother of my friend. We spent New Year's Eve with my siblings. I started to improve at school, I learnt a lot, but it will turn out how much it is worth. On Monday I move down to after-care level, which I am very afraid of.

#### **Girl Authentic helper:**

Between the 2 holidays I took part in family visit. The nicest thing was that I persuaded the other family members to go to my father together. It was a big surprise for him. I have just had my exam. I am afraid that it didn't succeed, since they didn't tell the results of it. I only saw that they liked my first work, but they didn't look at my other works they went by on it. I hope it succeeded..

#### **Group Leader:**

I have finally passed my exam. It was very hard, but I got a 4 mark. I also spent Christmas here and at home with my family.

#### **D. K. (16-year-old girl):**

I hooked up again with my ex boyfriend. We hooked up on the mountain. I spent Christmas alone in the children's home. We made a very nice show with the help of the 2 graces. Almost all of the teachers were touch except one, who had serious face while looking at the program. I don't like him. I won a drawing competition at school. It was very embarrassing when you had to go for the award. It was very embarrassing..

/She was very open compared to herself, She spoke a lot and smiled./

#### **Cs. É. (16-year-old girl):**

I spent Christmas at home. Mum slept. The New Year's Eve was the best, I spent it with my friends. We did a lot of foolish things. We laughed a lot.

/Extroverted/

**G. B. (17-year-old girl):**

My group Christmas wasn't very good. I got a surprise. My brother was at home he came home from England. At New Year's Eve my aunt spoke a lot about my mother. I called her and called her mommy. I was also surprised from this. I went to her and we did not argue. We talked a lot. It was very good for me.

Positive/negative experiences in connection with our defencelessness

<b>Name</b>	<b>Negative photo</b>	<b>Connection</b>	<b>Positive photo f</b>	<b>Connection</b>	<b>Feedback of feelings</b>
Co-group leader	My after caregiver wanted me to get out of the children's home at all costs as soon as possible. The photo was made in his office, when we signed the contract and meanwhile he suggested with some comments that I wouldn't be able to keep those points.	P. I. (20-year-old girl) I was also forced to choose. I didn't like as they did it.	In college one of my old peers from children's home protected me from initiation.	P. I. (20-year-old girl) When at high school they were looking for class leader, I was the one, who stood up and undertook the role.	I felt good during the game. I could compensate my defencelessness in such way that I focused on my targeted aim. It is important to me to listen to and accept others' opinion. I believe in myself.
Girl Authentic helper	On my 18 <sup>th</sup> birthday I had to go to the aftercare house without any preparation. I wasn't prepared.		I was transferred and the co-class leader helped me a lot to feel myself good there.	H. G. (17-year-old boy) When I moved out, then I found a man who I could trust.	I liked the game. With the help of the Group Leader she was strengthened in the following way: I'm a Student president. I can cut. I learn. I go to ÁGOTA to good people, and they surround me. I get friends.
K. R. (17-year-old girl)	My aunt adopted me to her family, but later I realised that I was only important for her because by doing so, she got the social support after 3 children when she bought her house. They always took advantage of me, I couldn't even withdraw my collected money from the bank without them, when I got away from them.		My sister-in-law and her daughter always stood up for me. I got into children's home with the help and encouragement of my sister-in-law.		I liked the game. I have goals, but we will see if I can achieve them or not. Group Leader called her attention to be able to trust herself, since she has everything in her what she needs in life.
Facilitator 2	Hospital bed. I became ill. For me disease means defencelessness.	Cs. É. I wanted to commit suicide, I took many pills. It was bad that I was alone in the hospital.	It is also related to the hospital. In my disease a lot of people stood by me and encouraged me, those who I couldn't expect.		I would start with the past. I wanted to be big girl soon, so I got married. We divorced after 20 years. Now my 2 sons mean strength to me.

H. G. (17-year-old boy)	I got the possibility to get out to a place outside. I didn't want it for the first time. I was afraid. My situation was uncertain for a long time, and now they would like me to move out.		On my first school day, I took a bus which carried Gipsy students. It wasn't told which bus to choose, it came naturally. When I got on the bus I was a little bit scared, because they quipped me. A guy, who I knew from the past, protected me.		I liked the game. I'm afraid of getting out, but I trust in my partners I get a lot of strengthening mainly from P. I. (20-year-old girl). Earlier I always thought that I could solve it and I didn't mean it seriously when they wanted to help me. Not I'm done with stubbornness. /H. G. (17-year-old boy) finally is bale to accept help/ I would like to learn.
P. I. (20-year-old girl)	I was forced to choose; to learn or to leave the children's home. I got scared, but I didn't learn but went to work.		I dared to stand before the class and I dared to tell who I was and where I came from. My Form Master supported me in this.		I liked the game. Several people would like me to go to party with them, but I'm not a social man. /Group Leader helped P. I. (20-year-old girl) to recognise her positive characteristics in her, that she is good as she is./ P. I. (20-year-old girl) thanked the Group leader's support nodding.
D. K. (16-year-old girl)	I would have like to get to grandma in the children's home, but my mother told me that in the Guardianship office I had to tell that I wanted to get to her.		My mother often picks at me for things, but grandma was the one ho told her to leave me alone because I was only a child.		I experience my defencelessness in my loneliness. Recently I have had peers and it has been good with them. I'm going to the mountain.
Cs. É. (16-year-old girl)	My mother often moved. Last time we moved to a temporary home for families. She often beat me. There was her drunken partner in life. If I wanted something, she immediately beat me. I didn't dare to tell it to the caregiver. So I was exposed to my tough mother and moving.		When I got into school, I felt several times that they were going to hurt me. A classmate was the one, who stood by me and took care of me.		I liked the game. I'm fine. I have plans for the future, but I'm afraid too. /Group Leader also gave Cs. É. (16-year-old girl) a great strengthening. /
Group Leader	We worked a lot at foster parents. My foster mother often wanted more what I could bear, her son, Zsolti often protected me.	I was also afraid of getting out, but my faith helped me. We left with one luggage. I trusted myself in such was that I would be able to stand on my feet.	In the children's home they thought that we would do every work for free. First we liked to apply for work, but then the more often we went the less they paid. When we didn't want to pack bricks, our caregivers even had to go.		I liked the game, and I'm fine. I really liked others' sincerity.

L. S. (17-year-old boy)	The most beautiful thing in my life was, when I could meet K. R. (17-year-old girl). When I feel that here is trouble I like to go to her and ask for help.		When I was at home my mother often picked at me and made me to do a lot of things. There were times when on a day I had to go the shop five times.		I'm often afraid, but K. R. (17-year-old girl) is beside me, whom we often talk with, and so I can overcome my fears.
G. B. (17-year-old girl)	My mother was often drunk and hurt me. There was always what she wanted.		I could rely on my aunt, even when I got into institute. She helped me a lot, it is as if she were my mother even until today.		I liked the game very much and I feel fine. I can manage my defencelessness and there are people who I can rely on.

### Life path making

Name	Age	Planned age	My previous results	My aims in the future
G. B. (17-year-old girl)	17		<ul style="list-style-type: none"> <li>- 8 years dance</li> <li>- Performances, rankings</li> <li>- I gained admission to the theatre</li> <li>- I completed 8 grades</li> <li>- I go to ÁGOTA</li> </ul>	<ul style="list-style-type: none"> <li>- Workplace</li> <li>- I would like to go to England</li> <li>- To take the theatre more seriously</li> <li>- To finish school, then graduation</li> <li>- I wouldn't like to lose people, who are important for me</li> <li>- To go to ÁGOTA</li> <li>- People, whom I am not friend with, turn it to good (my mother)</li> </ul>
Co-group leader	27	85	<ul style="list-style-type: none"> <li>- I learnt- graduation</li> <li>- I formed a community</li> <li>- I gave trust to others</li> <li>- College</li> <li>- ÁGOTA</li> <li>- I developed, writing, speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Learning</li> <li>- Family foundation, 2 children</li> <li>- To help and deal with children</li> <li>- I finish szocter??</li> </ul>
Group Leader	34	80-100	<ul style="list-style-type: none"> <li>- 8 grades elementary</li> <li>- Secondary school-graduation</li> <li>- ÁGOTA</li> <li>- Improvement of Berci</li> <li>- Development of co-group leader</li> <li>- Diplomas</li> <li>- Own CD</li> <li>- Ped. Program</li> </ul>	<ul style="list-style-type: none"> <li>- Doctoral degree</li> <li>- To publish</li> <li>- Accreditation</li> <li>- Special deep therapeutic program</li> <li>- Huge ÁGOTA camp</li> <li>- ÁGOTA Village</li> <li>- To be happy about my children's success</li> <li>- To improve my band</li> <li>- To leave a lasting one to others</li> </ul>
D. K. (16-year-old girl)a	17	62	<ul style="list-style-type: none"> <li>- To finish elementary school</li> <li>- My poems, drawings</li> <li>- I realised that relationship is important for me</li> <li>- Mates, who accept me the way I am</li> <li>- My boyfriend with whom I have a serious relationship</li> <li>- We hate each other with my foster mother</li> </ul>	<ul style="list-style-type: none"> <li>- To keep contact with my younger sister</li> <li>- A small house</li> <li>- Horse</li> <li>- Stables</li> <li>- Dog</li> <li>- Man – maybe a husband</li> <li>- Own Photographer- maybe a florist</li> <li>- Motor</li> <li>- Driving licence</li> </ul>



Cs. É. (16-year-old girl)	16	50-60	<ul style="list-style-type: none"> <li>- Poetry reciting competition II:-III. rank</li> <li>- Reading competition</li> </ul>	<ul style="list-style-type: none"> <li>- to finish secondary school</li> <li>- Massage course</li> <li>- Secure housing option</li> <li>- Family</li> <li>- To bring up a child</li> <li>- To get to Arizona, where I can save the lives of animals</li> <li>- If I won the lottery, I would open an animal shelter</li> <li>- To support and take care of my parents</li> <li>- To grow up, to become steady</li> <li>- Travelling inland and abroad</li> <li>- To get to ÁGOTA camp in summer</li> </ul>
Girl Authentic helper	19	80	<ul style="list-style-type: none"> <li>- Elementary school</li> <li>- Dök</li> <li>- Gyök</li> <li>- Chess</li> <li>- A lot of smiling faces</li> <li>- Real friends</li> <li>- Others' trust</li> <li>- I could settle a lot of things in me</li> <li>- I can shape on myself and on others</li> </ul>	<ul style="list-style-type: none"> <li>- After finishing secondary technical school- graduation, college/university- getting diploma</li> <li>- To deal with children (Children in difficult situation)</li> <li>- Meanwhile to focus on my future, which involves family foundation.</li> <li>- To grow old with people from ÁGOTA</li> <li>- To create a secure financial background</li> <li>- To bring up children with reliable partner.</li> <li>- To work</li> <li>- Grandchildren</li> <li>- To create a calm family atmosphere</li> </ul>
P. I. (20-year-old girl)	20	70	<ul style="list-style-type: none"> <li>- cook profession</li> <li>- Poetry reciting competition</li> <li>- versifier competition</li> <li>- I learned to weave</li> <li>- I learned to sew</li> <li>- I learned embroider</li> <li>- Sport /Handball, aerobic /</li> <li>- Singing</li> <li>- relationship</li> </ul>	<ul style="list-style-type: none"> <li>- To finish secondary school</li> <li>- to complete a middle-level school</li> <li>- To build a career and ambition</li> <li>- To buy a flat</li> <li>- Family foundation</li> <li>- In addition I would like to try myself in other areas: Radio broadcasting, program production, and maybe to manage a restaurant.</li> <li>- Travelling</li> </ul>
H. G. (17-year-old boy)	18	80	<ul style="list-style-type: none"> <li>- I gave up drugs</li> <li>- I found my partner</li> <li>- I reconciled with my father</li> <li>- 8 grades</li> <li>- To be appreciated in secondary school</li> <li>- I became of age, more independent</li> <li>- I do ÁGOTA</li> <li>- I thought my life over</li> <li>- I learned to trust and love, to take care, I see the world different now. I'm moving</li> </ul>	<ul style="list-style-type: none"> <li>- To get the partner of my life totally</li> <li>- graduation</li> <li>- To gain recognition</li> <li>- To educate further to be a policeman or soldier</li> <li>- to start work</li> <li>- To buy a flat</li> <li>- marriage</li> <li>- 3 children</li> <li>- To provide future for my children, partner and myself.</li> <li>- To give aid to whom I can.</li> <li>- To give more.</li> </ul>

Facilitator 2	44	76	<ul style="list-style-type: none"> <li>- College</li> <li>- My sons</li> <li>- My job is my profession</li> <li>- To take care of mny existing relationships</li> <li>- Good children came out of my group and the could stand on their feet.</li> </ul>	<ul style="list-style-type: none"> <li>- work- well-functioning group, which everyone feels as their home.</li> <li>- Family- To help boy to stand on their own feet, grandchildren</li> <li>- Relationship- To find a real prtner, who accepts me and who I can rely on.</li> <li>- ÁGOTA – VILLAGE</li> <li>- Friends</li> <li>- To finish social-therapy</li> <li>- friends</li> </ul>
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I see that.....

1. The task was that the group members had to give good feelings to each and every group member except for the helpers, who were there.
2. They stood behind each other's back and they tried to explain and strengthen each other with their own words.

Each and every participant did the whole practice in an emphatic, honest and attentive way.

They strengthened, encouraged and comforted each other with the following sentences.

- Not every sugar is acid.
- You are good as you are, dare to fight for yourself.
- It' sure that your life will be successful, because you are persistence, and what you have set for yourself, it has always been successful.
- Trust yourself.
- You are cool, be more open.
- Don't forget that my door is always open for you.
- There is someone, who would like to help you, don't push the good people from yourself.
- Be stronger and trust yourself.
- If you have started, take it along, because your dream was to get into the theatre.
- Don't give up anything.
- Dare to fight for yourself and be more open.
- We will miss you if you leave us. (D. K. (16-year-old girl) began to cry here.)
- I get strength from you, because I see that you are strong.

VII. group/ 5. occasion

2009

## DEFENCELESSNESS FEELING

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Boy Authentic helper*

After the arrival of the children:

### Arriving circle

#### **K. T. (17-year-old boy)**

Nothing special happened. I was at school for 1 week from 3 weeks. Meanwhile I was at home at my mother. Otherwise I go to school every day. I drank only once during the week, because I had a toothache. My terminal certificate was OK.

#### **Sz. M. (19-year-old girl)**

I became single, I broke up with my boyfriend. After this I was at my girlfriend. I jerked to the doctor that I was sick and he gave me medical certificate. My girlfriend helped me a lot. The first two days were the worst. The Instinct CD helped me through the first two days. Now I'm better, my certificate was 4,3. I got one or two 1 marks. You don't have to be good all the time.

#### **B. K. (19-year-old girl)**

Of course only bad things happened to me. I experienced very difficult moments during my operation (inflamed gland was taken off from her neck). Because of my previous eye operation it's possible that I will get glasses. I will ask myself for a new practical place to a shop.

#### **A. E. (17-year-old girl)**

I was on a hairdresser competition as a viewer. A man from 1<sup>st</sup> grade won it. I am also going to hairdresser competitions, I have already planned some hairdos. I was examined, I have kidney stone. I failed from many subjects.

#### **H. B. (16-year-old boy)**

„good-medium-bad” I didn't fail of anything. I had some things to do with the cops (police). I stole in the TESCO, where I was caught by the security guard. He was quite normal and talked with me. Then the policemen took me to the TEGYESZ and from there they took me home. (Sz. M. (19-year-old girl) and L. I. (17-year-old boy) provoked him to talk about his other things too. I admit that I took one of my peers' mobile phone. The police found at me, and they hit me in the face. I'm really sorry what I did. If I'm 18, I will go to England and change my name. I feel sorry for my name only because of my mother.

#### **L. I. (17-year-old boy)**

Nothing happened. I go to school. My certificate has been good. I polished my finger with an angle grinder.

#### **K. N. (16-year-old girl)**

I truant a lot from school. I broke up with my boyfriend and a half week ago. I failed from 3 subjects. Everything is OK with the girlfriends. I managed to spend 4 hours from 5 at school on Friday.

#### **N. B. (16-year-old boy)**

I will have a disciplinary procedure at school. I missed from classes a lot. This is my third disciplinary procedure at school. He argued with (B. K. (19-year-old girl) about the rules of the disciplinary procedure and told B. K. (19-year-old girl) not to be smart without being there.)

#### **Group Leader**

I was at my friends. I work a lot, I have some children, who failed, but many of their GPAs improved. This is a good feeling. I have been waiting for you very much. I need to relax what I can experience with you here.

**Facilitator 1**

I work very much. There were a lot of sick people at my workplace Finally we can go to party with my girlfriend. I'm fine and I've been waiting for you.

**Facilitator 2**

I was in the playhouse. Finally more people visit it. I'm not bored. I decided that I will apply for college. It's good that you are here. I slept a big one yesterday to be able to spend the weekend with you in an active way.

**Boy Authentic helper**

School went hard, because I had to work overtime a lot, and I didn't prepare for the exams. I decided to adjourn a semester, to make things better financially but I will continue it from September. o I will have a half year to get used to work.

**Co-group leader**

My work progresses well, I could catch up myself at work. We sent in many applications, to get money fro the summer camp. My cat is fine it bums a lot.

Practices of trust

Blind guiding with sound and trust bell

K. T. (17-year-old boy)

I could trust, it didn't mean any problems. I knew that Co-group leader would not guide me to anything. When I guided I feared for the one, whom I was responsible for. (N. B. (16-year-old boy)

I was the first one, who stood in the bell. It was a similar feeling to drunkenness.

Sz. M. (19-year-old girl)

Neither of them was difficult for me. I knew that A. E. (17-year-old girl) trusts me and that she would do what I told her. The responsibility of guiding doesn't mean any problems for me. (She did not stand in the bell. For the first time the boys laughed at her and made her uncertain.)

B. K. (19-year-old girl)

I didn't want to guide. I don't like guiding, because I do no trust in me either. Once someone has already trusted in me, but I didn't believe him. She didn't play the games, she said that she felt dizzy with closed eyes, she referred to a previous game (which she didn't play with us), where she didn't get any help and felt bad.

A. E. (17-year-old girl)

I was afraid, because I felt that I was closed. In my childhood I was closed many times, where I couldn't escape from. Now I am experiencing the same. (Sz. M. (19-year-old girl) guided her) Once I have to overcome what I am afraid of. Didn't you trust me? (asked Sz. M. (19-year-old girl)) I knew that I could trust you, because you have always done good things to me so far. What disturbed me was that you were far away and your voice came from the distance. I felt good in the bell. It was a feeling like to be the smallest in the family, when everybody takes care of me.

H. B. (16-year-old boy)

I was afraid a bit since I knew that L. I. (17-year-old boy) likes to do foolish things. I hoped that he wouldn't suck me in. I felt that the game went well. First I was afraid in the bell that I would fall between 2 men, but then I calmed down when I felt that they took care of me.

L. I. (17-year-old boy)

I feared for H. B. (16-year-old boy) because I mixed up the left and the right side. H. B. (16-year-old boy) was scared sometimes because of this. I was afraid very much that I couldn't guide him through, so I rather pulled the chair away from him. I didn't want him to be hurt. I was glad when he reached me in one piece. I knew that H. B. (16-year-old boy) trusts me, otherwise he didn't even start the game. (He did not stand in the bell.)

Co-group leader

I gladly guided K. T. (17-year-old boy) and it was good to experience that he relied on me. I was a bit afraid to stand in the bell, but I knew that you took care of me.

Facilitator 1

It was good to see, how seriously you took the practice. I was gladly a shoulder in the bell.

Boy Authentic helper

N. B. (16-year-old boy) guided me. I could totally rely on him. I could have born the bell. I felt fine.

K. N. (16-year-old girl)

I feared the one, who I guided. On the one hand it was scary that I was responsible for the other one. Bu on the other hand it was a good feeling that he trusted in me. The best thing was when Sz. M. (19-year-old girl) arrived. (She did not stand in the bell)

N. B. (16-year-old boy)

I trusted in K. T. (17-year-old boy). In the beginning I was afraid that I would go to something or fall. I was thinking how big that room was. I thought that would never end. I calmed down since I knew that K. T. (17-year-old boy) guided me. First I was afraid in the bell (he left) then I calmed down, since I felt that the others took care of me. It was a strange feeling.

What can make a foster child defenceless?

The most	Moderate	A little
<ul style="list-style-type: none"> <li>• Fears</li> <li>• State (They give money, everything)</li> <li>• Caregivers</li> <li>• Children’s home –</li> <li>• Roommates</li> <li>• Lack of self-confidence</li> <li>• Rules</li> <li>• What is created in the home</li> <li>• Family</li> <li>• Lack of Information</li> <li>• Outsiders</li> <li>• Society</li> <li>• Friends, buddies</li> <li>• We don’t know where we belong to</li> <li>• Fear from future</li> <li>• Loneliness, being without a partner</li> <li>• Exclusiveness</li> <li>• School</li> <li>• Love relationship</li> <li>• The unknown</li> </ul>	<ul style="list-style-type: none"> <li>• To come of age</li> <li>• Teachers</li> <li>• Classmates</li> <li>• Boss, practice leader</li> <li>• Lack of security with come of age</li> <li>• Lack of will</li> <li>• Desire for freedom</li> <li>• Own peers</li> <li>• Discrimination</li> <li>• Gullibility</li> <li>• Money</li> <li>• Desire for love</li> <li>• Lack of schools</li> <li>• Lack of health</li> </ul>	<ul style="list-style-type: none"> <li>• Outsiders</li> <li>• Circumstances: someone gets me into bad things</li> <li>• Lack of cooperation</li> <li>• Age</li> <li>• Social expectations</li> <li>• Lack of culture</li> <li>• Mistakes of education and society</li> <li>• Integration difficulties</li> <li>• Timidity</li> <li>• Audacity</li> <li>• Family</li> <li>• Friends</li> </ul>

When I felt defenceless, but came out of it well

Name	Picture	Connection	y/n	<u>Feedback</u> What/who helps you to be able to manage your defencelessness in your everyday life.
K. T. (17-year-old boy)	<p><b>„Me and my protector”</b> Because of my previously committed crimes I'm under protection. I can't do any stupid things. My fate depends on his opinion.</p> <p>- I realised that it depends on me whether I will get out of this situation well or not, It's good that I got in, because I got out from that environment in which I would shortly go to jail.</p>	<p>L. I. (17-year-old boy) and N. B. (16-year-old boy) I was waken up from my dreams and I was taken to the TEGYESZ. Now I do not mind it since otherwise I would get into jail. He connected to H. B. (16-year-old boy) since he took pills and was lying unconsciously in the embankment for hours.</p>	Y	I can rely on my mother and some of my friends. To be honest I only trust myself.
Sz. M. (19-year-old girl)	<p><b>„Me and my ex-boyfriend”</b> I was defenceless in this relationship for two years. Then I quitted. This situation is still very difficult. There is still a place in my heart for him.</p> <p>- What helps me to have good conversations with friends and the group. The fact that I start to believe in myself.</p>	<p>H. B. (16-year-old boy) I got into hospital because of suicidal attempt, I took some pills, I also think of it now sometimes, but I do not want to commit suicide anymore. A man from ÁGOTA made me promise that I would never ever do anything like this.</p>	n	I can rely on my caregiver and girlfriend if I get into hard situation. I'm still learning how to trust in myself, in this the group helps me.
B. K. (19-year-old girl)	<p><b>„Operation”</b> My eyes were operated. During anaesthesia I was very defenceless for the doctors. Disease makes me defenceless.</p> <p>The nurses and friends helped me, since they missed me. They called me back to community.</p>		N	It's difficult for me to manage these situations, there are only a few people, who I can rely on. From most of the difficult situations I climbed out alone, but it was never easy.
Facilitator 2	<p><b>„Rude boss”</b> Who wanted to seem considerate, but he didn't assign complete tasks to me. The reason of my defencelessness was my physical vulnerability and another person's prejudice. I proved at another workplace that I could do full job. My persistence and an acquaintance of mine helped me since he offered me a new job and trusted me.</p>		Y	What helped me through was my persistence. I thought for a long time that I could do things alone. Now I realised that it's easier if friends help me too.
A. E. (17-year-old girl)	<p><b>„We were taken to GYIVI from our father”</b> We did not know anything why we were taken. A police car appeared and we were taken.</p> <p>In the residential home they welcomed us nicely and we were adopted in the home. My older brother and friends also helped me.</p>	<p>Old relationship, which was hard for her to end, but now they are friends.</p>	n	I can rely on my siblings sometimes, and my friends at home also help me. But many times I have to do things by myself.

H. B. (16-year-old boy)	<p><b>„H. B. (16-year-old boy) and the hospital”</b> I drank detergent and the doctor didn't believe that I was sick. My mom took me to hospital at night. They gave me cure to vomit. It was a good feeling when my mom and older brother visited me.</p> <p>It was a good feeling that I could rely on my mother and brother.</p>		N	Since my mother died, I felt that I can't count on anyone. I got a lot of things from ÁGOTA and this group and this hasn't happened for a long time before.
Group Leader	<p><b>„Former marriage”</b> It lasted for 20 years and I couldn't quit neither financially nor emotionally. It gave me strength that I had to bring up my children.</p> <p>My children, my friends and ÁGOTA helped me to quit from this situation.</p>		y	I could cont only for myself for a long time. Now I have found such friends, whom I dare to ask help from and I also accept their help.
L. I. (17-year-old boy)	<p><b>„Me and the court of guardians”</b> We got a letter to go to the court of guardians with my father. From there me and my brother were immediately taken. We couldn't even say goodbye and my father could take our staff after us only the following day. The mates enlightened me, and told the rules. I have never disappointed in mates.</p>		Y	My friends are the only ones whom I have never disappointed in, and they always help.
Facilitator 1	<p><b>„From enemy to friend</b> An enemy of my childhood, to whom I wasn't sympathetic. He was the reason why I was ostracised from class. This was very bad for me that time.</p> <p>My openness helped me to get closer to my enemy, who accepted me later and we became friends.</p>		y	My family is such a certain background which I can always rely on. I have a lot of friends, who also help me.
Co-group leader	<p><b>„Me and the de-scaling”</b> Because of my inattention I drank a dose of diluted de-scaling. The first doctor whom I turned to rejected me saying that there weren't consulting hours at him. Fortunately I didn't give up and called another doctor on the phone, who helped me. I went on till I found help.</p>	K. N. (16-year-old girl) When I was a kid I was at the mercy of my family. Several times I had to go to my grandmother to get food.	Y	My persistence and toughness help me in hard situations.

K. N. (16-year-old girl)	<p><b>„Me and the grandmother”</b> I got in from grandma when I was 3. Grandma told me about how I got in. The thing which made me defenceless was that I was very young. I couldn't do anything against the situation.</p> <p>The caregivers, the children and granny helped me.</p>		Y	I have some friends whom I can always count on.
Boy Authentic helper	<p><b>„Greedy landlord”</b> After a while my landlord demanded a disproportionate amount of money from me. The thing which made me defenceless was my naivety and the fear of moving.</p> <p>The friends helped me to get out of that situation. They took me from there gave roof over my head.</p>		y	A long time ago I always wanted to get along alone. My friends proved me that I can easily ask for help from them.
N. B. (16-year-old boy)	<p><b>„Me and my getting in”</b> Policemen came and took me with my brother away on a microbus.</p> <p>In the residential home they were nice with us. There are good circumstances, there is water, it's warm and I can learn.</p>		Y	So far I can only count on myself. Mates are only in the party with me. I still have to learn how to trust in myself.

#### American type interview

I made an interview with Boy Authentic helper. I asked him about his life concerning him, focusing on his defenceless situation after getting out and on the solutions of these. The children listened to him agape. It was very strengthening and instructive for all of us.

#### Closing the weekend – what am I taking home

**K. T. (17-year-old boy)**

The game was good, I wasn't afraid in the cradle. I'm taking the interview and the film home.

**Sz. M. (19-year-old girl)**

I was very excited, when they lifted me up, but I was also excited when I lifted them up. I'm taking home the interview, the cradle, the tale of the Co-group leader and the film.

**B. K. (19-year-old girl)**

I'm taking the whole weekend with me. It was good to relax from the doctor to doctor visits and from the things at home. I was afraid very much but I laid in the cradle.

**Facilitator 2**

I'm taking the whole weekend with me, the serious and deep conversations and the sharings. It was good in the cradle, it completely made me calm.

**A. E. (17-year-old girl)**

I'm taking home the cheerful games and the interview. I was afraid in the cradle, but then it was good to feel that they were around me.

**H. B. (16-year-old boy)**

I'm taking home the interview and everything else. It was very good to take part in the cradle game.



**Group Leader**

I'm taking home the whole weekend, the conversation from Saturday night, the arriving circle, the morning wake-ups, the chases and everyone. It was good in the game, I can only relax in the water like this.

**L. I. (17-year-old boy)**

I'm taking home the interview. I felt good in the cradle game.

**Facilitator 1**

I'm taking home the general experience game, the film and the cradle game.

**Co-group leader**

I'm taking home the atmosphere of the nights and the cradle game. The game was good. I got up from the cradle as if I had slept for a day.

**K. N. (16-year-old girl)**

I'm taking home everything. I was afraid in the game, but then I felt that the others took care of me.

**N. B. (16-year-old boy)**

I'm taking home the cradle and the interview. the game was good.

VIII. group/ 5. occasion

2009.

## DEFENCELESSNESS FEELING

Personal frames:

*Group Leader*

*Co-group leader*

*Boy Authentic helper*

After the arrival of the children:

### Arriving circle

P. K. (23-year-old girl) went abroad to continue education and to work, that's why she couldn't come, but sent her greetings to the group. G. Zs. (15-year-old boy) wasn't at the last time either. She is psychiatrically treated, so she got out of the group.

L. L. (15-year-old girl) told proudly that she told her mother to do something for herself. She can't be with her in every minute. The others also reported about good experiences.

### Introduction of the topic

Generally what makes people living in state care to feel defenceless and what are they defenceless for?

- they don't know money
- They live in state care
- They don't undertake their past
- the caregivers made us believe that we are nothing
- bad friends
- for teachers
- bad community
- because they are Gypsies
- prejudice
- administration

With the help of Boy Co-group leader, we did not only collect the defenceless situations, but we ourselves told examples and stories for these shortcomings. After this we started to talk about what can I do not to be defenceless.

Not to be defenceless:

- I learn
- I accept that I am a Gypsy
- I believe what the honest people say
- I dare to ask for help
- I select thoroughly my friends
- I trust myself

### Blind Snake

In this practice every group member's eyes are closed, except one, who is chosen to be the leader and stand in the end of the line. Everyone grabs the shoulder of the one, who stands in front of them, and we blindfold their eyes with a kerchief.

the group chose R. A. (20-year-old girl) for leader. R. A. (20-year-old girl) set up the group very carefully. She put N. Cs. (18-year-old girl) in the front. She became immediately nervous and did not dare to undertake it, but for the influence of the group she took the other leader role. The practice went very nicely, but nevertheless I saw the tense in N. Cs. (18-year-old girl) and J. R. (16-year-old girl). When they took off the kerchief, N. Cs. (18-year-old girl) was very freaked and ran away.

### **Assessment**

The group liked the practice. The group members strengthened N. Cs. (18-year-old girl) very much. She didn't believe it in the beginning that she was the leader. She thought that R. A. (20-year-old girl) wanted to trick her. R. A. (20-year-old girl) told, that she has known her for a long time and she trusted her the most. She knew that the group would function, but she considered it important to stand one in the front who she trusted. After this N. Cs. (18-year-old girl) accepted the notices. She got a big bear-hug. This practice was a success for the group.

### Creating Life path plan

Everyone wrote down what they have achieved in life so far, and what they would like to achieve. Despite that they were tired, they were very active and we spent a long time talking about this practice. I felt that at this weekend they dared to be empathetic. They started to support each other. F. P. (17-year-old boy) has a lot of fears. The group told how he had behaved earlier and how much he had changed recently. They also told him to learn otherwise he would be a bricklayer. I wanted to ask for the papers, but after they read it everyone folded them and took them home. Authentic helper helped a lot in this practice for his group members as an authentic helper. While he was telling about his plans many of them asked questions from him.

### Closing: strengthening practice

Their task was to write on a paper affixed to the wall that in their opinion in what the group members developed, what strengths they have and what they will become. After they finished the task, everyone had to sit down next to their papers and I asked them to read it. Many of them still could not believe that what they got was a message for them. After a great strengthening they sat down to have lunch with a big smile and in a good mood.

## **6.6 Self determination**

Anonimised report extract to the pillar of SELF DETERMINATION

## 6.6 Self determination

Anonimised report extract to the pillar of SELF DETERMINATION

Anonimised report extract

I. group/ 6. occasion

2007.

### SELF-DETERMINATION

Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Authentic helpers*

Strong wind blows there...

Tuning-in game, in which we offer different alternatives. The one, who feels himself/herself concerned, has to sit to another place. (Conflict managing alternatives: the one who uses his/her fist..etc.)

When the pump goes up Brain storming. solution alternatives

To search for those situations in which we are likely to lose self-control. We started in 3 small groups, and then we discussed it together as well. The fist-won truth problem often occurred. However it is a growing tendency to treat tenses with appropriate communication.

<b>Conflict situations-, when the pump goes up...</b>	<b>Solution ways (Bomb disarming)</b>
<ul style="list-style-type: none"> <li>• They pick at me without any reason (5)</li> <li>• Flame-war (1)</li> <li>• Mockery (1)</li> <li>• Getting up early</li> </ul>	<ul style="list-style-type: none"> <li>✓ The smart one yields and the fool suffers. Don't bother with it.</li> <li>✓ „and how is your mother? with this I put on my gloves and there won't be peace.</li> <li>✓ I can't do anything about it. The answer shouldn't be aggressive.</li> <li>✓ To go to bed in time, to map in out (coffee)</li> </ul>
<ul style="list-style-type: none"> <li>• To hurt my loved ones (10)</li> <li>• To worry for love when he/she isn't</li> <li>• To hurt and pick at my younger brother</li> <li>• helplessness</li> </ul>	<ul style="list-style-type: none"> <li>✓ discussion before hitting</li> <li>✓ trust, to notify in time</li> <li>✓ to discuss it with the abuser. You have to stand up for the brother calmly.</li> <li>✓ to ask for help</li> </ul>
<ul style="list-style-type: none"> <li>• constant picking</li> <li>• my brother upsets me</li> <li>• I cannot do something</li> <li>• they do not pay attention to me</li> <li>• to hurt the weaker one</li> <li>• picking at because of origin</li> </ul>	<ul style="list-style-type: none"> <li>✓ I won't get involved the game, I leave him/her</li> <li>✓ I cry and smoke a lot</li> <li>✓ I leave him/her there, I don't even start it. I don't force it, or ask for help.</li> <li>✓ I open my mouth I don't let myself oppressed. I tell them to listen to me too.</li> <li>✓ I try to discuss it with him/her not to hurt him/her. If it doesn't work : fighting</li> <li>✓ Not to get involved. Not to bother with it. If it doesn't work: fighting.</li> </ul>

### Crest and shield

Making a drawing: Crest- what I'm proud of.  
Shield-, which protects me, by which I can protect myself.

NAME	CREST	SHIELD
V. B. (22-year-old girl)	her sibling She, as she dances, ÁGOTA, affection	Knife and, pool of blood under her
L. É. (17-year-old girl)	ÁGOTA, affection, learning, smile	I fight for my right.
N. Z. (17-year-old boy)	My knowledge of drawing, my faith, ÁGOTA, singing	My brain
K. M. (20-year-old boy)	The power, my humour, persistence in work, love	With my mind, my fist and literacy
C. S. (15-year-old girl)	My siblings	With my mouth, with love
N. M. (15-year-old girl)	ÁGOTA, affection, learning, my sibling	With my mouth.
K. I. (17-year-old girl)	My family	With learning
B. I. (19-year-old boy)	Reading, cig, smile, power	with my brain
Boy Authentic helper	ÁGOTA, job, myself, where I got.	with my brain, my fist, handshaking (to rely on somebody)
Co-group leader	My ability to love, music, that I'm Gipsy	Smile, music, affection

### Consensus practice without words

In 3 small groups: each group got a two-dimensional figure, which was cut into various size of pieces. They had to dump the two-dimensional figures in such way that they couldn't speak.

Assessment, feedback: It was very difficult. It was much harder this way as if we could have spoken. We really had to pay attention to each other. K. M. (20-year-old boy): I wanted to do it alone, but \_I realised that the others could also help and that I didn't need to do it alone. I can rely on others. I'm in a group.

15:45 Hot heart- cold head (problem solving, conflict managing practice)

Basic situation: Boy Authentic helper, a miserable child, who is weak and cannot protect himself, so he is always being picked at. Girl Authentic helper is the main picker, who picks at everyone. The group members are coming and trying to "protect" Boy Authentic helper, who is picked at.

Co-group leader: „Why do you hurt him? Do you know him? Have you ever spoken to him? Come, let's go to play football and take him too. Let's go 3 of us. It would be a mistake to miss this nice weather. If you are bored, we will look for a meaningful occupation”

N. Z. (17-year-old boy): „Why don't you play football in this nice weather? You will see how smart this kid is!”

B. I. (19-year-old boy): „I think you should better look into yourself, before you pick at others!” → new conflict twisted”.

K. M. (20-year-old boy): „Do you think that you are so good and perfect??” → new conflict twisted.

#### **Assessment, feedback:**

- Violence creates violence
- In the fight of Eye for an eye, everyone goes blind
- You cannot kick into an open door
- Good conflict managing-, which is good for both sides.
- Ability to compromise

Screening film with assessment

Screening the film Remember the Titans

Basic story: Strict white town, at the time of the liberation of the black people. The black people can go to the same school with the white ones. The school has a rugby team, where a black coach is appointed and black people can also play in it. Series of basic conflicts come from discrimination which gave birth to tensions. The personal sample giving and decisiveness of the coaches put an end of it.

Assessment: everyone liked it. In the end the children rooted as one man for the success of the final, where black and white people (in one team, for each other) struggled for the success- cooperating with each other. Anyway after the film they recalled the most memorable scenes in supercharged and excellent mood. The film was a very good choice.

Closing and assessment

Approaching the end of the group processing, mourning reaction and sadness have appeared. The group members work a lot with themselves in between the given occasions, too.

II. group/6. occasion

2007.

## SELF-DETERMINATION

Personal frames:

*Group Leader*

*Co-group leader*

*2 Authentic helpers*

Arrival of the professional team into the residential home

### Tuning-in talk

With the help of the Group leader, we started to talk how they settle their conflicts. Who had problem of losing self-control?

In small groups they collected conflicts about their present situations which is actual and connected to one man.

<b>1.group</b>		<b>2. group</b>	
K. R. (22-year-old girl) Her friend	3 votes	O. B. (17 –year-old boy) I always argue with my caregiver	2 votes
L. T. (16–year-old boy) I always fight with my school mate.	4 votes	S. D. (18–year-old boy) My younger sister uses drugs.	6 votes
S. D. (26–year-old girl) I have problem with my caregiver since I always have to clean.	5 votes	D. K. (17–year-old boy) She would like to get out of children’s home, but the director doesn’t let her go.	7 votes
C. Zs. (15–year-old boy) I always argue with my caregiver	6 votes	R. M. (17–year-old boy) I always argue with my girlfriend	4 votes
R. S. (17–year-old boy) I came home late and my caregiver told me that I couldn’t go home.	5 votes		

Since D. K.’s (17–year-old boy) problem was chosen by the group, we asked him to tell about his problem in a detailed way.

**Problem:** I’m 17,5 years old. I would like to get out, but my guardian (director) doesn’t let me go since I’m not 18 yet.

In this case with the help of the group member we could explain D. K. (17–year-old boy) that he would soon be 18 so he would be able to comply laws and stand on his own feet.

After this, we processed the problem of the group members, who had indicated that there were some problems with one of the caregivers.

I asked C. Zs. (15–year-old boy) to tell in detail what causes the problem.



Problem: A caregiver works here, who is sometimes very nice, but he often shouts at us. He picks at everything and always hurts someone. (As C. Zs. (15-year-old boy) told the story, his peers confirmed his story by nodding)

Solution:

We asked C. Zs. (15-year-old boy) to take the role of the caregiver. The others' task was to give themselves, and to strive for making themselves understood.

Connection:

Several of them connected and they could identify themselves with the role very well, since they were concerned. The breakthrough happened with S. D. (26-year-old girl) group member: She explained very quietly and calmly why he was late. That was the first time when the caregiver couldn't yell.

Conclusion: We evaluated it together. They realised that relationship must be maintained, and that they can't kick into an open door.

#### Consensus practice

First of all we divided the group into two small groups. Both groups had the task to put together the fragmented A4 paper in such way that they cannot talk to each other and cannot touch each others' paper either.

**Note:** There were big differences between the two small groups. While some members of the group nicely figured out the solution of the task (eye-contact, etc.), the other group kept trying to whisper to each other while sitting. After this we stopped the practice to discuss what needed for this task to be successful. After all these both teams successfully solved their task.

**Assessment:** Several of them were anxious since they couldn't talk, although it would have gone faster. O. B. (17-year-old boy) said that he wanted to leave the whole thing (in fact he almost really did). After this we discussed together what consensus meant in the reality and that they could rely on their peers.

#### Screening film with assessment

We watched the movie *Life is beautiful*, which greatly influenced the group members. The assessment included emotion-definitions and relations, so we didn't need to interpret it.

#### Closing feedback

The group members strengthened each other: every group member stood in the middle of the circle, thus getting into spotlight, and 3 group members could step up to them to say something positive, which highlighted their strengths and known qualities.

III. group/6. occasion

2007.

Personal frames:

- Group Leader*
- Co-group leader*
- Authentic helper*
- Facilitator*

Conflict managing role game- introduction, tuning-on

Role game- data collection in 3 small groups, processing, theatre

**1. group:** Relationship conflict

A girl seduced his boyfriend. In the solution they discussed the conflict instead of fight and hair lint.

**2. group :** Children’s home situation

A couple of youngsters are planning aggro, and a well intentioned fellow of them heard it. He tells it to a caregiver to stop them. The others consider him as a traitor, although he just wanted go about their bodily fear. → A conflict situation developed, where everyone is angry at everyone.

Solution: The caregiver involves –the non-participants- into the aggro and put the matter before plagiarism. The other roomers stood by the “one who was said to be a traitor”, bearing the principle of reasonableness in mind. After lengthy discussion and arguments they accepted the good intention and they also thanked for it

Build a statue!

Qualities which are needed for good connections, The layout is also important. In 3 small groups: Relationship-Friendship-Adult-child.

They didn’t want to build a statue, so we collected such qualities which help and make these relationships difficult. The paper was at every small group so everyone’s opinion was on the paper, but we could work with them better in small group and we could discuss what they meant in connection with their opinions. In the end, we summarised and highlighted which things were the most important in their lives and how they could use the ones we collected there.

<b>Topic</b>	<b>Positive</b>	<b>Negative</b>
<b><i>Relationship</i></b>	Understanding, fidelity, reliability, kindness, attention raising attention, bravery, compliance, trust, sincerity, argument, affection, devotion, common topic, conformity, persistence, standing up for each other, seriousness, common leisure activities, date, maturity	Argument, Self-will, unreliability, jealousy, forgetfulness, stubbornness, insolence, sometimes hatred, selfishness, being ace, insincerity, insecurity, lack of love, violence, lies, flippancy, a circle of friends, work, cheating, childishness, maturity, attitude
<b><i>Friendship</i></b>	Sincerity, trust, secrecy, affection, persistence, common topic, style, attention, devotion, helpfulness, fidelity, kindness, understanding, attitude, stand up for the other, protection, solidarity, attention, raising attention, in good and bad, indulgent, luck, seriousness, life protection, cheerfulness	Lack of secrecy, insincerity, gossip, betrayal, lack of trust, lying, inattention, taking risks, start to hate, lack of honesty, opposite style, flippancy, jealousy, heckling, insolence, annoying, berates to everything, quarrelling, lack of kindness
<b><i>Adult-child</i></b>	Seriousness, speaking, intellectuals (being meaningful), decent behaviour, understanding, kindness, attitude, honesty, charity, care, enthusiasm, confidence, attention, assistance, confidentiality, patience, devoted, helpful, compassionate, tolerant, lenient, a common topic, resourcefulness, loyalty, persistence	Quietness, age gap, lack of understanding, lack of interest argument, forgetfulness, jealousy, gossiping, impatient, flippancy, indulgent, keeps distance, disdain, irreverence, being flip, lack of topic, lack of confidence, they don’t understand us, he/she cant experience the situation, impatience, evilness, lack of compassion, taking advantage, insincerity

IV. group/ 6. occasion

2007.

## SELF-DETERMINATION

Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

### Brain storming (When the pump goes up- bomb disarming)

<b>When the pump goes up</b>	<b>Bomb disarming</b>
<ul style="list-style-type: none"> <li>• Flame-war</li> <li>• Quip</li> <li>• If they hurt my loved ones</li> <li>• They don't understand me</li> <li>• they speak about me behind my back</li> <li>• They steal</li> <li>• If they mix up things around me</li> <li>• If they convict me though they don't know me</li> <li>• If they don't listen through</li> <li>• If someone doesn't respect me</li> <li>• Discrimination</li> <li>• Animal abuse</li> <li>• Atrocity- to face kind, behind my back bites me</li> <li>• If someone quips me, then I speak to another man</li> <li>• If they disdain me</li> <li>• If I'm unjustly accused</li> </ul>	<ul style="list-style-type: none"> <li>• You have to leave, you don't have to listen to what he/she says, you don't have to talk to him/her</li> <li>• Humour, to ask what his/her problem with me</li> <li>• I protect my loved ones, law, I strengthen my loved ones.</li> <li>• Patience, understanding, clear, simple talk, I don't say it but show it</li> <li>• Discussion, to talk with the one who gives the message not to listen to the source, confrontation.</li> <li>• Hit, adult or police involvement, confrontation, taking evidence</li> <li>• Discussion, to talk with the one who gives the message not to listen to the source, confrontation.</li> <li>• I try to integrate, adaptation, patience</li> <li>• I ask whether I can tell it, or leave him/her or send him/her away or I just wait for his/her attention.</li> <li>• I remind him/her for his/her rights and responsibilities, I respect him/her.</li> <li>• I speak to him/her as a human, I prove him/her that I am human too, I bear him/her, humour, dignity</li> <li>• Explanation, animal rights, to make them experience.</li> <li>• I openly ask, confrontation, I search for good friends</li> <li>• I ask the interferer to go away. I stand away with my conversation partner, I warn myself fro patience.</li> <li>• I don't bother with him/her, proving, to meet the other's requirement, I make him/her really know me.</li> <li>• I asked him/her where he/she got his/her information, why he/she was accusing me, and that I will prove my right.</li> </ul>

<ul style="list-style-type: none"> <li>• Picking</li> <li>• Insincerity</li> <li>• Envy</li> <li>• Disrespect, insolence</li> </ul> <ul style="list-style-type: none"> <li>• Taking advantage</li> </ul> <ul style="list-style-type: none"> <li>• Pseudo-humble</li> <li>• Lies</li> <li>• He/she wishes for the good thing, and he/she only cries when there is good thing.</li> </ul>	<ul style="list-style-type: none"> <li>• I share with him/her what I've got, I speak to him/her and I'm kind with him/her, I show example.</li> <li>• I won't let him/her away, I send him/her away, discussion, I ask him/her if she feels me debtor.</li> <li>• Confrontation</li> <li>• Confrontation</li> <li>• Confrontation with his/her life, I motivate him/her and look for tools for this</li> </ul>
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### To make an egg flying machine

During practice the teamwork, the individuals' situation in the group and the creativity also got strong role. After clarifying the task, nothing happened. They were sitting and watching the accessories. N. I. (18-year-old boy) told an idea, which was howled down by the others. Then G. R. (18-year-old boy) stood up and told the same thing which N. I. (18-year-old boy) did, he explained how they should do it, then sat down and waited for the group to comply his instructions. The rest of the group members started to do G. R.'s instructions, which ultimately reflected the idea of N. I. and it implemented his idea indeed.

### **Feedback**

They felt good during the game. The girls completely relied on the boys, since this task was a DIY job by its nature, and it only could accomplish according to the boys' ideas. At least that's what the girls thought. The boys would have waited for the girls' ideas as well. There was no rivalry among the boys for the leading position. N. I. (18-year-old boy) clearly considers G. R. (18-year-old boy) as a leader. But the realisation happened based on he idea of N. I. (18-year-old boy) in- G. R.' (18-year-old boy) telling. N. I. (18-year-old boy) was confirmed by the group that his ideas were good, and that he should dare to carry them out. G. R. (18-year-old boy) also confirmed him in this. However the group confirmed G. R. (18-year-old boy) that whether if he wanted or not, he was a leading type, which has to be taken into consideration. G. R. (18-year-old boy) is shy in the aspect of taking responsibility.

### Consensus practice

It's a non-verbal practice where the group members (without words) have to dump certain 2-dimensional figures which were cut from various sizes of pieces. The members of the group had to dump a certain number of 2-dimensional figures in such way that they were mixed. They could only give the figures if the other group member needed for that figure.

The team members noticed the following ones:

B. E. (18-year-old girl): she was the first, who managed to do the task. She gladly accepted the offered figures. When she was ready, she sat back and she was watching passively the other's attempts.

L. N. (17-year-old girl): she also managed to do the task within relatively short time and when she saw that the other group members couldn't make it so easily, she disassembled her own and gave the pieces to the others- thereby encouraging them that they could be successful only if they give the pieces to each other.

Sz. É. (16-year-old girl): she was just sitting and waiting. When she was ready she sat back and she was watching the events passively.

N. I. (18-year-old boy): he wanted to help at all costs, he saw the context of his own and of the others' fields. He felt bad that he couldn't speak and that he couldn't do the others' task as well.

G. R. (18-year-old boy): He couldn't do the task and he couldn't ask for help. When everyone gave all kinds of figures to him, that didn't work either, he couldn't do anything with them, but he didn't even give it tot he others, who disassembled their own finished 2-dimensional figures. Then the machine turned on and thanks for the lot of rotations he managed to dump the 2-dimensional figure. He relieved.

**Feedback:**

During practice it was difficult not to speak, not to solve the task alone. It was hard to rely on the other, to ask for help. They found out how great tool was speaking and communication. They experienced what was it like to be together, to help each other by relying on each other. We closed down the practice in a good mood.

Who am I?

Each group member got 10 notes, on which they had to write 10 qualities which were characteristic of them. Then they had to put them in sequence from the most characteristic qualities to the least craggy ones. Then we went back from the least craggy quality one by one. We took the note to ourselves, we looked at the quality and we answered to the following questions:

- To what extent is this quality typical of me?
- How did I get it?
- How does this define my behaviour?
- Why is this quality good/not good?
- Does everything help/interfere me?
- Can I let it go? Can I get rid of it, do I need to get rid of it?

After the last question each group member could decide, what they were going to do with that quality. he could drop it to the ground as a paper ball-by getting rid of it- or they could keep it.

At the end of the introspective kind of practice, the group members stayed on their places absorbedly and quietly, they didn't rush out for break. It was a very useful practice for the group members. Later on many of them reflected that they had never thought about those qualities, and they could see that they had a lot of good qualities. They felt them very useful.

V. group/ 6. occasion

2008.

## SELF-DETERMINATION

### Personal frames:

*Group Leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

After team's arrival at the children's home

### Arriving circle

**K. P. (18-year-old boy):** At school nothing special happened, everything is all right, he learns well. One of the kids here had key to the school canteen. They went there. They looked into the cash register, where there was quite a lot of money. He decided that he wouldn't touch it, he wouldn't take it away. Answering the Group leader's question; why he decided not to take the money, he said that it would have turned out anyway. Every member of the group confirmed him in his right decision. The Group leader added that he had to know that the fact they went there that also was a crime itself. And he was very glad that he didn't get into hoo-ha, and that he also called the attention of the others to his story: In the reformatory there are a lot of boys, who didn't do anything actually, they were just there- on the scene of the crime with the gang... K. P. (18-year-old boy) said he didn't want to get there.

**P. T. (16-year-old boy):** his family contacted him, since he is getting closer to his 18<sup>th</sup> birthday... he seemed to be sad and confused, and according to him he won't take care of this relationship, although he misses the family and his mother gave birth to him, but he knows that at is all about money.( the other asked him the following question: it's true that she gave birth to you, but then where was she in the past 15 years??)

**J. É. (18-year-old girl):** Everything is all right at school. They were in the reformatory, it was shocking for her. He feels sorry for them, the ones, who were in the wrong place in the wrong time. IT was also good that they were there, since it was very instructive for her. She would never like to get into a situation like them.

**F. K. (17-year-old girl):** nothing special happened. She has been waiting for us to come and she has been waiting for the autumn break since she is going to her older sister.

**Boy Authentic helper:** he is very tired, since he worked a lot and went into school in the same time. In his rent his landlord takes advantage of him, by asking vast amount of money from him, without giving any account for him. Now he knows that it's not right, since he was told by the Group leaders, so he is looking for another rent.

**Facilitator:** he worked a lot, and he has been waiting very much for us to come. His things are going well, he has been over a difficult period.

**Group Leader:** He has been waiting for them to come very much, he has thought a lot of the group. He was ill, he had high temperature. He doesn't like to be ill. He went upset, since his sister was told to be a Gipsy by a teacher in the college. He wrote a letter to the dean, as a result, there has been a telephone call today from the dean in person, who apologised in the name of the college asking to give that message to his younger sister.

My rights and responsibilities

MY RIGHTS	MY OBLIGATIONS
<ul style="list-style-type: none"> <li>• TO PROTECT OURSELVES</li> <li>• TO BE MY OWN PROPERTY</li> <li>• - TO HAVE THAT (EG: POCKET MONEY)</li> <li>• TO LEARN</li> <li>• TO EAT AND DRINK, TO GET ACCOMODATION</li> <li>• TO KEEP CONTACT WITH FAMILY</li> <li>• TO LOVE</li> <li>• POSSIBILITY FOR SPORTS</li> <li>• TO SPEAK</li> <li>• TO PROTECT BODY</li> <li>• I HAVE THE RIGHT TO TURN TO PLICE AND COURT IN CASE OF DANGER</li> <li>• TO ASK FOR AFTER-CARE</li> <li>• TO BE MY OWN STYLE</li> <li>• TO PLAY, TO RELAY, TO BE A CHILD</li> <li>• RIGHT FOR WORK(STUDENT WORK)</li> <li>• FOR FREEDOM</li> <li>• MEDICAL CARE, TO KEEP HEALTH, DENTIST</li> <li>• TO STAY IN QUIET</li> <li>• TO BE HAPPY</li> <li>• FOR THE FUTURE</li> <li>• TO CHOOSE</li> <li>• TO LISTEN TO MUSIC, TO PARTY</li> <li>• TO BE CHEERISH</li> <li>• TO ASK FOR HOUSING BENEFIT</li> <li>• TO STAY IN UNTIL THE AGE OF 24- IF I LEARN OR WORK</li> <li>• TO LEARN ABROAD</li> <li>• FOR DIGNITY</li> </ul>	<ul style="list-style-type: none"> <li>• TO ADAPT</li> <li>• TO KEEP POLICIES</li> <li>• TO KEEP THE RULES</li> <li>• TO GIVE RESPECT</li> <li>• TO KEEP THE CONTRACT</li> <li>• TO LEARN DUE TO MY ABILITIES</li> <li>• PRE-CONSERVING</li> <li>• TO BEHAVE NORMALLY</li> <li>• VOLATILE APPEARENCE TO THE OCCASION</li> <li>• TO ASK FOR AFTER-CARE, IF I WANT TO STAY IN</li> <li>• TO TREAT EACH OTHER WITH RESPECT</li> <li>• TO CLEAN</li> <li>• TO CONSERVE</li> <li>• TO LEARN</li> <li>• INTEGRATION INTO SOCIETY</li> <li>• TO STAND ON MY FEET</li> <li>• TO TREAT ADULTS WITH RESPECT</li> <li>• TO GIVE EVERYTHING TO MY CHILDREN, WHAT I DIDN'T GET</li> <li>• TO TAKE CARE OF MY LOVED ONES AND THE NEEDY ONES</li> <li>• TO TAKE CARE OF WHAT IS IMPORTANT</li> <li>• TO RESPECT OTHER'S PROPERTY</li> <li>• TO TAKE RESPONSIBILITY FOR MY DEEDS AND WORDS</li> <li>• I AM RESPONSIBLE FOR MY LIFE</li> </ul>

Picture, when I made a good decision in a difficult situation  
(the causal relation of the decision and taking responsibility)

NAME	PIC-TURE	EXPERIENCE	CONNE CTION	PUT IT BACK?	FEEDBACK	MIMICRY/ GESTURE
<b>R. F. (16-year-old boy)</b>	-	-	.	.	Tired. He asks for help in making decisions, but he usually decides fast and in 60% decides well. If the situation is hot he doesn't undertake it. He knows that its not good.	Though he didn't choose a picture, he nodded at the other shares and listened to the others carefully. He really seemed tired and as if he wasn't awaken.
<b>K. J. (17-year-old boy)</b>	Huge, colourful poster-sized, he and his family are on it 2005-2008	I visited my family and I wanted to keep in touch with them, but my family only wanted money and wanted to take advantage of me, I didn't break the relationship with them, mainly because of my brothers, but I don't take them seriously anymore.	.	yes	I'm fine, it was good to listen to the others. I's good that I made a good decision. Ask advice from someone who stands close to me. Then I decide. I usually take responsibility.	It was hard for him to choose, he told the story with full of emotions. There was pain and resignation in his voice, but he really kept himself. His mind knows that he made a good decision, but his heart hurts.

<b>Boy Authentic helper</b>	2004, colourful, normal photo size, he is alone on the picture.	When I contacted my real parents, they took advantage of me, they made me work, and didn't bother with me. Then I went to Pest to work, but I soon became a homeless. I had to decide whether I go back to my parents, or stay there, or I travel to my old friends to ask for help, telling the situation honestly. I travelled to my old friends, I asked myself back to after-care status, I go to school, I work. I dared to ask for help and from the good man.	-	yes	It's difficult to talk about it, although it's getting easier. I'm fine now, it was bad in the game that 3 people didn't tell anything. It's hard for me to make a decision, I can be influenced easily. Now I'm trying not to listen to everyone's opinion, only to ask for advice, then decide by myself. I take responsibility.	Calm, caring, honest
<b>K. P. (18 - year-old boy)</b>	Normal size, colourful, it was made 2 years ago, he is on the picture and that man	I break the relationship with the friend of the family, because he was violent, aggressive and wanted to bring me to trouble. Since then I haven't even talked to him, though I see him sometimes in the street, he became homeless.	-	yes	I was good in the game too. I usually decide with my mind, I try to take all the possible circumstances into consideration. If needed, I ask for help. I don't always take responsibility. Moreover, I mainly don't.	He easily spoke about this. He was embarrassed a bit in the feedback, when he realised that it's more when he doesn't take responsibility. He listened to the others carefully.
<b>D. L. (17-year-old girl)</b>	-	-	-	-	I usually make a decision, which is good. I try to discuss my decisions. I understood that it was bad that I hadn't chosen a picture. I take responsibility. And I listened to what the others told, and that was good.	His defiance eased, he listened to the others carefully, but it was hard for him to get out of his defiance. He regretted it.
<b>Facilitator</b>	Black and white, the girlish, colourful, the diploma	In the primary school they told me that I would never have diploma, and I didn't learn so well to educate further. But I decided that I would fight and learn and I would be somebody. And that is how it happened. diploma	To P. T. (16-year-old boy)	yes	It was very bad that 3 people didn't speak. I felt myself as if it wasn't interesting what I was telling. But I shared some things of myself. Otherwise it was good to listen to the others. I consider my decisions. I usually decide alone. I take responsibility in every case.	Calm, active attention.
<b>F. K. (17-year-old girl)</b>	-	-	-	-	I usually decide alone. I try to take responsibility.	She listened to the others, she was rather passive.



<b>J. É. (18-year-old girl)</b>	About 10-year-old, colourful, normal, she is on it alone	When the foster parents wanted to take me out. I really wanted to have a family, but I was also afraid. In the last moment I decided not to go with them, I made a really good decision, since then many bad things have turned out of them.		yes	The game was very good, and it's so strange that these everyday things were told in this way. I often get into decision making situations, I think everyone does, we just don't talk about it. The game is also good since I learn a lot from the others' telling. That's why it was bad that several of them didn't say anything, although I surely could have learnt a lot from them. If there is a possibility to learn from others' mistakes and stories then I will gladly do it. I usually ask for advice for my decisions, but not here. I take responsibility.	She was very interested in the others, she listened to them with compassion, she paid attention and she was active. She always shows example with her behaviour. When 3 of them couldn't choose a picture, she indicated that she could have told an example of all their lives. But it didn't help for the defiance brigade either.
<b>P. T. (16-year-old boy)</b>	5 years ago, colourful, normal size, he is on it and his father	I contacted my real family. My father one came drunk and discredited me before everyone. I love my mother, I keep in touch with her, but not with my father, I'd rather kept myself away from him, and it's good as it is.		yes	The game was good and now I'm fine. I don't like to decide. When I decide, I decide by myself, and not always well. I usually don't take responsibility.	He was lost in thought, he paid attention, but got tired in the end.
<b>Group Leader</b>	It was made in 2000, colourful, normal size, he is on it and his mother and father	I was a student at university, dad started to be ill. Mom worked, dad was alone a lot at home, and he was weakened and he had to visit the hospital monthly because of his heart. I decided to leave university and go home to be next to dad. Dad was the one, who was the angriest of all, since would have liked her daughter to finish university as soon as possible. However inside he was grateful for the caring. I listened to my heart and I made a good decision.	He connected to P. T. (16-year-old boy) and K. J. (17-year-old boy)	yes	It was good to listen to the others. Now I don't decide as fast as I used to. I try to look at decidable things from different perspectives, also taking the circumstances into consideration. I always decide by myself. But I gladly listen to others suggestions as well, which helps me in making the right decision. I always take responsibility for my words and deeds too. That's how I was educated. Even in hot situation or if I did something foolish. Because it's cuter not to take. I couldn't look in the mirror.	Active attention

### Inventory practice

(self-reflexion, self-criticism)- further modulated

Questions:

1. What are my strengths?
2. What way am I developing?
3. Which are those things, which cause difficulties?
4. How can the others help to fight my difficulties?
5. How can I ask for others' help?

NAME	1.	2.	3.	4.	5.
<b>P. T.</b> (16-year-old boy)	Dance, music, joke, kind-heartedness	I'm learning in a good way and in bad as well. I am not that bad anymore.	Family, laziness, tiredness	If they had such problems, they could solve it. They could help with that.	Just nicely and smartly
<b>K. P.</b> (18-year-old boy)	History, reliability, friendship, I'm honest in relationship and I tell everything to her.	I'm developing in a good way. Since I can control myself, I don't smoke or use drugs, and I learn.	To control myself: I can't stop getting drunk in a party. What is also hard: to speak about myself for several minutes.	They reassure me. They give good advice: not to drink anything.	I go to a psychologist and get advice. I speak politely, nicely and I ask him to help.
<b>R. F.</b> (16-year-old boy)	My kind-heartedness, my ability to organise things, truthful, sometimes I tell stories.	I'm growing up, I'm more serious, I'm gathering experiences.	I'm not open for everyone, only for good friends, whom I trust.	They encourage me and give pieces of advice.	If I tell what my problem is.
<b>D. L.</b> (17-year-old girl)	Many people said that I can make a lot of people laugh, so I'm funny. I have a good manual dexterity and movement.	I'm starting to move toward seriousness, because I have been very giddy so far. I'm starting to realise what it is and what it is going to be.	My big mouth and that I'm jealous if I have a boyfriend. Returning to my mouth: I hurt everyone, if I'm not in a good mood. And I cannot talk about my feelings.	They give me pieces of advice, which I accept or not. Sometimes they want to send me to psychologist.	I ask for help through speaking.
<b>K. J.</b> (17-year-old boy)	I'm emotionally strong and brave.. I dare to love and I think I have a huge heart with those ones, who stand close to me, I don't hurt them. If they ask something, I gladly give. And I can really keep friends.	I think I'm going in good way, I learn, I have a lot of relationships whom I can count on and who help me. I like to communicate.	Learning a bit, since I am bored with it. I'm afraid a little bit of the life outside.	They give me advices or prepare me for the life outside.	I usually tell everything openly to friends and they whether help or give advice.
<b>F. K.</b> (17-year-old girl)	sport				
<b>Anna</b>	I'm empathetic and understanding. I'm mentally strong, but I don't show it. Anyone can trust in me.	I think I'm learning in quite a good way, since I learn and I have and will have more and more experiences, and as a result I'm developing better and better.	Becoming an adult will cause me quite a lot of difficulties, but I will get used to it.	A good conversation and some good advice can help me a lot.	I should dare to go there and ask for help

BIG COMMON INVEENTORY

<b>NAME</b>	<b>STRENGHTS</b> According to the rest of the group members	<b>WAY OF DEVELOPMENT</b> According to the rest of the group members	<b>WHAT KIND OF ADULT WILL HE/SHE BECOME?</b> According to the rest of the group members
<b>R. F.</b> <b>(16-year-old boy)</b>	Organising good way of thinking, positive opinions, reliable, decisive, he can protect himself from the feeling-attacks.	Good. He appreciates what he gets. He is better and better at listening to to others He became more serious. His heart is open. He has more experiences.	Good. He will be a good father. He will be able to help the needy ones.. He would be a good manager. He stands on his feet. He communicates and works well, who is able to fight and stand up for his goals.
<b>K. J.</b> <b>(17-year-old boy)</b>	He has a big heart, he is really nice and gives a lot of people. Considerate and warm-hearted He is with great stamina, authentic, great-hearted. The one, whom he loves, is very loved. He sees the good and he's helpful and brave. He has a broad shoulder ☺ - he is with great stamina Moderate Moxie (piercing)	He is more open and honest. He speaks about his feelings too. He dares. He is going in a good direction. He doesn't drink protein-staff anymore. Teeny, tiny! A LOT OF! In a good way.	He will be a great father and he is with great stamina and a righteous worker. He will be a very good head of the family, who stand on his feet. He will be a good husband for someone, he will be a good MAN, hard-working and righteous! Kind-hearted, hard-working man!!!! You would be good!
<b>K. P.</b> <b>(18-year-old boy)</b>	He has a strong heart. He knows perfectly what he doesn't want to be like.. He can really love, he is nice. He is open, he dares to change to be better and better. He dares to say no He learns well and nimble. He is persistent for his goals. He is nice!!!! He is hard and he learns.	He is more open, he dares to show his feelings, not only his strength. He will develop in his profession, and he is getting more peace-loving. He knows himself better and better. He is more open and he tries to go into the good direction. Less anxiety! He develops well.	He is an educated man, who stand on the good side. He will have an own business and he will be a loving family man. He will be a clam and quiet man. He is righteous, strong, hard-working, who gives the most and the best to his family. He will be a good father! He will have a good workplace. Good. Righteous!!
<b>B. Gy.</b> <b>(17-year-old girl)</b>	Nice, reliable, cool, funny, humorous. She is very wise, the others accept her opinion. She is calm. Speech She is very nice. She sees the good and the bad too, and she also finds solution for them. She can love and she can be loved Wise, nice and she can pay attention well.	She tells her opinion. He is more concrete and reliable She is getting braver to stand up for her opinion Reliable You have a good way of thinking and it helps you in a lot of things Openness, she is more open and she starts to believe in herself. In her own strength.	Caring mother, who pays attention to his environment and loved ones You will be a good psychologist! You will be a great MOTHER. She will have an own household and she will be a good mother and wife. A good mother, understanding, REAL TREASURE, and real partner.
<b>P. T.</b> <b>(16-year-old boy)</b>	You can joke with him, he dances and sings well. Humour Friendly, real, natural clown Dance Dance Need to move He can make people laugh, he brings cheerfulness, but you can talk with him seriously as well.	He is better in learning He is getting more serious Little experience He is more serious, and he pays attention more to others and his environment. He dares to be serious, because ha already KNOWS, that he is not only loved if he is funny. Smart, intelligent, he learns	He will act on stage, he will be a good friend You will be a good family father Cheerful, party-face, he has a desire for love and vivacious.

<p><b>D. L.</b> <b>(17-year-old girl)</b></p>	<p>She can express her opinion What's in her heart it's in her mouth, so she tells the truth, what she is thinks. Dance Singing Protective, sensible, she can love very much, she is a very good friend Funny, she can love, she can be loved, nice, cheerful She has a good heart and a good way of thinking</p>	<p>She tries to move into the good direction She is more experienced and deliberate She finds good solutions to create peace and it getting harder to upset here She is getting wiser She gains power and acts. She jumps over her difficulties She treats her anger. She learns</p>	<p>Good dancer She will be a fighter mother, she will do everything for her child You will be a good family mother She will work very well and she will have a nice family. She will make the ones who live around her happy. She will stand on her feet Real mother tiger, who stands up for her own and for others' right! XENA!!!</p>
<p><b>F. K.</b> <b>(17-year-old girl)</b></p>	<p>She is very restrained, she hardly speaks, but if the other one is nice to her, you can have a good conversation with her. You can have a good conversation with her, helpful She has a big heart, protective Loveable and nice Reliable Real teenage girl. She is hungry for love, and she can love very much. Your nice and your soul is nice too, just show it and give from it to others, and by doing so you will be a more precious woman.</p>	<p>She gives more from herself She is getting braver and more open She is getting looser and more feminine She fights more and more with herself with her non-speaking She tries to adapt herself to the outer life She studies as long as she can</p>	<p>She will be a very good mother and wife who will spoil her loved ones. You will be a very good mother and you will have a good workplace You will be a very good work power.</p>
<p><b>J. É.</b> <b>(18-year-old girl)</b></p>	<p>Kind-hearted, nice, you can trust in her She always evaluates positively, cheerful smart, wise, she sees clearly, she has a big heart, she can protect herself She is sophisticated and she has a wry sense of humour. <b>STRONG!</b> She has a big heart</p>	<p>Courage She is more self-confident, and open Helpful, she encourages her environment, she is a mother type Helpful it is getting better, where you are developing perfect</p>	<p>Understanding, caring, who you can count on Mother, who protects her children, who stands up for her and others' rights. She gives security for herself and her environment too. One day, there will be a lot of people, who will be grateful for you. You will be a very good mother</p>
<p><b>G. Cs.</b> <b>(17-year-old girl)</b></p>	<p>She has a big soul, she is lovable and very kind-hearted People-friendly, respectful, a good friend, who you can count on She loves people Kind-hearted, she has ability to organise, and reliable Very brave. Sometimes uncertain, although she is very smart and a good girlfriend Brave, kind-hearted, exemplary, love-able</p>	<p>She has many bad experiences, which can strengthen her and she can learn a lot from these. She is braver, who stand up for herself too. She is more powerful, more experienced I think she's going in te right direction She is getting braver and more open She is much braver, she tells her opinion, and shows her feelings. She talks about her feelings. She trusts.</p>	<p>She will give everything to her family She will find the one, who loves and respects her. You will find the One and you will have a good workplace. She will be a great worker, and mom. She will lead a small community, because the people trust in her. She will have a protective husband She will be a good mother, who creates safety in her environment.</p>
<p><b>Boy authentic helper</b></p>	<p>Ambition, the will to fight, dance, smile Kindness, good word. She listens to others She can help others give advice. She dances well. She dares to talk about her feelings. She is a good listener!!! Good dancer.</p>	<p>She is getting braver and more outspoken. She is more concentrated and more focused. You are persistent, never give up what you want to achieve. She tries to solve problems by herself. A lot of firmness! Decisive.</p>	<p>He will have a nice home and he will always be able to support himself. He will do everything to make his family happy. Reliable and open who fights with heart and soul. He will have a big family. He works decently. He will have a good workplace.</p>

	Smart, clever.	She develops a lot and she's getting better.	He will be tough and cool.
<b>Facilitator</b>	<p>Good social woman, she knows her way about easily. Helpful! You are a very keen and clever woman! You are loveable and it's very good to talk with you! Caring, clever, intelligent, she can pay attention very much, she organises, precise. Thoughtful, nice!!! nice, warm-hearted. She has a big heart. She has a big heart.</p>	<p>Braver. She shares her feelings, she isn't afraid, she is more experienced and not theoretical. <b>SHE LIVES!</b> You're brave. You are brave and strong! You are clever. Your wisdom is forceful.</p>	<p>Understanding, caring, who you can count on. Mother, who takes care of her child, who stands up for her and others' truth. She gives security: for herself + for her environment One day, there will be a lot of people who will be grateful for you. You will be a very good mom!</p>

Closing: The art of attention- magic gift

Both members of the coup speak for 3-3 minutes about their desires. If they are ready, they give present to each other, which help the other one to achieve his/hr aims.

**Pairs:**

**D. L. (17-year-old girl)- Group Leader**

D. L. (17-year-old girl): a magic filter, to hear only the good things, persistence, strength and diligence for achieving her aims.

Group Leader: he got a big sack, in which there are; persistence, courage and a happy partner.

**P. T. (16-year-old boy)- Facilitator**

P. T. (16-year-old boy): a bottle of water of life, in which there is courage, which strengthens his heart when he has difficulties.

Facilitator: a bag, in which there are; family, power, car, money and everything one needs.

**K. P. (18-year-old boy)- J. É. (18-year-old girl)**

J. É. (18-year-old girl): she got a magic talisman, which protects him if she gets into trouble

K. P. (18-year-old boy): he got a photo album , in which he can put the photos taken of the happy moments in his life.

**Boy Authentic helper- R. F. (16-year-old boy)**

R. F. (16-year-old boy): he got a sack in which there are; family, happiness and strength, which help him to become a balanced and happy adult.

Boy Authentic helper: he got a bag, in which there is everything to achieve his aims.

**F. K. (17-year-old girl)- K. J. (17-year-old boy)**

F. K. (17-year-old girl): he got a magic feather, a magic hat and magic glasses to have a successful graduation and to know the highway code.

K. J. (17-year-old boy): he got a magic box, from which he can take courage anytime, not to be afraid in the outer life.

Feedback about the weekend- how did you feel yourself? What are taking with you?

P. T. (16-year-old boy): he took everything

D. L. (17-year-old girl): the kindness, the laughter and the loose feeling

R. F. (16-year-old boy): the ACTIVITY and the laughter

F. K. (17-year-old girl): that we were together

K. J. (17-year-old boy): love, caring and that we were together

J. É. (18-year-old girl): the conversations and the good decisions

K. P. (18-year-old boy): everything and thank you

Boy Authentic helper: courage, honesty and laughter

Facilitator: a lot of laughter

Group Leader: the miracle that you overcome your barriers, how you get out of defiance, how you take on your gloves. I'm taking your strengths. And the ACTIVITY, because I haven't laughed so much for a long time. Thank you.

VI. group/ 6. occasion

2008.

## SELF-DETERMINATION

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Girl Authentic helper*

After the arrival of the children:

### Arriving circle

#### **Co-group leader:**

I'm fine. I went down with some disease, but I don't have high temperature. Yesterday I relaxed a lot. Since the terminal study results have just been given out, a lot of children asked for help to learn. I couldn't wait to be here.

#### **Facilitator:**

One of my eyes is crying, the other one is laughing. In my group the girls had good results, while the boys didn't learn and failed from many subjects. It was good when in the terminal meeting my group was highlighted.

#### **Girl Authentic helper:**

A lot of programs have been realised recently, so I don't have the possibility to be bored. I turned on gum very much. I can eat almost half kilogram a day. I'm fine and everything is OK at school.

#### **P. I. (20-year-old girl):**

A lot of things happened to me, and if I told everything then we would sit here until morning. My terminal result has been good, but I would like to reach a higher level of result. We furnished at my boyfriend. I can't wait him to come home, I miss him very much. And there is a possibility to get to England. An old friend of mine called me to hold our birthday together in England. I said no, because I do not know how we would get home.

#### **L. S. (17-year-old boy):**

I was at the doctor, I got over my illness. I haven't failed from any subjects. My German teacher is black-hearted.

#### **D. K. (16-year-old girl):**

Nothing happened. (she spoke more with the help of the Group leader) „My boyfriend had been stupid recently and I'm afraid.” (He hasn't attended to me recently. His mates are more important..) /She was far more open than she was in previous arriving circles. She spoke more than she used to./

#### **Cs. É. (16-year-old girl)**

Nothing happened. An arrogant guy called me, that he was going to go out with me. I sent him away, I didn't even know who I was talking to.

#### **Group Leader:**

I passed my exams. I work a lot. I also have been pressing a lot recently and I have fears.

#### **K. R. (17-year-old girl):**

It was very hard but I managed to move down. We have a lot of common things in us with P. I. (20-year-old girl) and we discussed this with each other. I'm not waiting next week, since we are writing a test. I could try it hard I could have better study results. NO I have brought maths so that Co-group leader could help me with that.

### Secret Place

In small groups we have to show each other- in silent- our favourite places in the scene. We have to accomplish the practice without words. What kind of non-verbal tools do we know?

At the beginning of the practice we collected the non-verbal tools of the communication:

- Eye contact
- Mimicry
- Body language
- Head nod

After we collected the non-verbal tools of communication, 2 groups were formed.

They did the practice within 15 minutes. As an observer I saw that they did the practice by concentrating and by keeping the rules.

Feedback:

What do you think, what are those values and things by which we could accomplish the game?

- Trust
- Relying on each other
- Paying attention
- To know each other
- Attention
- Patience
- Empathy
- Mimicry
- Eye contact
- Body language

### Consensus practice

It's a non-verbal practice where the group members (without words) have to dump certain 2-dimensional figures which were cut from various sizes of pieces. The members of the group had to dump a certain number of 2-dimensional figures in such way that they were mixed. They could only give the figures if the other group member needed for that figure. The practice weltered in 2 small groups.

They could work together very smartly. They finished the practice within short time. They dumped the cut square without any tenses.

What did you need to work together?

Empathy

- Tolerance
- Patience
- Caring
- Acceptation
- P. I. (20-year-old girl) „We don't have to stick to our own solution.”

### Brain storming- Our present conflicts

#### **K. R. (17-year-old girl) group**

**Facilitator:** Conflict with a child within the group. 5 Votes

#### **Vicus Group**

**Girl Authentic helper:** Backstabbed 6 Votes

#### **D. K. (16-year-old girl) Group**

**Co-group leader:** Disappointment 3 Votes

**D. K. (16-year-old girl):** - Laci- 8 Votes

**D. K. (16-year-old girl):**

**Antecedents**

I have a boyfriend who doesn't deal with me enough. He prefers his buddies. He usually doesn't come at the appointed time, I go after him.

**The history of their relationship:**

They had a relationship earlier. This relationship was broken by D. K. (16-year-old girl).

**The following group members took the role of the boyfriend:**

- P. I. (20-year-old girl)
- Cs. É. (16-year-old girl)
- Girl Authentic helper
- Facilitator
- Group Leader

**The following persons took the role of D. K. (16-year-old girl):**

- K. R. (17-year-old girl)
- L. S. (17-year-old boy)
- Co-group leader
- Group Leader
- Facilitator

What did you represent during practice, what did you try to message?

**P. I. (20-year-old girl):**

I explained the boyfriend's disappointment. I saw that he was disappointment and uncertain. He is an immature personality. He isn't mature enough for a relationship.

**Cs. É. (16-year-old girl)**

I didn't dare to enter the practice. I know the boy and the conflict too. Earlier I tried to help in the solution, but I don't see that their relationship would develop. I have an own opinion, I tried to represent it.

**Facilitator:**

I couldn't take the role of the boy. „You like to suffer!”

**Group Leader:**

I confronted her that I play with D. K. (16-year-old girl).

**K. R. (17-year-old girl):**

I felt sorry for D. K. (16-year-old girl). That's not good like that. I couldn't bear that in a relationship.

She has to represent herself her own interests. That's what I tried to represent in the role of D. K. (16-year-old girl).

**L. S. (17-year-old boy):**

It was hard for me to take he role of D. K. (16-year-old girl) as a man. I tried to help , but the others were often faster than me.

**Co-group leader:**

I could feel D. K.'s (16-year-old girl) problem. I felt sorry for her! I strived for discussion, but unfortunately I couldn't talk with her for long since she shifted a lot of things. I tried to strengthen myself as D. K. (16-year-old girl). I have proud and self-esteem. "I'm not in love with love." I'm looking for a partner and if it doesn't work I'll break up the relationship.

**Group leader:**

„I'm not a sneaky, worm, nobody.”

I have dignity and I'm a girl, who has girl aplenty of sand. I' won't let myself to be humiliated, to be put to others' mental terror, I deserve a better partner.



**Facilitator:**

I tried to discuss and when I saw that there was no point in it, I tried to express that I was able to break that relationship and that was no good for me.” Then we are done”

1. D. K. (16-year-old girl) wanted to join the practice, but because of her own problem the Group leader didn't let her to join.

2. Before feedback the Group Leader asked D. K. (16-year-old girl) what she wanted to tell.

D. K. (16-year-old girl): What do you feel about me?

3. Questions toward D. K. (16-year-old girl):

- Was there a thing what you heard , which made you think , after the first question-round?

D. K. (16-year-old girl): I thought about the fact what would it be like when our relationship would be over.

4. Was there anything D. K. (16-year-old girl), which you would completely spurn?

D. K. (16-year-old girl): First I've found something, but rather not (she indicated by nodding)

/She didn't say anything.

**5. Feedback**

Group Leader:

D. K.'s (16-year-old girl) strengthening.

K. R. (17-year-old girl):

Trust yourself. Dare to stand up for yourself, because you are able to do it.

P. I. (20-year-old girl):

Is there a couple around you from who you can get example?

D. K. (16-year-old girl): Unfortunately there isn't an ideal couple around me.

P. I. (20-year-old girl):

I built-up my relationship by watching an ideal couple „I have also improved a lot in relationships.”

VII. group/ 6. occasion

2009

## SELF-DETERMINATION

Personal frames:

- Group Leader*
- Co-group leader*
- Facilitator 1*
- Facilitator 2*
- Boy Authentic helper*

After the arrival of the children:

### Making an “Egg-flying machine

The girls’ group:

The leader and the source of idea was Sz. M. (19-year-old girl). There weren’t anymore ideas. A. E. (17-year-old girl) had an additional idea, which was accepted by the others. Later on K. N. (16-year-old girl) also latched on to the building. Sz. M. (19-year-old girl) and A. E. (17-year-old girl) cooperated well. B. K. (19-year-old girl) didn’t do anything. She sometimes formulated a critic.

Boys

There was absolute teamwork. K. T. (17-year-old boy) brought his basic ideas and from that everyone could develop it in an equal way. No conflict was occurred, they worked together in a focused way, then they went to smoke. The eggs broke, but they didn’t experience it as a failure. Sz. M. (19-year-old girl) and K. T. (17-year-old boy) thought subsequently that the machine could have been better.

### Rights and Obligations.

Introduction: What should I do with my fate? Floating or controlling? My decisions.

<b>My obligations</b>	<b>My rights</b>
<ul style="list-style-type: none"> <li>• Learning</li> <li>• To keep policy</li> <li>• To respect others</li> <li>• To keep appointments</li> <li>• Perfection</li> <li>• To give respect</li> <li>• To respect others’ rights</li> <li>• To help other people</li> <li>• To protect our family</li> <li>• To bring up the children</li> </ul>	<ul style="list-style-type: none"> <li>• To be choosey</li> <li>• Health care</li> <li>• Free school choice</li> <li>• To decide</li> <li>• Freedom of speech</li> <li>• To practice our culture</li> <li>• Right: for otherness to listen for life to eat and drink</li> <li>• Religion</li> <li>• Free time</li> <li>• Work</li> <li>• Personal rights</li> <li>• Letter secret</li> <li>• Property rights</li> <li>• Right to assembly</li> <li>• Right for protection (our children too)</li> <li>• Family establishment</li> <li>• To throw away or keep a child</li> <li>• Right for privacy</li> <li>• Right for self-protection</li> </ul>

### Escape from prison

K. T. (17-year-old boy) had the main role in creating the idea, H. B. (16-year-old boy), L. I. (17-year-old boy) and A. E. (17-year-old girl) keenly helped the others. B. K. (19-year-old girl) prefers to rely on herself, she was afraid that the others would not help her. A. E. (17-year-old girl) rather likes to help, it's more difficult for her to accept help, but she felt that she could count on the others. Sz. M. (19-year-old girl) didn't take part in the practice, and she had great tense in her because of this. As a Group leader I tried to ease the feeling of guilt. I confirmed her that it was her decision, and that decision was tolerated by the group. The practice was successful, The recorded this as a success. Sz. M. (19-year-old girl) apparently calmed down.

### Bound feet – practice

K. T. (17-year-old boy) has been nervous because he became immobilized due to the bound feet. B. K. (19-year-old girl) didn't cooperate. Between Sz. M. (19-year-old girl) and K. T. (17-year-old boy) there was a noticeable tension (later it turned out that they had bought that tense from home because of a caregiver) they bent away from each other, they didn't help each other. A. E. (17-year-old girl) supported B. K. (19-year-old girl) very nicely. K. T. (17-year-old boy) became aggressive because of the binding. (old memories in connection with handcuffs) K. T. (17-year-old boy) quipped Sz. M. (19-year-old girl), since she was the one, who led again, and Sz. M. (19-year-old girl) cannot rely on the others. Apart from the difficulties the practice was completed successfully.

### Closed gate- open gate non-verbal practice

The children weren't aggressive, when they were looking for the gate. They pushed themselves gently. Anikó said: "come even closer and closer, touch up. (This is important, since earlier it was difficult for Sz. M. (19-year-old girl) to bore a direct physical contact.)

### At school

#### Controlled role-game

Name	Chosen role	Why	Meetings	Feedback How do you treat your conflicts in your every day life?
A. E. (17-year-old girl)	A. E. (17-year-old girl) girl, 17-year-old, reserved	Because I cannot be other than myself	With Julcsi and Rozi. They dragged her, first she liked it and then she turned in herself. At the end of the game she sat down in the corner facing the wall.	I like to discuss my conflicts, If I can. (she played the drums with her feet strongly. She apologised, that she was in bad mood a bit during the game.) Recently I have been unstable. It was bad for me that Sz. M. (19-year-old girl) dragged me. Now I'm fine.
N. B. (16-year-old boy)	N. B. (16-year-old boy) boy, 10. class, during breaks he is a dealer (selling weed)	Because I hate the teachers, that's why I didn't choose a teacher role. It's good for me like this.	With A. E. (17-year-old girl), Julcsi, and Mrs. Gizi. He looked for all the other students to sell them weed. He asked for tutoring from Mrs. Gizi.	Now I have less conflict than before. I used to fight a lot. Now I rather try to discuss it, if I don't succeed, than I leave. If he comes after me, I stand up and stand in front of him. I hope that he won't come after me, since if I stand up then there will be trouble. I used to stand up immediately. (He has had n non-discussed residential home conflict and tense with A. E. (17-year-old girl) and the quarrelled in the group. This generated a serious tension in N. B. (16-year-old boy). <b>Mimicry:</b> He wrinkled his eyes and nose.
B. K. (19-year-old girl)	Andrea, quiet girl, who doesn't speak	I wanted to try another way of communication, that's why I didn't speak.	With Julcsi, the canteen girl, doorman and with Mrs. Julika. It was good for her to be with them, although she didn't speak a lot.	I avoid conflicts, I ask for others' opinion. That's not the point. After that I know what the truth is

K. N. (16-year-old girl)	Angéla, the she changed her name to dust-bin, in who various kinds of garbage is thrown, and she didn't speak.	I didn't feel like playing, I didn't have anything better, which came into my mind.	With the director, Ákos protected her against the director. She also met Rozi and Mrs. Julika who told her not to walk on the freshly mopped corridor. She also met Andrea and Rozi, from who she bought a sandwich.	I sometimes quip if they do not listen to me I tell it. If I love someone, then I won't quip. They accept me the way I am. I do not have a conflict with N. B. (16-year-old boy) we discuss things; we have known each other for a long time. I also quip N. B. (16-year-old boy), but he doesn't take it on himself. I would never discuss my problems with my mother. She is as if she were dead for me.
K. T. (17-year-old boy)	János my P.E. teacher, he is 40, but he doesn't seem to 40, he is funny he picks at the others, but he is funny.	I like this teacher, everyone thinks that he is rude, but he is a cool guy.	With Julcsi, Mrs. Julika, Gizike, the doorman, Rozi and with N. B. (16-year-old boy). Rozi told him not to jump in the corridor and not to drag his peers. He discussed with Julcsi that she should move more during P.E. lessons.	I did not have conflicts. (A lot of words coming out of him) If I drink too much, it's hard for me to handle my conflicts, I become aggressive. In many cases my friends pulled me out of tough situations. If I'm sober I don't fight. I don't care about others' opinion, I always had to decide about my life by myself, but sometimes if I had listened to the adults, I wouldn't sit here. It's very difficult at school, since the boys pick at each other. If youngsters are like this now, what will they become if they grow up? (he completely forgot about the group during talking...)
Sz. M. (19-year-old girl)	Rozi, 16-year-old, rossz, rambunctious lány	I'm not a bad child; I wanted to try out what it feels like for a bad kid.	She met everyone. Mrs. Julika put her in her place, since he made a mess of the mopped corridor. Mrs. Gizi, who was on duty also caught her, since she ruffled. János the P.E. teacher protected her, and they discussed that she would get trainings more often. The director ran her down because of her behaviour and Rozi protected her.	I rather discuss my conflicts. The foolish things of the smaller ones do not bother me. I hate insincerity. (it came up several times, that she would expect the praise of the caregivers. A colict at school of her also came out, which she wasn't able to handle
H. B. (16-year-old boy)	Ákos, maths teacher, 30-year-old, strict	I hate that teacher, I wanted to walk in his shoes, and by doing so I admit that they have a hard task, since the blustering children were handful.	With Julcsi and Rozi, where he also bought a sandwich. With the director, whom he joint with to handle the bad children. He met with Mrs. Julika and the dust-bin whom he protected. He also met Mrs. Gizi and Rozi.	I avoid conflicts (it was hard for him to bear the tenses coming up during the game from Sz. M. (19-year-old girl), A. E. (17-year-old girl), N. B. (16-year-old boy) and from K. T. (17-year-old boy), he escaped by sleeping.
L. I. (17-year-old boy)	School director, 30-year-old, director for 10 years	I wanted to try out what it feels like for a director..	With he doorman, with whom they discussed, how long he had been working for the school. The doorman made the director to sit down for a short time. With Mrs. Gizi, János the P.E. teacher, Rozika, Julcsi and with A. E. (17-year-old girl). He also met the dust-bin, whom he had conflict with, and met Mrs. Julika.	I don't have any conflicts. If they pick at me, first I let them then I leave them. Then fight. Once I tried to discuss it, but 20 of them came there. It almost ended up in a fight. But we managed to discuss the problem in the end.

Facilitator 1	Mrs. Julika , 60 - year-old	I always had good relationships with the cleaners.	She almost met everyone. She got into conflict with Rozi And the dust-bin, because they were running in the mopped corridor. Mrs. Gizi discussed with her not to mop the corridor during break.	I manage my conflicts in various ways. It depends on who we are talking about. There are people who I do not bother with, and there are those who I like to shout with. (these are the family members) I used to swallow a lot, now it's important to be able to discuss the problems.
Facilitator 2	Rozika from the canteen, a büfés, 40-year-old, she has been at school for a very long time.	I had a favourite canteen woman from at high school.	With N. B. (16-year-old boy), the director, Ákos, the dust-bin and Andrea. Several people bought a sandwich from her and talked with her. She also met the doorman and the cleaner.	Nowadays I like to discuss the conflicts, I used to collect the tenses, and then I exploded. I lost a lot of friends because of this, who I shouldn't have lost.
Boy Authentic helper	Doorman, who has been working for the school 50 years	I wanted to try out, since the doorman always stands out of things, I know a lot of doormen and they feel good in their own little world.	He met everyone except with Ákos and N. B. (16-year-old boy). He got into conflict with the director.	When I got into the children's home, I always had to adapt, I rather got along with the older ones, I had a troublemaker friend, who never had an argument with me and always protected me.
Group Leader	Gizi the physics teacher, who is the teacher on duty	I hate maths and physics; I have never wanted to be a teacher, that's why I tried this role.	With the director, with N. B. (16-year-old boy), whom he offered tutoring. With Mrs. Julika, whom he offered not to mop the floor during break. With Rozi, who ruffled in the corridor. He also met Ákos and the doorman.	I used to swallow the conflicts, and I got sick from that seriously. Since that I've been learning to stand up for myself. I tried to tell things in a cultured way.
Co-group leader	Julcsi, 16-year-old, two pigtailed smart one	I have always been a good student and they always thought of me that I wasn't a cool girl. I wanted the people to think it differently.	She met everyone. She talked with János the P.E. teacher.	I'm afraid of conflicts. Mainly with the big, strong men. It's hard for me to face the fact if someone is right.

At the end of the game N. B.'s (16-year-old boy) tense had to be resolved, with face to face conversation. the conflicts and tenses in N. B. (16-year-old boy) which have been accumulated for years, finally resolved. We had to resolve that tension, which made him feel guilty because of his past aggression. After prolonged discussion N. B. (16-year-old boy) felt reassured.

VIII. group/ 6. occasion

2009.

## SELF-DETERMINATION

Personal frames:

*Group Leader*

*Co-group leader*

*Authentic helper*

After the arrival of the children:

### Arriving circle

T. B. (16-year-old boy) gladly told that he had got a reprimand, but his friend was kicked out of school. He finally has relationship with his brother again, who refused him earlier. Regarding the group it was very hard for them to talk. Almost every time I have to re-build them and encourage them. Several of them experienced conflicts with caregivers and teachers.

### “Egg flying” machine

We created 2 groups. One of the observers was Z. M. (17-year-old girl), the other observer in the other group was R. A. (20-year-old girl). They were the leaders of both groups since Z. M. (17-year-old girl) still has to learn that there is an option to be quiet. R. A. (20-year-old girl) is very creative and if she gets a task like this, she likes to solve it as soon as possible. It was hard for them since they couldn't do anything. Z. M. (17-year-old girl) couldn't wait to speak. This practice was a great experience for N. Cs. (18-year-old girl). She undertook a leading role in Z. M.'s (17-year-old girl) group and her idea was accepted. K. B. (18-year-old boy) and S. H. (17-year-old girl) stayed in the background, but with the help of the group they both involved in the work. Both egg-flying machines were made well. The egg wasn't broken.

### At the bus station

<b>Name</b>	<b>Chosen role</b>	<b>Why</b>	<b>Connection</b>	<b>Feedback Parallel with reality</b>
N. Cs. (18-year-old girl)	Toilet lady Juliska, 70 -year-old	She wanted to try out and she liked the role very much.	The rich one was a cool guy. The homeless didn't pay but she suckered the security guard into paying as much money as he had. The daughter of the rich one disdained the cleanliness so she gave her a good tongue-lashing.	No parallel, but now I know that the toilet lady has a hard task. I will respect her in a better way.
S. H. (17-year-old girl)	Mammy, Young, 25 -year-old	She wanted to try it out, last time she helped a mammy to stand up. (Of course it was hard for her to ignore reality)	The gipsy woman and the homeless bundled her off by swearing. The security guard policed. Otherwise she was sitting all the time and stroked her belly.	I would like to have a child. I would like to sit there too. I fear the mammies of the homeless people.- we talked about if there had been a possibility to send the homeless people away in a cultured way or not.
F. P. (17-year-old boy)	Homeless, torn, junkie, 40 -year-old	He had a fight with a junkie 3 weeks ago, since he picked at him when he was going home. That's why he wanted to try what if feels like for a junkie.	Everyone bundled me off, everyone was rude, except the security guard and the inspector. I talked with the cool guy to give up drugs and be rich.	No parallel. I feel sorry for them.

Boy Co-group leader	Inspector 50 -year-old beefy	He doesn't like to fight, but he was very curious.	He met everyone. The toughest of all were the homeless and the Gypsy woman, since they picked at everyone or begged.	I liked the game. No parallel, only that I'm beefy and I think everything can be solved through speaking.
J. R. (16-year-old girl)	Gipsy woman Aranka, she sells	One of them predicted for her the last time, she didn't give money and she swore.	She freaked everyone out, she laughs a lot and it was very good.	No parallel. I wouldn't like to be so penniless, that's why I'm learning.
K. B. (18-year-old boy)	Roman cigarette vendor	He often meets them.	The toilette lady bought cigarette. The security guard told him to go out, since he cannot sell cigarette there.	It was good. No parallel.
Group Leader	Security guard, beefy, Kázmér 35 -year-old	I like to give security and to take care of people.	I met everyone and I helped where I could.	The parallel is that I like to give security the people around me.
L. L. (15-year-old girl)	Red-shoe college girl, Kamilla	She would like to go to college. they were very phlegmatic with her.	She talked with the rich one and the student girl and she bought cigarette.	the parallel is that I will never be stuck-up, if I will be a college girl.
R. A. (20-year-old girl)	A rich man's daughter, who is a pupil.	Her classmate is very rich and she is sometimes rude but they get on well with each other.	She was with the college girl and the rich one. They laughed at everyone.	I didn't like it, since I was phlegmatic with everyone.
T. B. (16-year-old girl)	Good man in tuxedo., 40	He would like to change. He would like to be a good man. He wants to give up all kinds of foolish things.	I wanted to change the homeless. And when the others were mocking I tried to stop them.	The game was good. The parallel is that I want to change.
Z. M. (17-year-old girl)	A lady selling pumpkin seeds, 70 -year-old, Mrs. Julcsi	She feels sorry for them. She wanted to try it out. Originally she wanted to be a toilet lady.	She spoke to the toilet lady all time. She was watching the homeless and gave seeds to him.	No parallel. I liked the game.
Boy Authentic helper	Old man! János, who is smoking a pipe and always begs.	Last time he went to Szeged and the old man lit a pipe and was sitting there very calmly.	He almost met everyone, the security guard told him not to smoke. It was hard for him to accept it.	No parallel. I would also like to be such a calm old man.

## **6.7 Relation to accomplishment and future vision**

Anonimised report extract to the pillar of RELATION TO ACCOMPLISHMENT AND FUTURE VISION



## 6.7 Relation to accomplishment and future vision

Anonimised report extract to the pillar of RELATION TO ACCOMPLISHMENT AND FUTURE VISION

### Anonimised report extract

I. group/ 7. occasion

2007.

### RELATION TO ACCOMPLISHMENT/ FUTURE VISION

#### Personal frames:

*Group Leader*

*Co-group leader*

*Authentic helpers*

2007-day 1

#### Arriving circle

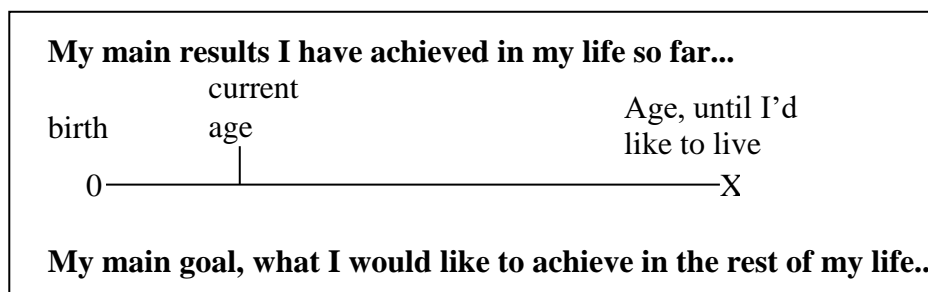
After the arriving circle there is always free activity and common games which help the children to arrive. The personal conversations create an intimate atmosphere.

Then: conversations, bath, going to bed, bedtime story

2007-day 2

#### Lifelines

Goal: the awareness of previous results and positive things, the establishment of future plans and concrete activity plans, emphasising our played role in creating the future



NAME	CURRENT AGE	MY RESULTS SO FAR	Planned age	MY AIMS FOR THE FUTURE
N. Z. (17-year-old boy)	18	I learn a profession	65-70	To learn the profession, to work in the profession and to sing on a CD.
Group Leader	33	My son, the ÁGOTA, my studies	65-70	I'm working on creating ÁGOTA Village, I will get my fourth diploma and I will have a language exam.
N. M. (15-year-old girl)	15	I learn at high school, I take care of my younger sister, I'm highly responsible.	65-70	Graduation and to go to college. To get to foster parents, to take care of my younger sister all the time.
C. S. (15-year-old girl)	15	My siblings my love	80	To finish school, to learn a profession. To marry my love.

V. B. (22-year-old girl)	22	She learns her 3 <sup>rd</sup> profession, she takes care of her brother	50	To finish the currently learnt profession and then work in that profession. To buy a house with my brother and to live together.
Co-group leader	26	He learns and works, ÁGOTA, he is highly responsible, adult-like behaviour	65-70	Diploma, Gipsy language exam. To work in ÁGOTA Village.
K. I. (17-year-old girl)	18	She takes care of her younger brother, she learns with very nice results and she would like to learn a profession, she also applied for a profession.	100	To finish school, to educate further, then to finish it. As long as she can, she wants to stay in the institute, she wants to learn more professions to get on easier in Life. Husband, child, family.
B. I. (19-year-old boy)	19	He learns a profession (baker), he works, and that he connected his father.	100	To make the relationship with his father right, to finish profession, to work, to get home.
Boy Authentic helper	25	His military insignias and that he got a position apart from his foster existence. He has a family, he works. He is the breadwinner.	65-70	To finish socio-therapeutic course, to live a happy family life, to stay in ÁGOTA. (ÁGOTA Village)
K. M. (20-year-old boy)	20	His strength and love. When he got out from the children's home, he didn't give up, he didn't get into evil ways, but he holds on with strong will and works. He has a beautiful girlfriend, whom he wants to marry.	65-70	To get back to after-care status. To learn a profession with the help of the Labour Office. To marry his love, to establish a family.
Girl Authentic helper	18	Despite of the fact that her life has been tough so far, she learns. She regularly goes to hairdresser competitions. She is persistent and has goals.	80	Graduation, to go to college (psychology). To stay in ÁGOTA as a helper.

We didn't collect the plans, but everyone took their own and when they will be at the accomplishment of their plan they can have a look at their plans again.

### Fantasy journey

The aim of the game to get to a desired -for some reason- landscape with the help of a chosen "imaginary carrier animal".

Name	Role	Chosen destination	Reality connection	Feedback of feelings
N. Z. (17-year-old boy)	Baby dragon	He watched the war of the ancient Greeks during his travel.	They have just learnt about this at school and he was curious.	His own journey was very interesting and it was also good to listen to the others' one too, he could imagine. And the baby dragon became his friend.
Group Leader	Morzsa dog	He was in a house where there was a family. They didn't hear hear or see him, although he wanted to communicate with them.	He was thinking about his rarely seen loved ones.	It was a very reassuring feeling to know about them, he felt good during the game.
N. M. (15-year-old girl)	White horse	Fairy-tale forest, where everything is green, calm, beautiful colours and butterflies are his playmates.	He needs security.	He felt very good. He will visit this place more often.

C. S. (15-year-old girl)	Owl	He went to a battle, back in time. He found himself in the middle of discordances at home. Family battle.	She is very interested in life at home. Her little sister has been born recently, she worries about her.	It was good to play, she calmed down a bit, because things got settled at home. It was good to listen to the others.
V. B. (22-year-old girl)	White pigeon	She got on the pigeon's back, whom she entrusted herself to, and it could take her wherever it wanted. It took her to her baby age, and everything was calm, orderly and safe. Love was around her. The pigeon asked her if she wanted to stay there, since she could re-live her life.	She doesn't know what the connection is.	It was a very good feeling, she would gladly experience the journey further, but she wouldn't stay there. It can't be a coincidence that her life was like that. This game was very good, and it was a real pleasure to listen to the other group members, to experience their journey.
Co-group leader	White horse with wings	He walked through the forest, bending his head on his horse's neck. Then he flew up and found a miracle glade between earth and sky, where there were colourful flowers, fairies, and his long-time-ago seen loved ones. There was tranquillity and sincerity. There were no words.	There is mishmash in his life and he really wanted to be in a quiet and beautiful place. He really misses his lost loved ones and he wanted to meet them.	He gladly spent time in his destination. He felt good in the game. He gladly listened to the others' journey. He could imagine all and that was very good.
K. I. (17-year-old girl)	Giraffe	She was in war (I. World War)	They have just learnt it at school, and she was curious.	It was interesting to see it, but that wasn't good how the people were bleeding. (She was with closed eyes for a very long time, the one next to her stroked her arm and she returned for that.)
B. I. (19-year-old boy)	American car (Cadillac)	He was at home at his father. There were the other family members too and they didn't want to adopt him in the family. The looked at him as if he was a stranger.	He is building his relationship with his father again. He is full of fears, expectations and hope.	The family's rejection was very bad. The game itself was good. It was good to listen to the others.
Boy Authentic helper	Ostrich	He went out to space, he saw the whole Earth.	He wanted to get out of the world a bit. He has privacy problems which makes his life difficult a bit.	He felt very good in the game. It was good to be alone a little bit. He gladly listened to the others' travelogue, and he experienced all of them a bit. He liked the game very much.
K. M. (20-year-old boy)	Elephant	He went forward to the future, he has already had a family and they were together with his love.	He was curious about the following years, because he desires for his very much.	It was a good feeling to see his family, to be in the whole family. In safe and love. It was a good feeling to take responsibility for them, to take care of them. The game was very good, I liked it very much.
Girl Authentic helper	Dolphin	She went on a deserted island where there was an oasis on the island and there were natives, she did not understand their language, but they dance and had a good time. They also swam in the sea together.	She likes the dolphins very much, that's her favourite animal. She is curious about other people's culture, that's why he looked at it on the island.	She felt very good in the game she was loaded. She gladly listened to the others, she empathised herself.

### Contract with myself

What are the 3 first steps what we have to do-in favour of the aims which were set up in the morning- so that their set goals become reality. During the 15-minute period of thinking time everyone wrote the steps for themselves. Then they also shared their thoughts with the others in the big circle, who rewarded with applause and encouraged each other with “amen” and “let it be”.

### American type of interview

- with the 2 authentic helpers, with the group leader’s controlled questions.

The essence of questions aimed at whether there was a point of their lives, when they could have fallen - strengthening the negative statistics. If there was: What did they do in order to avoid this, who did they hang on, who could they ask for help. How close do they allow people for themselves? Did they feel themselves defenceless? What did they do with their defencelessness? When did they feel that their situation became stable? (That there is an escape?) How did their self-esteem develop? What did they do with tenses coming from getting-in? What kind of alternative solutions did they choose to bear the the older ones’ “initiation” ceremonies? How did/do they protect themselves in life? What help them in achieving their aims? What do they suggest to the group members (fellow sufferers)?

**Girl authentic helper:** she doesn’t let anyone close, she doesn’t trust anyone. She achieves her set goal at all costs. Not by overriding everyone, but she forgets to live during it. She doesn’t have a real deep relationship, since only desire to prove lives in her. She fights against the prejudices facing people living in state care with tenacious will. She is a living proof of the success, which can be achieved with persistence and will.

What her message is: you can achieve your goals with will and persistence, and you must never give up. She also sent a message to herself: to pay more attention for her relationship, and to dare to experience them in a better way.

**Boy Authentic helper:** Atrocities, humiliations at school in the “ghetto”. Series of discrimination because of his origin. → To get out at 18 at all costs. He didn’t think about anything, he didn’t plan anything, he just wanted to escape from “prison”. When he realised that he had nothing and nobody, then he asked for help from a man, who always helped him (former caregiver). → he joined the army. This was the turning point. He learnt discipline and forged a life plan. He built relationship where he learnt a lot. “ He became serious” After disarmament he went to work and established a family.

What his message is: When you touch bottom you have to have a desire to prove, which motivates you and shift you out of the hole. They are as precious as anyone else. And they shouldn’t do it as he did, since he suffered from the will to escape very much. It was hard for him to work his way up from nothing. What is important: persistence, persistence and persistence.

2007-day 3

### Screening film with assessment

Screening the film Almighty, with assessment.

The children liked the film very much. It was a bit lighter than what we usually watch, but taking the seriousness of the previous day in consideration, that’s what we exactly needed.

### Closing and evaluation

Due to the strong attachment another occasion was needed for the proper group closing. Therefore we said good bye to the group like this.

I. group/ 8. occasion

2007.

## GROUP CLOSING

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Authentic helpers*

After finishing the seven cornerstones we spent an opportunity for the period of separation. We also had a guest, The national advisor of our main supporter.

2007-day 1

After the arrival of the children:

2007-day 2

### Practices of trust

Blind-guiding in the surroundings of the nearby like.

Creating pairs, then completing the practice.

### **Feedback:**

Co-group leader- V. B. (22-year-old girl): her anxieties still appeared when she had to rely herself with closed eyes, but she didn't let it dominate on herself. The first time we had to stop more than 10 times, so that V. B.'s (22-year-old girl) respiration stands back to normal. She was afraid very much. We also had to stop at the closing, but only 3 times. When she felt that her fear was growing, she stopped.

Advisor- Girl Authentic helper: the language barrier was overcome. They controlled each other with tight hold, the directions were indicated by pulling the current hand. Development could be seen on our helper, since he bravely relied on our advisor.

C. S. (15-year-old girl)- K. M. (20-year-old boy): They are a couple. There was no problem with trust, they dared to trust each other. They guided each other with great attention and care.

N. M. (15-year-old girl)- B. I. (19-year-old boy): During the group process, a really deep trust-relationship developed between them, and they also took care of it after the group sessions. As a result the practice did not cause any difficulties for them. They both told that they could trust in each other and that was a good feeling for them.

K. I. (17-year-old girl)- N. Z. (17-year-old boy): At the first time they had different partners. They were afraid of the practice because of their past determinate experiences. Their fear vanished after the first common steps, they felt free to trust in each other. According to them that was a very good feeling and they weren't afraid at all

It was very good

- Trust practices in pairs (pairs created during blind-guiding)
  - Trust bell (they dared to stand in the middle of the circle, although they did not dare do it at the first occasion)
  - Free fall (K. M. (20-year-old boy) tried it. The others folded their hands in a protective way. They felt their responsibility in the practice.)

Returning to the Methodological estate: feedback, its main aspect: comparing to the first occasion. The feedback of the blind-guiding: see above. In overall it can be said that the group members could bravely rely on their partners, who took care of them with responsibility during the practice.

What was bad and difficult – what was good during group sessions.

<b>Name</b>	<b>BAD (difficult)</b>	<b>GOOD</b>	<b>REALITY CONNECTION</b>	<b>Feedback of Feelings</b>
V. B. (22-year-old girl)	To talk about my siblings and fears. And that it's over.	A lot of little pictures: The tales, the joint meals, the prayer. The conversations in the evening. The caring what we got here.	Constant conflict with her sibling, she is afraid of loneliness. She learns to trust. Farewell.	It was a bit bad to recall, I'm really sorry that it is over, but I know that these experiences will always stay with me.
Co-group leader	We always showed you to the bus station and you were waving as one man from the bus.	A lot of small memories about personal conversations and moments. It was wonderful and exemplary to see that you overcame your fears.	Farewell, the end of group process, closing.	It was very good to recall the previous occasions. It's not the end but the beginning of something. You became really stronger during the last occasions. the game was a great pleasure.
K. I. (17-year-old girl)	To meet daddy, and my brother made me disappointed very much.	To be in the group.	I'm always afraid that I cannot resist and that I don't dare to tell daddy what I would like.	I felt good in the game. I'm sorry that it is over.
B. I. (19-year-old boy)	A girl acquaintance of mine told me that she had cancer. (that happened to me during group process, but nit in the group but in his home, everyday life) She did not even find a picture first...	Dad is standing with arms wide open, and I am running into his arms. K. M. is standing in the background and she is bringing the big bags.	I contacted my father again after 6 years, I'm going to visit him in the summer. I hope I will be a family member again.	The game was very good, I hope everything will be all right with my meeting with my father.
Boy Authentic helper	When we showed you to the bust station and you were waving as one man from the bus.	The whole group. Every occasion. We really go t a lot of things from each other.	Farewell, the awareness of the importance of the authentic helping role.	I will really miss you, but I know that everything will be all right, and I can only congratulate you since you became really stronger.
K. M. (20-year-old boy)	When I got out of the children's home. Loneliness, uncertainty, fear of losing my love.	Holding hands, which mean toehold, his toehold. That there was something to hold into.	He is over uncertainty, he will have a roof over his head. He can always hold into the things which he learnt in the group. Farewell.	I'm sad that it is over. I got a lot of things from you, what I really thank you. I will really miss the group.
Girl Authentic helper	With a group member in the corridor.	After the interview V. B. told her in the room that she grew a lot in her eyes.	She became stronger in her soul, she knows what she wants to do and she feels the importance of role taking.	I felt very good with you. I keep all the little pictures of you in my heart.
N. Z. (17-year-old boy)	When my group mates put me in my place because of my behaviour. And that was also bad that it was the last occasion.	The whole group. The conversations. The joint meals and praying.	I really like to be here with you..	I will really miss to come here. I felt really good. I have got to know a lot of mates just recently, new, deep friendships were woven.
Group Leader	The farewells. I am standing in the court And I'm looking at the leaving group.	The whole group was fantastic.	The "pioneering" nature, the strengthening, the way the program works, and that there will be ÁGOTA Village.	I felt good, it's a great pleasure to me to see you strengthened in the end of the group.

N. M. (15 -year-old girl)	When I had to go home, I always wanted to stay. Picture: the bust station, when we were waving to the ones standing down there.	The bedtime stories. The fact that you took care of us, you listened to us. The games. The whole time what we spent together.	Now I know that I belong to somewhere. I have a spare. family and I know that I can achieve anything with persistence.	I will very, very miss you, and it's very good to recollect everything what happened here, But I know that I can count on you all.
C. S. (15-year-old girl)	There were bad times when there was no group.	When we sat in the group room in a group session and we talked and played.	We created an orb, my love was here with me too.	Everything was very good. When we were in group, there was a time when we just talked about different kinds of things.
Facilitator	Elongated picture, when there were the moments of farewell: in the corridor, in the court, at the bust station.	The fact that we really were a present to each other, and I could learn a lot from you.	Fast-paced changes characterise my life. (moving, new job) I was reassured among you and I could pay attention. After the groups at the intervals I thought about the events of the weekend a lot.	I felt really good with you in the game, and I thank you for all the occasions with you very much.
interpreter	-	Its a kind of art gallery which is a slide projector. In this pictures are waiting, when we visited them in the children's home and the children showed me their rooms and one of them rapped to me. Through my personal notoriety, further picture were put in the box.	They came into my mind a thousand times since the visit.	I felt very good..
Advisor	-	At the arrival of the evening a show which was presented with candle flame and the emotion of the professional team. I painted the picture, I'll take it with me to the everlasting life, since the photographs go wrong quickly.	His visit	I was very curious and I was very glad that I could experience the work personally and that I could see the entire group.

### Fantasy Game - 15 years later

The group leader asked everyone to think about where they will be 15 years later. What will they do? Who will they live with? What will be their jobs? If they succeeded, then they should introduce themselves as their future selves 15 years later to the rest of the group and after everyone introduced themselves they should act it out. After finishing the scene they organise themselves to the normal group situation and after that there is feedback.

<b>Name</b>	<b>Role</b>	<b>Meetings</b>	<b>Reality connection</b>	<b>Feedback of feelings</b>
V. B. (22-year-old girl)	I'm a 37-year-old kindergarten teacher, who deals with disabled children. I have a big family house and I live with my partner in life. I don't have an own child.	She talked with a horse-breeder- transporter man, who was her husband. She discussed with her waitress mother that they would go to help in ÁGOTA Village; she talked with the others about changes in the last few years.	To learn my professions in sequence. In my plans this is the dream-work, that's why I wanted to try it out.	It was a bit hard for me to let my imagination loose, it was hard for me to imagine myself and the group members 15 years later. But when I succeeded- seeing the others' game, I felt very good, and only had positive experiences. Thank you for the game.

Co-group leader	I'm a professional with 3 diplomas, who works in the ÁGOTA Village as a general servant. I have a nice Gipsy husband, 3 children, a horse and a dog.	She met the Group leader, they discussed that things were going right, and how much better they looked like 15 years ago. She talked with the kindergarten teacher, since they hadn't seen each other for a long time. She didn't meet the bank clerk for a long time either, so they were happy about each other. There was a need for her to go to help in ÁGOTA Village. She discussed with the horse-breeder that she would help to take care of the horses. She also talked with the others a few words about the good old times.	At the moment I'm learning, and that's what in my future plans. I want to be the helper of the ÁGOTA at all costs.	It was a great pleasure for me to participate in the game. I was pleased to confirm that every group member found their calculation and has an orderly and well-balanced life. I felt good and thank you for the game.
K. I. (17-year-old girl)	I'm a waitress and mommy. I have a husband and I'm happy with him. I also work a lot and I have a beautiful family.	She met the co-group leader and they discussed that she would like to go to camps to serve, since she would like to help. She also met the others and they recalled the good old times. She offered her help in the events of ÁGOTA Village, while she met the Group leader.	I would like to learn waitress profession. To have a child is very important in my life, I would like to be a good mommy, I'M just afraid that I won't be a good mommy.	The game was very good, I like to imagine if it really would be like this 15 years later. I will do everything to be like that. I felt fine.
B. I. (19-year-old boy)	I'm a transit driver at a Bakery. I'm also a horse-breeder on a farm, on my own farm. The kindergarten teacher is my wife. I have many horses and I do farming. I'm happy.	He talked with the co-group leader about the horses. They greeted each other with pleasure. N. M: old friends, they regularly keep contact.	The relationship with my father seems to be settled and anyway I really want to live on a farm and to deal with horses. I also like to drive since that job is diversified.	The game was good. It was good that several of them asked my advice in connection with the horses.
Boy Authentic helper	I work in ÁGOTA Village as a bricklayer. But I also have my present workplace. .	Co-group leader-past years, common things, Group leader- how is he and what needs to be built, and what's the plan? Advisor, interpreter, it they feel good or not. Kindergarten teacher- if she married or not, but was a good feeling to see her. Facilitator- the situation of the Gipsies is still difficult, but at least they let him work.	I like my present job, I want to retire from here. I want to stay in touch with ÁGOTA at all costs, I'm best at masonry, that's why I offered my services.	I felt it real, I could totally imagine. It was a pleasure for me that those ones whom I hadn't seen for long, had an orderly life. I felt good in the game.
K. M. (20-year-old boy)	I'm a bricklayer entrepreneur. My love is my wife, we have 3 children. I work a lot, but we live well. In my free time I go to the gym.	His wife He conciliated about the details of the work with the Group leader. He talked with the kindergarten teacher how they were doing. He also greeted the others with pleasure.	My love and me are a couple, I plan my life with her. I would like to fend for my family as a bricklayer entrepreneur..	I felt really good, we do plan, so it was good to experience what we talk about with my girlfriend. It was very good, that the group leader greeted me with pleasure and I got a lot of work opportunities. I really enjoyed the game.



Girl Authentic helper	I'm a young woman with 2 diplomas, who, has her own hairdresser saloon. I have a loving husband and 2 children.	There was a big meeting: They greeted each other with pleasure, and they gladly recalled the past common times. She talked a few words with the Group leader about how they were.	Currently I'm learning to be a hairdresser, and I love it, so this profession will surely give the basis of my life. My cherished plan to go to college, and I know that I can make it with persistence.	It was very good to see the old acquaintances. I felt really good during the game.
N. Z. (17-year-old boy)	I'm a baker, I have my own business (a bakery). I have a family and 2 children. I have an own CD, on which I sing.	Kindergarten teacher: they were interested in each others' fate. (interpreter) He also latched on to the conversation with B. I. He greeted the others.	Currently I'm learning the baker profession. I like it very much, that's what I would like to do. Singing is a very important expressive tool in my life. I would like to deal with in my free time at all events.	It was very good to try out, and to think about it what it might be like 15 years later. He felt good during the game.
Group Leader	I work in ÁGOTA Village. Beside children I'm also a carpenter. I have a wife and 8 children. I do not deal with the business and management part of it.	He discussed with the co-group leader that everything was going well and how much better they looked like than 15 years ago. He gave a task to the facilitator. He hugged the kindergarten teacher, since they hadn't seen each other for a long time. He conciliated in bricklayer work. He was pleased to confirm that his life was all right and had a nice family. He also greeted the others.	The realisation of my plans. I like to do workmanship. My colleagues give me security.	It was a very good feeling to see that everyone's life was going well. It was a good feeling to rely on the colleagues and to be near the children. A real and tangible feeling accompanied me during the game. I felt good during the game.
N. M. (15-year-old girl)	N. M., I'm a bank clerk, a mother of a little girl, I don't have a husband.	With co-group leader: she is applying for a helper post in ÁGOTA Village. She would like to be a colleague. Kindergarten teacher: long-lost dear friends. B. I: old friends, and anyway they regularly keep contact.	That's what I would like. I want to change my name. She finds the name changing essentially important for the prosperity in life. ( in her meetings the personal attachment was dominant)	It was a very good game, I am sorry that I couldn't meet with more people. I could fully imagine my my realised meetings.
C. S. (15-year-old girl)	Mrs. K. M., I'm a mommy, the mother of 2 children, my profession is waitress.	With her husband. She talked with the kindergarten teacher about the children and how they lived. She discussed with K. I. that they gladly go to serve anytime. The children are bigger so she also works.	I plan my life with my love.	The game was good.
Facilitator	I'm a social worker and archaeologist. I work in ÁGOTA Village. I have 5 children with a house what I need.	He met co-group leader as if they were colleagues, he talked with the group leader, his boss and the kindergarten teacher about their fate. He conciliated the daily activities with the Boy authentic helper. He met the bakers during transporting (bakery products), they gladly greeted each other.	That's my dream, my desire. I tried myself out in various fields of the social sphere, but what I really want to do is this.	This imagination was so tangible. I felt really good in the game. Good feelings came to the surface, seeing the long-lost acquaintances.
(interpreter )	I'm a mommy, who deals with tourism, I have twins, husband and a happy family.	She was talking with the horse breeder about the horses. He enquired about the fate of the baker. He greeted everyone nicely.	In my life the family is going this way at the moment, we have talked about it with my brother recently.	I felt very good, it was a pleasure to me to discover the common features in the others' imagined future life with mine.

Advisor	I'm retired, I live for my family.	He smiled at everyone, the language difficulties came to the front.	In my present life I travel so much that I'm never at home. I'm waiting for that period when I can be at home as a retired person and I can live only for my family.	I felt very good during the game. It was very exciting to see –compared to the German trends- that everyone would like to have children and family.
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2007-day 3

Screening film with assessment

Screening the film; Unshackled.

The film processes the topic of racism, discrimination and prejudice under extreme conditions. During the reflection our individual role in conflict managing came to the front, and where were those behavioural patterns which brought the situation toward the solution.

Closing, Farewell

Strengthening poster, in which we glued an A4 paper on everyone's back, on which each group and team member wrote a message, which the group member could take with him/her for his following life. The group members were reading them intently and all group members put the received messages away carefully.

II. group/7. occasion

2007

## RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

Personal frames:

*Group Leader*

*Co-group leader*

*2 Authentic helpers*

After the arrival of the children:

2007-day 1

### Arriving circle

With regard to the new environment: the laying of policy, then introducing the weekend. After this stress-relief games followed.

2007-day 2

### My positive-negative experiences

<b>Name</b>	<b>Negative experience</b>	<b>Positive experience</b>	<b>Feedback of feelings</b>
L. T. (16-year-old boy)	The death of my institute partner. He called me to go to swim, the caregiver didn't let us go, so referring to my brother (that I'm going to him) we escaped to take a swim. Unfortunately I watched my peer's choking.	AGOTA® Camp  I found a lot of friends	I don't like to recall the bad things, but I like the nice and good things.
C. Zs. (15-year-old boy)	Getting in There was a knock on the door and a guardianship officer took me away, while my mother was watching it.	AGOTA® Camp I was crying when I had to go. I felt very good.	I'm neutral for the bad and good things. I remember to all of them the same way.
R. M. (17-year-old boy)	I had to watch the death of my best friend with L. T. He was the one, who adopted me when I got in.	AGOTA® Camp	It's bad to recall the bad things, I like to forget them. I keep the good ones.
D. K. (17-year-old boy)	Court- getting-in I had some case, why I got in.	Friends, with whom I had a lot of parties.	It's difficult for me to digest those things,, which happen to me, but I like to remember the good ones.
K. R. (22-year-old girl)	Bomb alert at school I caused the bomb alert as a result my father beat me with his belt.	<b>Lake Balaton</b> My best caregiver dispensed with the fact that we drank.	I do not care about bad things.
S. D. (26-year-old girl)	I cannot go home, since my mother died.	Lake Balaton We drank in such way that we felt good.	It's very hard to forget the death of my mother. The parties are good.
S. D. (18-year-old boy)	I cheated in the game.. In the game Who's laughing at the end?, but they beat me very much.	AGOTA® Camp	I do not care about anything. I live for today.
Girl Authentic helper	Conflict with caregiver. I have a caregiver, who doesn't love me..	AGOTA® Camp I was a doctor.	It's good to recall the good things.
Boy Authentic helper	The director beat me a wand. Since we played loudly and whistled.	Pioneer impregnation. I got a lot of candies.	It was good to recall the good things.
Co-group leader	They beat my brother. It was bad to see that he was crying, and I couldn't do anything.	Pyjama party W went to the girls in Adam costume with friends.	I can draw a lot of inferences from bad things. I try not to make that same mistake again. I like the good ones.

### Practices of trust Blind-guiding

Then trust bell, balance practices with different variations

Feedback: After the game battle of words emerged among the boys again. We –with the team- tried to explain them (and make them play), how to handle such diverging views.

### Send a positive message to your partner

The aim of the practice was the strengthening from a credible source. The group members could strengthen each other on the right points with deep empathy.

### Closing

We were sitting on the carpet, in total tranquillity in an intimate atmosphere. Question: what am I taking home from these 7 occasions?

<b>What is he/she taking home?</b>	<b>Who?</b>	<b>Reason</b>
Trust	S. D. (18-year-old boy), K. R. (22-year-old girl), D. K. (17-year-old boy)	
Colour world	C. Zs. (15-year-old boy)	„I'm taking colours home, since we cannot only live in grey world, the team showed me example for this. To give trust to others: I didn't dare earlier.”
Seriousness	L. T. (16-year-old boy)	I managed to learn, that I need to be serious sometimes.
Relationship	S. D. (26-year-old girl)	I dare to open, what I didn't dare to do earlier.
I'm taking home the 7 occasions	K. R. (22-year-old girl)	
Par	R. M. (17-year-old boy)	You were with us and I felt that there was a relationship and that you played with us.
I am need for the solution of the problem	D. K. (17-year-old boy)	
Conflict managing	Girl Authentic helper	
We learnt, we acted foolishly	S. D. (18-year-old boy)	
Trust is more different toward the caregivers	C. Zs. (15-year-old boy)	There is trust.

2007.-day 3

### Screening film with assessment

Screening the film; Unshackled. The film processes the topic of racism, discrimination and prejudice under extreme conditions. During the reflection our individual role in conflict managing came to the front, and where were those behavioural patterns which brought the situation toward the solution.

**Anonimised report extract**

III. group/ 7. occasion

2007.

**GROUP CLOSING**

**Personal frames:**

*Group Leader*

*Co-group leader*

*Authentic helper*

*Facilitator*

**Arriving circle**

One of the group members' coming was a gift, since his parents didn't want to let him come because of hoo-ha at home. The Co-group leader sat down to talk with him and another group member who also often gets into trouble. According to them they really get into situations like these.

**Reasons:** the residential home is very close to the Gipsy settlement. The inhabitants there often beat and chastise the kids, as soon as they step out of the residential home. There are regular street battles, which are continued at school as well. There are also constant clashes with the police, who- after the hoo-ha- beat the kids in state care, or take the beaten child in state care to the police station, or they only dab that these are only children in state care.

**Group closing:**

To make a crest, which has 4 parts (4 small groups) and on which they had to plot the following things (by recalling the group occasions):

What good things happened to us? - 2 small groups

What did I learn here? - 2 small groups

**The good things:**

I. group	II. group
<ul style="list-style-type: none"><li>• foosball, table tennis, billiards</li><li>• group games</li><li>• bedtime stories</li><li>• skewer</li><li>• ÁGOTA, as a community</li><li>• Cheerfulness</li><li>• Conversations</li><li>• Giving aid</li><li>• Musical, dance evenings</li><li>• Solace</li><li>• Personal care</li><li>• Attention</li><li>• Straight talk</li><li>• respect</li></ul>	<ul style="list-style-type: none"><li>• foosball, table tennis, billiards</li><li>• Group programmes</li><li>• Playground "anaconda" (huge hanging swing, on which the whole group could swing together at the same time)</li><li>• Common programs with people from the playhouse</li><li>• New relationships</li><li>• Shared meals, prayer and songs</li><li>• Discussions</li><li>• everyone love everyone</li><li>• Music and dance entertaining evening</li></ul>

**What I learnt here:**

<b>I. group</b>	<b>II. group</b>
<ul style="list-style-type: none"><li>• adaptation</li><li>• group unity</li><li>• giving aid</li><li>• we do not hurt each other</li><li>• solidarity</li><li>• changes on our nature (instead of our former sadness, we laugh more and see thing more positively.)</li><li>• Communicational disorders → understanding, normal communication.</li><li>• We can express ourselves better</li><li>• We can solve each and every situation</li><li>• Laughter</li></ul>	<ul style="list-style-type: none"><li>• Honesty with each other and with ourselves</li><li>• Devotion</li><li>• To understand the other's standpoint</li><li>• Justice</li><li>• Trust</li><li>• Attention</li><li>• Love!!!</li><li>• Safety</li><li>• To solve bad things well (discussion instead of fighting)</li><li>• To avoid bad things</li><li>• We do not answer back</li><li>• Apology</li><li>• Forgiveness</li><li>• Conversation</li></ul>

**Strengthening poster**

Everyone was overcome, but they hung themselves on. After everyone had written on everyone's back, they couldn't wait to read what the other wrote. The children wrote positive things, but they paid attention not to write too personal messages. After the reading we clung together (1 teddy bear hug, 2 teddy bear hug, 5 teddy bear hug, everyone teddy bear hug).

During the hug N. L. (14-year-old boy), - started to cry for the others' big surprise. Then they also started to undertake their emotions.

During the whole weekend the loss-feeling and mourn-mood dominated. It was because of the group and also because of the fear of losing the newly developed relationships. As a strengthening we often repeated the fact that this is not the over of something but this is the beginning of a beautiful thing, for which we provided crutches. We ensured them of the future meetings, since the professional team agreed –in the spirit of follow-up- that we are going to invite them again in August.

IV. group/ 7. occasion

2007.

RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

Personal frames:

Group Leader

Co-group leader

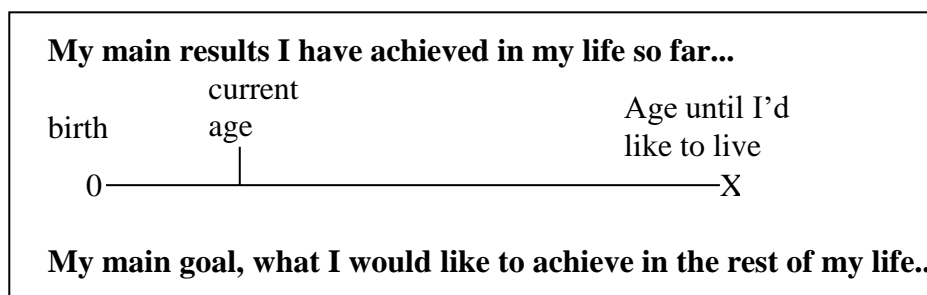
Facilitator

Boy Authentic helper

Girl Authentic helper

Lifelines

In this practice the group members make their so-far achieved results aware, and they determine aims in regarding their future.



NAME	CURRENT AGE	MY RESULTS SO FAR	Planned age	MY AIMS FOR THE FUTURE
Facilitator	29	<ul style="list-style-type: none"> <li>• He became independent</li> <li>• He loved and he was loved</li> <li>• He learnt for 18 years and he had a diploma</li> <li>• Humane</li> <li>• ÁGOTA</li> <li>• He was not afraid to be open</li> </ul>	88	<ul style="list-style-type: none"> <li>• To stay human</li> <li>• To stay honest</li> <li>• To be happy</li> <li>• To be a good ÁGOTA colleague and good psychologist</li> <li>• Real partner</li> <li>• Security (physical, mental, material)</li> <li>• Health</li> <li>• Nicer flat</li> <li>• To see a beacon</li> <li>• To see a sunflower field</li> <li>• To go on summer holiday</li> </ul>
Sz. É. (16-year-old girl)	15	<ul style="list-style-type: none"> <li>• I have never failed of any subjects</li> </ul>	70	<ul style="list-style-type: none"> <li>• To finish school</li> <li>• If he leaves the system, he wants to buy a house with a garden.</li> <li>• A job → baker- she wants to work as a confectioner in a mill.</li> <li>• Children and wants to marry someone</li> </ul>
B. E. (18-year-old girl)	18	<ul style="list-style-type: none"> <li>• She got friends after getting-in</li> <li>• She helps others if they are in trouble</li> <li>• She became steady</li> <li>• She can pay attention what is good for the other one</li> </ul>	65	<ul style="list-style-type: none"> <li>• 2 professions + graduation</li> <li>• Wedding</li> <li>• Child</li> <li>• House</li> <li>• Driving licence</li> <li>• She wants to open a business</li> <li>• She wants to be a grandmother</li> <li>• She wants to travel on a military plane</li> <li>• To keep in touch with the group at old age too</li> </ul>

L. N. (17-year-old girl)	17	<ul style="list-style-type: none"> <li>• She got friends after getting-in</li> <li>• 1<sup>st</sup> profession</li> <li>• She became steady</li> <li>• She can pay attention what is good for the other one</li> </ul>	75	<ul style="list-style-type: none"> <li>• Graduation</li> <li>• Workplace</li> <li>• Husband, nice house- within 4 years</li> <li>• Child within 6 years</li> <li>• Child from kindergarten age- she wants to work</li> <li>• To live in happiness, to go on holiday with her partner and kids</li> <li>• To be a grandmother</li> <li>• To die in peace</li> </ul>
G. R. (18-year-old boy)	18	<ul style="list-style-type: none"> <li>• He became steady</li> <li>• He finished elementary school</li> <li>• ÁGOTA</li> <li>• He didn't do any foolish things when his mother died</li> <li>• He can pay attention what is good for the other one</li> </ul>	80	<ul style="list-style-type: none"> <li>• To finish school</li> <li>• He wants to be a professional soldier</li> <li>• Massage course</li> <li>• To open a massage saloon</li> </ul>
N. I. (18-year-old boy)	18	<ul style="list-style-type: none"> <li>• 8 elementary</li> <li>• Secondary school</li> <li>• He has friends</li> <li>• He will have the driving licence</li> <li>• He plays football well</li> </ul>	70	<ul style="list-style-type: none"> <li>• To get the driving licence</li> <li>• House</li> <li>• Profession</li> <li>• To work, workplace</li> <li>• He will have a <b>serious</b> relationship</li> <li>• To establish the future of his children</li> <li>• To raise his children</li> <li>• To pass away quietly</li> </ul>
Co-group leader	27	<ul style="list-style-type: none"> <li>• I stood on my feet after the death of my father</li> <li>• I learn by myself (financially)</li> <li>• I support myself</li> <li>• Graduation</li> <li>• To have role in the reduction of anti-Roma stereotypes</li> <li>• ÁGOTA</li> </ul>	80	<ul style="list-style-type: none"> <li>• Partner</li> <li>• Driving licence</li> <li>• Diploma</li> <li>• Romology</li> <li>• ÁGOTA</li> <li>• To help</li> <li>• To stay healthy</li> <li>• To be a support for my loved ones all the time</li> </ul>

We didn't collect the plans, but everyone took their own and when they will be at the accomplishment of their plan they can have a look at their plans again.



I went to the fair with a note

We left with 5 notes. On the 5 notes there were such characteristics of us. which brings us forward in life, help in achieving our aims, and are needed to prosper in life or give security.

In the beginning there was:

NAME	ORIGINALLY IT WAS	AT THE END OF THE FAIR IT WAS
B. E. (18-year-old girl)	<ul style="list-style-type: none"> <li>• Health</li> <li>• Work</li> <li>• Learning</li> <li>• Money management</li> <li>• Seriousness</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Work</li> <li>• Learning</li> <li>• Money management</li> <li>• Seriousness</li> </ul> Persistence and diligence
L. N. (17-year-old girl)	<ul style="list-style-type: none"> <li>• Money management</li> <li>• Health</li> <li>• Seriousness</li> <li>• Constant learning</li> <li>• Work</li> </ul>	<ul style="list-style-type: none"> <li>• Money management</li> <li>• Health</li> <li>• LOVE</li> <li>• Constant learning</li> <li>• Work</li> </ul>
G. R. (18-year-old boy)	<ul style="list-style-type: none"> <li>• Routine</li> <li>• Work</li> <li>• Love</li> <li>• Friends</li> <li>• Money management</li> </ul>	<ul style="list-style-type: none"> <li>• Routine</li> <li>• Work</li> <li>• SERIOUSNESS</li> <li>• FAITH- IN MYSELF, IN GOD, IN THE PEOPLE</li> <li>• SELF-CONFIDENCE</li> </ul>
N. I. (18-year-old boy)	<ul style="list-style-type: none"> <li>• Work</li> <li>• Learning</li> <li>• Courage</li> <li>• Seriousness</li> <li>• Self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Work</li> <li>• Learning</li> <li>• Courage</li> <li>• CLEVERNESS</li> <li>• PRESISTENCE</li> </ul>
Sz. Ę. (16-year-old girl)	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Health</li> <li>• Work</li> <li>• Learning</li> <li>• Partner</li> </ul>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Health</li> <li>• Work</li> <li>• Learning</li> <li>• SERIOUSNESS</li> </ul>
Facilitator	<ul style="list-style-type: none"> <li>• Health</li> <li>• Flexibility</li> <li>• Smartness</li> <li>• Persistence, diligence</li> <li>• Courage</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Flexibility</li> <li>• + THOUGHT AND FREEDOM</li> <li>• PARTNER</li> <li>• FRIENDS</li> </ul>
Co-group leader	<ul style="list-style-type: none"> <li>• Work</li> <li>• + thought and freedom</li> <li>• Learning, openness to new things</li> <li>• FAITH in myself, in God, in the people</li> <li>• Persistence</li> </ul>	<ul style="list-style-type: none"> <li>• Work</li> <li>• COURAGE</li> <li>• Learning, openness to new things</li> <li>• I MANAGE MONEY WELL</li> </ul>

„Market process”

WHO?	WHAT?	WITH WHO	FOR WHAT?
L. N. (17-year-old girl)	Seriousness		For love
N. I. (18-year-old boy)	Self-confidence		FAITH(- in myself, God, people)
B. E. (18-year-old girl)	--		persistence
Facilitator	Smartness Persistence and diligence Courage		For a partner For friends + Thought and Freedom
Co-group leader	Self-confidence Persistence FAITH(- in myself, God, people) + thought		I manage money well -- -- courage
B. E. (18-year-old girl)	Persistence		FAITH(- in myself, God, people)

Sz. É. (16-year-old girl)	smartness		seriousness
B. E. (18-year-old girl)	FAITH(- in myself, God, people)		Persistence and diligence

### Contract with myself (3 first steps)

What are the 3 first steps what we have to do-in favour of the aims which were set up in the morning- so that their set goals become reality. During the 15-minute period of thinking time everyone wrote the steps for themselves. Then they also shared their thoughts with the others in the big circle, who rewarded with applause and encouraged each other with “amen” and “let it be”.

### American type of interview with 2 authentic helpers, with the group leader’s controlled questions

The essence of questions aimed at whether there was a point of their lives, when they could have fallen - strengthening the negative statistics. If there was: What did they do in order to avoid this, who did they hang on, and who could they ask for help. How close do they allow people for themselves? Did they feel themselves defenceless? What did they do with their defencelessness? When they felt that their situation became stable? (That there is an escape?) How did their self-esteem develop? What did they do with tenses coming from getting-in? What kind of alternative solutions did they choose to bear the the older ones’ “initiation” ceremonies? How did/do they protect themselves in life? What help them in achieving their aims? What do they suggest to the group members (fellow sufferers)?

Girl Authentic helper: She never trusted anyone, she is alone in the big world. Then she met 2 people, whom she adopted as her grandparents, and they adopted her as their granddaughter. She was hurt and beaten a lot in the ghetto when she was a little girl. She learnt that since nobody was there to protect there, she had to protect herself. She lived like this until she was 18-19. Then she met a community, where she did not have to prove anything, and whatever shameless she was, they loved her and smiled at her. She started to watch these people silently and she realised that she could not only protect her self by fist. She started to learn, she goes to college and learns to trust. In herself and in the people too.

Boy Authentic helper: Atrocities, humiliations at school, in the “ghetto”. Series of discriminations because of her origin. → He wants to get out at 18 at all costs. He did not think anything over, did not plan anything he just wanted to escape from “prison”. He also looked for his real parents in Szabolcs county. They left him at New Year’s Eve, they just waited for his money. They bundled him off to work, but they were there for him at the end of his work time, not to let him put the money away. He did not have any clothes, they took their ID card away, they made him work at home too, and beat him. The neighbour helped him to escape. He got to Pest, where he worked, but his worker hostel was closed, so he became homeless overnight. He tried to stay on his feet, but he couldn’t. So he bought a train ticket to ..... and there he looked for that man whom he had met 4 years before in a camp. He asked for his help. He wasn’t rejected, he wasn’t disdained, and he didn’t have to tell anything. They got accommodation for him without any words. He realised that he had one solution in his life. If he learns. So he finished elementary school, he got a profession, and now he is preparing for the graduation. He really suffered in the last period, but we do not stay in the depths of life with persistence and foresight.

What his message is: They are as precious as him. And they shouldn’t do it as he did, since he suffered a lot of the will to escape. It was difficult for him to work his way up. What is important: persistence, persistence and persistence.

### Fantasy journey

The aim of the game to get to a desired -for some reason- landscape with the help of a chosen “carrier”.

<b>Name</b>	<b>Role</b>	<b>Chosen destination</b>	<b>Reality connection</b>	<b>Where is the chosen animal now?</b>	<b>Feedback of feelings</b>
Facilitator	Iridescent butterfly	They were flying, the sitting was very comfortable on the butterfly. They were flying over beautiful landscapes, the saw sunflower field and beacon too.	I would like to see the chosen destination very much. The butterfly is beautiful.	I released it, but it can come back to me anytime.	I felt fine and it was very nice. I would linger there any time.
Sz. É. (16-year-old girl)	elephant	Seaside with forest. they took a swim, they played, and then they went home.	I love them all. The elephants, the forest and the sea.	She went back to the sea, but I can call it anytime.	It was a very good feeling, tranquillity.
B. E. (18-year-old girl)	White horse	A big field with full of flowers, small lake they were running there. They flew a lot and she saw nice landscapes.	I love horses.	In the field.	I would really like to go back to that place, because it was really good to be there. The trip there was also good.
L. N. (17-year-old girl)	dolphin	An island in the sea. The were playing and relaxing on the beach.	I love dolphins, since they are mart and intelligent.	In the sea.	I like the practice very much, I really enjoyed it and I would go back there any time.
G. R. (18-year-old boy)	eagle	They were flying high in the sky, they saw the forest, settlements and huge waters.	Huge, strong, free the master of itself.	In its nest.	It was good. First it was a little bit hard to imagine, but then it completely captivated me. It was very good; we will play this another time too.
N. I. (18-year-old boy)	elephant	They were on plenty of exotic landscape.	I felt safe with my elephant.	Her in my pocket.	It was good and interesting, I liked it very much.
Co-group leader	Black horse	Forest in the middle there is a glade and blue coloured clear lake, where they took a swim with the horse.	I love nature and the horses, I always cheer up near them.	In its own home freely, but if I want, it will be there immediately.	I feel very good, I always dip in this lake with pleasure. I'm settled and relaxed.

### Group closing

The closing took place in the following way:

We darkened the room, we lit candles, making the mood intimate. Under guided conversation we recalled from cornerstone to cornerstone; what we were talking about, what they liked the best at weekends, and what they took with them. At the end of this, we ask them about the whole group process. What they learnt, what they took with them, what meant the biggest help of all. At the end of the conversation we pleased the group members with a gift which was accompanied by a hug and encouraging words. The group members felt good during the group process, they often bethought. They felt that conflict managing and the practises played at trust question issues were very useful. They took a lot of things with them and the discussed topics will often come to their minds. They will miss caring very much and that they could talk with us about everything.

V. group/ 7. occasion

2008.

## RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Boy Authentic helper*

*Girl Authentic helper*

### Controlled talk

Competition, How do I cope with challenges?

(Do they prompt me? Do they depress me? Do I fight?)

### Things were found out:

- \* Competing is not a bad thing, you just cannot tread down others.
- \* What I really want, I have to fight for it.
- \* I have everything to achieve what I would like.
- \* You don't need to be afraid, but you have to consider.

### If I were you...

Everyone got a paper, on which there were 2 sentences:

- Recently the thing which has been in my mind in connection with my future is that.....
- I'm really afraid of...

These sentences had to be completed, they did not have to sign, and when it was ready they had to put it in a box folded. We sat back in big circle and everyone pulled a paper.

They read the sentence(s) on it as their own problem and fear and they told how they would solve that problem. Then the other group members had the possibility to tell what they had done in similar cases and how they had solved it.

NAME	Recently the thing which has been in my mind in connection with my future is...	I'm really afraid of...
K. J. (17-year-old boy)	What will I be? How will I play my part in the outer life? Where should I look for human resources, who can help me find work to stand on my feet?  whether I will be a respectful man or not? Will I have a happy family, with whom I will be happy?	In the outdoor life not everything will happen the way I imagined or thought. Maybe I cannot rely on anybody, or I will lose self-control over myself, or I will be involved in something bad which may cost my freedom or maybe my life....
K. P. (18-year-old boy)	How will the exam succeed? Shall I manage to find that woman whom I can live my life with? Shall I manage to establish a real family or find a real job? What will happen to me in life out there?	If I get out of children's home, my things won't happen the way I planned, but the opposite will happen....
G. Cs. (17-year-old girl)	That I will be able to help and comfort a few people and sometimes I like to make others laugh. I'm not like the others, I rather choke it to myself what I think, since by doing so I do not hurt anyone. I often thought about the fact, what I was going to do with myself.. I will learn until I can, I will take advantage my only chance, until I live in the residential home.	If I go out to the big life, then I cannot count on anyone, because It will be only me, I have to solve all the problems. I won't be able to count on anyone, which will be a bit bad, but everything must be solved and has to be done throughout several times.

Boy Authentic helper	Can I go through those things( school, work) which I had already started I would really like to enjoy myself in the company of such people, who help me through the difficulties of everyday life. I would like to be adopted by the society as well as possible. There are big obstacles which I fall through, but I stand up and go on, but still: sometimes I do not know what is right.	That I cannot do it longer and give it up, I won't have neither home nor money to support myself. That those people (friends) will shove off. That I some times go wrong... I hope I never go wrong, although I sometimes teeter, when I decide something wrong.
R. F. (16-year-old boy)	To leave the children's home as soon as possible, because I think I have to get to know the outer life after many years, but I am rather low-key with this.	What is going to happen with me, will I stand on my feet or not...
J. É. (18-year-old girl)	Graduation What to do after getting out In what way to get abroad to work there for fundraising purposes To get a German language exam	I won't find my place I will stay alone, lonely I don't know what to be exactly Where should I live my life? At home or abroad?
B. Gy. (17-year-old girl)	What will be with me? Can I trust in my siblings? I will get through on this way.	What will be with me? Of my family. That I cannot think and plan forward...
D. L. (17-year-old girl)	I hope I will achieve what I would like and I will! What will be my family like? What mother will I be? What will be the life outside like? Will I achieve what I would like to be?	I will be homeless.. And if not, if I have a child, I do not want him/her to get there and to experience the things what I did...
P. T. (16-year-old boy)	Will I pass my exams at the end of the year and will everything be all right? My family would be for money... I don't know what I want...	If I'm 18, I won't have anyone and anything I will be homeless, I won't have a workplace, friend, house in other words nothing. There won't be anyone, whom I can ask help for. Will I have a family? I'm afraid of this too... I hope it won't be like this, since I will have someone whom I can ask help for: the group
F. K. (17-year-old girl)	She wrote nothing	She wrote nothing
Facilitator	Can I study further to be a homoeopathist? If I ever have a partner and family. If I can start daily sports again?	I will stay alone for my old age. I won't have enough money to accomplish my dreams.
Group Leader	If I have strength and persistence for my goals? At what extent do I have to help the one one I love, so that she could profit the most of it...	That the one I love will shove off from me... I won't find my real partner, because I often see that love goes wrong despite the biggest love and devotion...

We had to put P. T. (16-year-old boy) in his place once, since for the problem- which he got- he only said: you don't have to deal with it. He snubbed it. After he was put in his place, he didn't act foolishly anymore he took it seriously. F. K. (17-year-old girl) did not write anything. After the 4<sup>th</sup> -5<sup>th</sup> problem she also commented with her own experiences.

The whole group: the practice took place in a very intimate and honest atmosphere. They were often surprised of the utterances. That their fears were common. They gave advice- often to themselves! It was unbelievably deep. They strengthened each other.

**Feedback:**

- \* It was strange and good to hear my own problem from others' mouth.
- \* It wasn't difficult to adapt myself to other's problems.
- \* I got a lot of good advice.
- \* They aren't such big problems hearing the similar things what others told.
- \* These conversations are very good. We never talk about things like these, although we have been here for more than 10 years...

Introduction: Resuscitation of the cornerstones and summarising of our experiences

The worst and the best moment from the group

<b>NÉV</b>	<b>the worst</b>	<b>the best</b>
<b>K. J.</b> (17-year-old boy)	There weren't any bad things. It was a bit strange to talk about myself.	Lots of laughter, foods, and that we were together. the caring and love that we got.
<b>K. P.</b> (18-year-old boy)	The time when we weren't together.	I could show what I am really like. The games. Everything.
<b>G. Cs.</b> (17-year-old girl)	When you left, that was the worst.	Lots of laughter and caring. That we became friends.
<b>Boy Authentic helper</b>	Leaving was the worst.	When you dared to be honest. when you were brave. Lots of laughter and good mood.
<b>R. F.</b> (16-year-old boy)	When I had to talk about myself.	The Activity game and lots of laughter. The conversations.
<b>J. É. (18-year-old girl)</b>	There was always little time.	the films and conversations were the best. She felt them very useful.
<b>B. Gy.</b> (17-year-old girl)	When once she didn't return in time and she could only join in the afternoon.	The games, the conversations, when we were just dancing in the breaks. The snacks. The Activity. The attention and love that they got.
<b>D. L.</b> (17-year-old girl)	In the beginning when I couldn't be with my boyfriend.	The games, lots of laughter and the Activity. The fact that I started to think.
<b>P. T.</b> (16-year-old boy)	There weren't any bad things.	The love. Lots of laughter.
<b>F. K.</b> (17-year-old girl)	That he sometimes couldn't say a word.	Everything was good. The games, lots of laughter, the films and love.
<b>Facilitator</b>	The times between the meetings were bad, when I wasn't with the group.	When you took back to the group. Lots of laughter and your courage.
<b>Group Leader</b>	Leaving. It was bad that sometimes not everyone was others' gift and stinted their values and experiences from the group.	The honest atmosphere and to see your friendships. How you relied on each other when you were each others' gift. (he told everyone(one by one) a concrete thing)

## COMMON CREST

(tempera- handprint- 1 wisdom, what they learnt here)

K. P. (18-year-old boy)	I learnt to trust in the other one. I showed who I am really.
„D. L. (17-year-old girl)”	Tiger (she used it as mother tiger synonym. Her biggest fear that she won't be a good mother)
R. F. (16-year-old boy)	I learnt to treat people in a better way through a lot of experiences, that I got from the flowery meadow.
Boy Authentic helper	I understood why it is difficult to talk about our feelings. I learnt that we have to pay attention to each other. And that there is a good thing in every bad thing. I learnt to express my thoughts.
K. J. (17-year-old boy)	I dared to talk in front of others. I learnt a lot from the others I listened to the others.
Facilitator	I became more open. I live more in the present. I dare to dream.
P. T. (16-year-old boy)	I learnt to love, I learnt everything. I love you.
B. Gy. (17-year-old girl)	I became braver. I dare to help. More open. ☺. I learnt that my future is important and I have something to plan on. I learnt to share myself with people with whom I did not dare. Thank for everything. I learnt to see. Thank you for each and every man from “flowers meadow” that you gave me some treasure of yourself.
F. K. (17-year-old girl)	than k you for everybody for everything! I learnt to manage those situations which meant problem for me.
Group Leader	Courage is rewarding. Together we are more. We are strong!
J. É. (18-year-old girl)	I learnt that every man is important, precious and loveable. And the world could be so nice if everyone thought the same. and I can do for this too.
G. Cs. (17-year-old girl)	That I opened in front of others and that I can listen to others as well.

There is always a drop of hope

VI. group/7. occasion

2008.

## RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator*

*Girl Authentic helper*

After the arrival of the children:

### Arriving circle

#### **Co-group leader:**

I worked a lot during the week. I'm tired. There are private students, who help me in maths. As soon as I saw you in the bus stop, I immediately got into a spin. I'm very glad that you're here.

#### **Facilitator:**

I relaxed during the week, I could finally be with my 2 children at home. There is a little girl in my group, we looked for her own flesh and blood. That was very good for me. I'm fine.

#### **H. G. (17-year-old boy):**

I'm fine. Last time I went skiing. I couldn't wait to come home, since I was really cold. That was my first day to move in my new home. I would like to apply for college, but they said that they will take the health exam very seriously. I have asthma. I hope there won't be any problems.

#### **P. I. (20-year-old girl):**

Nothing happened. I had a quarrel with my classmate at school. He kept quipping me. So I also quipped him. I told him if he hurts me one more, I will beat him. Since then he hasn't dared to talk to me.

#### **K. R. (17-year-old girl):**

I'm fine. Finally I start to get used to my new place. We were on a dance competition, which was very good. P. I. (20-year-old girl) often helps me, we rely on each other.

#### **Girl Authentic helper:**

I'm looking for boys again, to have an exam on their hair. I learn a lot. I was in the radio. I was very ill and I had to give an interview that time. There was a professional, who told me what said the childcare law worked and how the aftercare worked in everyday life. And I told him that in reality it worked completely differently. Now I'm fine.

#### **Group Leader:**

I had no end of work. I also have problems in private life. There was someone, who I gave a chance, but I felt that she could not accept that chance. It's good that you are here. Anyway I'm fine.

#### **D. K. (16-year-old girl):**

We do not go to the mountains anymore. I had a situation when I went to my partner's mother. And a relative there wanted to make a pass at me. I had to call my boyfriend to come for me, since I couldn't bear it. When they arrived, I told them, but they did not hurt the guy, since he was drunk. He sometimes still hazes me, but the most time he comes after me.

#### **Cs. É. (16-year-old girl):**

No too much happened. I was at school.

#### **G. B. (17-year-old girl):**

I got a 2 mark for my exam at the theatre. This could have been better if I had got the theorems. I looked for my guardian that I would like ask for a DNS examination again in connection with my father. Unfortunately the court can't do anything about it, sin we had already tried it once.



Our successes so far/Relation to accomplishment

<b>Name</b>	<b>Positive photo</b>	<b>Connection</b>	<b>Feedback of feelings</b>
K. R. (17-year-old girl)	I got good marks at school and I learnt a lot for it.	<b>Co-group leader</b> I was also surprised when I went to 6 <sup>th</sup> class, when the whole group entrusted me with a task and I could successfully accomplish it.	This success experience helps me a lot. This is what helps me to step forward. I felt good during the game.
H. G. (17-year-old boy)	There are 2 stories in the picture. When this program did not start and when it finished. I feel that it was a big accomplishment from me, that I could change that much. I dare to speak in front of others and I dare to be open.	<b>Cs. É. (16-year-old girl)</b>  I also learnt to ride a bike. My father put a broomstick in the back and I could ride a bike by myself.	I felt good. After something is successful I know that I did it and I am able to do it. Success is important for me.
Group Leader	Class meeting, when I met by biology teacher. She was the one, who brought me down when I did the school-leaving exam. After a couple of years I had a diploma. The teacher told me that she did good to me since I learnt at least. Several of them quipped her.	<b>D. K. (16-year-old girl)</b> I also had a favourite adult, whom I could go to and talked with him. I felt that I belonged to somewhere.	Success drives me. I also learn from my negative experiences, I know what could be done in a better way. I felt good during the game.
Facilitator	I am standing in front of an exam committee and I am defending my dissertation. Whatever they asked me, I could originate in the ones, who live in foster-home. They couldn't find a mistake in me.		Just like the Group leader, the negative and positive successes are also important for me. I can learn from these.
D. K. (16-year-old girl)	/In the beginning she did not find her picture, then she joined us later/ In the photo there is my boyfriend's mother and me. We talked about a lot of things. When she got to know me, she accepted me and now I'm her mental dustbin. It is a big success.		I have to do something to have success. If I do for it, I will often have success. That's a good thing.
Cs. É. (16-year-old girl)	I learnt to ride a bike when I was a child. I rode at a car and I didn't have any problem, and I did not have to pay for the damage.		I liked the game. Successes mean a lot for me too.
G. B. (17-year-old girl)	Admission to the theatre. Many people came from higher and more elite schools to gain admission. They told me that it was not sure that I would make it. everyone had to read a poem. I could tell the poem without stuttering, I gained admission immediately. I was very proud of myself.		I would like to achieve a lot of things. What I really wanted and prepared for it so far I always achieved it. I was proud of myself in these cases.
L. S. (17-year-old boy)	The last dance exam. The ones, who were there, highly applauded me. We danced with K. R. (17-year-old girl) together.		I felt good during the game. Success means a lot for me too, since this is the only way to step forward.
Girl Authentic helper	I gave an interview in Kossuth radio. This was an experience for me, since a lot of people tried to show that everything was all right and I could be completely honest.		Thank you for the game. It was good to talk about my successes. For me the most important this is that when I do something then I must have success in it. If it happens then I will do it with pleasure.
P. I. (20-year-old girl)	In the class I had the second best terminal result. The one, who was my rival, I also outraced him.		The game was good. I like to move forward and go after my successes. For me success is very important.
Co-group leader	At high school after the first month I was chosen to be the class trustee. I did not apply but it was a big experience, since I was the only Gipsy in the classroom.		I also thank for the game, it was a good feeling to talk about my experiences. For me success means a lot, I can learn from it.

Where will I be in 10 years

Name	Where will I be in 10 years
K. R. (17-year-old girl)	<ul style="list-style-type: none"> <li>- I will have graduation</li> <li>- a profession</li> <li>- College</li> <li>- I will live in a small family house with garden</li> <li>- A lot of animals</li> <li>- 1 child</li> <li>- I will have a good workplace</li> <li>- A good husband</li> </ul>
Facilitator	<ul style="list-style-type: none"> <li>- ÁGOTA Village</li> <li>- I'm among my foster children and friends</li> <li>- Grandchildren</li> <li>- A partner who accepts this big family</li> <li>- Socio-therapist</li> </ul>
H. G. (17-year-old boy)	<ul style="list-style-type: none"> <li>- graduation</li> <li>- my diploma</li> <li>- I will have a house from my savings</li> <li>- decent job</li> <li>- I will have a family and 2-3 children in 10 years time</li> <li>- Maybe I will have a car then</li> <li>- I won't have any financial problems</li> <li>- ÁGOTA 22. camp co-leader</li> <li>- I will be a perfect family father</li> </ul>
Cs. É. (16-year-old girl)	<ul style="list-style-type: none"> <li>- graduation</li> <li>- technical qualification</li> <li>- college (music of the Future)</li> <li>- I will try to work</li> <li>- I will attend a massage course</li> <li>- 1 flat, not too small</li> <li>- A partner-in-life</li> <li>- Child, but it's not sure</li> <li>- Small car</li> </ul>
D. K. (16-year-old girl)	<ul style="list-style-type: none"> <li>- A child</li> <li>- A horse</li> <li>- Driving licence</li> <li>- Motor - Car</li> <li>- I will have a catering qualification</li> <li>- Marriage</li> <li>- 1 small pub (Boss: me)</li> <li>- Constant contact with my younger brother and sister</li> </ul>
Co-group leader	<ul style="list-style-type: none"> <li>- I will have 2 children + 1 child in state care</li> <li>- I will have a full-time job</li> <li>- ÁGOTA Village</li> <li>- I will finish Socio-therapist.</li> <li>- I will finish pedagogy</li> <li>- I will deal with children</li> </ul>
L. S. (17-year-old boy)	<ul style="list-style-type: none"> <li>- Graduation</li> <li>- Nice flat in a little village</li> <li>- Driving licence</li> <li>- Car</li> <li>- I work as a cook</li> <li>- Normal, happy family with children</li> </ul>
Girl Authentic helper	<ul style="list-style-type: none"> <li>- Hairdresser qualification</li> <li>- Graduation</li> <li>- University or college</li> <li>- Own flat</li> <li>- Reliable partner</li> <li>- Constant workplace</li> <li>- Colleague of ÁGOTA</li> <li>- Master degree of hairdressing</li> </ul>

P. I. (20-year-old girl)	<ul style="list-style-type: none"> <li>- Good workplace</li> <li>- Family, children (2)</li> <li>- Own flat</li> <li>- Graduation, profession</li> </ul>
G. B. (17-year-old girl)	<ul style="list-style-type: none"> <li>- I work in the theatre</li> <li>- Graduation</li> <li>- Child</li> <li>- Flat</li> </ul> <p>Good partner</p>

After the game we collected those values which are required to achieve the life goals.

- I fight
- will
- proving skills
- persistence
- partner
- faith
- sex
- trust
- will to live
- money
- Love
- Independence
- Strength
- Friends
- Sincerity
- Acceptance of help
- Gerincesség??
- Health
- Honesty
- Luck
- + attitude
- Success
- ÁGOTA
- Peace
- Harmony
- Acceptance
- Loyalty
- Love
- Happiness
- Guide
- Patience
- Learning, Curiosity, Persistence, Humility with job

VII. group/ 7. occasion

2009

## RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

### Personal frames:

*Group Leader*

*Co-group leader*

*Facilitator 1*

*Facilitator 2*

*Boy Authentic helper*

After the arrival of the children:

### Arriving circle

#### **H. B. (16-year-old boy):**

He went to school, he missed 2 days, he is competing who gives up first. He won the competition. He goes out to his mom and he would like to to her for the weekend too.

#### **A. E. (17-year-old girl):**

A lot of things happened to her. She will have a disciplinary since she went to a hairdresser competition for a model. She doesn't understand why since it was related to that profession. She met her older sister, she was a bit angry with her, since she did not come for her on Friday, but they came on Saturday morning and they were together all day. She couldn't meet her sister's daughter since she was ill. Her older brother couldn't come, because he was on training, he is a soldier.

#### **Facilitator 2:**

He applied, maybe he will be a social worker. Life goes on his workplace, he got cold, he plays with the baby a lot, but he is afraid that the baby will catch it.

#### **B. K. (19-year-old girl):**

She changed workplace. It will be better like this, since she doesn't have to get up early. She wasn't for a week, it was break. They had a long weekend with A. E. (17-year-old girl). 13 February was a memorable day.

#### **Sz. M. (19-year-old girl):**

A lot of things happened, she was in Budapest in the Joshi Bharat show. She found her never-seen older sister, who lives in ..., they have already talked on the phone, it was an old dream of her to find her, she is very happy. In the show she told her mother where to get off, but in such way that she stayed as an adult woman. She goes to solarium. From 3 weeks she stayed one at home, she always went there. She got 4 and 5 marks at school.

#### **K. T. (17-year-old boy):**

He got her terminal results, which he only accomplished partly, but he will be able to correct it wean there will be practice. It's hard for him to know the teachers' way about, what they expect from him, since there are some of them, who are strict, and there are the ones who easily give good marks. He decided to go out and next week he is coming to TEGYESZ to take care of this. He has a feeling that his after-carer hid from him.

#### **N. B. (16-year-old boy):**

He played the wags for 2 weeks. He had a disciplinary, he fell into abeyance for 6 months. If he does anything, he will be moved to another school. (He smoked weed during the last two weeks, now he feels bad and tired – out of the circle). /A. E. (17-year-old girl) confirmed that he is not aggressive with a few people – e.g. with her, but he started to negotiate. /

#### **Boy Authentic helper:**

He continues school. He was on holiday. He has a big party with his friends, they danced, they didn't know anybody and they had a good time. At his workplace he is entrusted with more and more responsibility and from September he supervises the children too. He had a quarrel with his colleagues because of the trimming and he protected a miserable of colleague of him.

**K. N. (16-year-old girl):**

She had a disciplinary. She will be moved to another class where she can learn a profession. (professional school) /The group suggested the profession change/ She was at home for a week, she relaxed, watched TV, she slept but she always had to get up because of hte small ones and her roommate.

**Co-group leader:**

He worked and prepared for the training. He went to swim and party with his friends. He zold about his cat.

**Facilitator 1:**

His work wasn't too busy, he is fine. He went to party, he felt very good, he arrived home after half past three. He recovered from the cold, the last way to home was mesh cover.

**L. I. (17-year-old boy):**

He didn't play the wags, he went to school, there was a subject which he had to correct, but he will correct it later. In the afternoons he went after girls.

**Group Leader:**

He has already come on Tuesday. He did exercises, he went to swim and rank coffee. The caregivers freaked him out. He has a lot of things which are full of expectations before him, he will launch a socio-therapeutic group in juvenile prison. He is also preparing because of an ÁGOTA training to give his knowledge to the colleagues. His sons are all right, his smaller son was on a competition, he is going on training in summer and h hopes that he can stay abroad to work.

Fantasy journey

Name	Chosen animal	Why	Where he travelled	Feedback Parallel with reality
K. N. (16-year-old girl)	Black mustang.	Because it's free.	We flew to Paris. We went sightseeing there, we saw the Eifel tower and visited a lot of museums. On my way back I saw a lot of countries.	I let my mustang go among the wild horses in America. I felt fine. I would like to get to Paris. I will get there once during my life.
A. E. (17-year-old girl)	Dragon. Huge, scaly, and grey. It belches fire.	It can fly and it protects him.	I flew with it to the North pole. then we went to Japan. We landed at the edge of a village. Where the people were frightened of the dragons. We met with a little dragon and a little girl. The big dragon taught the little dragon to belch fire. And to fly. On our way back they flew a round together. We flew fast back but we did not come back with pleasure.	I let the dragon hide in the floodplain, not to be hurt. In my fantasy I imagine everything.
N. B. (16-year-old boy)	Horse with black and white legs.	Because I love horses very much.	We went to America. We visited a couple of big cities. Then we went to the Niagara Fall. We came back fast, we flew then.	I let my horse go. I do not know where it went. I would really like to go to America.
B. K. (19-year-old girl)	White horse, with a star on its forehead.	Because I would really like to ride a horse.	We flew to a forest to a glade where there was a lake. I met my boyfriend, whom we played ball and played with. I felt good in the glade. I let my horse go.	The parallel is my boyfriend. I like to be with him. I would really like to spend more time with him.
L. I. (17-year-old boy)	Huge, black dragon. Armoured scales. It belches fire.	It's huge and it can protect me.	We flew across the Ocean and flew to New York. We saw the skyscrapers and Statue of Liberty. Then we flew to Las Vegas, where I went in a casino and won a lot of money. We flew fast across the Ocean.	I tied it to the garage where the ostrich is parked. I would like to get a lot of money in my life and live well.
H. B. (16-year-old boy)	Stork in the middle, elephant in the back, and tiger in the front. It can also fly.	Since I love all of them, and I couldn't decide which one to fly with.	We flew to Africa and we saw a lot of animals. I don't remember anything else. On our way back the three parts separated. The tiger and the elephant stayed in Africa and went back to their own ones. The stork brought me back, whom I let and it flew away.	The game was good. No parallel.

K. T. (17-year-old boy)	Ostrich	It's very fast. It can run fast and it's strong. You can give speed on its neck.	I went to Amsterdam to the motorway. We went sightseeing then we sat down in a café where he smoked a lot and I gave to the ostrich too, to make it feel good. On our way back we came fast.	He put the ostrich down among the houses. I would really like to get to Amsterdam, I like that free life there.
Sz. M. (19-year-old girl)	Grey, huge kangaroo.	I chose it because it is warm and its pouch is soft and you can hide in it.	We went to Africa. The kangaroo jumped huge ones. We saw huge animal hordes in Africa. Then we went to Austria where we jumped with the other kangaroos in the prairies. We got back soon, since I fell asleep in the pouch.	I let the kangaroo go back to the other ones. I can call it back.  I saw Africa a lot in natural documentaries, it would be very good once to get there, because the animals live there freely.
L. I. (17-year-old boy) aunty	Gorilla, grey-backed huge one	Since I love gorillas. It's big, smart and it protects its loved ones.	We went to the mountains in the jungle. It brought me to its family, where we ate bananas and fruit. I played with the little gorillas. I climbed to a huge tree, where we made a nest and went to sleep there. It was really hard for me to come back, I didn't even want to get up the gorilla woke me up.	I let my gorilla go to the other ones. If I wanted it would come back to me.  I would like to relax more in the nature.
Facilitator 2	Big, grey and white dog, bobtail dog.	Because it played in my favourite cartoon.	I went to a wooded-area with flowers. I swam in the creek and lay down on the grass to relax. I walked slowly back with the dog, we weren't in a hurry.	I let the dog go playing. I can call it back whenever I want.  I should relax more, especially in the nature.
Co-group leader	Buffalo, huge and has a big mane that you can hang on.	Because it's big and protects me.	I sat up on its back and flew to America. We rode on the prairie and fell asleep on its back. I woke up when we returned.	I work too much. I'm overloaded and need some rest.
Boy Authentic helper	Gorilla, with golden hair	Because he loves it.	I sat up on its back and it just ran forward. We got into a glade where we both swam in a nearby creek and then we went to sleep. We went back very slowly.	I let the animal go. It ran very fast.  I would like to go for a trip a lot.
Facilitator 1	Eagle	I love it and it's huge. It protects me.	I went to Szarvas. Where there were my friends and I introduced my animal to everyone. Then we relaxed.	I got back. It flew fast. I let it go by myself.

VIII. group/ 7. occasion

2009.

### RELATION TO ACCOMPLISHMENT, FUTURE VISION

Personal frames:

*Group Leader*

*Co-group leader*

*Authentic helper*

After the arrival of the children:

#### Ideal home

<b>Ideal home</b>	<b>What can I do to be like this</b>
<ul style="list-style-type: none"> <li>• No quarrel</li> <li>• The adults do not pick at me</li> <li>• Clean environment</li> <li>• Not to ruin the house</li> <li>• Not to be gossips</li> <li>• To have love</li> <li>• Party</li> <li>• Normal food</li> <li>• Anyone can come</li> <li>• Good adults</li> <li>• To have money</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• To do what they ask for</li> <li>• To put the others in their place</li> <li>• To put one in his/her place and to honour what we have</li> <li>• Open communication</li> <li>• To get to know people and let them to love you</li> <li>• To organise and discuss. common power</li> <li>• To help with the cooking</li> <li>• To discuss it with the adults, at least we should invite them to the living room.</li> <li>• To accept them and never ask their help.</li> </ul>

This controlled talk was important, because several of them told that it was so bad to be at home. After the chart was made, we were talking about how they imagined their future home. I ask them to think it over where they would be in 10 years time.

#### Where will I be in 10 years

<b>Name</b>	<b>What and how</b>	<b>What he/she will do</b>
R. A. (20-year-old girl)	I will be in Netherland, I will be surrounded by leather furniture , I will have a child, I will be a Designer, I will take part in a Dutch family business.	I will keep in touch with them. They offered it for me. There is a guy, who I went out with earlier.
N. Cs. (18-year-old girl)	I will have an enterprise, I will be a hairdresser. I would like to have a 2 room flat. With a courtyard and I would like to have a partner, who accepts me.	I'm learning I will have an exam soon. I collect the child benefit I would like to buy a flat near my home place. I'm very understanding. I would like to have a husband like this.
F. P. (17-year-old boy)	I would like to get to my older brother. I have a municipal flat, I inherited it through my mother. I would like to live with my girlfriend. In ten years time I think, now I would like to be cool, but I do not want any children.	My after-caregiver helps me and I get every help. My older brother doesn't work, but I want to live with him. I have a lot of quarrels with my girlfriend. /F. P. (17-year-old boy) was very open for the communication before the group. We discussed that why was it important for him to live with his older brother. We were torn apart from each other in our childhood. My older brother is a backdoor man, he fights a lot and kicks a lot of riots, but I wouldn't like to leave him. Maybe he is a backdoor man, but I won't let him to ask for money from me. I told him, if he doesn't work then I wouldn't like to live with him.

K. B. (18-year-old boy)	I would like to have a 3-room apartment. A football team and an understanding wife. I would like to deal with Gipsy teaching. I would like to teach it for children. For me the most important thing is to live my life in peace.	At home I'm making an effort to achieve my goal. My caregiver told me that I could have a flat since I have CB. (Child benefit) I'm looking for the One.
Z. M. (17-year-old girl)	I would like to be a cook. That's why I learn. I would like to have 3 children. I wouldn't like to follow my father's example. He has a very nice house, but he neglects it. It's me who cleans up and he sent his children to institute. I will have a nice colourful house and there will be calm atmosphere in it. (Z. M. (17-year-old girl) finally dared to speak continuously and she wasn't impatient. She had more questions toward F. P. (17-year-old boy).)	I learn a lot. I didn't touch CB. I would like to ask for the aftercare support. There are guys whom I have good relationship with, but none of them will be my partner. I do not help my mother that much, since it is her house. Last time I went to her and told her to clean up, I would come later. If R. A. (20-year-old girl) is so smart with her mother, then I could also tell her.
C. M. (17-year-old boy)	I really want to change. I would like to have an own flat, and children in 20 years. I would like to live and get graduation.	I would like to take advantage of the state. I would like to stay in for 24 years. Then from the collected money I would like to buy a flat. I would like a nice and understanding lady.
Boy Co-group leader	I will have a child. I will have the graduation. I will work. I will do ÁGOTA. I will deal with children.	I'm on the good way. I have to start high school. I'm looking for a good partner.
Boy Authentic helper	I will finish college. I will have a flat with my brother. I will have 2 children. I will do ÁGOTA.	I will have my graduation now, and I do hope that I will gain admission to college.
Girl Co-group leader	I would like to teach in the future too. If I had the possibility I would like to get abroad and work there. I'm looking for the One. I really want to have 2 children.	I learn English and German very much. I have a partner. I was on an interview but my foreign language knowledge was not enough. I wasn't disappointed, I continue learning.
Group Leader	I will have 3 children. One of them will get into state care. I will do ÁGOTA. I work in this in the future too. I'm also looking for tranquillity and an understanding lady.	I still learn, since I consider it important. I have a relationship, but before the baby was born, it is important to get to know her well and to live with her.

### Running to the future

In this practice everyone has to run for their goal between a hedge created by the group members and who appeared as a last-minute avertable obstacle in front of the runners. We do not give feedback in this practice. Yet many people were frightened, or could go through this only for encouragement. R. A. (20-year-old girl) started running three times. She did not only trust herself but she did not trust the group either. During the assessment talk she tried to distract her answer. Through controlling she told her fears. That was a good felling for her that the group showed that she could trust them.

K. B. (18-year-old boy) was also very frightened, but for the second time he ran it with great energy.

C. M. (17-year-old boy) walked over and asked to let him do it again one more time.

Z. M. (17-year-old girl) told during the feedback that this practice gave her strength. She has trusted the group so far, but she didn't think that everyone would open the gate.



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GROUP CLOSING

Personal frames:

*Group Leader*

*Co-group leader*

*Authentic helper*

Practices of trust

Blind-guiding – Practices of trust

1. Group Leader- C. M. (17-year-old boy)
2. Boy Authentic helper- K. B. (18-year-old boy)
3. L. L. (15-year-old girl)- J. R. (16-year-old girl)
4. N. Cs. (18-year-old girl)-S. H. (17-year-old girl)
5. R. A. (20-year-old girl)- Z. M. (17-year-old girl)

Feedback

How did you feel, what was easier, and has your picture of trust changed in you since the first occasion, if yes in what way!

1. Group Leader  
It was very good to get together with C. M. (17-year-old boy). He gave me all the necessary information I needed, I trusted him. We both managed to do this task. My picture of trust keeps changing. It became stronger. You gave me strength that I can trust in you. It was good to see that you trust me too.
2. C. M. (17-year-old boy)  
Group Leader supported me in various things during the practice. Once I wanted to open my eyes, but I didn't do it. Since I've come here, I trust much better in my real friends. I select those, who are the real ones. I learnt to keep distance.
3. K. B. (18-year-old boy)  
I stand up for myself in a better way now. I was glad that I was in pair with Boy Authentic helper. This big man took care of me. I changed a lot, I feel that. the caregivers say that I even stand up for myself when I shouldn't.
4. Boy Authentic helper  
It was good with K. B. (18-year-old boy) I totally let myself go, and let him take me. I will never forget when I started the pedagogical program. I didn't trust anyone. I became sick immediately if I had to do such things like this. Here I got trust from you and it's a good feeling that you strengthened me with your trust.
5. L. L. (15-year-old girl)  
I have already known J. R. (16-year-old girl). I totally trusted her. During the program I got to the point when I can completely trust in adults.
6. J. R. (16-year-old girl)  
We live in the same room with her. I tell her a lot of things. I did not speak that much before this. Now I can speak with her as well. Before this we always had an argument.
7. N. Cs. (18-year-old girl)  
I was afraid very much, when I drove. S. H. (17-year-old girl) got to us not a long time ago and we are in one room. I have known it for a long time that she is pregnant. I was afraid that she would fall. S. H. (17-year-old girl) is a pleasant disappointment to me. If she has a question at home, she always asks me. Anyway I trusted her. My trust has changed, it became stronger, but now I select what relationship I keep with whom. I dare to give trust to people.

8. S. H. (17-year-old girl)  
I wasn't afraid. I knew that N. Cs. (18-year-old girl) took care of me. I trust my friends the most. I can discuss everything with her. I can rely on her. Since I was in after-care I've liked to talk with N. Cs. (18-year-old girl). /N. Cs. (18-year-old girl) was surprised. /
9. R. A. (20-year-old girl)  
/ R. A. (20-year-old girl) was difficult to treat the whole day, she was in a tantrum all day. /I paid attention to Z. M. (17-year-old girl). She also took care of me. I didn't feel good. I'm glad that the balance was successful. I do not trust anyone. I do not rely on anyone. I was disappointed several times.
10. Z. M. (17-year-old girl)  
It was good with R. A. (20-year-old girl). First time I was really afraid of this exercise. Now I completely dared to commit myself to R. A. (20-year-old girl). It was good. I also developed a lot. I discuss a lot of things with my caregiver. I sort it out.

Escape from prison

After telling the task the girls got immediately frightened. C. M. (17-year-old boy) and F. P. (17-year-old boy), as men showed strength. They started to discuss the task thoroughly. Z. M. (17-year-old girl) and N. Cs. (18-year-old girl) did not do the practice. During assessment Z. M. (17-year-old girl) and N. Cs. (18-year-old girl) were talking about their own fears. Accordingly they are fat and they did not dare to start the practice. They were not passive. From the other side they helped the others to get through to the other side of the rope. We managed to strengthen both girls. I wanted them not to experience this practice as a failure. It was good for Z. M. (17-year-old girl) that the others indicated that they would have taken him to the other side. For her it was important that if he uttered something than it was good like that. They did the practice in a very short time.

Closing: What am I taking home

Name	What
R. A. (20-year-old girl)	<ul style="list-style-type: none"> <li>• This place</li> <li>• Trust which you gave me</li> <li>• Goodwill</li> <li>• Openness</li> <li>• Learning</li> </ul>
N. Cs. (18-year-old girl)	<ul style="list-style-type: none"> <li>• Love</li> <li>• Easing the tension</li> <li>• Open communication</li> <li>• Trust</li> <li>• Colleagues</li> <li>• Every weekend</li> </ul>
F. P. (17-year-old boy)	<ul style="list-style-type: none"> <li>• Friends</li> <li>• Solutions</li> <li>• Thoughts</li> <li>• Jackson</li> <li>• Trust</li> <li>• It is not a shame to talk about myself</li> <li>• Party</li> </ul>
K. B. (18-year-old boy)	<ul style="list-style-type: none"> <li>• Teaching</li> <li>• Trust</li> <li>• I'm not alone</li> <li>• Friends</li> <li>• Respect</li> </ul>
L. L. (15-year-old girl)	<ul style="list-style-type: none"> <li>• Working with my mom</li> <li>• Joint work</li> <li>• Openness</li> <li>• Karaoke</li> <li>• Trust</li> </ul>

J. R. (16-year-old girl)	<ul style="list-style-type: none"> <li>• Fear of what will be with me after this, since I was in safe here.</li> <li>• Trust</li> <li>• Loving people</li> <li>• Faith</li> <li>• You</li> </ul>
S. H. (17-year-old girl)	<ul style="list-style-type: none"> <li>• Volume</li> <li>• I have to stand up for myself</li> <li>• Common being</li> <li>• Mainly trust</li> </ul>
Z. M. (17-year-old girl)	<ul style="list-style-type: none"> <li>• Faith</li> <li>• Change in speaking</li> <li>• First to think then to act</li> <li>• Trust</li> <li>• Love</li> <li>• I'm not alone in my defencelessness</li> </ul>
C. M. (17-year-old boy)	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Togetherness</li> <li>• Team</li> </ul>
Boy Co-group leader	<ul style="list-style-type: none"> <li>• Team</li> <li>• Trust</li> <li>• Hope</li> <li>• Learning in the future</li> </ul>
Girl Co-group leader	<ul style="list-style-type: none"> <li>• Togetherness</li> <li>• My wish that I couldn't do it anymore</li> <li>• Trust</li> <li>• Love</li> </ul>

# APPENDIX

# /1/. Bibliography

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/2/. The activity of ÁGOTA<sup>®</sup> Foundation

# ÁGOTA<sup>®</sup> Foundation

**Support for the Endangered Youth living in State Care  
National Community Fund**



## General guide

## Support for the Endangered Youth living in State Care National Community Fund

The ÁGOTA® Support for the Endangered Youth living in State Care National Community Charity Fund was established by a young, János Kothencz who was also brought up in state-care on the 6<sup>th</sup> of December in 1996.

*The founder, János Kothencz was born in Kiskunhalas on the 14<sup>th</sup> of December in 1973. He was nearly 3 months old when he got into state-care. The institutional experiences and customs there determined his childhood, and left several such feelings in the soul of that little boy owing to which the ÁGOTA® national organisation can thank its existence.*

*He attended secondary school in Kiskunfélegyháza. After graduating, he was admitted to the Theological College of Szeged where he received his first degree in 1998. Following this he got his second degree in the University of Szeged, Juhász Gyula Teacher Training College Pedagogy Faculty in 2001 and after in 2002 he finished his studies in the University Faculty of the Theological College. Next he finished his studies in the University of Szeged, Faculty of Arts where his major was Sociology in 2008. Besides all these, he obtained a certificate in the field of mental-psycho social assistance (Socialtherapeutic group therapist and training therapist).*

*The ÁGOTA® charity target group operated within the framework of a foundation led by János Kothencz. By nowadays, the ÁGOTA® organisation has grown so big that it became necessary to register it as an legally independent autonomus fund. So under the establishment of János Kothencz, The csongrád County Court registered it under the name of ÁGOTA®- Support for the Endangered Youth living in State Care- Fund on the 14<sup>th</sup> of March in 2002. The activities of the ÁGOTA® Fund is of national nature and in a legally registered way it is a nonprofit organisation. So that is how the mission of the ÁGOTA® started, which grew out of the dreams of a young man who was also brought up in state-care into a national organisation.*

*The dear reader might get an insight with this guidebook to all that work what the ÁGOTA® Foundation does in its target groups.*

### The aims of the ÁGOTA® Foundation

The **main aim** of the Foundation

The foundation, concerning endangered youth and youth living in state-care in order to reach the following aims - according to its “strength” and in a national way- ensures the programs, the financial, the moral, the material and the professional support and the assistance of other helpers for primarily youth living in state-care and also for the endangered youth.

***The aims of the foundation in a detailed way:***

#### **In the field of dealing with youth living in state-care**

1. During their socialisation we organize them helping professional and adventure programs and by doing so we promote their education of sociability
2. We organise and carry out such programs which develop their self-assurance
3. We organise them such programs which develop their creativity and other skills
4. We support those youth in state-care of special needs who are mentally-disordered, we organise them and carry out skill developing and adventure programs
5. We support gypsy youth living in state-care, we try to promote their integration into society effectively
6. We realise their perspectives in a positive way
7. We provide assistance in education, we organise and carry out tutoring and encourage them in their attitude towards learning by giving them financial and material awards
8. We organise and support great „ÁGOTA” (National meeting of Those Living in State-care) summer camps and trips and we give awards and finance the awards of those who perform above average at the organized events
9. After getting out of state-care during the post-care we would like to provide help in struggling the difficulties of the placement and social integration in some cases in forms of specific financial support as well
10. We carry out arranged cultural and sport events and establish different adventure programs for the residents of various children's homes
11. We provide the possibility for the residents of various children's homes to establish contact with other children from other homes. We promote the relationship between the institutes and support those state-cared who live across the borders

12. We provide moral, material and financial help in the transformation of hostel-like children's homes to residential and family homes
13. Via training and the involvement of experts we provide opportunity for the charity helpers of the foundation to get to know the complex nature of dealing with children and youth living in state-care and to enable them to create a realistic image about the life and placement of children living in children's homes
14. We apply such pedagogic alternatives and potential methods in the professional care provided for children and youth living in state-care which might make it more effective for these youth to realise their situation and help them get more prepared to integrate into society
15. Adult education
16. We arrange and carry out pedagogic, psychological and sociological researches and support such professional intentions both morally and financially
17. We promote the relationship to get to know Christian values (Pre-Evangelisation)
18. We keep in touch with churches
19. Concerning Pre-Evangelisation and the lay pastorisation of youth, we keep in touch with the Catholic and other historical churches and arrange programs with them
20. We provide the conditions of educational practise for the students of Universitas during the completion of professional and adventure programs
21. We recruit charity helpers

### **In the field of dealing with otherwise endangered youth**

1. We organise clothes outlets for homeless youth and we help them to find a workplace and accommodation
2. We help them concerning nutrition and accommodation
3. We arrange them team workshops to assist them in integrating into society more effectively
4. We deal with youth who are endangered by the risks of the entertainment industry
5. We arrange programs in connection with prevention. School prevention programs and keeping in touch with such groups and institutes which can effectively take part in this activity e.g: drug clinics, etc.
6. We involve more experts in the different prevention programs from "more fields"
7. We try to get acquainted with the family background and the sources of problems of neglected children, mainly secondary school students with the involvement of experts
8. We provide them alternative entertainment possibilities in a culture-centralised way (The establishment of a playhouse-program or night playhouse program)
9. We establish and operate self-assisting groups
10. We take disadvantaged youth on trips, arrange them sport programs and support their life circumstances financially and materially
11. We establish different skill developing groups, such as: learning how to play a musical instrument, modern dance course, etc. and advertise them at schools and clubs
12. We arrange film clubs where after watching the film, we discuss what values it was about in a group. It might serve as an alternative as opposed to other uncultural activities
13. We represent the interests (legal, moral) of youth living in state-care and endangered youth in order to promote the efficiency of social tolerance



## During the year work and post-care program among children taken out of their families

The ÁGOTA<sup>®</sup> carries out its task with a so-called “three steps method” among children and youth in state-care

### First step: During the year work

- Celebrating regular adventure programs and feasts for these children and youth
- Providing professional, moral, material and financial assistance in transforming the hostel-like children's homes to residential and family homes
- Organizing charity collections: clothes, coins, toys, books' collection and their delivery to the target groups
- Providing individual aid to former state-cared adults
- Providing material and financial aid to the children's homes
- Crisis intervention for former state-cared adults: life leading counselling, mental assistance
- Providing assistance to the present and former state-cared within the framework of the post-care program, titled: “I was born to life”: rent and accommodation search, help in moving, advice in further education, assistance in making a living and sharing money
- In unique cases, providing legal assistance (concerning contracts and official papers) to children and youth belonging to the target group

### Second step: ÁGOTA<sup>®</sup> Day

It means the summary and celebration of a given district. This day the co-workers of some districts go to another district to the „ÁGOTA<sup>®</sup> Day”, where together with all the workers they carry out the planned program. The ÁGOTA<sup>®</sup> day has always has a fix program.

### Third step: ÁGOTA<sup>®</sup> Camp

Since 1997 we have organised huge 10 day long camp, so-called celebrating the work of the whole year. We invite all the youth of all the districts to the camp. This camp is a national event which enables the children to meet, to share their thoughts, feelings and desires. This ten day makes it possible through the media that people got more information about our activity and by doing so, we encourage the society to help.

Although our work is tiring many times, in these ten day long camps, unity, a sense of belonging and love affected togetherness become obvious for all of us.

In ÁGOTA<sup>®</sup> Camps the participation takes place based on invitation defined by the board of trustees.

### Our supported children's homes can be found in the following settlements

<b><u>Bács-Kiskun county:</u></b>	Kecskemét Bácsalmás Hajós Kunfehértó
<b><u>Baranya county:</u></b>	Pécs
<b><u>Békés county:</u></b>	Békés County Child Protection Centre Children's homes
<b><u>Borsod-Abaúj-Zemplén county:</u></b>	Megyaszó
<b><u>Csongrád county:</u></b>	Csongrád County TEGYESZ Children's homes Szentes Szeged
<b><u>Fejér county:</u></b>	Fejér County TEGYESZ Children's homes
<b><u>Győr-Moson-Sopron county:</u></b>	Sopron
<b><u>Hajdú-Bihar county:</u></b>	Komádi
<b><u>Heves county:</u></b>	Lőrinci Eger
<b><u>Jász-Nagykun-Szolnok county:</u></b>	Szolnok Kisújszállás
<b><u>Komárom-Esztergom county:</u></b>	Komárom
<b><u>Nógrád county:</u></b>	Felsőpetény
<b><u>Pest county:</u></b>	Budapest Aga Children's homes Pestújhelyi Children's homes Érd

<b><u>Somogy county:</u></b>	Kaposvár
<b><u>Szabolcs –Szatmár –Bereg county:</u></b>	Tiszadob Baktalórántháza
<b><u>Veszprém county:</u></b>	Veszprém County Child Protection Directory Residential home
<b><u>Zala county:</u></b>	Nagykanizsa

The assistance of each and every Regional Child Protection Professional Service.

### **Our plans concerning the work carried out among children taken out of families**

- The Foundation with the leadership of János Kothencz established –after years of researches and testing period- the Kothencz - ÁGOTA® Sensitive Pedagogic-therapeutic Method (its abbreviation is: KÁSZPEM®) which gives support effectively and in an innovative way to children taken out of families in integrating into society. We would like to promote this Method at home and at an international level at the widest level possible.
- Our long run plan is that we would like to carry out our work within the framework of methodological children's home.

### **The maintenance of the Helping Basic Circle and its development**

- During the year work and the camping we would like to strengthen the role of our Helping Basic Circle. This circle consists of such youth taken out families who undertake the helping of their fellow sufferers as their profession.
- We would like to give bigger and bigger space to those youth who would like to act as young authentic or contemporary assistants.

### **The maintenance and development of our national adventure pedagogic programs**

- We would like to maintain our adventure pedagogic –system with the Three Steps Method and according to our possibilities we would like to make it accessible to more and more children.

### **Work for endangered children and youth**

Concerning endangered youth, we have provided alternative entertainment, leisure and sports programs since 2000 in the ÁGOTA Playhouse in Tarján district, facing the Víztorony Square in Szeged.

1. **Professional services:** Adventure pedagogic group, Social therapeutic role play group, Film club, Conversations on the discussion of the topic, Crisis intervention, Family therapy, Law clinic, Childcare professional consulting, Keeping in touch with the child protection signal system, Drug prevention, Healthcare, Tea afternoon with conversation, Social work in the street
2. **Adventure programs:** Sports programs, Who knows what?, Contests, Teenager Entertainment Evening, Tarján district landscaping, Open day, Family day, Craftsmen workshop
3. **Tradition-preservation programs:** Women's day, Children's day, Playhouse Olympics, Santa Claus, Christmas
4. **Our extra services**
  - Residential forums, Family events
  - Tutoring
  - Clothes and present exchange

In our playhouse there are several volunteer and contemporary helping youth and we regularly undertake the training of college and university students, too.

The services of our playhouse are free for all children and adults alike!

### **Our plans concerning the work carried out among endangered living in families**

- We would like to maintain the program offer of our Playhouse on the long run for the children and their families.
- We would like to launch a mobile Playhouse within the framework of which we could sometimes get to such children who live outside the base zone.
- We would like to give a significant role to youth growing up in the Playhouse who could support their fellow sufferers as contemporary assistants.
- We would like to accept more and more volunteers and young college or university students to be able to get to more children with our activities.
- We would like to establish a Tutoring Office which would provide assistance by free tutoring to children living in Szeged. We consider the issue of ambition concerning further education a serious problem (mainly in the case of children living in families). With the Tutoring Office we would like to support the willingness to further education.

### **ÁGOTA Foundation as an Adult Educational Institution**

The headquarter of the Adult Educational Institution of ÁGOTA Foundation is in Szeged but our services are available all over the country.

Our areas of responsibility:

- The execution, the arrangement and completion of social and child protective professional further trainings
- Volunteer trainings
- Team building trainings
- Professional trainings
- Master trainings
- Supervision service
- Free adult educational services

#### **The Professional Consulting Board of the Adult Educational Institute of the ÁGOTA® Foundation**

Chairman: János Szügyi, the director of the Csongrád County Regional Child Protection Professional Service

Eisenbarth Krisztina, the professional leader of the Hungarian Social therapeutic Role play Association

Prof. Dr. János Sávai, university teacher

#### **Our contact data**

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The web page of the Adult Educational Institute:

[www.agotafelki.hu](http://www.agotafelki.hu)

## Trainings for volunteers and contemporary assistants

### Volunteer training

The ÁGOTA® Foundation deals with children and youth living in state-care and with endangered children and youth. It is highly important to prepare our volunteers in advance for the special challenges of this work. Therefore the foundation holds at least three times a year open volunteer trainings for everybody who is interested. The topics of the volunteer trainings cover the following areas:

- The mental, educational and sociological characteristics of children and youth taken out of families and of endangered children and youth
- Useful practical information, educational methods
- Burnout prevention
- Syndrome helping screening
- Obtaining own-experience
- Practical teaching among children
- Group leader and program organiser skills
- Cooperation, communication and problem solving
- Adventure pedagogic assistance provision

### Contemporary assistance training and the Helping Basic Circle

The work of the foundation is significantly supported by such youth who used to be brought up in children's homes or who used to be in a disadvantageous situation. Their authenticity and personal model are of basic importance in helping their fellow sufferers so the training of these youth mean an extra task for our institute.

The contemporary assistance trainings are organised alongside the following topics:

- The mental, educational and sociological characteristics of children and youth taken out of families and of endangered children and youth
- Learning how to treat the own experiences
- The skill of handling the personal life experiences well
- Useful practical information, educational methods
- Burnout prevention
- Synrome helping screening
- Taking responsibility, authenticity, being a model
- Group leader and program organiser skills

### The ÁGOTA® Foundation and the Kothencz-ÁGOTA® Sensitive Pedagogic Therapeutic Method's Trainers and Instructors

**János Kothencz:** Teacher, sociologist, theologian, social therapeutic group and trainer therapist (ASIS), KÁSZPEM® Method's Founding Father, leader supervisor

**Zsolt Balogh:** social worker, Pedagogy majored student, social therapeutic method applier, KÁSZPEM® Trainer

**Melinda Pál:** psychologist, teacher, social therapeutic method applier, KÁSZPEM® Trainer, Educational coordinator

**Mrs István Révai:** social teacher, social therapeutic method applier, KÁSZPEM® Trainer

**Viola Osváth :** clinical child specialised psychologist and mental hygiene expert, teacher, supervisor, KÁSZPEM® Trainer

**Csilla Csepregi:** teacher, KÁSZPEM® Trainer

**Judit Mitykó:** qualified nurse, social therapeutic method applier, KÁSZPEM® Trainer

**Mária Balog:** student majored in special education and healthcare, social therapeutic method applier, KÁSZPEM® Facilitator

### Trainings for the workers in social and child protection fields

The ÁGOTA® Foundation considers it highly important –besides the personal assistance of the disadvantageous children- to provide professional support to those experts and lays who undertake the care and education of these children. With our training programs, we would like to make their work more successful.

#### Our Credit scored Training Program for those working in the field of social and child protection I.

**The title of the program:** Problem solving and empathy developing trainings for experts dealing with children taken out of families and/or children having family problems

**The type of the program:** professional self-development training

**The methods of the training:** self-development group sessions with professional reflexion

**The topic of the training:** The training helps to more deeply understand children taken out of families and/or children having family problems from a new approach and also helps to solve their educational problems more successfully.

## **Our Credit scored Training Program for those working in the field of social and child protection II.**

**The title of the program:** KÁSZPEM® Training - „Kothencz-” ÁGOTA® Sensitive Pedagogic Therapeutic Method Training

**The type of the program:** professional self-development training

**The methods of the training:** self-development group sessions with professional reflexion

**The professional background of the further training:** The professional base of the training is given by the “Kothencz-” ÁGOTA® Sensitive Pedagogic Therapeutic Method -KÁSZPEM which is based on the ÁGOTA® Research and the ÁGOTA® Experimental Pedagogic Program.

Concerning the training the Institute reserves the rights of changes!

### **KÁSZPEM® Three Steps Training**

The training system enables to acquire the Kothencz- ÁGOTA® Sensitive Pedagogic Therapeutic Method

#### **1. Step: Basic Training**

The training is 150 hours long, during which there is theoretical and practical training via theoretical education, professional reflexions and own experience-like teamwork. After completing the basic training, the student gets an insight to the application of the Method and via his/her own experiences he/she receives an image about its function. After getting the qualification, the student beside supervision, will be able to apply the Method

Obtainable qualification: KÁSZPEM® Applier

#### **2. Step: Leader training**

During the second 150 hours of the training, the student beside professional supervision can acquire the master strokes of the Method and can obtain advanced level theoretical and practical knowledge. The student after receiving the qualification, will be able to apply the method individually, too as a group leader and gains a differentiated methodological assistant competence.

Obtainable qualification: KÁSZPEM® Group leader

#### **3. Step: Master training**

During the 150 hours of the training, the student can acquire the theoretical and practical knowledge needed for the teaching of the Method, with the help of which later he/she can teach the Method as both an instructor or a supervisor.

Obtainable qualification: KÁSZPEM® Method therapist and Master

Concerning the training the Institute reserves the rights of changes!

### **Trainings for the experts in social and child protection fields**

- We would like to spread the Kothencz - ÁGOTA® Sensitive Pedagogic Therapeutic Method (its abbreviation is: KÁSZPEM®) in professional and lay circles alike with trainings, practical education and professional meetings.
- We would also like to make the foundation's Adult Educational Institute state accredited and evolve it into a methodological institute.
- We would like to carry out and spread specific training programs and further training forms suiting the needs of the participants of child protection.
- On the long run we are planning to introduce the Kothencz – ÁGOTA® Sensitive Pedagogic Therapeutic Method (its abbreviation is: KÁSZPEM®) as a major and implement it into tertiary education.

### **Supporters, resources**

Our programs used to work for years exclusively owing to the support, the generosity and the support (financial, moral, material and service) of our volunteers and those who sympathized with us. These people of good intentions still give the stable base and support for us to carry out our aims.

Besides, in the past few years we were given the chance to be supported by the following resources, too:

- National and international tenders
- Support from the Renovabis, the Humanitarian Charity Organisation of the German Catholic Bishopric
- Ecclesiastical and charity supports
- Business and private donations
- The offers of charity organisations and clubs
- Creative collecting activities: One-forint offer, Toy and clothes exchange, donation offers after a winding up, Offerings, etc.

- The collection of the 1% of the personal income tax
- In order to increase our financial stability our organisation can undertake entrepreneur tasks with secondary nature.

We gladly accept your donations and offers!

Tax number: 18469336-1-06

Bank account number: 11735005-20499220

SWIFT Code (BIC): OTPVHUHB

IBAN: HU91 1173 5005 2049 9220 0000 0000

Our foundation has a storehouse so we gladly accept your material offers, too!

THANK YOU!

You can find the detailed list of our supporters on our web page.

## The structural units and functions of the ÁGOTA® Foundation

### ÁGOTA® Head office and office

- The overall operation of the foundation, program arrangement, coordination
- The provision of the administrative background
- Communicational centre (post, Internet, personal)
- Job centre
- The coordination of the national district work

### ÁGOTA® Training and Methodological Centre

- The scene of volunteer training
- The scene of methodological children groups
- The scene of adult training groups
- The scene of team work

### ÁGOTA® Playhouse

- Work with disadvantaged children
- Alternative sport and leisure time opportunities
- Helping families
- Provision of internship place for secondary school and college students

### ÁGOTA® Adult Training Institute

- Provision of adult education services
- Development and registration of adult educational programs
- Management of adult educational programs
- Provision of the institutional administrative background
- Consulting hours

## The leading bodies of ÁGOTA® Foundation

### *Board of trustees*

**Its function:** The most important decision making organ of the Foundation, with the exclusive rights determined by the law.

**Its members:** János Kothencz chairman  
Melinda Pál secretary  
Dr. Alfréd Turay member  
Róbert Baranyi member  
Judit Mitykó member  
Mrs István Révai member  
Annamária Turáni member

### *Monitoring Committee*

**Its function:** The inner monitoring organ of the legal operation of the Foundation

**Its members:** Dr. János Sávai chairman  
Dr. Zita Herbály member

### *Community Leader Circle*

**Its function:** The coordination of the voluntary community

**Its members:** Edit Mária Balog  
Zsolt Balogh  
István Bíró  
Mónika Hell  
András Mitykó

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[www.agotaalapitvany.hu](http://www.agotaalapitvany.hu)

The web page of the adult educational centre of the Foundation:  
[www.agotafelki.hu](http://www.agotafelki.hu)

Tax number: 18469336-1-06

Bank account number: 11735005-20499220



# /3/. The questionnaire


The serial number of the  
QUESTIONNAIRE



**"Youth Living in State Care"**

**ÁGOTA Foundation Szeged**

**With the cooperation of:  
SZTE Sociology Department**

**Youth Protection, Family Protection, Social and The Principle of Equal Opportunities  
Ministry**

**Individual  
questionnaire**

**2005**

**Responding is voluntary!**

---

*I declare that I handle the registered data in a confidential way and I only hand them over to those competent in the research.*

The signature of the interviewer:

Code:

--	--	--

Start of the interview:

2005. .... month ..... day ..... hour ..... minute

Signature of the administrator: .....

Code:

--	--

1. Which year were you born?

1 9

77 – did not answer 99 – does not know

2. How old were you when you were taken to state-care?

years  
old

77 – did not answer 99 – does not know

3. Have you got a sibling?

0 – I don't know



Go to question no.7

1 – No



Go to question no.7

2 – Yes

7 – did not answer

4. How many siblings have you got?

sibling

77 – did not answer 88 – does not refer to him/her 99 – does not know

5. How many of your siblings live in a children's home?

sibling

77 – did not answer 88 – does not refer to him/her 99 – does not know

6. In this home how many siblings have you got?

sibling

77 – did not answer 88 – does not refer to him/her 99 – does not know

7. Do you know your parents?

3 – Yes, I know my parents

2 – I only know my father

1 – I only know my mother

0 – I don't know my parents



Go to question no.26

7 – did not answer 9 – does not know

**IF THE PARENT(S) is /are KNOWN**

**8. Where did you live when you got into state-care?**

- .....  
5 - Capital  
4 - County town  
3 - Town  
2 - Village  
1 - Farm, outer areas

7 - did not answer 8 - does not refer to him/her 9 - does not know

**9. According to your memories among what kind of financial circumstances did you live?**

- 6 - they lived among extremely good circumstances  
5 - they lived without money worries  
4 - they had to share the money, but they fared well  
3 - they hardly made ends meet  
2 - they lived among frequent money worries  
1 - they lived in big poverty

7 - did not answer 8 - does not refer to him/her 9 - does not know

**10. What was the atmosphere at home like?**

- 5 - Loving  
4 - Basically good  
3 - Average, neither good nor bad  
2 - Rather bad  
1 - Very bad

7 - did not answer 8 - does not refer to him/her 9 - does not know

**11. What was the worst at home?**

.....  
.....

**12. What was the best at home?**

.....  
.....

**13. All in all was it better at home than here in the children's home?**

- 0 - Neither is good  
1 - I don't know which one is better  
2 - There was better than here  
3 - Here is better

7 - did not answer 8 - does not refer to him/her 9 - does not know

**14. Would you prefer to live at home now?**

- 0 - No  
1 - Yes

7 - did not answer 8 - does not refer to him/her 9 - does not know

**15. Who initiated state-care?**

- 1 - parent(s), foster parent  
2 - relative  
3 - neighbour, acquaintance  
4 - you yourself  
5 - eother person, more exactly...  
6 - school  
7 - authority, more exactly (e.g. police, court, court of guardians) ...  
8 - other institute (e.g. civil organisation), more exactly...

77 - did not answer 88 - does not refer to him/her 99 - does not know

**16. What was the main reason of your getting into state-care?**

.....  
.....

- 1 – Financial problems (poverty)
- 2 – happenings with the parents (illness, death, prison etc.)
- 3 – The negligence of the parental duties, parental mistakes in education
- 4 – The behavioural problems of the state-cared
- 5 – Other, more exactly .....

7 – did not answer 8 – does not refer to him/her 9 – does not know

**17. Do you blame anybody because of your getting into state-care?**

0 – No

—————>  
Go to question no. 19

1 - Yes

7 – did not answer 8 – does not refer to him/her 9 – does not know

**18. Who/What do you blame primarily?**

- 1 – Parent, foster parent
- 2 - Yourself
- 3 – Other person, more exactly: .....
- 4 – The authority
- 5 – Other institute, more exactly: .....
- 6 – Only the circumstances
- 7 - Other: .....

77 – did not answer 88 – does not refer to him/her 99 – does not know

**19. What do you feel in connection with your parents?**

- 1 - Hatred
- 2 – Rather hatred than love
- 3 – Neither this, nor that
- 4 – Rather love
- 5 – Only love

7 – did not answer 8 – does not refer to him/her 9 – does not know

**20. Do you keep in touch with your parents?**

I know them but I do not keep in touch with them

- 11 - I only know their name
- 12 – I also know where they live
- 13 – I know something about how they live

I keep in touch with them

- 21 – they visit me but I don't visit them
- 22 – I visit them but they don't visit me
- 23 – We visit each other

77 – did not answer 88 – does not refer to him/her 99 – does not know

**21. How would you describe your relationship with your father/foster father?**

**USE ANSWERSHEET NO.1**

- 5 – He is the most important for me
- 4 – I stick to him, but not more than to others
- 3 – I stick to him a little bit
- 2 – He is neutral to me
- 1 – I feel he has nothing to do with me (nothing sticks to him)

7 – did not answer 8 – does not refer to him/her 9 – does not know

**22. How would you describe your relationship with your mother/foster mother?**

USE ANSWERSHEET NO.1

- 5 – She is the most important for me
- 4 – I stick to her, but not more than to others
- 3 – I stick to her a little bit
- 2 – She is neutral to me
- 1 – I feel she has nothing to do with me (nothing sticks to her)

7 – did not answer 8 – does not refer to him/her 9 – does not know

**23. Does anybody visit you here in the children’s home?**

- 0 – No, nobody visits me
- 1 – Yes, I have visitor(s)

→  
Go to question no.25

7 – did not answer 8 – does not refer to him/her 9 – does not know

**24. Who visit(s) you? How often do they come?**

	0 – no 1 - yes	daily	weekly	Monthly	yearly	NA	NRT	NK
Parent, parents		4	3	2	1	7	8	9
Sibling who lives outside		4	3	2	1	7	8	9
Grandparent, other relative		4	3	2	1	7	8	9
Foster parent, patronizing parent		4	3	2	1	7	8	9
Other members of the foster family, patronizing family		4	3	2	1	7	8	9
Your love		4	3	2	1	7	8	9
Your friend		4	3	2	1	7	8	9
Your school mate		4	3	2	1	7	8	9
Teacher		4	3	2	1	7	8	9
Adult acquaintance		4	3	2	1	7	8	9
Other person(?): .....		4	3	2	1	7	8	9

**25. Who do you visit? How often do you meet them?**

	0 – no 1 - yes	daily	weekly	Monthly	yearly	NA	NRT	NK
Parent, parents		4	3	2	1	7	8	9
Sibling who lives outside		4	3	2	1	7	8	9
Grandparent, other relative		4	3	2	1	7	8	9
Foster parent, patronizing parent		4	3	2	1	7	8	9
Other members of the foster family, patronizing family		4	3	2	1	7	8	9
Your love		4	3	2	1	7	8	9
Your friend		4	3	2	1	7	8	9
Your school mate		4	3	2	1	7	8	9
Teacher		4	3	2	1	7	8	9
Adult acquaintance		4	3	2	1	7	8	9
Other person(?): .....		4	3	2	1	7	8	9

IF NONE OF THE PARENTS ARE KNOWN

→  
Go to question no. 34

**26. Would you like to know who your parents are?**

- 0 - Never (neither now nor ever)
- 1 – Now no, later yes
- 2 – Yes, now I would like to know

7 – did not answer 8 – does not refer to him/her 9 – does not know

**27. Do you miss them?**

- 0 – Not at all
- 1 – A bit/Sometimes yes
- 2 – I definitely miss them

7 – did not answer 8 – does not refer to him/her 9 – does not know

**28. Would you like to visit them?**

- 0 - No
- 1 – Yes

7 – did not answer 8 – does not refer to him/her 9 – does not know

**29. Would you like your parents to visit you?**

- 0 - No
- 1 - Yes

7– did not answer 8 – does not refer to him/her 9 – does not know

**30. What do you feel in connection with your parents? Love or hatred?**

- 1 - Hatred
- 2 – Rather hatred than love
- 3 – Neither this, nor that
- 4 – Rather love
- 5 – Only love

7– did not answer 8 – does not refer to him/her 9 – does not know

**31. Does anybody visit you in the home?**

- 0 – No, nobody visits me
- 1 – Yes, I have visitor(s)

→  
Go to question no. 33

7– did not answer 8 – does not refer to him/her 9 – does not know

**32. Who visit(s) you? How often do they come?**

	0 – no 1 – yes	Almost daily	Min. weekly	2-3 times a month	Monthly	A couple of times a year	Very rarely
Sibling who lives outside		6	5	4	3	2	1
Grandparent, other relative		6	5	4	3	2	1
Foster parent, patronizing parent		6	5	4	3	2	1
Other members of the foster family, patronizing family		6	5	4	3	2	1
Your love		6	5	4	3	2	1
Your friend		6	5	4	3	2	1
Your school mate		6	5	4	3	2	1
Teacher		6	5	4	3	2	1
Adult acquaintance		6	5	4	3	2	1
Other person(?): .....		6	5	4	3	2	1

**33. Who do you visit? How often do you meet them?**

	0 – no 1 – yes	Almost daily	Min. weekly	2-3 times a month	Monthly	A couple of times a year	Very rarely
Sibling who lives outside		6	5	4	3	2	1
Grandparent, other relative		6	5	4	3	2	1
Foster parent, patronizing parent		6	5	4	3	2	1
Other members of the foster family, patronizing family		6	5	4	3	2	1
Your love		6	5	4	3	2	1
Your friend		6	5	4	3	2	1
Your school mate		6	5	4	3	2	1
Teacher		6	5	4	3	2	1
Adult acquaintance		6	5	4	3	2	1
Other person(?): .....							

34. Who is the most important person in your life now? Who do you stick to the most?

.....

- 0 - Nobody
- 1 - Parent/foster parent
- 2 - sibling
- 3 - grandparent, other relative
- 4 - caregiver in the children's home
- 5 - school teacher
- 6 - love
- 7 - friend
- 8 - other acquaintance

7 - did not answer    9 - does not know

35. How old were you when you got into your present state-care institute?

		Years old
--	--	--------------

77 - did not answer    99 - does not know

36. This present one is which one in chronological order in your state-cared life?

--	--

77 - did not answer    99 - does not know

37. How long have you been in state-care altogether?

		for years
--	--	--------------

77 - did not answer    99 - does not know

38. How would you describe your life here in the home? What is...like? What are...like?

**USE ANSWERSHEET NO.2**

		1 - very bad 2 - bad (rather bad than good) 3 - good (rather good than bad) 4 - very good					
						NA	NK
1.	accommodation possibilities	1	2	3	4	7	9
2.	the quality of the meal	1	2	3	4	7	9
3.	cleaning possibilities	1	2	3	4	7	9
4.	conditions of learning	1	2	3	4	7	9
5.	conditions of leisure time	1	2	3	4	7	9
6.	the human attitude of the caretaker(s)	1	2	3	4	7	9
7.	the human attitude of the guardian(s)	1	2	3	4	7	9
8.	the human attitude of the caregiver(s)	1	2	3	4	7	9
9.	the human attitude of the leader(s)	1	2	3	4	7	9
10.	the atmosphere here	1	2	3	4	7	9
11.	the relationship with the majority of the others	1	2	3	4	7	9

39. Do you have the chance to stand aside (when you would like to be alone)?

- 0 - no
- 1 - yes

7 - did not answer    9 - does not know

**40. All in all how much do you like living here?**

- 5 – I love living here very much
- 4 – I rather like than dislike
- 3 – So-so
- 2 – Rather no than yes
- 1 – I do not like living here at all

7 – did not answer      9 – does not know

**41. What do you like the most in connection with life in the children’s home?**

.....  
 .....

- 
- 0 - None
  - 1 – Friendship
  - 2 – Community
  - 3 – Humanity
  - 4 – Help etc.
  - 5 - Other

7 – did not answer      9 – does not know

**42. What do you like the least in connection with life in the children’s home?**

.....  
 .....

- 
- 0 - None
  - 1 – Being closed
  - 2 – Defencelessness
  - 3 – Lack of self-reliance
  - 4 – Loneliness
  - 5 – Strictness etc.
  - 6 – Crowdness
  - 7 – Others’ presence
  - 8 – Other

77 – did not answer      99 – does not know

**43. Have you ever got any of the following punishments?**

USE ANSWERSHEET no.3

	1 – not yet 2 – it happened once or twice 3 – it happened on more occasions 4 – it happened frequently						
						NA	NK
1.	House arrest	1	2	3	4	7	9
2.	Forbidden to leave	1	2	3	4	7	9
3.	Restriction of pocket money	1	2	3	4	7	9
4.	Forbidden to play	1	2	3	4	7	9
5.	Forbidden to watch Tv	1	2	3	4	7	9
6.	Withdrawing of present/award	1	2	3	4	7	9
7.	Corporal punishment	1	2	3	4	7	9
8.	Other punishment, namely .....	1	2	3	4	7	9

**44. Have you got such a caregiver who helps you with learning?**

- 0 - No
- 1 - Yes
- 2 – I have more such caregivers

7 – did not answer      9 – does not know



45. Have you got such a caregiver whom you fully trust?

- 0 - No
- 1 - Yes
- 2 - I have more such caregivers

7 -did not answer      9 - does not know

46. Did you have anybody like that among your previous caregivers?

- 0 - No
- 1 - Yes
- 2 - I had more such caregivers

7 -did not answer      9 - does not know

47. Have you got such a caregiver whom you could accept as your parent(as a father or mother)?

- 0 - No
- 1 - Yes
- 2 - I have more such caregivers

6 -did not answer      9 - does not know

48. Did you have anybody like that among your previous caregivers?

- 0 - No
- 1 - Yes
- 2 - I had more such caregivers

7 -did not answer      9 - does not know

49. Has it ever happened that somebody beat you in the children's home?

- 0 - Never
- 1 - Yes, once
- 2 - Yes, on some occasions
- 3 - Yes, on more occasions

→  
Go to question no.53

7 - did not answer      9- does not know      →  
Go to question no.53

50. Who beat you?

- a. ....
- b. ....
- c. ....

51. The code of the beater:

a	b	c
1 - caregiver	1 - caregiver	1 - caregiver
2 - not a caregiver adult	2 - not a caregiver adult	2 - not a caregiver adult
3 -mate from the institute	3 -mate from the institute	3 -mate from the institute
4 -other	4 -other	4 -other

52. Has it ever happened that You beat one of your mates?

- 0 -Never
- 1 - Yes, once
- 2 - Yes, on some occasions
- 3 - Yes, on more occasions

7 -did not answer      9 - does not know

53. Do you attend school?

- 0 - no
- 1 - yes

→  
Go to question no.56

7 -did not answer      9 - does not know

**54. What type of school do you attend now?**

	School type	Year	Type: 1 - normal 2 alternative (special)		Student status: 1 -normal 2 private student		The average of your previous school term: 1 – fail 2 – pass 3 - satisfactory 4 – good 5 – excellent						
												NV	NT
6.3.	Elementary school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Secondary vocational school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Trading school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Secondary technical school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Secondary grammar school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Training course		1	2	1	2	1	2	3	4	5	7	9

**55. Did you have to repeat a year during your studies?**

- 0 – Not yet  
1 – Yes, I did, on.....occasions.

7 –did not answer      9 – does not know

**56. What school have you finished so far?**

	School type	How many years?	Type: 1 - normal 2 alternative		Student status: 1 -normal 2 private student 7		What was your average like, 1 – fail 2 – pass 3 - satisfactory 4 – good 5 – excellent						
												NA	NK
6.3.	Elementary school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Secondary vocational school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Trading school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Secondary technical school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Secondary grammar school		1	2	1	2	1	2	3	4	5	7	9
6.3.	Other:.....		1	2	1	2	1	2	3	4	5	7	9

**57. Do you plan to continue your studies?**

- 1 - Yes  
0 – No

→  
Go to question no. 62

77–did not answer      99 – does not know

**58. Where would you like to continue your studies?**

	Field/profession/major	NA	NR	NK
1	Secondary vocational school	7	8	9
2	Trading school	7	8	9
3	Secondary technical school	7	8	9
4	Secondary grammar school	7	8	9
5	College	7	8	9
6	University	7	8	9
7	Other, namely: .....	7	8	9

**59. What is the highest qualification you would like to achieve?**

- 1 – Elementary school  
2 – Skilled labourer certificate  
3 – School leaving exam ('A' exam)  
4 – 'A' exam + Skilled labourer certificate  
5 – College degree  
6 – University degree

7 –did not answer      9 – does not know

**60. Did anyone give you advice concerning your further studies?**

- 0 – No, nobody (just myself)
- 1 – Yes, namely: .....

- 
- 1 - parent
  - 2 – relative
  - 3 – friend
  - 4 – caregiver
  - 5 – teacher
  - 6 – acquaintance

7 –did not answer      9 – does not know

**61. Do you, (did you)like learning?**

- 5 – I love very much, (loved)
- 4 – Mostly I love, (loved)
- 3 – So-so
- 2 – Rather no than yes
- 1 – I don't like at all (didn't like)

7 –did not answer      9 – does not know

**62. Do you, (did you) like going to school?**

- 5 – I love very much, (loved)
- 4 – Mostly I love, (loved)
- 3 – So-so
- 2 – Rather no than yes
- 1 – I don't like at all (didn't like)

7 –did not answer      9 – does not know

**63. How much do you think learning is important to fare well?**

- 5 – Very important
- 4 - Important
- 3 – So-so
- 2 – Not too important
- 1 – Not at all important

7 –did not answer      9 – does not know

**64. Do you think it is worth learning in your situation?**

- 4 – Yes, it is definitely worth it
- 3 – Yes, in a way it is worth it
- 2 – It is not really worth it
- 1 – It is not worth it at all

7 –did not answer      9 – does not know

**65. Do you have, did you have a favourite subject?**

- 0 - No
- 1 – Yes, namely: .....

7 –did not answer      9 – does not know

**66. Do you have, did you have a favourite teacher?**

- 0 – No there isn't, wasn't
- 1 – Yes, there is one, there was one
- 2 – Yes, there are, there were

7 –did not answer      9 – does not know

67. Have you ever felt discrimination at school because of being a state-cared?

- 0 - No
- 1 - Yes

7 -did not answer      9 - does not know

68. Have your teachers ever discriminated you because of being a state-cared?

- 0 -No
- 1 - Yes
- 2 - Yes, it happened on more occasions

7 -did not answer      9 - does not know

69. Have your school mates ever discriminated you being of you being a state-cared?

- 0 -No
- 1 - Yes
- 2 - Yes, it happened on more occasions

7 -did not answer      9 - does not know

70. How do you see, do you need more help with learning than the majority of your school mates?

- 0 - No, I do not need more help
- 1 - Yes, I need more help

7 -did not answer      9 - does not know

71. Do you have, did you have such a teacher who dealt with you privately out of the school?

- 0 - No there isn't, wasn't
- 1 - Yes, there is, was one
- 2 - yes, there are, were more than one

7 -did not answer      9 - does not know

72. In the home, can you get prepared for your lessons among quiet circumstances?

- 4 - Absolutely
- 3 - Mostly yes
- 2 - Mostly no
- 1 - Not at all

7 -did not answer      9 - does not know

73. In the home can devices needed for learning be found?

- 3 - Yes, everything can be found
- 2 - Not everything that I would need can be found
- 1 -Almost nothing can be found that I would need

7 -did not answer      9 - does not know

74. How do you feel, do you need your caregivers' help with learning?

- 1 - Yes, I need help
- 0 - No, I don't need help

7 -did not answer      9 - does not know

**75. In the home does the caregiver, do the caregivers help you with learning?**

- 1 – No, they do not because they cannot
- 2 – They do not although they could help
- 3 – They can help and do help

77 – did not answer      99 – does not know

**76. What do you miss primarily in your learning?**

- .....
- 
- 0 - nothing
  - 1 - Library
  - 2 - Computer
  - 3 – Separate room
  - 4 – Helping teacher or elder student
  - 5 – Stationeries
  - 6 – Other

7 – did not answer      9 – does not know

**77. Besides the home, what have you arranged so far.....**

**USE ANSWERSHEET no.4**

		I have not arranged	Yes, but only with company	Yes, I arranged alone	NA	NK
1.	Posting a registered letter	1	2	3	7	9
2.	Sending money via the post	1	2	3	7	9
3.	Posting a telegram	1	2	3	7	9
4.	Buying a ticket at the ticket office	1	2	3	7	9
5.	Buying a season ticket at the ticket office	1	2	3	7	9
6.	Requiring an identity card	1	2	3	7	9
7.	Asking for an invoice	1	2	3	7	9
8.	Requiring a passport	1	2	3	7	9
9.	Going to a doctor	1	2	3	7	9
10.	Going to a surgery	1	2	3	7	9
11.	.....	1	2	3	7	9

**78. Have you arranged any official cases in the**

**USE ANSWERSHEET no.4**

		I have not arranged	Yes, but only with company	Yes, I arranged alone	NA	NK
1.	Police	1	2	3	7	9
2.	The court of guardians	1	2	3	7	9
3.	In the local government	1	2	3	7	9
4.	Another educational institutes besides your own school	1	2	3	7	9
5.	The GYIVI, TEGYESZ	1	2	3	7	9
6.	The prosecutor's office or the court	1	2	3	7	9
7.	A financial institute, bank	1	2	3	7	9
8.	The labour office	1	2	3	7	9
9.	.....	1	2	3	7	9

79. During your life the employees of which authority has already dealt with you?

USE ANSWERSHEET no.5

		What is your impression, how humane they were with you and in what rate did they want you to fare well?						
		yes	no	Not at all	Rather no	So-so	Rather yes	Absolutely
1.	Court of guardians	1	0	1	2	3	4	5
2.	GYIVI, TEGYESZ	1	0	1	2	3	4	5
3.	Police	1	0	1	2	3	4	5
4.	Prosecutor's office	1	0	1	2	3	4	5
5.	Court	1	0	1	2	3	4	5
6.	Patron	1	0	1	2	3	4	5
7.	Post care	1	0	1	2	3	4	5
8.	.....	1	0	1	2	3	4	5

80. Does any of your acquaintances look up on you?

		yes	no	NA	NK
1.	At school	1	0	7	9
2.	In the institute	1	0	7	9
3.	Among friends	1	0	7	9

81. Does any of your acquaintances ask for your advice?

		yes	no	NA	NK
1.	At school	1	0	7	9
2.	In the institute	1	0	7	9
3.	Among friends	1	0	7	9

82. Is there anything,

		yes	Namely:	no	NA	NK
1	At school what you are the best at	1	.....	0	7	9
2	In the institute what you are the best at	1	.....	0	7	9
3	Among friends what you are the best at	1	.....	0	7	9

83. In Hungary there are people with upper and lower status. Imagine a ladder which has 10 rungs. The highest rung of this ladder represents the high-social status people, while its lowest rung represents the lower status people. Where would you place yourself?

USE THE ANSWERSHEET no. 6

- 10 – up
- 09
- 08
- 07
- 06
- 05
- 04
- 03
- 02
- 01 – down

77 –did not answer      99 – does not know

84. And what do you think where will be on this ladder as an adult?

USE THE ANSWERSHEET no. 6

- 10 – up
- 09
- 08
- 07
- 06
- 05
- 04
- 03
- 02
- 01 – down

77 –did not answer 99 – does not know

85. In an imaginary country what would you be the most as an adult?

USE THE ANSWERSHEET no. 7

- 1 – Count/countess
- 2 – War chief
- 3 – Rich merchant
- 4 – Citizen, let’s say a shopkeeper
- 5 – Simple man
- 6 – Road robber
- 7 – Globe traveller
- 8 – Doctor
- 9 – Teacher
- 10 – Hermit (lonely man)

77 –did not answer 99 – does not know

86. What would you say, in general is it possible to trust people or you can never be careful enough?

- 4 – You can almost always trust people
- 3 – Usually you can trust people
- 2 – One can never be careful enough concerning others
- 1 – You can almost never trust anybody

7 – did not answer 9 – does not know

87. What is your first threev aims for the next five years?

(three answers are possible in the order of importance!)

USE THE ANSWERSHEET no.8

- |                                    |                                      |                         |
|------------------------------------|--------------------------------------|-------------------------|
| 1. having an own flat              | 6. having a child                    | 11. career successs     |
| 2. changing flat, renovation       | 7. learning, getting a profession    | 12. getting rich        |
| 3. starting a business             | 8. starting an own, independent life | 13. travelling          |
| 4. car, new car                    | 9. getting a job abroad              | 14. a good relationship |
| 5. starting a familycsaládalapítás | 10. learning abroad                  | 15. other               |



- 1. The most important : ..... (write in its number)  
99 –I don’t know 77 – NA
- 2. The second most important: ..... (write in its number)  
99 –I don’t know 77 – NA
- 3. The third more important: ..... (write in its number)  
99 –I don’t know 77 – NA





**96. In your opinion what is needed to fare well in today's Hungarian society?**  
(Three answers are possible, please mark the three most important ones!)

**USE THE ANSWERSHEET no.9**

- |  |                            |                          |
|--|----------------------------|--------------------------|
| 1 – money, goods                                       | 7 - elbowing, insolence    | 13 – health              |
| 2 – knowledge, education, degree, readiness            | 8 - dishonest way, robbery | 14 – individual luck     |
| 3 – connection, good relationships, being well-known   | 9 - sure (good) workplace  | 15 – language command    |
| 4 – profession, good profession                        | 10 – hard work             | 16 – computer skills     |
| 5 – personal features (will-power, ambition, aptitude) | 11 – wealthy parents       | 17 – enterprising spirit |
| 6 – smooth operation, inventiveness                    | 12 – honesty, moral        | 18 – good manner         |



- 1. The most important:** ..... ( write in its number)  
99 –I don't know 77 – NA
- 2. The second most important:** ..... (write in its number)  
99 –I don't know 77 – NA
- 3. The third most important :** ..... (write in its number )  
99 –I don't know 77 – NA

**97. For youth who are in a similar situation what causes the biggest problem?**  
(only one answer is possible)

**USE THE ANSWERSHEET no.10**

- 1 – unemployment
- 2 – the unsolved nature of the housing situation
- 3 – low incomes, pennilessness
- 4 – uncertainty of existence, poverty
- 5 – spreading of drug addiction
- 6 – alcoholism
- 7 – crime
- 8 – shoddiness, uncultured nature
- 9 – hopeless future
- 10 –limited range of learning possibilities (because of financial reasons)
- 11 – lack of the family
- 13 – being uneducated, lack of qualification
- 14 – growing social inequalities
- 15 – moral destruction
- 16 – valuellessness
- 17 – aimlessness
- 18 –lack of entertainment and social possibilities
- 19 – other, namely: .....

77–did not answer    99– does not know

**98. The following listed values belong to our way of life. Please rank from 1 to 5 how important these are in your life!**  
(Number '1' means: it is not important at all, number '5' means: it is very important. The numbers in between mean: transition)

	grade	NA	NK
(1) inner harmony (peace with myself)		77	99
(2) power (control over others, dominance)		77	99
(3) freedom (freedom of act and thought)		77	99
(4) social order (stability in society)		77	99
(5) interesting, various life (interesting experiences)		77	99
(6) wealth (goods, money)		77	99
(7)the role of the nation (protection and maintenance of my nation)		77	99
(8) creativity (being original, fantasy)		77	99
(9) peaceful world (exempt from conflicts and wars)		77	99
(10) respect of traditions (preservation of respected customs)		77	99
(11) religious faith		77	99
(12) safety of the family (safety of the beloved ones)családi biztonság		77	99
(13) various life (full of challenges, new things and changes)		77	99
(14) true friendship (close supporting friends who always stand by me)		77	99
(15) love/happiness		77	99
(16) beauty		77	99

99. How much do the following characterize you?

USE THE ANSWERSHEET no.11

- 1- not at all characteristic
- 2- rather not characteristic
- 3- so-so
- 4- rather characteristic
- 5- fully characteristic

	1	2	3	4	5	NA	NK
1. I easily make friends	1	2	3	4	5	77	99
2. I love company	1	2	3	4	5	77	99
3. I think you can trust the majority of the people	1	2	3	4	5	77	99
4. While travelling on the train I like talking to strangers	1	2	3	4	5	77	99
5. It disturbs me if my friends visit me without previous notice	1	2	3	4	5	77	99
6. I think you have to think it twice who you talk to	1	2	3	4	5	77	99
7. Before making a major decision, I fight a lot inside	1	2	3	4	5	77	99
8. I like it if my life is clear and organised	1	2	3	4	5	77	99
9. Those people who are never satisfied annoy me	1	2	3	4	5	77	99
10. It is important for me what others think about me	1	2	3	4	5	77	99
11. I am the type who always says if does not agree	1	2	3	4	5	77	99
12. Before making a major decision, I need others' opinion, too	1	2	3	4	5	77	99
13. If possible, I rather avoid conflicts	1	2	3	4	5	77	99
14. I am said to be determined	1	2	3	4	5	77	99

100. Do you have such friends whom you spend your time with?

0 – no

→  
Go to question no.105

1 – yes

7 –did not answer      9 – does not know

101. How many people are there in this company?

Number

7 –did not answer      8 – does not refer to him/her      9 – does not know

102. What do you do together the most often?

- 1- .....
- 2- .....
- 3- .....

103. When you are with your friends (mates), where do you spend your time the best?

- 1 – in the children's home
- 2 – in a disco
- 3 – in a party
- 4 – in a pub
- 5 – in a club(as a place of entertainment)
- 6 – in a concerts (pop music)
- 7 – in a plaza, other shopping malls
- 8 – in a town, village (in the street, square, etc.)
- 9 – in a sport circle (body building, fitness salon)
- 10 – on a trip, on a hiking tour
- 11 –in another place:.....

7 –did not answer      8 – does not refer to him/her      9 – does not know

**104. Among your acquaintances is there**

	yes	no	NK	NA
1. physically handicapped	1	0	7	9
2. mentally handicapped	1	0	7	9
3. somebody who has a chronic illness	1	0	7	9
4. someone whose mother tongue is not Hungarian	1	0	7	9
5. divorced	1	0	7	9
6. alcoholic	1	0	7	9
7. somebody who has already broken the law	1	0	7	9
8. very poor	1	0	7	9
9. homeless	1	0	7	9
10. mentally ill	1	0	7	9
11. drug addict	1	0	7	9
12. ex state-cared	1	0	7	9
13. heavy smoker	1	0	7	9
14. gypsy person	1	0	7	9
15. somebody who has already had suicide attempts	1	0	7	9
16. homosexual	1	0	7	9
17. permanently unemployed	1	0	7	9

**105. How many true friends have you got?**

		friend
--	--	--------

77–did not answer	99– does not know
-------------------	-------------------

**106. Have you ever asked for help in case of financial problems?**

	No	It happened once	It happened on more occasions	NA	NK
1. From parents, grandparents	0	1	2	7	9
2. From sibling, relatives	0	1	2	7	9
3. From your friends	0	1	2	7	9
4. From your classmates at school	0	1	2	7	9
5. From your mates in the institute	0	1	2	7	9
6. From your partner	0	1	2	7	9
7. From another person: .....	0	1	2	7	9

**107. How do you feel? At school the others:**

- 5 – Like you
- 4 – Quite a lot of students like you
- 3 – Neutral towards you
- 2 – Nobody like you
- 1 – Hate you, cannot stand you

7–did not answer	9– does not know
------------------	------------------

**108. Have you ever asked for help when you needed mental support?**

	No	It happened once	It happened on more occasions	NA	NK
1. From parents, grandparents	0	1	2	7	9
2. From sibling, relatives	0	1	2	7	9
3. From your friends	0	1	2	7	9
4. From your classmates at school	0	1	2	7	9
5. From your mates in the institute	0	1	2	7	9
6. From your partner	0	1	2	7	9
7. From another person: .....	0	1	2	7	9

**109. How do you feel? In the children’s home the others:**

- 5 – Like you
- 4 – Quite a lot of students like you
- 3 – Neutral towards you
- 2 – Nobody like you
- 1 – Hate you, cannot stand you

7–did not answer      9– does not know

**110. Have you ever asked for help in case of learning problems?**

	No	It happened once	It happened on more occasions	NA	NK
1. From parents, grandparents	0	1	2	7	9
2. From sibling, relatives	0	1	2	7	9
3. From your friends	0	1	2	7	9
4. From your classmates at school	0	1	2	7	9
5. From your mates in the institute	0	1	2	7	9
6. From your partner	0	1	2	7	9
7. From another person: .....	0	1	2	7	9

**111. What do you think about living based on a daily routine?**

- 1 – It is a good thing because I always know exactly what to do
- 2 – It has advantages and disadvantages
- 3 – It is bad because I always have to do what the daily routine requires

7–did not answer      9– does not know

**112. Usually how does your day look like?**

- 1 – Based on a daily routine, they always tell me what I have to do
- 2 – There is a daily routine, but besides the fix daily programs, I can decide what to do
- 3 – I arrange my days as I please, nobody talks into it

7–did not answer      9– does not know

**113. In the past one month how much did you spend from your own money on the followings?**

	The past month's sum of money		NA	NK
(1) cultural expenses (theatre, cinema, concert)	About.: .....	HUF	7	9
(2) buying books	About.: .....	HUF	7	9
(3) entertainment	About.: .....	HUF	7	9
(4) clothing	About.: .....	HUF	7	9
(5) cigarette, alcohol	About.: .....	HUF	7	9
(6) sport, physical activities	About.: .....	HUF	7	9
(7) savings	About.: .....	HUF	7	9
(8) other	About.: .....	HUF	7	9

**114. When were you last**

**USE THE ANSWERSHEET no.12**

	Within 1 month	1-2 months ago	4-6 months ago	Longer time ago	never	NA	NK
(1) in a theatre as a viewer?	5	4	3	2	1	7	9
(2) in a cinema?	5	4	3	2	1	7	9
(3) in a museum, exhibition?	5	4	3	2	1	7	9
(4) in a library?	5	4	3	2	1	7	9
(5) in a pop concert?	5	4	3	2	1	7	9
(6) in a disco?	5	4	3	2	1	7	9
(7) in a classical concert?	5	4	3	2	1	7	9
(8) in a book shop?	5	4	3	2	1	7	9
(9) in a culture house?	5	4	3	2	1	7	9
(10) in a ball, at a party?	5	4	3	2	1	7	9

**115. How much time do you spend with watching Tv daily?**

0 – I don't watch Tv

—————>  
Go to question no.118

- 1 – 30 minutes or less daily
- 2 – Between 30 and 60 minutes daily
- 3 – Between 1 and 2 hours daily
- 4 – More than 2 hours daily

7–did not answer    9– does not know

**116. What type of films do you like watching on Tv the most?**

- 1 – action films
- 2 – comedies
- 3 – series
- 4 – nature films
- 5 – documentaries
- 6 – talk shows
- 7 – sport programmes
- 8 – cartoons, tales
- 9 – news
- 10 – general knowledge quiz shows
- 11 – reality shows
- 12 – funny quiz shows
- 13 – other:.....

77 – did not answer    88 – does not refer to him/her    99 – does not know

**117. How much time do you spend with reading just for fun daily (so besides learning)?**

- 0 – I do not read just for fun
- 1 – 30 minutes or less daily
- 2 – Between 30 and 60 minutes daily
- 3 – Between 1 and 2 hours daily
- 4 – More than 2 hours daily

7–did not answer    9– does not know

118. How often do you read the following readings by yourself (so not because it is compulsory)?

USE ANSWERSHEET No. 13

		Almost never	On some occasions a year	Monthly	Weekly	More times a week	NA	NK
1.	Daily paper	1	2	3	4	5	7	9
2.	Periodical, magazine	1	2	3	4	5	7	9
3.	Comic	1	2	3	4	5	7	9
4.	Fiction	1	2	3	4	5	7	9
5.	Sci-fi books	1	2	3	4	5	7	9
6.	Scientific books	1	2	3	4	5	7	9
7.	E-mail or web-page	1	2	3	4	5	7	9

119. How often do you go to a library?

- 1 – Never or very rarely
- 2 – On some occasions a year
- 3 – Once a month
- 4 – Once a week
- 5 – More times a week

→  
Go to question no.122.

7–did not answer    9– does not know

120. In most cases what is the aim of your library visit?

- 1 – Borrowing a book
- 2 – Reading a book on the spot
- 3 – Reading a newspaper
- 4 – Listening to music
- 5 – Watching a video or DVD
- 6 – Using the internet
- 7 – Other:.....

77 – did not answer    88 – does not refer to him/her    99 – does not know

121. Could you use the internet if you wanted in....?

		yes	no	NA	NK
1.	The children's home?	1	0	7	9
2.	Your school?	1	0	7	9
3.	The library?	1	0	7	9
4.	Your workplace?	1	0	7	9
5.	A public place? (tele-house, Internet-café, etc.)	1	0	7	9

122. Do you use the internet?

- 0 – Almost never
- 2 – On some occasions a year
- 3 – Once a month
- 4 – Once a week
- 5 – More times a week

→  
Go to question no.125

7–did not answer    9– does not know

123. Which service of the internet do you use?

- (more answers are possible)
- 1 – write emails
  - 2 – surf on web pages
  - 3 – download programmes
  - 4 – chat

6 – did not answer    8 – does not refer to him/her    9 – does not know

124. Do you have a model, a person you would like to take after?

0 – no

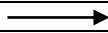


Go to question no.128

1 – yes

7 – did not answer

9 – does not know



Go to question no.128

125. Who is this person?

.....

**The interviewer must clear the situation and put the person into the categories below!**

1 – *fictitious person who does not exist*

11 – movie hero

12 – a character from a literary work of art

13 – other fictitious person

2 – *existing person but the subject does not know him/her in person*

21 – well-known actor/actress

22 – well-known musician

23 – well-known sportsman/woman

24 – well-known media personality

25 – well-known politician

26 – well-known scientist

27 – other well-known person

3 – *existing person, the subject knows him/her in person*

31 – father

32 – mother

33 – other adult relative

34 – teacher, caregiver

35 – other not adult relative

36 – sibling

37 – friend

38 – schoolmate, colleague

39 – other person from the same agegroup

77– did not answer

88– does not refer to him/her

99 – does not know

126. Why would you like to take after him/her?

.....  
.....

127. Is there such a person whom you would not like to take after at all, who is unpleasant in your eyes?

0 – no

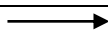


Go to question no.131

1 – yes

7 – did not answer

9 – does not know



Go to question no. 131

**128. Who is this person?**

.....

**The interviewer must clear the situation and put the person into the categories below!**

- 1 – *fictitious person who does not exist*
  - 11 – movie hero
  - 12 – a character from a literary work of art
  - 13 – other fictitious person
- 2 – *existing person but the subject does not know him/her in person*
  - 21 – well-known actor/actress
  - 22 – well-known musician
  - 23 – well-known sportsman/woman
  - 24 – well-known media personality
  - 25 – well-known politician
  - 26 – well-known scientist
  - 27 – other well-known person
- 3 – *existing person, the subject knows him/her in person*
  - 31 – father
  - 32 – mother
  - 33 – other adult relative
  - 34 – teacher, caregiver
  - 35 – other not adult relative
  - 36 – sibling
  - 37 – friend
  - 38 – schoolmate, colleague
  - 39 – other person from the same agegroup

77– did not answer    88– does not refer to him/her    99 – does not know

**129. Why wouldn't you like to take after him/her? Why is he/she unpleasant in your eyes?**

.....  
.....

**130. Have you ever heard of such a well-known Hungarian person who was brought up in state-care?**

0 – no



Go to question no. 134

1 – yes

7 – did not answer    9 – does not answer

**131. How many such people could you mention?**

..... person

77– did not answer    88– does not refer to him/her    99 – does not know

**132. Who do you appreciate the most?**

.....



133. Now I am going to give you short descriptions about different people.  
Please, tell me how much the given person takes after you!

USE ANSWERSHEET NO. 14

		5 - Completely 4 - Mostly yes 3 - So-so 2 - Mostly no 1 - Not at all					NA	NK
1.	Such a person for whom it is important to be polite with others.	1	2	3	4	5	7	9
2.	Such a person who like doing things as he pleases.	1	2	3	4	5	7	9
3.	Such a person who finds it important to be very successful.	1	2	3	4	5	7	9
4.	Such a person who finds it important to do things the way he learn it from his family.	1	2	3	4	5	7	9
5.	Such a person who finds it important to treat people equally.	1	2	3	4	5	7	9
6.	Such a person who loves surprises.	1	2	3	4	5	7	9
7.	Such a person who does not like when there are changes around him.	1	2	3	4	5	7	9
8.	Such a person who finds his homelands safety very important.	1	2	3	4	5	7	9
9.	Such a person who always wants to help those people who are close to him.	1	2	3	4	5	7	9
10.	Such a person who likes to be in control.	1	2	3	4	5	7	9
11.	Such a person who likes enjoying life.	1	2	3	4	5	7	9
12.	Such a person who likes to decide what to do.	1	2	3	4	5	7	9
13.	Such a person who finds it important not to wish more than we have.	1	2	3	4	5	7	9
14.	Such a person who finds it important to be wealthy.	1	2	3	4	5	7	9
15.	Such a person who thinks it is more effective to cooperate than to compete with each other.	1	2	3	4	5	7	9
16.	Such a person who likes taking risk.	1	2	3	4	5	7	9
17.	Such a person who finds honesty very important.	1	2	3	4	5	7	9
18.	Such a person who finds important to have everything in clear order.	1	2	3	4	5	7	9
19.	Such a person who exploits every opportunity to go out.	1	2	3	4	5	7	9
20.	Such a person who finds it important to take care of the nature.	1	2	3	4	5	7	9
21.	Such a person who thinks people have to act based on rules.	1	2	3	4	5	7	9
22.	Such a person who likes trying out new things .	1	2	3	4	5	7	9
23.	Such a person who likes when people know what he does well.	1	2	3	4	5	7	9
24.	Such a person whose familys safety is extremely important for him.	1	2	3	4	5	7	9
25.	Such a person who finds it important to take others opinion into consideration, too.	1	2	3	4	5	7	9
26.	Such a person who does not like to be proud of his results.	1	2	3	4	5	7	9
27.	Such a person who is of curious nature.	1	2	3	4	5	7	9
28.	Such a person who does not like to compete with others to get something.	1	2	3	4	5	7	9
29.	Such a person who finds it important to fit in and act like the others.	1	2	3	4	5	7	9
30.	Such a person who wants to avoid to do anything that people consider bad or not right.	1	2	3	4	5	7	9
31.	Such a person who finds it important that there should be peace everywhere.	1	2	3	4	5	7	9
32.	Such a person who finds it important to show his abilities.	1	2	3	4	5	7	9
33.	Such a person whose friends can trust him.	1	2	3	4	5	7	9
34.	Such a person who considers religiousness important.	1	2	3	4	5	7	9

134. When you were born into what religion you were registered?

- 1 – Roman Catholic
- 2 – Greek Catholic
- 3 – Calvinist
- 4 - Lutheran
- 5 - Jewish
- 6 - Orthodox
- 7 – other denomination
- 8 – he/she was not baptised, he/she was not registered

7 – did not answer	9 – does not know
--------------------	-------------------

135. Do you consider it important to believe in something?

- 1 – yes
- 0 – no

7 – did not answer

136. Do you pray? (the prayer does not have to be “a fix text”)

- 0 – no, never
- 1 – rarely, once or twice a year
- 2 – monthly, once in two months
- 3 – regularly, weekly or daily

7 – did not answer

137. Among the following statements which describe you the best:

- 1 – I am religious, I follow the teaching of the church or other congregations
- 2 – I am religious in a way, I do not follow the teaching of either a church or a congregation
- 3 – I cannot say whether I am religious or not
- 4 – I am not religious
- 5 – I am not religious, my belief is definitely different

7 – did not answer

138. Are you the member of a church or congregation?

- 1 – yes
- 0 – no

7 – did not answer

139. On the following scale where would you place yourself based on your state of health?

USE ANSWERSHEET NO. 15

1	2	3
	4	5
	6	7
Ill		healthy

7 – did not answer 9 – does not know

140. Do you have such a disease because of which you have to take medicine regularly?

- 0 – no
- 1 – yes

—————>  
Go to question no.145

7 – did not answer 9 – does not know

141. What is this disease?

.....

142. Does anybody observe your disease in the childrens home?

(Whether you have medicine, whether you always take it, whether you have to visit the doctor, etc.?)

- 0 – no
- 1 – yes

7 – did not answer 8 – does not refer to him/her 9 – does not know

143. Does this disease prevent you from learning, working, living your everyday life?

- 0 – no
- 1 – yes, slightly
- 2 – yes, largely

7 – did not answer 8 – does not refer to him/her 9 – does not know

**144. How often do you stay at home because of a smaller illness (cold, flu)?**

- 1 – almost never
- 2 – rarely, once or twice a year
- 3 – once in two or three months
- 4 – almost monthly

7 – did not answer    9 – does not know

**145. Is it a good thing to stay at home with such a smaller illness?**

- 0 – no
- 1 – yes

7 – did not answer    9 – does not know

**146. Why?**

.....  
 .....  
 .....

**147. Do you sometimes have a bad mood?**

- 1 – almost never
- 2 – rarely
- 3 – often
- 4 – very often

7 – did not answer    9 – does not know

**148. Do you have nightmares?**

- 0 – no
- 1 – yes

7 – did not answer    9 – does not know

**149. Have you ever thought that your life is useless?**

- 0 – no
- 1 – yes

7 – did not answer    9 – does not know

**150. Have you ever tried to commit suicide?**

- 0 – no
- 1 – yes

7 – did not answer    9 – does not know

**151. How important are the followings for you?**

**USE ANSWERSHEET NO. 16**

		Not at all important	Not important	Important	Very important	NA	NK
1	Preservation of health	1	2	3	4	7	9
2	Healthy, regular meals	1	2	3	4	7	9
3	Regular bathing, hygienic	1	2	3	4	7	9
4	Regular teeth cleaning	1	2	3	4	7	9
5	Doing sports, physical exercises	1	2	3	4	7	9
6	Relaxing, regeneration	1	2	3	4	7	9

**152. Do you do any sports regularly? (more answers are possible)**

- 3-yes, in a sport association
- 2-yes, at a school level
- 1-yes, but not in an organised framework
- 0-no

—————→  
 Go to question no.155

7 – did not answer    9 – does not know

153. What sport do you do?(write in only the one you do the most often)

.....

154. Have you ever had a sexual relationship?

0 – no



Go to question no.158

1 – yes

7 – did not answer 9 – does not know

155. How old were you when you had your first sexual relationship?

..... Years old

77 – did not answer 88– does not refer to him/her 99 – does not know

156. Who wanted this first sexual relationship primarily?

1 – You

2 – your partner

3 – both of you

7 – did not answer 8– does not refer to him/her 9 – does not know

157. Have you ever tried smoking or do you smoke?

1 – I have never tried it

2 – once I tried it but then I didn't smoke

3 – I smoked, but I have already given it up

4 – I smoke a couple of times a year

5 – I smoke a couple of times a month

6 – I smoke regularly (daily)

7 – did not answer 9 – does not know

If he/she smokes regularly.

158. How long have you been smoking regularly?

For..... year(s)

77 – did not answer 88– does not refer to him/her 99 – does not know

159. Have you ever tried drinking alcohol or do you drink?

1 – I have never tried it

2 – once I tried it but then I never drank

3 – I drank, but I have already given it up

4 – I drink a couple of times a year

5 – I drink a couple of times a month

6 – I regularly drink (weekly)

7 – did not answer 9 – does not know

If he/she drinks alcohol regularly.

160. How long have you been drinking regularly?

For ..... year(s)

77 – did not answer 88– does not refer to him/her 99 – does not know

161. What alcohol do you drink the most often?

1 – beer

2 – wine, champagne

3 – vermuth

4 – spirits (palinka, vodka, cognac, whiskey)

7 – did not answer 8 –does not refer to him/her 9 – does not know

162. Has it ever happened that you drank alcohol to medicine?

0 – no

1 – yes, once

2 – yes, more times

7 – did not answer 8 –does not refer to him/her 9 – does not know

**163. Have you ever tried drugs or do you use drugs?**

- 1 – I have never tried it
- 2 – I once tried it but never again
- 3 – I used drugs, but not any more
- 4 – I use drugs a couple of times a year
- 5 – I use drugs a couple of times a month
- 6 – I regularly use drugs (at least weekly or even more often)

7 – did not answer    9 – does not know

If he/she uses drugs monthly or weekly.

**164. How long have you used drugs?**

For..... year(s)

77 – did not answer    88 – does not refer to him/her    99 – does not know

**165. What drug do you use the most often?**

.....  
 .....

**166. How much are the following statements true for you?**

USE ANSWERSHEET NO. 17

- 1 – Not at all true
- 2 – Mostly not true
- 3 - Partly true
- 4 – Mostly true
- 5 – Completely true

						NA	NK
I can hardly express what I feel in a givben situation.	1	2	3	4	5	7	9
Usually I am not hot-tempered.	1	2	3	4	5	7	9
I do not care about my feelings and mood much.	1	2	3	4	5	7	9
Many times I do not know how others feel.	1	2	3	4	5	7	9
It often happens that I say or do something that I later regret.	1	2	3	4	5	7	9
I think the feelings of people are unexpectable.	1	2	3	4	5	7	9
I can hardly show my feelings.	1	2	3	4	5	7	9
If I hurt somebody, I always notice it later.	1	2	3	4	5	7	9
Feelings vanish, they do not have much importance in life.	1	2	3	4	5	7	9
If I get to like something, it cannot go out of my mind, I do everything to get it.	1	2	3	4	5	7	9
If I have to choose between learning and going out, I rather choose the latter one.	1	2	3	4	5	7	9
If it is a must, I can even work for months or save in order to buy myself something.	1	2	3	4	5	7	9
I think it is worth giving up some things to reach your aims.	1	2	3	4	5	7	9
Very often at an oral presentation it does not come to my mind what I knew the day before.	1	2	3	4	5	7	9
At an oral presentation or a test I can never do my best.	1	2	3	4	5	7	9
If there is a lot at stake, I often freeze. (I cannot concentrate on the task)	1	2	3	4	5	7	9
I am not a nervous type.	1	2	3	4	5	7	9

**167. When you have to solve an extremely unpleasant task, how do you act mostly?**

- 1 – I start immediately to get over it as soon as possible.
- 2 – I postpone it until I can.
- 3 – I do not do it, I “explain it out” somehow.
- 4 – I find somebody to do it instead of me.
- 5 - Other:.....

7 – did not answer    9 – does not know

**168. When you face an extremely difficult problem, which one of the followings do you choose the most often?**

- 1 – I solve it by myself.
- 2 – I ask help from my family, friends or an expert.
- 3 – I try to forget about it and pretend as if it was not there.
- 4 - Other:.....

7 – did not answer    9 – does not know

169. How much do you agree with the following statements?

USE ANSWERSHEET NO. 18

STATEMENT/ATTITUDE		1 – I do not agree with it at all 2 – I do not agree with it mostly 3 – so-so 4 – I agree with it mostly 5 – I completely agree with it					NA	NK
		1	2	3	4	5		
1.	Determined, strong leaders are needed.	1	2	3	4	5	7	9
2.	In certain situations, one-two smacks can be effective.	1	2	3	4	5	7	9
3.	Children must respect the adults.	1	2	3	4	5	7	9
4.	Orders must be carried out.	1	2	3	4	5	7	9
5.	I do not like those people who talk back.	1	2	3	4	5	7	9
6.	Rules must be kept at all times.	1	2	3	4	5	7	9

170. How much do you agree with the following statements?

USE ANSWERSHEET NO.9

		4 – It is exactly true 3 – It is more or less true 2 – It is usually not true 1 – Not at all true				NV	NT
		4	3	2	1		
1.	Basically every policeman treats youth badly.	4	3	2	1	7	9
2.	I experience hostility against youth everywhere.	4	3	2	1	7	9
3.	The truth is that society does a lot for youth.	4	3	2	1	7	9
4.	Youth cannot tolerate everything, if it is needed, they must fight back.	4	3	2	1	7	9
5.	In fact I can thank a lot for my caregivers and teachers.	4	3	2	1	7	9
6.	I keep on trying to understand the adults, although it is difficult sometimes.	4	3	2	1	7	9
7.	The problems of youth are understood by a very few people.	4	3	2	1	7	9
8.	I do not rely on the experience of adults much, I rather rely on my own experiences.	4	3	2	1	7	9
9.	I learn more from my same-aged friends than from the adults.	4	3	2	1	7	9
10.	My teachers and caregivers always talk into such things which are not their business.	4	3	2	1	7	9

171. How would you react if any one member of the following groups moved into your room?

USE ANSWERSHEET NO. 20

		1 – I would prevent it 2 – I would demonstrate 3 – I would not be happy, but I would accept it 4 – I would take it naturally 5 – I would be happy					NA	NK
		1	2	3	4	5		
1.	Black	1	2	3	4	5	7	9
2.	Arabic	1	2	3	4	5	7	9
3.	Gypsy	1	2	3	4	5	7	9
4.	Mentally disabled	1	2	3	4	5	7	9
5.	Aggressor, violent	1	2	3	4	5	7	9
6.	Prostitute	1	2	3	4	5	7	9
7.	Drug addict	1	2	3	4	5	7	9
8.	Unemployed	1	2	3	4	5	7	9
9.	Alcoholist	1	2	3	4	5	7	9
10.	Homosexual	1	2	3	4	5	7	9
11.	Criminal	1	2	3	4	5	7	9
12.	.....						7	9

Thank you for your answers!

End of the interview:

2005. .... month ..... day..... hour ..... minute

**Interviewer: (do not ask it, just mark it!)**

**172. The gender of the subject:**

- 1 – male
- 2 – female

**173. Was the subject of gypsy origin?**

- 1 – yes
- 2 – no
- 9 – I cannot decide

**Thank you for your work!**

# **/4/. A törvény és rendelet**

**/A 2008. október 30-án hatályban lévő/**

**1997. évi XXXI. Törvény**

**A gyermekek védelméről és a gyámügyi igazgatásról**

Az Országgyűlés a jövő nemzedékéért érzett felelősségtől vezérelve a Gyermek jogairól szóló, New Yorkban, 1989. november 20-án kelt Egyezmény kihirdetéséről szóló 1991. évi LXIV. Törvényben, továbbá a Magyar Köztársaság Alkotmányában meghatározott gyermeki jogok érvényre juttatása érdekében, a házasságról, a családról és a gyámságról szóló 1952. évi IV. törvénnyel, valamint a szociális igazgatásról és a szociális ellátásokról szóló 1993. évi III. törvénnyel összhangban a következő törvényt alkotja:

## ***ELSŐ RÉSZ***

### ***ALAPVETŐ RENDELKEZÉSEK***

#### **I. Fejezet**

##### **Általános rendelkezések**

##### **A törvény célja és alapelvei**

**1. § (1)** E törvény célja, hogy megállapítsa azokat az alapvető szabályokat, amelyek szerint az állam, a helyi önkormányzatok és a gyermekek védelmét ellátó természetes és jogi személyek, továbbá a jogi személyiséggel nem rendelkező más szervezetek meghatározott ellátásokkal és intézkedésekkel segítséget nyújtsanak a gyermekek törvénybe foglalt jogainak és érdekeinek érvényesítéséhez, a szülői kötelességek teljesítéséhez, illetve gondoskodjanak a gyermekek veszélyeztettségének megelőzéséről és megszüntetéséről, a hiányzó szülői gondoskodás pótlásáról, valamint a gyermekvédelmi gondoskodásból kikerült fiatal felnőttek társadalmi beilleszkedéséről.

(2) A törvény meghatározza az (1) bekezdésben megjelölt célok elérésében a gyermekek alapvető jogait és e jogok érvényesítésének garanciáit a gyermekek védelmének rendszerét, alapvető szabályait.

**2. § (1)** A gyermekek védelmét ellátó helyi önkormányzatok, gyámhivatalok, bíróság, rendőrség, ügyészség, pártfogó felügyelői szolgálat, más szervezetek és személyek e törvény alkalmazása során a gyermek mindenek felett álló érdekét figyelembe véve, törvényben elismert jogait biztosítva járnak el.

(2) Az (1) bekezdésben foglaltak szerint eljáró szervezetek és személyek tevékenységük során együttműködnek a családdal és – jogszabályban meghatározottak szerint – elősegítik a gyermek családban történő nevelkedését.

(3) A gyermek családban történő nevelkedését segítő ellátást a gyermek és családja helyzetéhez, szükségleteihez igazodóan kell nyújtania.

(4) A családjából bármely ok miatt kikerült gyermek biztonságát, korához és szükségleteihez igazodó gondozását, nevelését, egészséges személyiségfejlődését biztosítani kell.

**3. § (1)** A jogszabályban meghatározott ellátások igénybevétele általában önkéntes. A gyermek szülője vagy más törvényes képviselője csak törvényben meghatározott esetekben kötelezhető valamely ellátás igénybevételére.

(2) A gyermekek védelme során az egyenlő bánásmód követelményét meg kell tartani.

#### **II. fejezet**

##### **Alapvető jogok és kötelességek**

##### **Gyermeki jogok**

**6. § (1)** A gyermeknek joga van a testi, értelmi, érzelmi és erkölcsi fejlődést, egészséges felnevelkedését és jólétét biztosító saját családi környezetében történő nevelkedéséhez.

(2) A gyermeknek joga van ahhoz, hogy segítséget kapjon a saját családjában történő nevelkedéséhez, személyiségének kibontakoztatásához a fejlődését veszélyeztető helyzet elhárításához a társadalomba való beilleszkedéséhez, valamint önálló életvitelének megteremtéséhez.

(3) A fogyatékos, tartósan beteg gyermeknek joga van a fejlődését és személyisége kibontakozását segítő különleges ellátáshoz.

(4) A gyermeknek joga van ahhoz, hogy a fejlődésére ártalmas környezeti és társadalmi hatások, valamint az egészségére káros szerek ellen védelemben részesüljön.



(5) A gyermeknek joga van emberi méltósága tiszteletben tartásához, a bántalmazással – fizikai, szexuális vagy lelki erőszakkal -, az elhanyagolással és az információs ártalommal szembeni védelemhez. A gyermek nem vethető alá kínzásnak, testi fenyegetésnek és más kegyetlen, embertelen, vagy megalázó büntetésnek, illetve bánásmódnak.

(6) A gyermeknek joga van ahhoz, hogy a médiában fejlettségének megfelelő, ismeretei bővítését segítő, a magyar nyelv és kultúra értékeit őrző műsorokhoz hozzáférjen, továbbá, hogy védelmet élvezzen az olyan káros hatásokkal szemben, mint a gyűlöletkeltés, az erőszak és a pornográfia.

**7. § (1)** A gyermek szüleitől vagy más hozzátartozóitól csak saját érdekében, törvényben meghatározott esetekben és módon választható el. A gyermeket kizárólag anyagi okból fennálló veszélyeztetettség miatt nem szabad családjától elválasztani.

(2) A gyermeknek joga van – örökbefogadó családban vagy más, családot pótló ellátás formájában – a szülői vagy más hozzátartozói gondoskodást helyettesítő védelemhez.

(3) A gyermek helyettesítő védelme során tiszteletben kell tartani lelkiismereti és vallásszabadságát, továbbá figyelemmel kell lenni nemzetiségi, etnikai és kulturális hovatartozására.

(4) Ha törvény másként nem rendelkezik, a gyermeknek a szülő felügyeleti joga megszűnése esetén is joga van származása, vér szerinti családja megismeréséhez és – a vér szerinti család beleegyezése mellett - a kapcsolattartáshoz.

(5) A gyermeknek joga van ahhoz, hogy mindkét szülőjével kapcsolatot tartson abban az esetben is, ha a szülők különböző államokban élnek.

**8. § (1)** A gyermeknek joga van a szabad véleménynyilvánításhoz, és ahhoz, hogy tájékoztatást kapjon jogairól, jogai érvényesítésének lehetőségeiről, továbbá ahhoz, hogy a személyét és vagyonát érintő minden kérdésben közvetlenül, vagy más módon meghallgassák és véleményét korára, egészségi állapotára és fejlettségi szintjére tekintettel figyelembe vegyék.

(2) A gyermeknek joga van ahhoz, hogy az őt érintő ügyekben az e törvényben meghatározott fórumoknál panasszal éljen.

(3) A gyermeknek joga van ahhoz, hogy alapvető jogai megsértése esetén bíróságnál és törvényben meghatározott más szerveknél eljárást kezdeményezzen.

**9. § (1)** Az átmeneti vagy tartós nevelésbe vett gyermek joga különösen, hogy életkorához, egészségi állapotához, fejlettségéhez, valamint egyéb szükségleteihez igazodóan

a) állandóságot, érzelmi biztonságot nyújtó teljes körű ellátásban, gondozásban, - nemzetiségi, etnikai és vallási hovatartozását figyelembe vevő – megfelelő nevelésben, oktatásban részesüljön,

b) gondozási helyének megváltoztatását, gyermekével vagy testvéreivel való együttes elhelyezését kezdeményezze,

c) felzárkóztató, tehetségfejlesztő programokon és érdeklődésének megfelelő szabadidős foglalkozásokon vegyen részt,

d) vallási vagy lelkiismereti meggyőződését szabadon megválassza, kinyilvánítsa és gyakorolja, valamint hit- és vallásoktatásban vegyen részt,

e) véleményt nyilvánítson a részére biztosított nevelésről, oktatásról, ellátásról, a személyét érintő kérdésekben meghallgassák, tájékoztassák,

f) érdekei képviseletére gyermekönkormányzat létrehozását kezdeményezze,

g) támogatást kapjon gondozójától, törvényes képviselőjétől családi környezetébe való visszatéréséhez,

h) családi környezetébe való visszatérését kezdeményezze,

i) személyes kapcsolatait ápolhassa,

j) a személyes tulajdon szokásos tárgyaihoz fűződő jogait gyakorolhassa,

k) utógondozásban részesüljön.

(2) Ha az (1) bekezdés i) pontja szerinti jog gyakorlása a gyermek személyiségfejlődését hátrányosan befolyásolja, a szülő vagy más kapcsolattartásra jogosult közeli hozzátartozó kapcsolattartási joga az e törvényben foglaltak szerint korlátozható, megvonható vagy szüneteltethető.

(3)

**10. § (1)** A gyermek kötelessége különösen, hogy

a) gondozása és nevelése érdekében szülőjével vagy más törvényes képviselőjével, gondozójával együttműködjön, képességeinek megfelelően tegyen eleget tanulmányi kötelezettségének,

c) tartózkodjék az egészségét károsító életmód gyakorlásától és az egészségét károsító szerek használatától.

(2) A gyermekjóléti és gyermekvédelmi ellátást biztosító intézmények házirendje – e törvényben meghatározott keretek között - a gyermek életkorához, egészségi állapotához, fejlettségi szintjéhez igazodva állapítja meg a gyermekek jogai gyakorlásának és kötelességei teljesítésének szabályait.

(3) Az intézmény – a külön jogszabályban meghatározottak szerint elkészített – házirendjét az intézményben mindenki által jól látható helyen ki kell függeszteni, és gondoskodni kell annak megismertetéséről.

### III. Fejezet

#### A gyermekek védelmének rendszere

**14. §** (1) A gyermekek védelme a gyermek családban történő nevelkedésének elősegítésére, veszélyeztetettségének megelőzésére és megszüntetésére, valamint a szülői vagy más hozzátartozói gondoskodásból kikerülő gyermek helyettesítő védelmének biztosítására irányuló tevékenység.

(2) A gyermekek védelmét pénzbeli, természetbeni és személyes gondoskodást nyújtó gyermekjóléti alapellátások, illetve gyermekvédelmi szakellátások, valamint e törvényben meghatározott hatósági intézkedések biztosítják.

(3) A gyermekvédelmi rendszer működtetése állami és önkormányzati feladat.

**15. §** (1) Pénzbeli és természetbeni ellátások:

- a) a rendszeres gyermekvédelmi kedvezmény,
- b) a rendkívüli gyermekvédelmi támogatás,
- c) a gyermektartásdíj megelőlegezése,
- d) az otthontermelési támogatás,
- e) a kiegészítő gyermekvédelmi támogatás

(2) A személyes gondoskodás keretébe tartozó gyermekjóléti alapellátások:

- a) a gyermekjóléti szolgáltatás
- b) a gyermekek napközbeni ellátása
- c) a gyermekek átmeneti gondozása

(3) A személyes gondoskodás keretébe tartozó gyermekvédelmi szakellátások:

- a) az otthont nyújtó ellátás,
- b) az utógondozói ellátás,
- c) a területi gyermekvédelmi szakszolgáltatás.

(4) A gyermekvédelmi gondoskodás keretébe tartozó hatósági intézkedések:

- a) a védelembé vétel,
- b) a családbafogadás,
- c) az ideiglenes hatályú elhelyezés
- d) az átmeneti nevelésbe vétel,
- e) a tartós nevelésbe vétel,
- f) a nevelési felügyelet elrendelése,
- g) az utógondozás elrendelése,
- h) az utógondozói ellátás elrendelése

(5) A gyermekvédelmi rendszer része a bíróság által javítóintézeti nevelésre utalt, illetve előzetes letartóztatásba helyezett fiatalkorúak intézeti ellátása. A fiatalkorúak javítóintézeti neveléséről külön törvény rendelkezik.

(6) A gyermekjóléti és gyermekvédelmi rendszerben foglalkoztatottakat – a külön jogszabályban meghatározott munkakörükkel összefüggésben – megilleti az a jog, hogy személyüket megbecsüljék, emberi méltóságukat és személyiségi jogaikat tiszteletben tartsák, tevékenységüket értékeljék és elismerjék.

**17. §** (1) az e törvényben meghatározott gyermekvédelmi rendszerhez kapcsolódó feladatokat látják el – a gyermek családban történő nevelkedésének elősegítése, a gyermek veszélyeztetettségének megelőzése és megszüntetése érdekében – a törvényben meghatározott alaptevékenység keretében

- a) az egészségügyi szolgáltatást nyújtók, így különösen a védőnői szolgálat, a házi orvos, a házi gyermekorvos,
- b) a személyes gondoskodást nyújtó szolgáltatók, így különösen a családsegítő szolgálat, a családsegítő központ,
- c) a közoktatási intézmények, így különösen a nevelési- oktatási intézmény, a nevelési tanácsadó,

d) a rendőrség,

- e) az ügyészség,
- f) a bíróság,
- g) a pártfogói felügyelői szolgálat,
- h) az áldozatsegítés és a kárenyhítés feladatait ellátó szervezetek,
- i) a menekülteket befogadó állomás, a menekültek átmeneti szállása
- j) a társadalmi szervezetek, egyházak, alapítványok.

(2) Az (1) bekezdésben meghatározott intézmények és személyek kötelesek

a) jelzéssel élni a gyermek veszélyeztetettsége esetén a gyermekjóléti szolgálatnál,  
b) hatósági eljárást kezdeményezni a gyermek bántalmazása, illetve súlyos elhanyagolása vagy egyéb más, súlyos veszélyeztető ok fennállása, továbbá a gyermek önmaga által előidézett súlyos veszélyeztető magatartása esetén.

Ilyen jelzéssel és kezdeményezéssel bármely állampolgár és a gyermekek érdekeit képviselő társadalmi szervezet is élhet.

(3) Az (1) és (2) bekezdésben meghatározott személyek, szolgáltatók, intézmények és hatóságok a gyermek családban történő nevelkedésének elősegítése, a veszélyeztetettség megelőzés és megszüntetése érdekében kötelesek egymással együttműködni és egymást kölcsönösen tájékoztatni.

## MÁSODIK RÉSZ

### ELLÁTÁSOK

#### IV. Fejezet

##### Pénzbeli és természetbeni ellátások

##### Otthonteremtési támogatás

**25. §** (1) Az otthonteremtési támogatás célja, hogy az átmeneti vagy tartós nevelésből kikerült fiatal felnőtt lakáshoz jutását, tartós lakhatása megoldását elősegítse.

(2) Otthonteremtési támogatásra jogosult az a fiatal felnőtt, akinek

a) legalább 3 éves időtartamú, folyamatos – gondozási helyén töltött- nevelésbe vétele a nagykorúvá válásával szűnt meg, és

b) készpénzének, biztosításra vagy más célból lekötött betétjének, vagy ingatlan vagyonának értéke a nagykorúvá váláskor nem haladja meg az öregségi nyugdíj legkisebb összegének hatvanszorosát.

(3) A készpénz vagyona a fiatal felnőtt árvaellátásából és keresményéből származó megtakarítást nem lehet beszámítani. A nevelésbe vétel időtartamába az ideiglenes hatályú elhelyezés időtartamát is be kell számítani, feltéve, ha a gyermeket ideiglenesen nevelőszülőnél, vagy gyermekotthonban helyezték el.

(4) Akkor is jogosult a fiatal felnőtt a támogatásra, ha a 3 évnél rövidebb időtartamú nevelésbe vételére a 80. § (1) bekezdésének a)- c) pontjában meghatározott okból került sor.

(5) A támogatás felhasználható részben vagy egészben a fiatal felnőtt tulajdonába kerülő építési telek, életvitelszerű lakhatásra alkalmas lakás, családi ház, tanya vásárlására, illetve építésre, lakhatóvá tételre, tulajdon vagy tulajdonrész-szerzéssel járó felújításra vagy bővítésre, bérlakás bérleti díjának kifizetésére, önkormányzati bérlakásának felújítására, bérleti jogviszony megvásárlására, államilag támogatott lakásprogramban való részvételre, valamint otthonteremtést elősegítő hitelintézeti kölcsön összegű törlesztésére. Indokolt esetben az otthonteremtési támogatás felhasználható a tartósan beteg, vagy fogyatékos fiatal felnőtt megfelelő ellátását biztosító, az Szt. hatálya alá tartozó bentlakásos szociális intézménybe fizetendő egyszeri hozzájárulásra is.

(6) Az otthonteremtési támogatás iránti kérelemben nyilatkozni kell a (2) - (4) bekezdésben meghatározott feltételekről, valamint arról, hogy a fiatal felnőtt az otthonteremtési támogatás felhasználása során az utógondozójával együttműködik.

(7) A gyámhivatal az otthonteremtési támogatás megállapításával egyidejűleg az utógondozás vagy utógondozói ellátás alatt nem álló fiatal felnőtt részére a lakóhely szerinti területi gyermekvédelmi szakszolgálat utógondozóját rendeli ki. Az otthonteremtési támogatás céljának megvalósulásához az utógondozó a támogatásról való elszámolásig, de legfeljebb egy évig segítséget nyújt.

**26. §** (1) Az otthonteremtési támogatás mértékét a folyamatos nevelésben eltöltött évek és a jogosult készpénz és ingatlan vagyonának együttes értéke alapján úgy kell megállapítani, hogy a vagyonnal nem rendelkező jogosult esetén érje el, a vagyonnal rendelkező jogosult esetén pedig a vagyonnal együtt érje el

a) a négy évnél rövidebb időtartamú nevelésbe vételnél az otthonteremtési támogatás megállapítása idején érvényes öregségi nyugdíj legkisebb összegének negyvenszorosát,

b) a négy évet meghaladó időtartamú nevelésbe vételnél az otthonteremtési támogatás megállapítása idején érvényes öregségi nyugdíj legkisebb összegének ötvenszorosát,

c) az öt évet meghaladó időtartamú nevelésbe vételnél az otthonteremtési támogatás megállapítása idején érvényes öregségi nyugdíj legkisebb összegének hatvanszorosát.

(2) A fiatal felnőtt köteles az otthonteremtési támogatás – a gyámhivatal által elfogadott célra történő – felhasználásáról a szerződés (pl. adásvételi vagy bérleti szerződés) megkötésétől számított 30 napon belül, de legkésőbb a támogatás megállapításától számított egy éven belül okmányokkal igazoltan elszámolni.

(3) A gyámhivatal határozata alapján a – székhelye szerinti- települési önkormányzat jegyzője az otthonteremtési támogatást a központi költségvetés terhére biztosítja.

(4) A gyámhivatal jogosult öt évi időtartamra elidegenítési tilalmat bejegyeztetni a magyar állam javára az ingatlan-nyilvántartásba, az otthonteremtési támogatással megszerzett ingatlanra.

(5) Az otthonteremtési támogatásra jogosult fiatal felnőtt kérelmére, körülményeinek lényeges változása esetén a gyámhivatal az általa bejegyzett elidegenítési tilalmat feloldhatja. A gyámhivatal ismételten jogosult a (4) bekezdésben meghatározott elidegenítési tilalmat bejegyeztetni a korábbi ingatlan felhasználásával megszerzett újabb ingatlanra, legfeljebb az előzőleg előírt elidegenítési tilalom időtartamának lejáratáig.

(6) A (4)- (5) bekezdésben meghatározott elidegenítési tilalomból eredő valamennyi polgári jogi jogviszonyban a Magyar Államot a kincstár képviseli.

**27. §** (1) A gyámhivatal a gyermeket nagykorúságának elérése előtt hat hónappal írásban tájékoztatja az otthonteremtési támogatás lehetőségéről.

(2) Az otthonteremtési támogatás iránti igényt a kérelmező

a) a nagykorúvá válást követően, de legkésőbb a 24. évének betöltéséig,

b) ha a nagykorúvá vált fiatal felnőtt még tanuló, illetőleg hallgatói jogviszonyban áll, a tanulmányainak befejezéséig, de legkésőbb a 25. évének betöltéséig nyújthatja be. E határidő elmulasztása jogvesztő.

## V. Fejezet

### A személyes gondoskodást nyújtó ellátások

#### Tájékoztatási kötelezettség

**33. §** (1) A személyes gondoskodás feltételeiről a kérelem benyújtásakor a kérelmezőt tájékoztatni kell.

(2) A személyes gondoskodást nyújtó ellátás esetén az ellátás megkezdésekor az ellátásra jogosult gyermeket és törvényes képviselőjét, illetve a fiatal felnőttet tájékoztatni kell

a) az ellátás tartamáról és feltételeiről,

b) az intézmény által vezetett, reá vonatkozó nyilvántartásokról,

c) az 50. és az 57. §- ok szerinti személyes gondoskodást nyújtó ellátásnál (a továbbiakban: bentlakásos gyermekintézmény), valamint a 49. és 54. §- ok szerinti személyes gondoskodást nyújtó ellátásnál az ellátásra jogosult gyermek, fiatal felnőtt és hozzátartozói közötti kapcsolattartásról, különösen a látogatás, a távozás és a visszatérés rendjéről,

d) az érték- és vagyonmegőrzés módjáról,

e) az intézmény házirendjéről,

f) panaszjoga gyakorlásának módjáról,

....

h) a jogosult jogait és érdekeit képviselő érdek- képviseleti fórumról.

(3) Az ellátásra jogosult gyermek törvényes képviselője, illetve a fiatal felnőtt köteles

a) a (2) bekezdésben meghatározott tájékoztatás megtörténtéről nyilatkozni,

b) az e törvény alapján vezetett intézményi nyilvántartásokhoz adatokat szolgáltatni,

c) nyilatkozni a jogosultsági feltételekben, valamint a természetes személyazonosító adatokban beállott változásokról.

#### A gyermek és hozzátartozójának kapcsolattartásáról

**34. §** (1) A 33. § (2) bekezdése c) pontjában meghatározott ellátásoknál a gyermek és szülője vagy más kapcsolattartásra jogosult hozzátartozója közötti (a továbbiakban együtt: kapcsolattartásra jogosult) kapcsolattartás formái különösen: a folyamatos és időszakos kapcsolattartás a gyermek elvitelének jogával és visszaadásának kötelezettségével, továbbá a gyermek tartózkodási helyén történő meglátogatás, levelezés, telefonkapcsolat, ajándékozás, csomagküldés.

(2) A 33. § (2) bekezdése c) pontjában meghatározott ellátások során elő kell segíteni, hogy a kapcsolattartásra jogosult a gyermekkel kapcsolatot tartson fenn. A kapcsolattartásra jogosult a gyermeket a bentlakásos gyermekintézmény házirendje, illetve a nevelőszülői hálózatot működtetővel történt előzetes egyeztetés szerint látogathatja.

(3) A látogatás alkalmával biztosítani kell a kapcsolattartás kulturált és zavartalan körülményeit.

(4) Az 54. §- ban meghatározott személyes gondoskodást nyújtó ellátásnál és az 57. §. Ban meghatározott bentlakásos gyermekintézményben az ideiglenes hatállyal elhelyezett, illetve az átmeneti és tartós nevelésbe vett gyermek látogatását, továbbá az eltávozás és szabadság engedélyezését a gyámhivatal határozata alapozza meg.

(5)...

#### Érdekvédelem

**35.§** (1) Az intézmény fenntartója meghatározza- a (6) bekezdésben meghatározott ellátások kivételével- az ellátásban részesülők érdekvédelmét szolgáló érdek- képviseleti fórum megalakításának és működésének szabályait.

(2) Az érdekképviseleti fórum szavazati jogú választott tagjai

a) a gyermekönkormányzat képviselői,

b) az ellátásban részesülő gyermek szülei vagy más törvényes képviselői, illetve a fiatal felnőttek képviselői,

c) az intézmény dolgozóinak képviselői,

d) az intézményt fenntartó képviselői.

(3) A (2) bekezdés a) és b) pontjában meghatározott személyek száma nem lehet kevesebb a (2) bekezdés c)- d) pont szerinti személyek összlétszámánál.

(4) Az érdek- képviseleti fórum megvizsgálja a hozzá benyújtott panaszokat és a hatáskörébe tartozó ügyekben dönt, továbbá intézkedéseket kezdeményezhet a fenntartónál, a gyermekjogi képviselőnél, illetve más hatáskörrel rendelkező szervnél.

(5) Az érdekképviseleti fórum az intézmény vezetőjénél véleményt nyilváníthat a gyermeket, fiatal felnőttet érintő ügyekben, valamint javaslatot tehet az intézmény alaptervekenységével összhangban végzett szolgáltatások tervezéséről, működtetéséről, valamint az ebből származó bevételek felhasználásáról. Az érdekképviseleti fórum egyetértési jogot gyakorol a házirend jóváhagyásánál.

(6)...

**36. §** (1) A gyermek, a gyermek szülője vagy más törvényes képviselője, valamint a gyermekönkormányzat és a fiatal felnőtt, továbbá a gyermekek érdekeinek védelmét ellátó érdek- képviseleti és szakmai szervek a házirendben foglaltak szerint panasszal élhetnek az intézmény vezetőjénél vagy érdek- képviseleti fórumánál

a) az ellátást érintő kifogások orvoslása érdekében,

b) a gyermek jogok sérelme, továbbá az intézmény dolgozói kötelezettségszegése esetén.

(2) Az intézmény vezetője, illetve az érdekképviselői fórum a panaszt kivizsgálja, és tájékoztatást ad a panasz orvoslásának más lehetséges módjáról. A gyermek szülője vagy más törvényes képviselője, valamint a gyermekönkormányzat és a gyermek, illetve fiatal felnőtt az intézmény fenntartójához vagy a gyermekjogi képviselőhöz fordulhat, ha az intézmény vezetője vagy az érdekképviselői fórum 15 napon belül nem küld értesítést a vizsgálat eredményéről, vagy ha a megtett intézkedéssel nem ért egyet.

**37. § (1)** A bentlakásos gyermekintézményben elhelyezett gyermekek érdekei képviseletére gyermekönkormányzatot hozhatnak létre.

(2) A bentlakásos gyermekintézmény valamennyi gyermekének képviseletében az a gyermekönkormányzat járhat el, amelyiket a gyermekek több mint 50 %-a választott meg.

(3) A gyermekönkormányzat- az intézményvezető véleményének kikérésével – dönt saját működéséről. Szervezeti és működési szabályzatát a választó gyermek közösség fogadja el, és az intézményvezető hagyja jóvá. A jóváhagyás csak akkor tagadható meg, ha a szabályzat jogsértő, vagy ellentétes az intézmény szervezeti és működési szabályzatával,. Illetve házirendjével.

(4) A gyermekönkormányzat véleményt nyilváníthat az intézmény vezetőjénél a bentlakásos gyermekintézmény vezetésével és a gyermekekkel kapcsolatos valamennyi kérdésben, amit az intézmény vezetőjének figyelembe kell venni.

### **Az ellátás megszüntetésének módja**

**37/A. § (1)** Ha e törvény másképp nem rendelkezik, a személyes gondoskodást nyújtó ellátás megszűnik

a) a határozott idejű elhelyezés idején a megjelölt időtartam- illetve a meghosszabbított időtartam- leteltével,

b) a jogosultsági feltételek megszűnésével.

(2) Az önkéntesen igénybevett gyermekjóléti és gyermekvédelmi ellátás megszűnését a jogosult, illetve törvényes képviselője kezdeményezheti, amelynek alapján az intézményvezető az ellátást megszünteti. Az ellátás a megegyezés időpontjában, illetve ennek hiányában a megállapodásban foglaltak szerint szűnik meg.

(3) Az intézményvezető az önkéntesen igénybevett gyermekjóléti és gyermekvédelmi ellátást megszüntetheti, ha a jogosult a házirendet ismételten súlyosan megsérti, vagy az ellátás feltételei már nem állnak fenn.

(4) Az intézményvezető az önkéntesen igénybevett gyermekjóléti és gyermekvédelmi ellátás megszüntetéséről, illetve az ellene tehető panaszról írásban értesíti a jogosultat, illetve törvényes képviselőjét. Egyet nem értés esetén a jogosult, illetve törvényes képviselője az értesítés kézhezvételétől számított 8 napon belül a fenntartóhoz fordulhat. A fenntartó végrehajtható határozatáig az ellátást biztosítani kell.

(5) Ha az ellátást a 32. § (1) bekezdésének a) vagy b) pontja alapozza meg, az ellátást csak határozat szüntetheti meg.

## **VI. Fejezet**

### **Gyermekjóléti alapellátások**

#### **Gyermekek átmeneti gondozása**

**45. § (1)** A gyermekek átmeneti gondozása keretében a gyermek testi, értelmi, érzelmi, és erkölcsi fejlődését elősegítő, az életkorának, egészségi állapotának és egyéb szükségleteinek megfelelő étkeztetéséről, ruházattal való ellátásáról, mentálhigiénés és egészségügyi ellátásáról, gondozásáról, neveléséről, lakhatásáról ( a továbbiakban: teljes körű ellátás) kell gondoskodni.

## **VII. Fejezet**

### **A gyermekvédelmi szakellátások**

#### **A gyermekvédelmi szakellátások célja**

**52. §** A szakellátás keretében kell biztosítani az ideiglenes hatállyal elhelyezett, átmeneti és a tartós nevelésbe vett gyermek otthont nyújtó ellátását, a fiatal felnőtt utógondozói ellátását, a fiatal felnőtt további utógondozói ellátását, valamint a szakellátást más okból igénylő gyermek teljes körű ellátását.

#### **Otthont nyújtó ellátás**

**53. § (1)** Otthont nyújtó ellátás keretében biztosítani kell az ideiglenes hatállyal elhelyezett, az átmeneti és a tartós nevelésbe vett gyermek számára

a) a 45. § (1) bekezdése szerinti teljes körű ellátást

b) a családi környezetbe történő visszahelyezését előkészítő, családi kapcsolatainak ápolását segítő családgondozást, vagy ha ez nem lehetséges, az örökbefogadásának elősegítését,

c) a családjába történő visszailleszkedéshez, önálló életének megkezdéséhez szükséges utógondozást.

(2) Az otthont nyújtó ellátás keretében

a) különleges ellátást kell biztosítani

aa) a tartósan beteg, illetve fogyatékos,

- ab) a kora miatt sajátos szükségletekkel bíró három év alatti gyermek számára;
- b) speciális ellátást kell biztosítani
  - ba) a súlyos személyiségfejlődési zavarokkal küzdő, illetve súlyos pszichotikus vagy neurotikus tüneteket mutató (a továbbiakban együtt: súlyos pszichés tüneteket mutató) gyermek
  - bb) a súlyos beilleszkedési zavarokat vagy súlyos antiszociális magatartást tanúsító gyermekkorú elkövető (a továbbiakban: súlyos disszociális tüneteket mutató) [a ba) és a bb) pont a továbbiakban együtt: súlyos pszichés vagy disszociális tüneteket mutató gyermek],
  - bc) az alkohol, drog és egyéb pszichoaktív szerekkel küzdő ( a továbbiakban: pszichoaktív szerekkel küzdő) gyermek számára

Az otthont nyújtó ellátás során a gyermekek helyzetét folyamatosan figyelemmel kell kísérni, illetve az e törvényben meghatározott megyei, fővárosi gyermekvédelmi szakértői bizottság véleménye alapján évente, a három éven aluli gyermek esetében félévente felül kell vizsgálni.

(3) A speciális ellátás kiterjed a gyermek korához, állapotához és szükségleteihez igazodó oktatásra, szakképzésre, foglalkoztatásra, valamint ápolására, szocializációjára és reszocializációjára, továbbá rehabilitációs és rehabilitációs kezelésére is.

(4) Az utógondozói ellátás keretében kell lakhatást és szükség szerint további ellátást biztosítani azon átmeneti vagy tartós nevelésből kikerült fiatal felnőttek, akinek utógondozói ellátását a gyámhivatal elrendelte.

(5)

(6) Otthont nyújtó ellátást biztosít

- a) a nevelőszülő a működtető közreműködésével, vagy – ha ez nem lehetséges –
- b) a gyermekotthon, vagy
- c) az Szt. hatálya alá tartozó fogyatékosokat ápoló- gondozó bentlakásos intézmény, illetve fogyatékosok vagy pszichiátriai betegek lakóotthona (a továbbiakban: fogyatékosok vagy pszichiátriai betegek otthona) a területi gyermekvédelmi szakszolgálat támogatásával, különösen családgondozással, a gyermek törvényes képviselőjének ellátásával.

### **Utógondozói ellátás**

**53/A § (1)** A gyámhivatal által elrendelt utógondozói ellátás keretében a fiatal felnőtt számára

- a) szükség esetén a 45. § (1) bekezdése szerinti teljes körű ellátást, és
- b) az önálló élet megkezdéséhez szükséges személyre szóló tanácsadást, a társadalomba való beilleszkedés elősegítése érdekében segítségnyújtást (a továbbiakban: utógondozás) kell biztosítani.

(2) Az utógondozói ellátást nevelőszülő, gyermekotthon, utógondozó otthon vagy az általuk, illetve a területi gyermekvédelmi szakszolgálat által működtetett, lakhatást nyújtó külső férőhely, különösen albérlet, vagy egyéb hely (a továbbiakban: külső férőhely) biztosítja.

(3) Az utógondozói ellátást nyújtó és a fiatal felnőtt az utógondozói ellátás konkrét formájáról, módjáról és mértékéről a külön jogszabályban foglaltak szerint megállapodást köt.

### **Gyermekotthon**

**57. § (1)** A gyermekotthon

a) otthont nyújtó ellátást biztosít az ideiglenes hatállyal elhelyezett, az átmeneti és a tartós nevelésbe vett gyermek számára,

b) utógondozói ellátást biztosít a fiatal felnőtt számára,

c) szükség esetén külső férőhelyeket működtet.

(2) A gyermekotthon befogadja

a) az utógondozói ellátásban részesülő fiatal felnőtt gyermekét,

b) az 46. § szerint ellátást igénylő gyermeket legfeljebb három napra, és a gyermek helyzetének rendezése érdekében kezdeményezi a szükséges intézkedéseket.

c) a tartós betegsége, illetve fogyatékosága miatt ellátást igénylő, első életévét be nem töltött gyermeket,

d) az otthont nyújtó ellátás keretében – ideiglenes jelleggel – azon átmeneti vagy tartós nevelésbe vett gyermeket, aki a gondozási helyéről önkényesen eltávozott és kezdeményezi a szükséges intézkedéseket.

(3) A gyermekotthon az (1) és (2) bekezdésben foglaltak érdekében

a) gondoskodik az ideiglenes hatállyal elhelyezett, az átmeneti és tartós nevelésbe vett gyermek felvételéről, és erről tájékoztatja a gyámhivatalt, a gyermekjóléti szolgálatot és a területi gyermekvédelmi szakszolgálatot,

b) gondoskodik az utógondozói ellátásban részesülő fiatal felnőtt, valamint az átmeneti gondozásban részesülő gyermekének felvételéről, és erről értesíti a területi gyermekvédelmi szakszolgálatot,

c) biztosítja az otthont nyújtó ellátást, a gyámhivatal által jóváhagyott egyéni elhelyezési terv, valamint az általa elkészített egyéni gondozási- nevelési terv szerint,

d) biztosítja továbbá a gyámhivatal határozata alapján a gyámi feladatok ellátását és az otthont nyújtó ellátás rendszeres felülvizsgálatának előkészítését, és ennek megfelelően

da) elősegíti a gyermek és családja kapcsolattartását, a gyermek családjába történő visszahelyezését, ennek érdekében együttműködik a családdal, a gyermekjóléti szolgálattal a területi gyermekvédelmi szakszolgálat, valamint a gyámhivatallal,

- db) rendszeresen tájékoztatja a gyámhivatalt a gyermek és a szülő kapcsolattartásáról a gyermek örökbefogadhatónak nyilváníttása érdekében,
- dc) elősegíti a gyermek vallási vagy lelkiismereti meggyőződésének szabad megválasztását, kinyilvánítását, gyakorlását, hit- és vallásoktatásban való részvételét,
- dd) felkészíti a gyermeket a családi életre és az önálló életvezetésre,
- de) elősegíti, hogy a gyermek iskolai tanulmányainak sikeres befejezésével, szakképzettség megszerzésével, illetve előtakarékossággal készüljön az önálló életre,
- df) utógondozást biztosít a volt átmeneti vagy tartós nevelésbe vett gyermeknek, illetve az utógondozói ellátásban részesülő fiatal felnőtteknek.

(4) A gyermekotthon nevelőszülői hálózatot működtethet. Nevelőszülői hálózat működtetése esetén ellátja az 55. § (5) bekezdésében meghatározott feladatokat. A gyermekotthon által foglalkoztatott nevelőszülők a gyermekotthoni férőhelyszámnak megfelelő létszámú gyermek teljes körű ellátását, illetve fiatal felnőtt utógondozói ellátását biztosíthatják.

(5) A gyermekotthon a területi szükségletekhez, valamint a külön jogszabályban meghatározott szakmai szabályokhoz igazodóan alakítja ki szervezetét, nevelési- gondozási rendszerét, a nevelés célját, alapelveit és módszereit tartalmazó szakmai programját.

(6) A gyermekotthon alaptervekenységével összhangban - a fenntartó egyetértésével – szolgáltatást végezhet a lakosság számára, így különösen biztosíthatja a gyermekek vagy várandós anyák átmeneti gondozását, azonban a gyermekotthon szolgáltatása nem veszélyeztetheti az (1)- (3) bekezdésben meghatározott alapfeladatainak ellátását.

**59. §** (1) A gyermekotthon legalább 12, de legfeljebb 48 – önálló lakóegységben elhelyezett – gyermek otthont nyújtó ellátását biztosítja.

(2) A lakásotthon olyan gyermekotthon, amely legfeljebb 12 gyermek otthont nyújtó ellátását biztosítja önálló lakásban vagy családi házban, családi körülmények között.

(3) ...

(4) Ha a gyermekotthon kizárólag a fiatal felnőttek teljes körű utógondozói ellátását biztosítja, a gyermekotthon utógondozói otthonként működik.

(5) Ha a speciális gyermekotthon kizárólag speciális szükségletű gyermek vizsgálatát végzi bentlakásos ellátás formájában, a gyermekotthon vizsgálotthonként is működhet.

## **HARMADIK RÉSZ**

### **GYERMEKVÉDELMI GONDOSKODÁS**

**67. §** (1) Ha a gyermek testi, értelmi, érzelmi és erkölcsi fejlődéséhez szükséges ellátás a szülő beleegyezésével nem biztosítható és ez a helyzet a gyermek fejlődését veszélyezteti, a települési önkormányzat jegyzője, illetve a gyámhivatal a veszélyeztetettség mértékétől függően a 15. § (4) bekezdésében felsorolt intézkedések valamelyikét megteszi.

## **XI. Fejezet**

### **Nevelésbe vétel**

#### **Tartós nevelésbe vétel**

**80. §** (1) A gyámhivatal a gyermeket tartós nevelésbe veszi, ha

- a) a szülő vagy mindkét szülő felügyeleti jogát a bíróság megszüntette,
- b) a szülő vagy mindkét szülő elhalálozott, és a gyermeknek nincs felügyeletet gyakorló szülője,
- c) a gyermek ismeretlen szülőktől származik,

feltéve, hogy az a)- c) pontokban meghatározott esetekben a gyermek neveléséről a Csjt. 95- 97. §- ai alapján kirendelt gyám útján nem lehet gondoskodni,

d) a szülő gyermeke örökbefogadásához az örökbefogadó személyének és személyi adatainak ismerete nélkül tett hozzájáruló nyilatkozatot, feltéve, hogy a gyermek ideiglenes hatállyal nem helyezhető el leendő örökbefogadó szülőnél.

(2) A tartós nevelésbe vétellel egyidejűleg a gyámhivatal nevelőszülőnél vagy ha ez nem lehetséges gyermekotthonban, illetőleg az Szt. hatálya alá tartozó fogyatékosok és pszichiátriai betegek otthonában helyezi el és gyámot (hivatásos gyámot) rendel.

(3) Ha az (1) bekezdés d) pontja alapján a gyámhivatal a 6 hetesnél fiatalabb gyermeket ideiglenes hatállyal leendő örökbefogadó szülőnél helyezi el, akkor az elhelyezéssel egyidejűleg hivatásos gyámot rendel, figyelemmel a Csjt. 91. §- a (2) bekezdésének d) pontja alapján szünetelő szülői felügyeleti jogra.

(4) A tartós nevelésbe vétel a gyermek otthont nyújtó ellátását egyéni elhelyezési terv szerint biztosítja, és felkészíti a gyermeket az örökbefogadásra, illetve az önálló életre.

(5) A gyámhivatal a gyermek tartós nevelésbe vételéről soron kívül határoz. A határozat fellebbezésre tekintet nélkül azonnal végrehajthatóvá nyilvánítható.

(6) A gyermeknek nevelőszülőhöz, gyermekotthonba vagy az Szt. hatálya alá tartozó fogyatékosok és pszichiátriai betegek otthonába viteléről a települési önkormányzat jegyzője gondoskodik.

(7) A gyámhivatal a tartós nevelésbe vételt a gyám (hivatásos gyám), a nevelőszülő vagy intézmény, valamint a területi gyermekvédelmi szakszolgálat tájékoztatása, illetve javaslata alapján évente – három éven aluli gyermek esetében

félévente- felülvizsgálja annak érdekében, hogy elősegítse a gyermek mihamarabbi örökbefogadását, vagy ha ez nem lehetséges, tartós családot pótló- nevelőszülői, gyermekotthoni- környezetbe kerülését.

**81. § (1)** Megszűnik a tartós nevelésbe vétel, ha

- a) a bíróság a szülői felügyeletet visszaállította,
- b) a gyermek a bíróság gyermekelhelyezési döntését követően más személy gyámsága alá került,
- c) a gyermeket örökbe fogadták,
- d) a gyermek nagykorúvá vált.

(2) A gyámhivatal a Csjt. 92. §-ának (3) bekezdése alapján kapcsolattartásra feljogosított szülő kérelmére a tartós nevelésbe vételt megszünteti, ha

- a) a gyermek örökbefogadására nem került sor, és
- b) a szülő környezete és személye alkalmas a gyermek nevelésére,

feltéve, hogy a megszüntetés a gyermek érdekében áll.

(3) A tartós nevelésbe vétel megszüntetésével egyidejűleg hatályát veszti a szülőnek a Csjt. 48. §-ának (3) bekezdése alapján tett jognyilatkozata.

### **A gyermek gondozási helyének meghatározása**

**82.§ (1)** A gyámhivatal az ideiglenes hatállyal elhelyezett, az átmeneti vagy tartós nevelésbe vétel iránti eljárással érintett gyermek gondozási helyét- a gyermek és az átmeneti nevelésbe vett gyermek szülőjének meghallgatása után- a (6) bekezdésben meghatározott megyei, fővárosi gyermekvédelmi szakértői bizottság, valamint a 132. § (1) bekezdésében meghatározott szerv vagy személy szakvéleményének segítségével határozza meg.

(2) Az elhelyezés során – a (3) bekezdésben meghatározott szempontok figyelembe vételével – a gyermeket elsősorban örökbefogadó szülőnél, nevelőszülőnél, vagy ha ez nem lehetséges gyermekotthonban, illetve az Szt. hatálya alá tartozó fogyatékosok és pszichiátriai betegek otthonában kell elhelyezni.

(3) Az elhelyezés során figyelemmel kell lenni a gyermek

- a) életkorára, egészségi állapotára, neveltségi szintjére,
- b) testvéreivel való együttes elhelyezésre,
- c) nevelésének megkívánt folyamatosságára,
- d) vallási és lelkiismereti meggyőződésére,
- e) korábbi lakóhelyétől és nevelési – oktatási intézményétől való távolságra,
- f) érdekében a 141. § (1) bekezdésének a) és b) pontja alapján vezetett nyilvántartásokra.

(4) A gyermek vér szerinti családjába való visszakerülésének előmozdítása, illetve tartós, családszerű környezetének biztosítása érdekében a területi gyermekvédelmi szakszolgálat elhelyezési értekezletet hív össze. Az elhelyezési értekezlet a gyermek véleményét figyelembe vevő elhelyezési tervet készít, amelynek elfogadására a területi gyermekvédelmi szakszolgálat javaslatot tesz a gyámhivatalnak. Az elhelyezési értekezlet résztvevőinek körét és működésének részletes szabályait külön jogszabály határozza meg.

(5) Az egyéni elhelyezési terv megvalósításában, a feladatok teljesítésében a gyermek gondozója, gyámja (hivatásos gyámja), valamint az átmeneti nevelésbe vett gyermek szülője és a szülő lakóhelye szerint illetékes települési önkormányzat együttműködik.

(6) A megyei, fővárosi gyermekvédelmi szakértői bizottságot a fővárosi területi gyermekvédelmi szakszolgálat működteti. Az országos gyermekvédelmi szakértői bizottságot a gyermeke és az ifjúság védelméért felelős miniszter (a továbbiakban: miniszter) jelöli ki öt éves időtartamra.

(7) A megyei, fővárosi, illetve az országos gyermekvédelmi szakértői bizottság legalább három tagból, a speciális szükségletű gyermekek vizsgálata esetén legalább öt tagból áll. A szakértői bizottság állandó tagja egy fő gyermekorvos, egy fő gyermek- szakszichológus és egy fő szociális munkás. A speciális szükségletű gyermekek esetében a három állandó tagból álló bizottság kiegészül egy fő pszichiáterrel és egy fő gyógypedagógussal. A gyermekvédelmi szakértői bizottság felkérésére munkájába bevonható a gyermek egészségi, mentális és általános személyiségállapota szerinti eseti szakértő is.

(8) A megyei, fővárosi, illetve országos gyermekvédelmi szakértői bizottság tevékenységéről évente beszámol a gyámhivatalnak, illetve a miniszternek.

(9) A megyei, fővárosi gyermekvédelmi szakértői bizottság véleménye tartalmazza különösen a gyermek állapotának megfelelő ellátási formára és egyéni elhelyezési tervre vonatkozó javaslatot, indoklással együtt.

(10) A megyei, fővárosi gyermekvédelmi szakértői bizottság véleménye ellen külön fellebbezésnek helye nincs, annak felülvizsgálatát az érdemi határozat elleni fellebbezési eljárásban lehet kérni. A fellebbezési eljárásban a megyei, fővárosi szakértői bizottság szakvéleményének felülvizsgálatát, valamint szükség szerint új szakvélemény készítését az országos szakértői bizottság végzi.

**83. § (1)** A gyámhivatal a nevelésbe vétel évenkénti- a három éven aluli gyermekek esetében félévenkénti – felülvizsgálata során dönt az egyéni elhelyezési terv fenntartásáról vagy módosításáról, illetve a gyermek gondozási helyének esetleges megváltoztatásáról, melyhez szükség szerint kikéri a megyei, fővárosi gyermekvédelmi szakértői bizottság véleményét.

(2) Az évenkénti felülvizsgálat célja annak megállapítása, hogy a gyermek egyéni szükségleteinek megfelelő e az addig nyújtott ellátási forma, valamint az egyéni elhelyezési terv.

(3) A gyámhivatal a gyermek gondozási helyét hivatalból vagy kérelemre megváltoztatja, ha

- a) azok a körülmények, amelyekre elhelyezési döntését alapozta később lényegesen megváltoztak,
- b) a kijelölt gondozási hely a gyermek érdekével ellentétes,
- c) a gyermekotthon telephelye, vagy a nevelőszülő lakhelye megváltozik,



és ezért a gyermek nevelését az addigi ellátási formában már nem lehet, vagy megfelelő módon nem lehet biztosítani. A gyámhivatal a gondozási hely megváltoztatásáról soron kívül határoz. A határozat fellebbezésre tekintet nélkül azonnal végrehajthatóvá nyilvánítható.

(4) A gyámhivatal a gyermek gondozási helyét azonnali hatállyal megváltoztatja, ha a gyermek érdekét korábbi gondozási helye súlyosan veszélyezteti.

(5) A gyám (hivatásos gyám) felmentése vagy elmozdítása esetén a gyámhivatal egyidejűleg új gyámot (hivatásos gyámot) rendel és – szükség esetén – meghatározza a gyermek új gondozási helyét.

(6) Gondozási helyen lévő gyermekként kell figyelembe venni azt a gyermeket is, aki átmenetileg tartózkodik a gondozási helyén kívül, így különösen, ha

a) kórházi kezelés alatt áll, vagy

b) diákotthonban, kollégiumban van, vagy

c) tanulmányai folytatása, illetve üdülés céljából 30 napot meghaladóan külföldön tartózkodik, vagy

d) előzetes letartóztatásban van, illetve szabadságvesztését vagy egyéb büntetését tölti.

(7) A gyermek tartózkodási helyének kijelöléséhez, illetve megváltoztatásához – a (6) bekezdés a) és d) pontjának kivételével – a gyám előzetesen beszerzi a gyámhivatal jóváhagyását. A (6) bekezdés a) és d) pontjában meghatározott esetekben a gyám értesíti a gyámhivatalt a tartózkodási hely kijelöléséről vagy megváltozásáról.

(8) A gyámhivatal a (7) bekezdésben meghatározott kérelem jóváhagyásáról annak benyújtásától számított nyolc napon belül dönt. Ha a gyámhivatal nyolc nap alatt nem foglal állást, a kérelmet jóváhagyottnak kell tekinteni. A gyámhivatal a gyám kérelmének jóváhagyását akkor tagadhatja meg, ha tartózkodási hely kijelölése vagy megváltoztatása nem áll a gyermek érdekében.

## XII. Fejezet

### A gyermekvédelmi gondoskodás alatt álló egyes gyermekek gyámsága

#### A gyám kirendelése és jogállása

**84. § (1)** A gyámhivatal a gyermek részére gyámot rendel, ha

a) ideiglenes hatállyal nevelőszülőnél, gyermekotthonban vagy más bentlakásos intézményben helyezte el a gyermeket, és pert indított a szülői felügyelet megszüntetése iránt,  
b) átmeneti vagy tartós nevelésbe vette a gyermeket.

(2) Gyámi feladatokat lát el a nevelőszülő- feltéve, ha a gyámságot vállalja – továbbá a gyermekotthon vezetője. A miniszter által vezetett minisztérium (továbbiakban: minisztérium) speciális gyermekotthonának vezetője az otthonban elhelyezett gyermekek gyámjával nem rendelhető.

(3) A gyámhivatal a gyermek számára – a (4) bekezdésben meghatározott kivétellel- a területi gyermekvédelmi szakszolgálat részéről erre kijelölt hivatásos gyámot rendel ki, ha

a) az ideiglenes hatállyal elhelyezett, az átmeneti vagy tartós nevelésbe vett gyermeket az Szt. hatálya alá tartozó fogvatékosok és pszichiátriai betegek otthonába helyezte el,

b) a nevelőszülő a gyámságot nem vállalta,

c) a szülő hozzájárult gyermeke ismeretlen személy általi örökbefogadásához és a gyermeket a gyámhivatal ideiglenesen a leendő örökbefogadó szülőnél helyezte el.

(4) Ha a nevelőszülői hálózatot nem állami szerv működteti, a gyámhivatal a (3) bekezdés b) pontjában meghatározott esetben a gyermek számára elsősorban a működtető által kijelölt hivatásos gyámot rendel ki.

(5) A hivatásos gyám egyidejűleg legfeljebb negyvennyolc gyermek gyámságát láthatja el.

**85. § (1)** Ha a gyámságot a 84. § (2) bekezdésében meghatározott gyám látja el, a gyámra az e törvényben meghatározott kivételekkel a Csjt. Gyámságra vonatkozó rendelkezései az irányadóak.

(2) Ha a gyámi feladatokat a gyámhivatal által kirendelt nevelőszülő vagy a gyermekotthon vezetője látja el, a gyám a gyermek gondozója, nevelője, törvényes képviselője és ha a gyámhivatal a nevelőszülőt erre felhatalmazta- vagyonának a kezelője.

(3) A gyámsággal járó jogok és kötelességek- ha a gondozás- nevelés megkezdését a gyermek tartózkodási helye nem akadályozza- a gyámot a kirendelő határozat kézbesítését követő naptól kezdve illetik meg, illetve terhelik.

(4) A gyám tevékenységét a gyámhivatal irányítja és felügyeli, feladatainak ellátásához a területi gyermekvédelmi szakszolgálat segítséget nyújt.

(5) A gyám működéséről, a gyámsága alatt álló gyermek ügyeiről félévente írásban köteles tájékoztatást adni a gyámhivatalnak. E tájékoztatási kötelezettség nem érinti a törvény szerinti számadási kötelezettséget.

(6) Ha a gyámhivatal a gyámot tisztségéből elmozdítja, vagy azonnali hatállyal felfüggeszti, ezen intézkedésével egyidejűleg új gyámot rendel, és – szükség esetén- meghatározza a gyermek új gondozási helyét.

## A gyermek gondozása és nevelése

**86. § (1)** A gyám elősegíti a gyermek testi, értelmi, érzelmi és erkölcsi fejlődését, nevelését, és gondoskodik a gyermek teljes körű ellátásáról.

...

(3) A gyámot a gyermek elhelyezésének joga nem illeti meg, és a gyermek a 83. § (6) bekezdésének b) és c) pontja szerinti tartózkodási helyét csak a gyámhivatal engedélyével változtathatja meg.

(4) A gyám a gyermekkel közösen választja meg a gyermek életpályáját, figyelembe véve az átmeneti nevelésbe vett gyermek szülőjének véleményét, a gyermek képességeit, egyéb körülményeit. Az életpálya kijelölésével kapcsolatos vitában a gyámhivatal dönt.

## A gyermek képvisellete

**87. § (1)** A gyám joga és kötelessége, hogy a gyermek személyi és – ha erre a nevelőszülőt a gyámhivatal felhatalmazta- vagyoni ügyeiben képviselje.

(2) A gyám nem adhat hozzájáruló nyilatkozatot a gyermek örökbefogadásához. A gyám jognyilatkozatainak érvényességéhez szükséges a gyámhivatal jóváhagyása, ha a jognyilatkozat a gyermek családi jogállására és az ezzel kapcsolatos perindításra vonatkozik.

(3) A gyám kötelessége az otthonteremtési támogatás, valamint az utógondozási ellátás iránti igény benyújtásának figyelemmel kísérése és segítése.

(4) A gyámhivatal a gyermek vagy a gyám kérésére, továbbá hivatalból eseti gondnokot rendel ki a gyermek képviselétének ellátására, ha a gyám, mint törvényes képviselő, a gyermeket a Csjt. szerint nem képviselheti, vagy a különleges szakértelmet igénylő ügyekben a gyám nem vállalkozik a gyermek képviselétének ellátására. Nem minősül különleges szakértelmet igénylő ügynek a gyermeket megillető családi pótlék, iskoláztatási támogatás, illetve árvaellátás igénylése, valamint annak a gyámhatósági betétben való elhelyezése és kezelése.

(5) A gyámhivatal a (4) bekezdésben foglalt eseti gondnokot elsősorban a területi gyermekvédelmi szakszolgálatnak, illetve ha a gyermekotthon vagy a nevelőszülői hálózatot nem állami szerv tartja fenn, illetve működteti- a működtetőnek ezzel a munkakörrel megbízott munkatársai közül jelöli ki.

(6) A gyám nem képviselheti a gyermeket a nevelési felügyelettel kapcsolatos eljárásban. A gyermek képviselőjeként a gyámhivatal a gyermekjogi képviselőt rendeli ki.

## A gyermek vagyonának kezelése

**88. § (1)** ...

(2) Nem szükséges a gyámhivatal felhatalmazása az olyan jognyilatkozat érvényességéhez, amely a mindennapi élet szokásos szükségleteit biztosító kisebb jelentőségű szerződések megkötésére irányul.

(3) A gyámhivatal vagyonkezelésre vonatkozó felhatalmazása a vagyon egészére vagy az ügyeknek meghatározott csoportjára vonatkozhat.

(4) A gyermek vagyonának kezelésére felhatalmazott gyám joga és kötelessége, hogy feladatkörében védje a gyermek érdekeit, gondoskodik a vagyon megfelelő hasznosításáról, és a rendes vagyonkezelés szabályai szerint intézze ügyeit.

(5) A gyám a gyermek vagyonát leltár alapján veszi át.

(6) A gyermek saját keresményéből a nevelőszülői háztartás költségeihez nem köteles hozzájárulni, a gyám a működése során felmerült kiadásainak megtérítését a gyermektől nem igényelheti.

**89. § (1)** Ha a gyámhivatal a gyámot nem hatalmazta fel a gyermek vagyonának kezelésével járó feladatok ellátására, a gyermek részére vagyonkezelő eseti gondnokot rendel elsősorban a területi gyermekvédelmi szakszolgálatnak, illetve ha a gyermekotthon vagy a nevelőszülői hálózatot nem állami szerv tartja fenn, illetve működteti- a működtetőnek ezzel a munkakörrel megbízott dolgozói közül.

(2) A gyámhivatal elbírálja a gyám, illetve a vagyonkezelő eseti gondnok eseti, rendes, valamint végszámadását.

## A hivatásos gyám jogállása

**90. §** Ha a gyámságot a 84. § (3) bekezdésében meghatározott hivatásos gyám látja el, feladataira a 85. § (3)- (8) bekezdésében, valamint a 91. §- ban meghatározott kivételekkel a Csjt. Gyámságra vonatkozó rendelkezései az irányadóak.

**91. § (1)** Ha a gyám jogkörét a hivatásos gyám látja el, a gyermek gondozásával és nevelésével kapcsolatos feladatokat a nevelőszülő, gyermekotthon, fogvatékosok és pszichiátriai betegek otthona biztosítja.

(2) A hivatásos gyámot a gyermek elhelyezésének joga nem illeti meg, és a gyermek a 83. § (6) bekezdésének b) és c) pontja szerinti tartózkodási helyét csak a gyámhivatal engedélyével változtathatja meg.

(3) A gyámhivatal hivatalból, továbbá a hivatásos gyám kérésére eseti gondnokot rendel ki a gyermek képviselétének ellátására, ha a hivatásos gyám, mint törvényes képviselő, a gyermeket a Csjt. szerint nem képviselheti.

(4) A hivatásos gyám kötelessége az otthonteremtési támogatás, valamint az utógondozói ellátás iránti igény benyújtásának segítése és figyelemmel kísérése.

(5) A hivatásos gyám működése során felmerült kiadásainak megtérítését a gyermektől nem igényelheti.

## XIII. Fejezet

### Utógondozás

**92. §** (1) Az átmeneti vagy tartós nevelés megszűnése után – kivéve, ha a gyermeket örökbe fogadták- a gyámhivatal legalább egy év időtartamra elrendeli a gyermek és fiatal felnőtt utógondozását feltéve, hogy az utógondozást a fiatal felnőtt maga is kéri.

(2) Az utógondozás célja, hogy elősegítse a gyermek, illetve a fiatal felnőtt családi környezetbe való visszailleszkedését, önálló életének megkezdését.

(3) A gyermek utógondozását a gyermek lakóhelye szerinti gyermekjóléti szolgálat, a fiatal felnőtt utógondozását a gyermekotthon, a nevelőszülői hálózatot működtető vagy- az Szt. hatálya alá tartozó fogyatékosok és pszichiátriai betegek otthonában elhelyezett gyermek esetén – a területi gyermekvédelmi szakszolgálat látja el.

(4) Az utógondozás feladatainak ellátásába önkéntesek, társadalmi szervezetek, alapítványok és egyházi jogi személyek is bevonhatók.

(5) A gyámhivatal az utógondozást az otthonteremtési támogatás iránti kérelem előterjesztésekor ismételten elrendeli, melynek során elsősorban a fiatal felnőtt volt utógondozóját, ha ez nem lehetséges, a fiatal felnőtt lakóhelye szerinti gyermekvédelmi szakszolgálat utógondozóját rendeli ki.

(6) A gyámhivatal az utógondozást az annak időtartama alatt nyújtott otthonteremtési támogatás elszámolásának időpontjáig meghosszabbítja.

### Utógondozói ellátás

**93. §** (1) A gyámhivatal a fiatal felnőtt kérelmére, - illetve a gyermek nagykorúsága elérése előtt a gyám (hivatásos gyám) javaslatának figyelembevételével- elrendeli az utógondozói ellátást, ha a gyermek, illetve a fiatal felnőtt átmeneti vagy tartós nevelésbe vétele nagykorúvá válásával szűnt meg, és

- a) létfenntartását önállóan biztosítani nem tudja, vagy
- b) a nappali oktatás munkarendje szerint, vagy felsőfokú iskola nappali tagozatán tanulmányokat folytat, vagy
- c) szociális bentlakásos intézménybe felvételét várja.

d)

(2) Az utógondozói ellátást a fiatal felnőtt huszonegyedik évének betöltéséig kérheti.

(3) Az (1) bekezdés a) és d) pontjának alkalmazásában akkor nem biztosított a fiatal felnőtt létfenntartása, ha

- a) a havi jövedelme az örökségi nyugdíj legkisebb összegének háromszorosát nem haladja meg, vagy
- b) a nagykorúvá válásának időpontjában a rendelkezésére bocsátott készpénzvagyonának értéke az öregségi nyugdíj legkisebb összegének negyvenszeresét nem haladja meg, feltéve, ha lakhatása saját vagy közeli hozzátartozója lakókörnyezetében nem megoldható.

(4) Az otthonteremtési támogatásban részesült fiatal felnőtt utógondozói ellátását a gyámhivatal akkor rendeli el, ha a fiatal felnőtt létfenntartását vagy lakhatását veszélyeztető, rendkívüli élethelyzetbe kerül.

(5) Az utógondozói ellátás elrendelése előtt a gyámhivatal megkéri az ellátást biztosító nevelőszülő, gyermekotthon, utógondozói otthon befogadó nyilatkozatát, vagy a területi gyermekvédelmi szakszolgálat külső férőhelyre vonatkozó nyilatkozatát. A befogadó nyilatkozat megtagadása esetén a gyámhivatal köteles kikérni az intézmény érdekképviselői fórumának véleményét.

(6) Az utógondozói ellátás a fiatal felnőtt huszonegyedik évének betöltéséig ismételten elrendelhető. Nincs helye az ismételt elrendelésnek, ha az utógondozói ellátás megszüntetésére a (10) bekezdés c) vagy d) pontjában foglaltak miatt került sor, és a megszüntethető határozat jogerőre emelkedésétől számított egy év még nem telt el.

(7) Az utógondozói ellátásban részesülő, tanintézményben nappali tagozaton tanulmányokat nem folytató munkaképes fiatal felnőtt köteles az állami foglalkoztatási szervvel együttműködni.

(8) Az utógondozói ellátást nyújtó az utógondozói ellátásról szóló gyámhivatali határozat kézhezvételétől számított tizenöt napon belül megkeresi a gyámhivalt és kezdeményezi az ellátás megszüntetését, ha a fiatal felnőtt az ellátást nem veszi igénybe, és ennek okáról nem értesíti az ellátást nyújtót.

(9) Megszűnik az utógondozói ellátás

a) a fiatal felnőttnek, az ellátás megszüntetésére vonatkozó bejelentését követő – a házirendben meghatározott – idő elteltével,

b) a fiatal felnőtt huszonegyedik évének betöltésével, illetve a felsőfokú iskola nappali tagozatán tanulmányokat folytató fiatal felnőtt esetén a tanulmányok befejezésével, de legkésőbb huszonegyedik évének betöltésével.

(10) A gyámhivatal az utógondozói ellátást megszünteti, ha a fiatal felnőtt

- a) ellátásának feltételei már nem állnak fenn,
- b) ellátását szociális bentlakásos intézmény biztosítja,
- c) a nevelőszülőjével vagy más utógondozói ellátást nyújtóval szemben elfogadhatatlan, az együttélés szabályait súlyosan sértő magatartást tanúsít,
- d) a házirendet többször súlyosan megsérti és az ellátás megszüntetésével az intézmény érdekképviselői fóruma is egyetért.

## **ÖTÖDIK RÉSZ**

### **A GYERMEKVÉDELMI ÉS GYÁMÜGYI IGAZGATÁS SZERVEZETE ÉS EGYES ELJÁRÁSI SZABÁLYAI**

#### **XX. Fejezet**

##### **Egyéb eljárási szabályok**

**132. § (1)** Ha az ügyben a gyermek személyiségével kapcsolatos jelentős tény vagy körülmény megítéléséhez különleges szakértelem szükséges, szakértőként elsősorban nevelési tanácsadót, szakértő- és rehabilitációs bizottságot, pszichiátriai szakellátó intézményt vagy családvédelemmel foglalkozó szervet, illetve szakértői névjegyzékbe felvett személyt kell megkeresni.

#### **HATODIK FEJEZET**

##### **EGYÉB RENDELKEZÉSEK**

#### **XXI. Fejezet**

##### **Nyilvántartások vezetése**

**141. § (1)** A területi gyermekvédelmi szakszolgálat vezetője nyilvántartást vezet

a) a nevelőszülőnél, gyermekotthonban vagy fogyatékosok és pszichiátriai betegek otthonában elhelyezett gyermekekről és az üres férőhelyekről,

b) az ideiglenes hatállyal elhelyezett gyermek ellátását biztosító nevelőszülőkről, gyermekotthonokról,

**A személyes gondoskodást nyújtó gyermekjóléti, gyermekvédelmi intézmények, valamint személyek szakmai feladatairól és működésük feltételeiről**

A gyermekek védelméről és a gyámügyi igazgatásról szóló 1997. évi XXXI. Törvény (a továbbiakban Gyvt.) 162. §- a (2) bekezdésének a)- b) pontjában kapott felhatalmazás alapján az alábbiakat rendelem el:

**I. Fejezet**

**ÁLTALÁNOS RENDELKEZÉSEK**

**1.§** (1) A rendelet hatálya kiterjed valamennyi személyes gondoskodást nyújtó ellátásra, az ellátásban részesülő gyermekekre és szülőjére, törvényes képviselőjére, a fiatal felnőttre, továbbá az ellátást nyújtó személyre és intézményre.

(2) E rendelet alkalmazásában személyes gondoskodáson a Gyvt. 15. § (2) bekezdésében meghatározott gyermekjóléti alapellátást (a továbbiakban: alapellátás), valamint a Gyvt. 15. § (3) bekezdésében meghatározott gyermekvédelmi szakellátást (a továbbiakban: szakellátás) kell érteni.

(3) E rendeletben foglaltakat kell alkalmazni a nem állami szerv (Gyvt. 30. §) által nyújtott személyes gondoskodásra is.

(4) A Gyvt. 5. §-ában felsorolt értelmező rendelkezések e rendelet vonatkozásában is irányadóak.

(5) E rendelet alkalmazásában ellátást nyújtó: a gyermek gondozását, nevelését, felügyeletét közvetlenül végző személy, illetve intézmény.

**2. §** (1) A személyes gondoskodás során a gyermeki és szülői jogok tiszteletben tartásával, azok érvényesülését biztosítva kell eljárni.

(2) A gyermeki jogok minél szélesebb körű érvényesülése érdekében a gyermekjóléti, illetve gyermekvédelmi szolgáltató tevékenységet végzők (a továbbiakban: szolgáltatók) gondoskodnak arról, hogy a gyermekek számára megismerhető legyen a gyermekjogi képviselő neve, telefonszáma, valamint fogadóóráinak helye és időpontja.

(3) A szolgáltatók a gyermekjogi képviselő részére biztosítják

a) annak odalátogatása során az intézmény területén belül a gyermekek számára könnyen hozzáférhető és négy szemközti beszélgetés lefolytatására alkalmas megfelelő helyiséget;

b) a helyszínen való tájékozódás és az iratokba való betekintés lehetőségét;

c) az érdek- képviselői fórum ülésének időpontjáról való tudomásszerzést.

(4) A gyermekjogi képviselő által írásban tett észrevételekre, megkeresésekre a szolgáltatók 15 napon belül kötelesek válaszolni, illetőleg megtett intézkedéseikről a gyermekjogi képviselőt értesíteni.

(5) A személyes gondoskodást nyújtó személy, illetve intézmény az önkéntesen, vagy hatósági intézkedés alapján igénybe vett ellátás megkezdésekor gondoskodik a gyermeknek és szülőjének (törvényes képviselőjének), illetve a fiatal felnőttnek a Gyvt. 33. § (2) bekezdése szerinti tájékoztatásáról. A gyermek szülője (törvényes képviselője), illetve a fiatal felnőtt írásban nyilatkozik a tájékoztatás megtörténtéről.

(6) Az ellátás megkezdésekor az ellátást nyújtó felhívja a gyermek törvényes képviselőjét, illetve a fiatal felnőttet az intézményi nyilvántartásokhoz szükséges adatok szolgáltatására, továbbá a jogosultsági feltételekben, illetve a nyilvántartásban szereplő adatokban beállott változások bejelentésére.

**2/A §** (1) A gyermekjóléti alapellátás- kivéve a gyermekek napközbeni ellátása- és a gyermekvédelmi szakellátás során a gyermekek élethelyzetének feltárására, sorsának megtervezésére és végigkísérésére a gyámhatóságok, a területi gyermekvédelmi szakszolgáltatók, a gyermekjóléti szolgáltatók és a személyes gondoskodást nyújtó szervek és személyek által kezelt személyes adatokról szóló 235/1997 (XII.17.) Korm. Rendelet (a továbbiakban: Ar.) alapján létrejövő „Gyermekeink védelmében” elnevezésű adatlaprendszer (a továbbiakban: gyermekvédelmi nyilvántartás) szolgál.

(2) A gyermekvédelmi nyilvántartás célja, hogy biztosítsa a különböző gyermekvédelmi szolgáltatások, intézmények, valamint a hatóságok között a Gyvt. Adatkezelésére vonatkozó rendelkezései figyelembevételével a kölcsönös tájékoztatást és az együttműködést, továbbá megjelölje az elvégezendő gondozási- nevelési feladatokat, illetőleg lehetővé tegye a gyermek sorsának alakításában résztvevő intézmények és hatóságok tevékenységének ellenőrzését.

**3. §** (1) A gyermekjóléti szolgáltatás és az átmeneti gondozás formáinak szakmai létszám irányszámait, továbbá a bölcsődei ellátásnak, valamint a szakellátás formáinak szakmai létszámminimum következményeit az *1: számú melléklet* tartalmazza. A feladatellátás érdekében további munkakörök is létesíthetők.

(2) Magasabb vezetői, vezetői beosztást

a) a három vagy annál több szakmai munkát végző személyt foglalkoztató gyermekjóléti szolgálatnál,

b) a tizenkét férőhely feletti átmeneti ellátást nyújtó intézménynél,

c) a tíz vagy ennél több nevelőszülő munkáját irányító gyermekvédelmi szolgálatnál,

d) a tizenkét férőhely feletti gyermekotthonnál, illetve speciális gyermekotthonnál,

e) a területi gyermekvédelmi szakszolgálatnál

betöltő személyek- a (3) bekezdésben foglaltak figyelembevételével- szociális szakvizsga letételére kötelezettek. Ezek a követelmények a bölcsődei igazgatóságoknál és a bölcsődék egyesített intézményeinél csak a magasabb vezetőre vonatkoznak.

...

(5) Az egyes munkakörben foglalkoztatott személyek képzési előírásait a *2. számú melléklet* tartalmazza.

(6) A munkáltató a személyes gondoskodás körébe tartozó feladatokat ellátó személyek részére - a közalkalmazottak jogállásáról szóló 1992. évi XXXIII. Törvény 79. §-ának (1)- (2) bekezdésében foglaltak szerint - munkaruhát biztosít.

(7) A munkáltató beszerzi az 1. számú mellékletben meghatározott munkakörben foglalkoztatni kívánt személy nyilatkozatát arról, hogy nem áll fenn vele szemben a Gyvt. 15. §-ának (8) bekezdésében meghatározott kizáró ok.

(8) Többcélú intézményben vezetői megbízást az kaphat, illetve vezetői munkakörbe az nevezhető ki, aki bármely, az intézmény által biztosított szolgáltatás, illetve ellátás vezetőjére meghatározott, felsőfokú végzettség körébe tartozó képesítési előírásoknak megfelel.

**4. § (1)** A megyei, fővárosi gyámhivatal (a továbbiakban: megyei gyámhivatal), illetve az egészségügyi, szociális és családgügyi miniszter ( a továbbiakban: miniszter) által kijelölt módszertani és továbbképzési feladatokat ellátó intézmény (a továbbiakban: módszertani intézmény) a Gyvt. 96. §-ának (9) bekezdésében foglaltak szerint segíti illetékességi területen a szolgáltatók munkáját. Tevékenysége során együttműködik a Szociálpolitikai és Munkaügyi Intézettel (a továbbiakban: Intézet).

(2) Módszertani intézményi feladatok ellátására az a gyermekjóléti, gyermekvédelmi intézmény jelölhető ki, amely

- a) külön jogszabályban meghatározott működési engedéllyel rendelkezik,
- b) legalább öt éve működik,
- c) vezetője legalább ötéves szakmai és két éves vezetői gyakorlattal rendelkezik
- d) a módszertani munkára vonatkozó szakmai programmal rendelkezik.

(3) A módszertani intézmény

a) az Intézet irányításával részt vesz a minőségfejlesztési elvek kidolgozásában, és segítséget nyújt azok gyakorlati alkalmazásához;

b) Figyelemmel kíséri az alap- és szakellátásokat érintő tudományos kutatásokat, publikációkat, a modellértékű új kezdeményezéseket, továbbá elősegíti ezek mind szélesebb körű megismerését, gyakorlati alkalmazását;

c) szervezi a gyermekjóléti, gyermekvédelmi területen dolgozók tapasztalatcseréjét és továbbképzését;

d) elemzi és értékeli a szolgáltatók működését, valamint javaslatot tesz a hiányzó ellátások megszervezésére, a működés lehetőség szerinti javítására;

e) információkat gyűjt az illetékességi területén az ellátórendszer sajátosságairól, problémáiról,

f) szaktanácsadás keretében szakmai módszertani segítséget nyújt a gyermekjóléti, gyermekvédelmi területen dolgozók szakmai problémáinak megoldásához;

g) részt vesz az Egészségügyi, Szociális és Családgügyi Minisztérium (a továbbiakban: Minisztérium), valamint az Intézet által szervezett szakmai programok lebonyolításában, megszervezésében, valamint az e szervektől származó anyagoknak, információknak a szolgáltatókhoz való eljuttatásában,

h) szervezi a főiskolai és egyetemi hallgatók terepgyakorlatát.

(4) A módszertani intézmény a megyei gyámhivatal, valamint a fenntartója felkérésére térítésmentesen, más fenntartó vagy a működést engedélyező jegyző felkérésére eseti megbízás alapján, térítés ellenében részt vesz a szolgáltató ellenőrzésében.

(5) A módszertani intézmény a módszertani feladatok ellátásában egyes új módszerek modellkísérletének elvégzésébe állandó vagy eseti jelleggel más szolgáltatót is bevonhat. Az állandó jellegű munkakapcsolathoz a módszertani intézmény fenntartójának hozzájárulása szükséges.

(6) A módszertani intézmény éves munkatervet, valamint módszertani feladatai ellátásáról szakmai beszámolót készít, melyet minden év február 15-éig megküld a fenntartónak, a Minisztériumnak, az Intézetnek és a megyei gyámhivatalnak.

### **III. Fejezet**

## **A GYERMEKVÉDELMI SZAKELLÁTÁSOK**

### **1. Cím**

#### **ÁLTALÁNOS SZABÁLYOK**

**74. §** A szakellátás keretében az ideiglenes hatállyal elhelyezett, átmeneti vagy tartós nevelésbe vett gyermek (a továbbiakban: gondozott gyermek) számára biztosítani kell az otthont nyújtó ellátást, illetve szakellátást más okból igénylő gyermek teljes körű ellátását, valamint a fiatal felnőtt utógondozói ellátását, gondoskodni kell továbbá területi, gyermekvédelmi szakszolgáltatásról.

### **2. Cím**

#### **AZ OTTHONT NYÚJTÓ ELLÁTÁSOKRA VONATKOZÓ KÖZÖS SZABÁLYOK**

**75. § (1)** Az otthont nyújtó ellátásban részesülő gondozott gyermek számára

a) teljes körű ellátást [Gyvt. 45. § (1) ],

b) családgondozást, vagy ha ez nem lehetséges az örökbefogadásának elősegítését [Gyvt. 53. § (1) bekezdés b) pont], illetve

c) utógondozást [Gyvt. 53. § () bekezdés c) pont]

kell biztosítani.

- (2) A teljes körű ellátás keretében a gondozott gyermek számára
- lakhatási lehetőséget, valamint legalább a 76-82. § - okban meghatározott ellátást, továbbá
  - testi, értelmi, érzelmi, erkölcsi fejlődést elősegítő, életkorának, egészségi állapotának és egyéb szükségleteinek megfelelő- a 83-84. § - okban meghatározott- nevelést, gondozást kell nyújtani.

### A teljes körű ellátás

**76. §** (1) A gondozott gyermek számára naponta, az életkornak megfelelő legalább ötszöri, legalább egy alkalommal meleg, az egészséges táplálkozás követelményének megfelelő étkezést kell biztosítani, a külön jogszabályban foglaltaknak megfelelően.

(2) Ha a gondozott gyermek egészségi állapota indokolja, részére az orvos előírásainak megfelelő étkezést kell biztosítani.

**77. §** (1) A teljes körű ellátás részeként nyújtott ruházat gyermekenként legalább hat váltás fehérneműt, valamint 3 váltás hálóruhát, továbbá az évszaknak megfelelő legalább 2 váltás hétköznapi (otthoni és utcai) felsőruhát és cipőt, valamint alkalmi és sportruházatot tartalmaz.

(2) A ruházat tisztításáról, javításáról az ellátást nyújtó gondoskodik, amelyben olyan mértékben vonja be a gondozott gyermeket, amely életkorának megfelelően tőle elvárható.

(3) Az ellátást nyújtó a gondozott gyermek szükségletei, valamint a ruházat elhasználódása szerint gondoskodik a ruházat beszerzéséről, illetve cseréjéről.

**78. §** A személyi higiéné biztosítása, valamint a textíliával való ellátás keretében gyermekenként biztosítani kell legalább

a) a mindennapos tisztálkodáshoz, testápoláshoz szükséges feltételeket, tisztálkodási és testápolási szereket, valamint textíliákat,

b) A csecsemők és kisgyermekek ellátásához szükséges anyagokat, eszközöket,

c) 3 váltás ágyneműt.

**79. §** (1) Az iskolai oktatásban, szakképzésben résztvevő, felsőfokú tanulmányokat folytató gondozott gyermek számára biztosítani kell az első szakképzettség megszerzéséhez szükséges tandíjat, a tankönyveket, tanszereket, és egyéb iskolai felszereléseket, valamint utazó és kézitáskát, továbbá az iskolába járással kapcsolatban felmerülő költségeket.

(2) A gondozott gyermek számára biztosítani kell a felzárkóztatás, illetve a tehetségfejlesztés költségeit.

(3) A gondozott gyermek részére biztosítani kell olyan eszközöket- különösen jegyet, bérletet az utazáshoz, postai költségeket a levelezéshez és a telefonáláshoz-, amelyek segítségével hozzátartozóival, illetve a gyámságát ellátó személlyel kapcsolatot tarthat.

**80. §** (1) A gondozott gyermek szabadidejének hasznos eltöltése érdekében az ellátást nyújtó gondoskodik a kulturálódáshoz, játékhöz, sporthoz szükséges eszközökről.

(2) Az ellátást nyújtó gondoskodik a szabadidős tevékenységekhez szükséges és indokolt költségekről.

**81. §** A különleges vagy speciális ellátásra szoruló gondozott gyermek számára a fejlődéshez, illetve fejlesztéshez, a gyógyuláshoz, rehabilitációjához, terápiájához szükséges és indokolt eszközök beszerzéséről a fenntartó gondoskodik.

**82. §** (1) A 3 éven felüli gondozott gyermeket személyes szükségleteinek kielégítésére- a (3) bekezdésben meghatározott kivétellel- havonta zsebpénzzel kell ellátni. A zsebpénz havi összege nem lehet kevesebb az öregségi nyugdíj mindenkori legkisebb összegének

a) 5 %- ánál a 3-10 éves,

b) 13 %- ánál a 10-14 éves,

c) 18 % - ánál a 14 év feletti

gyermek esetében.

(2) A zsebpénznek az (1) bekezdésben meghatározott mértéken felüli összegét a gondozott gyermek szorgalma, magatartása figyelembevételével

a) a gyermekotthonban elhelyezetteknel a nevelő javaslatára az intézmény vezetője,

b) nevelőszülőnél elhelyezettek esetében a nevelőszülő,

havonta állapítja meg, és folyósítja.

(3) A gondozási helyéről önkényesen eltávozott (szökött) gondozott gyermeket a szökés időtartama alatt zsebpénz nem illeti meg.

(4) A gondozott gyermek zsebpénzéről nevelője, nevelőszülője a 3. számú mellékletben foglalt zsebpénznnyilvántartást vezeti.

(5) A gondozott gyermek a zsebpénze felhasználásáról maga dönt.

(6) A fejlesztő felkészítésben való részvételre kötelezett, valamint a 3- 6 éves korú gyermek részére a zsebpénz nem kerül kifizetésre, de biztosítani kell a személyre szóló felhasználását.

### A gondozás, nevelés

**83. §** (1) A gondozás, nevelés célja, hogy a gondozott gyermek testileg, értelmileg, érzelmileg, erkölcsileg, korának és képességeinek megfelelően fejlődjön, személyisége a lehető legteljesebb módon kibontakozzék, és képessé váljon a vér szerinti családjába való visszailleszkedésre, vagy nevelőszülői, illetve örökbefogadó családba történő beilleszkedésre, vagy az önálló életvitelre. E cél érdekében a gondozását, nevelését, ellátását végző személyek kötelesek együttműködni egymással, valamint mindazon intézményekkel, amelyek a gondozott gyermekkel foglalkoznak.



(2) A fogyatékos gondozott gyermek számára az emberi méltóságát biztosító, képességeihez igazodó, és azokat a lehető legteljesebb mértékben kibontakoztató gondozást, nevelést kell biztosítani.

**84. §** (1) Az ellátás megkezdésekor a rendelkezésre álló dokumentáció alapján, a gyermekvédelmi nyilvántartás megfelelő adatlapját kitöltve, el kell készíteni a gondozott gyermekre vonatkozó egyéni gondozási- nevelési programot tartalmazó egyéni gondozási- nevelési tervet. Az egyéni gondozási- nevelési terv célja az egyéni elhelyezési terv megvalósulását biztosító gondozással- neveléssel kapcsolatos feladatok részletes megtervezése és az abban résztvevő szakemberek közötti munkamegosztás meghatározása. A terv elkészítésekor figyelemmel kell lenni különösen

- a) a gyermekjóléti szolgálat által az alapellátás, illetve a védelemben vétel során készített egyéni gondozási tervre,
- b) a gyermekvédelmi gondoskodást szükségessé tevő okokra,
- c) a gondozott gyermek gondozási helyének kijelölése tárgyában készített elhelyezési javaslatra, ezen belül kiemelten a gyermek személyiségvizsgálatának eredményére, illetve az egyéb szakvéleményekre,
- d) az egyéni elhelyezési tervre,
- e) a gyermek nevelésében, gondozásában korábban részt vett szakemberek véleményére,
- f) a gondozott gyermekkel és szülőjével folytatott személyes beszélgetések során szerzett tapasztalatokra,
- g) egyéb, a gondozott gyermek nevelése, gondozása szempontjából jelentős körülményre.

(2) Az egyéni gondozási- nevelési terv kidolgozásába be kell vonni az ítélőképessége birtokában lévő gondozott gyermeket, szülőjét (törvényes képviselőjét), illetve gondozóját.

(3) Az ellátást nyújtóknak az egyéni gondozási- nevelési terv alapján ellátandó feladatai különösen az alábbiak:

a) testi, értelmi, érzelmi és erkölcsi fejlődését biztosító, családpótló ellátásban a szülői gondoskodást helyettesítő védelemben részesíti a gondozott gyermeket,

b) felkészíti a gondozott gyermeket a családjába való visszailleszkedésre, illetve nevelő- vagy örökbefogadó családba való beilleszkedésre, valamint az önálló életkezdesre és életvitelre, a pályaválasztásra, a munkavállalásra.

(4) Az ellátást nyújtó

a) gondoskodik arról, hogy a gondozott gyermek hozzájusson

aa) a megelőző és gyógyító egészségügyi ellátáshoz, valamint az előírt gyógyszerekhez és gyógyászati segédeszközökhöz,

ab) a terápiához, amely személyisége korrekciójához, az őt ért lelki sérülések gyógyításához szükséges,

ac) a külön jogszabályban meghatározott szakértői bizottság javaslatának megfelelő gyógypedagógiai ellátáshoz,

ad) a korának és képességeinek megfelelő oktatáshoz, szakképzéshez, továbbá tanulmányi lemaradásai megszüntetéséhez szükséges segítséghez, illetve azokhoz a feltételekhez, amelyek biztosítják tehetsége, képességei megfelelő kibontakoztatását,

ae) a szellemi és erkölcsi fejlődését szolgáló, kulturális értékekhez, tájékoztatáshoz, a médiának az ismeretek bővítését szolgáló erőszakmentes műsoraihoz,

af) a szabadideje hasznos és tartalmas eltöltéséhez szükséges feltételekhez,

ag) szórakoztató, művészeti és kulturális tevékenységekhez;

b) kapcsolatot tart a gondozott gyermek oktatását, szakképzését végző nevelési- oktatási intézménnyel, továbbá a szakmai gyakorlatát, illetve foglalkoztatását biztosító munkahellyel, valamint a munkanélkülieket támogató munkaügyi központtal, és ennek keretében

ba) fogadóórákon, szülői értekezleteken tájékoztódik a gondozott gyermek iskolai előmeneteléről,

bb) érdeklődik a munkahelyen a beilleszkedéséről, munkavégzéséről,

bc) rendszeresen tájékoztódik a munkaügyi központban a munka- és átképzési lehetőségekről;

c) a gondozott gyermeket az önálló életvitelre, a családi háztartás vezetésére történő felkészítése érdekében életkorának megfelelően bevonja

ca) a háztartási teendők végzésébe,

cb) a családi gazdálkodás megtervezésébe,

cc) a pénzkezelésbe.

**85. §** (1) Az ellátást nyújtó megteremti annak lehetőségét, hogy a gondozott gyermek véleményt nyilváníthasson a számára nyújtott ellátásról és nevelésről, illetve a személyét érintő ügyekről, továbbá gondoskodik arról, hogy a gyermek véleményét a gondozás, nevelés során – korára, fejlettségi szintjére tekintettel- figyelembe vegyék.

(2) Az ellátást nyújtó a gondozás során figyelembe veszi a gondozott gyermek szülőjének (törvényes képviselőjének) a gyermek személyét és ellátását érintő véleményét.

(3) Az ellátást nyújtó lehetővé teszi, hogy a gondozott gyermek szabadon gyakorolhassa vallását, továbbá vallásoktatáson vehessen részt.

(4) Elő kell segíteni, hogy a nemzeti vagy etnikai kisebbséghez tartozó gondozott gyermek megőrizhesse kisebbségi önazonosságát, ápolhassa hagyományait, hozzájuthasson a kisebbség kulturális értékeihez.

(5) Az ellátást nyújtó biztosítja

a) a gondozott gyermek környezetének állandóságát,

b) a gondozott gyermek személyes tárgyainak elhelyezését,

c) azt, hogy a gondozott gyermekről évente legalább egy alkalommal fénykép készüljön.

## Engedély nélküli eltávozás

**86. §** (1) Ha a gondozott, illetve egyéb okból ellátásra befogadott gyermek engedély nélkül eltávozott a gondozási helyéről vagy oda a számára előírt időpontban nem tért vissza (továbbiakban: eltűnt gyermek), az ellátást nyújtó megkísérelti felkutatni a tartózkodási helyét.

(2) Ha az eltűnt gyermek 14 éven aluli vagy betegsége, fogyatékosága miatt magáról gondoskodni nem tud, haladéktalanul, egyéb esetben 24 órán belül az ellátást nyújtó megkeresi az illetékes rendőri szervet az eltűnt gyermek felkutatása érdekében. Egyúttal közli az eltűnt gyermek személyi adatait, személyleírását, az azonosítására alkalmas jellegzetességeit (pl. sebhely, műtéti heg, tetoválás, anyajegy, beszédhiba, terhesség), az eltűnésekor viselt ruházatát, az eltűnés körülményeit, és a vélt feltalálási helyeket, valamint átadja az azonosításra alkalmas fényképet.

(3) Az ellátást nyújtó értesíti az eltűnt gyermek szülőjét (törvényes képviselőjét), valamint a gondozott gyermek esetében a szakszolgálatot is.

(4) Ha az eltűnt gyermeket az ellátást nyújtó megtalálta, vagy a gyermek önként visszatért, erről az illetékes rendőri szervet, illetve a szülő (törvényes képviselő) haladéktalanul, de legkésőbb 24 órán belül értesíteni kell.

(5) A rendőrség által megtalált gyermek előkerüléséről a szülő (törvényes képviselő), valamint gondozott gyermek esetében a szakszolgálatot is értesíteni kell.

(6) Az eltűnt gyermekekről az ellátást nyújtó nyilvántartást vezet, és arról – a hatóság megkeresésére – az adatvédelmi szabályok betartásával adatokat szolgáltat.

(7) A gondozási helyére visszakerült gyermekkel a gyámja bevonásával folytatott egyéni beszélgetés keretében fel kell tárni az eltűnése okát és körülményeit, valamint az eltűnése alatt vele történeteket, tartózkodási helyét, megélhetése forrásait. A beszélgetés megtörténtét és tartalmának lényegét írásban dokumentálni kell, és a szükséges intézkedéseket meg kell tenni.

## A családi kapcsolatok, a családgondozás

**87. §** (1) A kapcsolattartásra jogosult (a továbbiakban: hozzátartozó) és a gondozott gyermek kapcsolattartását a gyámhivatal határozata alapozza meg. Az ellátást nyújtó elősegíti a gondozott gyermeknek hozzátartozójával való folyamatos kapcsolattartását.

(2) A kapcsolattartás formái különösen

a) a gondozott gyermek meglátogatása tartózkodási helyén, továbbá alkalmanként legfeljebb 2 napra történő elvitele (folyamatos kapcsolattartás),

b) a gondozott gyermek szabadságra történő elvitele (időszakos kapcsolattartás),

c) levelezés,

d) telefonkapcsolat,

e) ajándékozás, csomagküldés.

(3) Az eltávozásra, szabadságra vitel alkalmankénti időpontját és módját a gyermekotthon, illetve a fogyatékosokat ápoló- gondozó intézmény, valamint a fogyatékosok vagy pszichiátriai betegek lakóotthona (a továbbiakban: más bentlakásos intézmény) házi rendje, illetve a nevelőszülői hálózat működtetőjével történt előzetes megállapodás határozza meg. A hozzátartozó köteles a gondozott gyermekért a megjelölt időpontban megjelenni, és őt a megadott időben visszavinni.

(4) A gyermekotthon, más bentlakásos intézmény, valamint a nevelőszülői hálózat működtetője a gondozott gyermek, illetve a hozzátartozó kérésére indokolt esetben gondoskodik a gyermeknek a hozzátartozóhoz történő el- és visszakíséréséről. A szülővel való kapcsolattartást elő kell segíteni abban az esetben is, ha a szülő előzetes letartóztatásban van, vagy szabadságvesztés büntetését tölti, feltéve, hogy ez megfelel a gyámhivatal döntésének.

(5) A gondozott gyermeket a hozzátartozó, a gyermekotthon, illetve más bentlakásos intézmény házi rendje, illetve a nevelőszülői hálózat működtetőjével történt előzetes megállapodás szerint látogathatja. A látogatás alkalmával gondoskodni kell arról, hogy a gondozott gyermek és a hozzátartozó találkozása és a látogatás alatti együttléte kulturált formában és zavartalan körülmények között történhessen.

(6) A levelezés és a telefonkapcsolat lehetőségének biztosítása során az ellátást nyújtó a levéltitkokhoz, illetve a magántitkokhoz való jog biztosításával jár el.

(7) A hozzátartozó a kapcsolattartás során köteles az ellátást nyújtó személlyel, illetve az ellátást nyújtó intézmény munkatársaival a gondozott gyermek érdekét szolgáló módon együttműködni, és az intézmény házi rendjét betartani.

(8) Ha a kapcsolattartás kérdésében vita merül fel a hozzátartozó és a gyám között, a gyám köteles a gyámhivaltól döntést kérni.

**88. §** (1) Az ellátást nyújtó a kapcsolattartás során folyamatosan tájékoztatja a hozzátartozót a gondozott gyermek neveléséről, fejlődéséről, és a vele kapcsolatos fontosabb eseményekről.

(2) A gondozott gyermek továbbtanulásának, képzésének, életpályájának kijelölése előtt a gyám kikéri a szülő véleményét.

(3) A gondozott gyermek és a hozzátartozó kapcsolattartásának alakulásáról, a szülőnek az ellátást nyújtóval való együttműködéséről

a) a gyermekotthon rendszeresen- de legalább félévente- írásban tájékoztatja a gyámhivaltal,

b) a hivatásos gyám legalább félévente írásban tájékoztatja a gyámhivaltal,

c) a nevelőszülő folyamatosan beszámol a szakszolgálatnak, hivatásos gyámnak, illetve megkeresésre a gyámhivatalnak, feltéve, hogy a hozzátartozóval közvetlen kapcsolatot tart.

(4) Az ellátást nyújtó jelzi a gyámhivatalnak, ha megítélése szerint a hozzátartozó a kapcsolattartás során a gondozott gyermek személyiségfejlődését hátrányosan befolyásolja, illetve ha a kapcsolattartási jogával a gondozott gyermek vagy az ellátást nyújtó sérelmére visszaél.

**89. § (1)** A gondozott gyermek és családja közötti kapcsolat ápolása, a családnak a gyermek visszafogadására alkalmassá tétele érdekében a gyermekotthon, a nevelőszülői hálózatot működtető, illetve a szakszolgálat családgondozója együttműködik az illetékes gyermekjóléti szolgálat családgondozójával. A családgondozást az egyéni elhelyezési terv szerint kell végezni.

(2) A családgondozó a gyermek befogadását követően 2 hónapon belül személyesen felkeresi a gyermek egyéni elhelyezési tervében megjelölt szülőt, vagy más hozzátartozót, valamint az illetékes gyermekjóléti szolgálatot. A nevelésbe vétel időtartama alatt a családgondozó folyamatosan kapcsolatot tart az illetékes gyermekjóléti szolgálattal.

(3) A családgondozó feladata különösen

a) a gondozott gyermek és családja közötti folyamatos és egymás elfogadására irányuló kapcsolat elősegítése, szükség esetén javaslattétel a kapcsolattartás formájának, helyszínének és időtartamának megváltoztatására,

b) a gondozott gyermek felkészítése a családdal való találkozásra, szükség esetén a gyermeknek a kapcsolattartás helyszínére kísérése, és ha a gyermek és a szülő közötti kapcsolat helyreállításához szükséges, a találkozáson való részvétel,

c) az okok mielőbbi felderítése és azoknak a gondozott gyermekkel való közlése, ha a szülő nem jelentkezik a szokásos módon és időben,

d) a gondozott gyermek felkészítése a családba való visszakerülésre,

e) a hazakerülést követő teendők és életvitel – a gondozott gyermekkel és szülőkkel közös- megtervezése.

### **Az utógondozás**

**90. § (1)** Az otthont nyújtó ellátás keretében az átmeneti vagy tartós nevelés megszűnését követően a fiatal felnőtt családjába való sikeres visszailleszkedését, illetve önálló életének megkezdését utógondozással kell segíteni a gyámhivatal határozata szerint.

(2) A volt gondozott fiatal felnőtt utógondozását a gyámhivatal határozata alapján a gyermekotthon, a nevelőszülői hálózatot működtető vagy – a más bentlakásos intézményben elhelyezett gyermek esetében- a szakszolgálat látja el. A gondozás folyamatosságának biztosítása érdekében célszerű, ha a gondozott gyermekkel, illetve a fiatal felnőttel (a továbbiakban: utógondozott) kapcsolatos család -, illetve az utógondozási feladatokat ugyanaz a szakember (a továbbiakban: utógondozó) látja el.

(3) Az utógondozás során az utógondozó együttműködik az utógondozott lakóhelye szerinti gyermekjóléti szolgálattal, továbbá felkutatja és lehetőség szerint bevonja az utógondozásba azokat a társadalmi szervezeteket, alapítványokat, egyházi szervezeteket és önkéntes segítőköt, amelyek, illetve akik az utógondozottat segíteni tudják.

(4) Az utógondozó feladatai különösen, ha az utógondozott

a) visszakerül a családjába vagy önálló életet kezd

aa) a hazakerülést követően figyelemmel kíséri, illetve segíti az utógondozottnak a családjába való beilleszkedését,

ab) segítséget nyújt önálló életvitelének kialakításához, kiemelten kezelve az önálló lakhatásnak megoldását,

ac) segíti az utógondozottat a képességeinek, tehetségének megfelelő közoktatási, szakképző, illetve felsőoktatási intézmény vagy munkahely kiválasztásában és a felvétellel kapcsolatos teendők intézésében,

ad) a jogszabályok által biztosított támogatási lehetőségek ismertetésével segíti a fiatal szociális gondjai megoldásában,

ae) tanácsot ad, segítséget nyújt az utógondozottnak konfliktushelyzetei megoldásához,

af) szükség szerinti rendszerességgel-, de legalább havonta egyszer- felkeresi az utógondozottat és tájékozódik az utógondozott körülményeinek és életvezetésének alakulásáról,

ag) legalább heti egy fogadónapon lehetőséget biztosít arra, hogy az utógondozott problémái megbeszélésére felkereshesse;

b) utógondozói ellátásban részesül,

ba) segítséget nyújt az utógondozott továbbtanulási, munkavállalási, életviteli problémái megoldásához,

bb) tanácsot ad a munkahelyi, partnerkapcsolati és esetleges konfliktushelyzetei megoldásához, jövedelme beosztásához,

bc) a jogszabályok által biztosított támogatási lehetőségek ismertetésével segíti a fiatal szociális gondjai megoldásában, kiemelten kezelve önálló lakhatásának megoldását.

(5) A (4) bekezdés b) pontja esetén az utógondozó feladatait a gyermekotthon utógondozó részleggen, illetve az utógondozó otthonban dolgozó nevelő is elláthatja.

**91. § (1)** Az utógondozó segítséget nyújt a fiatal felnőttnek az otthonteremtési támogatás iránti kérelem elkészítéséhez és benyújtásához.

(2) Az utógondozó a gyámhivatal megkeresésére véleményezheti a fiatal felnőtt által benyújtott kérelemben foglaltak megvalósíthatóságát, valamint azt, hogy az igényelt támogatás és annak felhasználási módja megoldja-e a fiatal felnőtt tartós lakhatását.

(3) Az utógondozó a gyámhivatal megkeresésére javaslatot tesz a támogatás összegével való elszámolás módjára és időpontjára.

(4) Az utógondozó a gyámhivatallal határozatában foglaltak szerint együttműködik a fiatal felnőttel a támogatás összegének célszerű felhasználásában, és erről tájékoztatja a gyámhivatalt.

### 3. Cím

#### AZ UTÓGONDOZÓI ELLÁTÁS

**92.** (1) Az utógondozói ellátást a fiatal felnőtt 24. életévének betöltéséig kérheti. A gyámhivatal határozatával elrendelt utógondozói ellátás keretében a rászoruló fiatal felnőtt számára

a) szükség esetén teljes körű ellátást kell biztosítani azon időszak alatt, amíg életfenntartását önállóan nem tudja biztosítani, vagy nappali oktatás munkarendje szerinti, illetve felsőfokú oktatás intézmény nappali tagozatán tanulmányokat folytat, vagy felvételét várja szociális bentlakásos intézménybe, vagy sorkatonai idejét tölti, továbbá

b) segítséget kell nyújtani azon feltételek megteremtéséhez, amelyek az ellátásból kikerülő fiatal felnőtt önálló életének megkezdéséhez, megélhetéséhez szükségesek.

(2) Az utógondozói ellátás keretében a fiatal felnőtt számára a befogadást vállaló nevelőszülő, gyermekotthon vagy utógondozó otthon, továbbá a külső férőhely működtetője lakhatási lehetőségről gondoskodik és a fiatal felnőtt szükségleteihez, helyzetéhez igazodó ellátást nyújt. Ha a fiatal felnőtt ellátásához zsebpénz biztosítása is szükséges, annak összege nem lehet kevesebb a 82. § (1) bekezdésének c) pontjában meghatározott mértéknél.

(3) A fiatal felnőtt kérelmére az ellátást nyújtó nyilatkozik a fiatal felnőtt utógondozói ellátásra történő befogadásáról, ha a fiatal felnőtt a Gyvt. 93. §-ának (1) bekezdésében meghatározott helyzetben van, és elhelyezése az ellátást nyújtó férőhelyén megoldható.

(4) Az ellátást nyújtó a befogadást megtagadhatja, ha a fiatal felnőtt a korábbi ellátása során a Gyvt. 93. §-a (10) bekezdésének c) és d) pontjában meghatározott magatartást tanúsította.

(5) Ha az ellátást nyújtó az ellátást megtagadja, a fiatal felnőtt kérelmét az elutasítás indokával együtt az intézmény érdek- képviselői fóruma elé terjeszti.

(6) Az érdek- képviselői fórum a kérelmet és az elutasítás okát megvizsgálja és véleményt nyilvánít a kérelem, illetve az elutasítás indokoltságáról.

(7) Az ellátást nyújtó és a fiatal felnőtt az utógondozói ellátásról a külön jogszabályban meghatározottak szerint írásbeli megállapodást köt. A megállapodás megkötésekor figyelemmel kell lenni különösen a fiatal felnőtt

- a) vagyoni, jövedelmi viszonyaira,
- b) egészségi állapotára és személyiségére,
- c) családi körülményeire,
- d) tanulmányai folytatására,
- e) kötelezettségeire.

(8) Az utógondozói ellátást igénybe vevő fiatal felnőtt az ellátásért külön jogszabályban meghatározottak szerint térítési díjat fizet.

**93. §** (1) Az ellátást nyújtó nevelőszülő, gyermekotthon vagy utógondozó otthon a fiatal felnőtt befogadásáról értesíti a szakszolgálatot.

(2) Az (1) bekezdés szerinti szervek az utógondozói ellátásról szóló gyámhivatali határozat kézhezvételétől számított 15 napon belül értesítik a gyámhivatalt, és kezdeményezik az ellátás megszüntetését, ha a fiatal felnőtt az ellátást nem vette igénybe, és ennek okáról az ellátást nyújtót nem tájékoztatta.

(3) A gyámhivatalnak az utógondozói ellátás megszüntetését javasolja

- a) a nevelőszülő, ha vele szemben a fiatal felnőtt elfogadhatatlan magatartást tanúsít,
- b) a gyermekotthon, az utógondozó otthon, ha a fiatal felnőtt a házirendet többször súlyosan megsérti.

### 5. Cím

#### A GYERMEKOTTHON

##### Feladatai

**109. §** (1) A gyermekotthon megszakítás nélküli munkarend szerint működő, bentlakásos gyermekintézmény, amely

a) a gondozott gyermek számára alaptevékenységként biztosítja az otthont nyújtó ellátást a gyámhivatal által jóváhagyott egyéni elhelyezési terv és az általa készített egyéni gondozási- nevelési terv szerint,

b) a fiatal felnőtt számára utógondozói ellátást biztosít, szükség esetén külső férőhelyet működtet.

(2) Külső férőhelyen csak utógondozói ellátásban részesülő fiatal felnőtt számára biztosítható lakhatás.

(3) A gyermekotthon az alapító okiratában rögzítettek szerint, és az adott szolgáltatás végzésére feljogosító működési engedély alapján alapfeladatként biztosíthat egyéb személyes gondoskodást nyújtó szolgáltatást is, így különösen gyermekek és várandós anyák átmeneti gondozását. Az ellátás jellegének megfelelő személyi és tárgyi feltételeket ellátási formaként külön- külön biztosítani kell.

(4) A gyermekotthon alaptevékenységével összhangban végzett vállalkozási tevékenysége nem veszélyeztetheti alapfeladatainak ellátását, illetve a gyermekotthonban elhelyezett gyermekek testi, értelmi, érzelmi, erkölcsi fejlődését.

## Létesítés

**110. §** (1) A gyermekotthon létesítésekor figyelemmel kell lenni különösen arra, hogy az

- a) ne legyen a gyermek testi, érzelmi, erkölcsi fejlődésére káros környezetben,
- b) tömegközlekedési eszközzel megközelíthető legyen.

(2) A gyermekotthon kezdeményezi a kapcsolatfelvételt a helyi közösséggel, és elősegíti a gyermekek részvételét a helyi szervezetek életében.

## Dokumentumok

**111. §** A gyermekotthon nevelési alapidokumentuma a pedagógus munkakörben foglalkoztatott, továbbá a nevelő-gondozó munkát közvetlenül segítő felsőfokú végzettségű munkatársak (a továbbiakban együtt: nevelőtestület) által elfogadott, az intézményben folyó nevelés célját, alapelveit, módszereit tartalmazó szakmai program.

**112. §** (1) A gyermekotthon belső életének rendjét, a gyermek, fiatal felnőtt jogai gyakorlásának és kötelességei teljesítésének szabályait a házirend tartalmazza. A házirendben kell megállapítani különösen

a) a napirendből adódó feladatokra,

b) a gyermek, fiatal felnőtt viselkedésére, továbbá a gyermekeknek, fiatal felnőtteknek egymással, valamint a gyermekotthon dolgozóival tanúsítandó magatartására,

c) a gyermeknek, fiatal felnőttnek a hozzátartozókkal, illetve más személyekkel történő kapcsolattartásra, a látogatás rendjére, az intézetből történt eltávozás és visszatérés rendjére,

d) a panaszjog érvényesítésének módjára [Gyvt. 36. § (1) bek.],

e) az érdek- képviselői fórum véleményezési és egyetértési jogának gyakorlására vonatkozó előírásokat.

(2) A házirendet az igazgató, a nevelőtestület, valamint a gyermekönkormányzat véleményének figyelembevételével és az intézetben működő érdek- képviselői fórum egyetértésével hagyja jóvá.

(3) A házirend egy példányát a gyermekotthonban jól látható helyen ki kell függeszteni.

## Befogadás

**113. §** (1) A gyermekotthon befogadja

a) a szakszolgálat kijelölése alapján a Gyvt. 72. § (1)-ében megjelölt beutaló szerv által ideiglenes hatállyal elhelyezett,

b) a gyámhivatal által nevelésbe vett

gyermeket, ha a határozatban a gyermek gondozási helyeként a gyermekotthont jelölték meg.

(2) Az (1) bekezdés a) pontja szerint kijelölt intézmény befogadó gyermekotthonként is működik.

(3) A befogadásról a gyermekotthon haladéktalanul értesíti

a) a beutaló szervet, illetve a gyámhivatalt,

b) a szakszolgálatot a 4. számú melléklet szerinti adatlapon,

c) a gondozott gyermek törvényes képviselőjét,

d) az átmeneti nevelt és ideiglenes hatállyal elhelyezett gyermek vér szerinti szülőjét,

e) a szülő lakóhelye szerinti gyermekjóléti szolgálatot,

f) a pártfogó felügyelet alatt álló gondozott gyermek pártfogó felügyelőjét.

(4) A gyermekotthon haladéktalanul értesíti a nevelésbe vételt elrendelő gyámhivatalt, ha a gondozott gyermek a határozatban megjelölt időpontig nem érkezett meg a gyermekotthonba.

**114. §** A gyermekotthon a gondozott gyermek kérelmére befogadhatja annak saját gyermekét. A saját gyermekekre vonatkozóan egyebekben a 102. § rendelkezéseit értelemszerűen alkalmazni kell.

**115. §** (1) A gyermekotthon befogadja azt a fiatal felnőttet, akinek befogadását előzetesen nyilatkozatban vállalta és utógondozói ellátását a gyámhivatal elrendelte, és az ellátás biztosítójaként a gyermekotthont jelölte meg.

(2) A gyermekotthon a fiatal felnőtt kérelmére befogadhatja annak gyermekét. A saját gyermekekre vonatkozóan egyebekben a 103. § (2) - (5) bekezdéseit értelemszerűen alkalmazni kell.

**116. §** (1) A gyermekotthon-, ha rendelkezik a kora miatt különleges ellátást igénylő gyermek elhelyezésének, ellátásának feltételeivel – a védőnő, a házi orvos, a házi gyermekorvos vagy a kórházi gyermekorvos javaslatára átmeneti gondozásra befogadhatja a 3 éven aluli, egészségügyi okok miatt ellátást igénylő gyermeket.

(2) Az (1) bekezdés szerint befogadott gyermekekre vonatkozóan egyebekben a 104. § (2)- (3) bekezdéseit megfelelően alkalmazni kell.

(3) A gyermekotthon befogadhatja a gyermek otthonalanná vált szülőjét, valamint a szociális válsághelyzetben levő várandós anyát is.

**117. §** (1) A gyermekotthon legfeljebb 3 napra átmeneti gondozásra befogadja azt az ellátást kérő gyermeket, aki lakóhelyéről önkényesen eltávozott, vagy szülője, gondozója elhagyta, és emiatt ellátás és felügyelet nélkül maradt. A befogadott gyermek számára ideiglenes gondozást kell biztosítani.

(2) A gyermekotthon a befogadásról értesíti a gyermek szülőjének lakóhelye szerint illetékes gyermekjóléti szolgálatot, valamint a gondozási napok nyilvántartása érdekében a szakszolgálatot.

**118. §** (1) A befogadó gyermekotthon ideiglenesen befogadja

a) azt a gondozott gyermeket, aki gondozási helyéről önkényesen eltávozott, így ellátás és felügyelet nélkül maradt, valamint

b) a Gyvt. 46. §- a (1) bekezdésében meghatározott okból a rendőrség által bekísért ideiglenes gondozást igénylő gyermeket.

(2) Az (1) bekezdés a) pontjában megjelölt gondozott gyermek befogadásáról a gyermekotthon haladéktalanul értesíti a gyermek gondozási helyét és egyben kéri, hogy a gyermek visszavételéről gondoskodjanak.

**119. § (1)** A gyermekotthon haladéktalanul értesíti a törvényes képviselőt a befogadott gyermekkel kapcsolatos minden lényeges eseményről, így különösen

a) az egészségi állapotában bekövetkezett jelentős változásról,

b) a bűncselekmény áldozatává válásáról,

c) haláláról,

d) gyermeke születéséről,

e) iskolai, munkahelyi fegyelmi ügyéről,

f) szabálysértési ügyéről,

g) büntetőjogi felelősségre vonás alapját képező cselekményéről.

(2) Az (1) bekezdés c) pontjáról a gyermekotthon értesíti a szakszolgálatot is.

### Az ellátás megszüntetése

**120. § (1)** A gyermekotthon a gyámhivatalnak a gondozott gyermek ideiglenes hatállyal elhelyezett, átmeneti, illetve tartós nevelését megszüntető határozata alapján az ellátást megszünteti és a gondozott gyermeket a határozattal megjelölt személynek átadja. Az átadás megtörténtét a gondozott gyermeket átvévő személy aláírásával igazolja.

(2) Az ellátás megszüntetéséről az időpont és a gondozott gyermeket átvévő személy megjelölésével a gyermekotthon haladéktalanul értesíti

a) a gyámhivatalt,

b) a szakszolgálatot az 5. számú melléklet szerinti adatlapon,

c) a szülő lakóhelye szerinti gyermekjóléti szolgálatot,

d) a pártfogó felügyelet alatt álló gyermek pártfogó felügyelőjét.

**121. § (1)** Az átmeneti gondozásban részesített gyermek ellátását a gyermekotthon a szülő kérelmére vagy a Gyvt. – ben meghatározott okok fennállása esetén megszünteti, és a gyermeket a törvényes képviselőjének átadja.

(2) A gyermekotthon haladéktalanul értesíti a gyámhivatalt, ha az átmeneti gondozásnak a Gyvt.- ben meghatározott időtartama eltelt, de a gyermek a családi környezetébe nem térhet vissza.

(3) Az átmeneti gondozás megszüntetéséről a gyermekotthon haladéktalanul értesíti

a) szakszolgálatot,

b) a szülő lakóhelye szerinti gyermekjóléti szolgálatot.

**122. § (1)** A gyermekotthon megszünteti a fiatal felnőtt utógondozó ellátását, ha

a) a Gyvt. 93. § (1) bekezdése szerint megszűnik az ellátás,

b) a gyámhivatal határozattal megszünteti az ellátást.

(2) Az utógondozói ellátás megszüntetéséről a gyermekotthon haladéktalanul értesíti a szakszolgálatot.

**123. § (1)** A lakóhelyéről, gondozási helyéről önkényesen eltávozott, átmeneti gondozásra befogadott gyermek ellátását- a (2) bekezdésben foglaltak kivételével- a gyermekotthon megszünteti, ha a gyermek törvényes képviselője a gyermekért jelentkezik a gyermekotthonban.

(2) Ha a törvényes képviselő- a gondozásról szóló értesítés kézhezvételét követő- 3 napon belül nem jelentkezik a gyermekért, valamint az 57. § (3) bekezdésében meghatározott esetben, a gyermekotthon haladéktalanul értesíti a gyámhivatalt, a szükséges intézkedések megtétele érdekében.

(3) Ha a gyermekért jelentkező törvényes képviselő további átmeneti gondozást kér, a gyermekotthon tájékoztatja arról, hogy ennek biztosítása a lakóhely szerint illetékes települési önkormányzat feladata. Ha a törvényes képviselő a gyermek átvételét megtagadja, a gyermekotthon erről haladéktalanul értesíti a gyámhivatalt a szükséges intézkedések megtétele érdekében.

(4) Az átmeneti gondozás megszüntetéséről a gyermekotthon haladéktalanul értesíti

a) a gyermek törvényes képviselőjét,

b) a szakszolgálatot,

c) a szülő lakóhelye szerinti gyermekjóléti szakszolgálatot.

### Elhelyezési feltételek

**124. § (1)** A gyermekotthonnak legalább 12, de legfeljebb 40 fő ellátására alkalmasnak kell lennie.

(2) A gyermekotthonban a gondozott gyermek nevelését, gondozását a szakmai programban meghatározott elvek szerint kialakított kisközösségekben (a továbbiakban: csoport) kell biztosítani. Egy csoportban legfeljebb 12 fő helyezhető el, kivéve a 126. § (5) bekezdésében, a 128. § (1) bekezdésében, és a 128/A § (2)- (4) bekezdésében foglalt eseteket.

(3) A csoport kialakításánál figyelemmel kell lenni arra, hogy a csoportok nemek és életkorok szerint vegyes összetételűek legyenek, kivéve, ha ez nem szolgálja a gondozott gyermek egészséges személyiségfejlődését. Testvéreket csak kivételesen indokolt esetben lehet különböző csoportban elhelyezni. A kiskorú elhelyezését, valamint az utógondozói ellátásban részesülő szülők és gyermekek együttes elhelyezését – a 128. § (4) bekezdésének c) pontjában foglaltak figyelembevételével – erre a célra kialakított helységben kell biztosítani.

(4) A csoport számára- a 128. § (2) bekezdésében meghatározott kivételekkel- önálló lakóteret kell biztosítani, amely hálószobákból, közös nappali szobából, konyha/étkezőből, valamint fürdőszobából és nemenkénti WC- helyiségekből áll,

továbbá mindennapos életvitelhez szükséges bútorokkal, berendezési tárgyakkal, eszközökkel felszerelt. Egy hálósobában legfeljebb 4 gondozott gyermek helyezhető el. A minimálisan biztosítandó lakóterület igényt a 6. számú melléklet tartalmazza.

(5) A gondozott gyermek személyes használati tárgyait és ruházatát a csoport lakóterében, társaitól elkülönítetten kell elhelyezni.

(6) A több csoport elhelyezésére szolgáló gyermekotthonban ki kell alakítani

a) sportolásra alkalmas termet, illetve udvart,

b) a látogatók fogadására alkalmas helyiséget,

c) a terápiás célú foglalkozásokhoz (pszichológia, gyógypedagógia), korrepetálásához szükséges csoportszobát.

(7) A gyermekotthoni csoportban a gondozott gyermekkel foglalkozó munkatársak (nevelő, gyermekfelügyelő, gondozó) számára a csoport lakóteréhez kapcsolódó önálló helyiséget kell biztosítani, ahol a gyermekkel szükségessé váló egyéni beszélgetéseket lefolytathatja, adminisztrációs feladatait végezheti és éjszaka tartózkodhat.

(8) A befogadó gyermekotthonban a csoportok számától függetlenül ki kell alakítani a (6) bekezdés b) és c) pontjában megjelölt helyiségeket. A szakszolgálat keretében működő befogadó gyermekotthonban a csoport elhelyezésére szolgáló lakóterben nem kell konyhát/ étkezőt kialakítani, amennyiben az elhelyezést biztosító épületben a gyermekek étkezése megoldható.

(9) Az utógondozói ellátásban részesülő fiatal felnőtt számára külső férőhelyen biztosított lakhatás esetében a gyermekotthon, utógondozó otthon vezetője lakásbérleti szerződést köt az ingatlan tulajdonosával. A külső férőhelynek száraznak, világosnak, jól fűthetőnek kell lennie, és rendelkezni kell a mindennapi életvitelhez alapvető berendezési, valamint használati tárgyakkal. A minimálisan biztosítandó lakóterület- igényt a 6. számú melléklet tartalmazza.

### **Lakásotthon**

**125. § (1)** A lakásotthon olyan gyermekotthon, ahol önálló lakásban vagy családi házban történik a gondozott gyermek, fiatal felnőtt elhelyezése.

(2) A lakásotthonban legfeljebb 12 gondozott gyermek, fiatal felnőtt helyezhető el.

(3) A lakásotthonban a gyermekek elhelyezésére szolgáló lakóterre a 124. § (4) bekezdésében foglaltak, a munkatársak számára rendelkezésre álló önálló helysége a 124. § (7) bekezdésében foglaltak az irányadók.

### **A csoportgazdálkodás**

**125/A. § (1)** A lakásotthonban, illetve ha a gyermekotthon gazdálkodási rendje lehetővé teszi, a gyermekotthoni csoportban önálló csoportgazdálkodás folyik a működtető által a lakásotthon, illetve a csoport számára rendelkezésre bocsátott havi ellátmányból.

(2) A csoportgazdálkodás pedagógiai célja a családi háztartás vezetésének modellezése annak érdekében, hogy a gondozott gyermek képessé váljon saját háztartás vezetésére.

## Utógondozó otthon

**129. §** (1) Az utógondozó otthon olyan gyermekotthon, amely a szakellátás keretében a fiatal felnőtt számára alaptevékenységként biztosítja az utógondozói ellátást.

(2) Az utógondozó otthon befogadhatja azt a fiatal felnőttet, akinek befogadását előzetesen nyilatkozatban vállalta, és az ellátását a gyámhivatal elrendelte, az ellátás biztosítójaként az utógondozó otthont jelölte meg.

(3) A fiatal felnőtt befogadásáról az utógondozó otthon haladéktalanul értesíti a szakszolgálatot.

(4) Az utógondozó otthon a fiatal felnőtt kérelmére befogadja annak gyermekét, feltéve, hogy a gyermek törvényes képviselője ehhez hozzájárult. A fiatal felnőtt gyermekével kapcsolatos teendőkre a 103. § (2)- (5) bekezdései az irányadók.

(5) Az utógondozó otthon megszünteti a fiatal felnőtt utógondozói ellátását, ha

- a) a Gyvt. 93. §-ának (9) bekezdés szerint megszűnik az ellátás,
- b) a gyámhivatal határozatával megszünteti az ellátást.

## 6. Cím

### Szakmai segítség, ellenőrzés és tájékoztatás

**150. §** (1) A szakszolgálat gyámi gondozói tanácsadója a gyermeki jogok érvényesülése érdekében szakmailag folyamatosan segíti és ellenőrzi a gondozott gyermek gyámjának, gondozójának nevelői, gondozói, illetve gyámi tevékenységét, az egyéni gondozási- nevelési tervben foglaltak végrehajtását, az egyéni elhelyezési terv megvalósulását.

(2) A gyámi gondozói tanácsadó az (1) bekezdésben foglaltak megvalósítása érdekében szükség szerinti gyakorisággal, de legalább 2 havonta a kijelölt gondozási helyen találkozik a gondozott gyermekkel, a gondozóval és a gyámmal. A látogatás keretében

a) az ítéelőképessége birtokában lévő gyermekkel folytatott- ha a gyermek kéri, vagy a gyámi gondozói tanácsadó szükségesnek tartja négy szemközti- beszélgetés során tájékozik a gondozott gyermek helyzetéről, fejlődéséről, esetleges problémáiról; a gyermek kérésére közreműködik a gyermek és a gondozó illetve a gyám között felmerült vitás kérdések tisztázásában,

b) a gondozó, illetve a gyám felkérésére részt vesz a gondozó intézmény szakmai fórumain,

c) a gyám felkérésére segítséget nyújt az egyes jogi nyilatkozatok megtételéhez szükséges gyámi álláspont kialakításában,

d) a gondozóval, illetve a gyámmal folytatott konzultáció során tájékozik

da) a gyermeki jogok érvényesülésének biztosítására,

db) a gyámhivatali határozatban foglaltak betartásáról,

dc) az egyéni elhelyezési, valamint az egyéni gondozási- nevelési tervben foglaltak megvalósulásáról,

dd) a 83-85. §-ban a szabályozott gondozási- nevelési feladatok ellátásáról, valamint a 87-89. §-ban rögzített családi kapcsolatok alakulásáról.

(3) A gyámi gondozói tanácsadó a látogatás során szerzett tapasztalatait, megállapításait, illetve a gyermek érdekében tett intézkedéseit írásban dokumentálja. A szakszolgálat ennek alapján teszi meg a (4)- (5) bekezdésben, valamint a 151- 152. §-ban meghatározott intézkedéseit.

(4) A szakszolgálat a gyámhivatal megkeresésére, ennek hiányában félévente írásban tájékoztatja a gyámhivatalt

a) a gyám tevékenységéről,

b) a gyermek és a szülő kapcsolattartásának alakulásáról,

c) a szülőnek a gondozó intézménnyel, vagy személlyel való együttműködéséről,

d) a gyermeknek a kijelölt gondozási helyre történő beilleszkedéséről.

(5) A nevelésbe vételkor fennállt körülmények megváltozásakor, illetve a gyámhivatal megkeresésére a nevelésbe vétel éves felülvizsgálatakor a szakszolgálat javaslatot tesz a gyámhivatalnak a gondozott gyermek

a) a nevelésbe vételének megszüntetésére vagy fenntartására,

b) az elhelyezési tervének fenntartására vagy módosítására,

c) gondozási helyének megváltoztatására, új gyámjának kirendelésére, amennyiben ez szükséges.

**151. §** (1) A szakszolgálat folyamatosan figyelemmel kíséri a nevelőszülőnél, vagy más bentlakásos intézményben elhelyezett gondozott gyermek és szülője kapcsolattartásának alakulását, illetve a szülőnek a nevelőszülővel vagy a gondozó intézménnyel való együttműködését, és erről megkeresésre, ennek hiányában félévente tájékoztatja a gyámhivatalt.

(2) A szakszolgálat a gyámi tanácsadó, a gyermek gyámja, valamint a gondozó intézmény vagy személyjelzésére, a házasságról, a családról és a gyámságról szóló 1952. évi IV. törvény 48/A §-ának (1)- (2) bekezdésében meghatározott esetekben a gyermek örökbefogadhatóság nyilvánítását javasolhatja a gyámhivatalnak. A javaslatban arra is ki kell térni, hogy a szakszolgálat által vezetett nyilvántartásban szerepel-e olyan örökbe fogadni szándékozó személy, aki a gyermeket örökbe fogadná.

**152. §** Ha a szakszolgálat azt tapasztalja, hogy a gyám a kötelezéseit nem teljesíti, vagy nem megfelelően teljesíti, javaslatot tehet a gyámhivatalnak a gyámi jogkör korlátozására, illetve a gyám felmentésére vagy elmozdítására.



## Családgondozás, utógondozás

**153. §** (1) Amennyiben a gondozott gyermek gondozási helye nem a gyermekotthonban, illetve nem nevelőszülőnél van, a gyermekvédelmi szakszolgálat családgondozója a személyes segítő munka során

- a) segíti a gyermeket a családi, lakóhelyi, és iskolai környezetbe történő visszailleszkedésben,
- b) közreműködik a gyermek és szülei kapcsolatának rendezésében,
- c) segíti a gyermeket (fiatal felnőttet) önálló életvitelének kialakításában.

(2) Az (1) bekezdés szerinti feladatok teljesítése során a gyermekvédelmi szakszolgálat családgondozója és a gyermekjóléti szolgálat együttműködnek.

(3) A szakszolgálat utógondozója a gyámhivatal kirendelése alapján ellátja a fiatal felnőtt utógondozását.

(4) Ha a szakszolgálat az utógondozó ellátásban részesülő fiatal felnőtt számára külső férőhelyen biztosít lakhatást, a külső férőhely vonatkozásában a 124. § (9) bekezdésében foglaltak az irányadóak.

### Szaktanácsadás

**154. §** A szakszolgálat a szakellátást nyújtó intézmények felkérésére szakmai segítséget nyújt

- a) az intézmény szakmai programja, házirendje elkészítéséhez,
- b) az intézmény szakmai átalakításának megtervezéséhez, valamint kivitelezéséhez,
- c) az intézmény egész tevékenységének vagy egyes részfeladatainak szakmai értékeléséhez,
- d) továbbképzések szervezéséhez,
- e) szakmai munkaközösségek működéséhez,
- f) szakmai pályázati lehetőségek figyelemmel kíséréséhez és pályázatok elkészítéséhez,
- g) új szakmai módszerek, eszközök megismeréséhez,
- h) egyéb- a szaktanácsadás keretébe tartozó- az intézmény által igényelt feladatok elvégzéséhez.

### Nyilvántartás

**155. §** (1) A szakszolgálat az otthont nyújtó ellátást biztosító értesítése alapján nyilvántartást vezet

a) az otthont nyújtó ellátásban, átmeneti gondozásban, utógondozói ellátásban részesülő gyermekek, fiatal felnőttek gondozási napjainak számáról,

b) az üres férőhelyekről, elkülönítve egymástól az ideiglenes gondozási feladatokat ellátó nevelőszülőnél, illetve gyermekotthonban rendelkezésre álló üres férőhelyeket.

(2) A szakszolgálat nyilvántartást vezet a hivatásos gyámi, vagyonkezelő eseti gondnoki, eseti gondnoki feladatok ellátására kirendelhető személyekről és működési területükről.

(3) A szakszolgálat megszervezi a hivatali időn túl működő ügyeleti szolgálat működését.

(4) Az ügyelet ad felvilágosítást az üres férőhelyekről, valamint az ideiglenes (átmeneti) gondozási feladatokat is ellátó nevelőszülőről és gyermekotthonról.

## IV. Fejezet

### ZÁRÓ RENDELKEZÉSEK

**156. §** (1) Ez a rendelet – a (2) bekezdés kivételével- a kihirdetést követő 5. napon lép hatályba.

(2) E rendelet 47. § (2)- (3) bekezdése 2000. január 1-jén lép hatályba.

(3)- (4)

### Átmeneti rendelkezések

**157. §** (1)

(2) A munkaviszonya vagy közalkalmazotti jogviszonya fennállásáig szakképzettnek kell tekinteni azt a személyt is, aki a 2. számú mellékletben meghatározott szakirányú végzettséggel nem rendelkezik, de megfelel a 2. számú mellékletben egyébként előírt képesítési előírásoknak és

- a) a rendelet hatálybalépésekor a vezető beosztást, vagy a munkakört betölti, illetve
- b) a vezető beosztásba vagy a munkakörbe
  - ba) városban 2000. december 31-ig,
  - bb) községben 2002. december 1- jéig

megbízást, illetve kinevezést nyer.

(3) A (2) bekezdésben meghatározott határidőt követően csak az a személy kaphat megbízást, illetve nyerhet kinevezést a 2. számú melléklet szerinti vezetői beosztásba vagy munkakörbe, aki szakirányú szakképzettséggel rendelkezik. A (2) bekezdésben meghatározott feltételeknek megfelelő, a határozott időre szóló vezetői megbízást lejártát követően, megszakitás nélkül újabb vezetői megbízást elnyerő személyt szakképzettnek kell tekinteni.

**163. §** (1) Ha a szakellátást olyan – magasabb vezető által irányított- önálló intézmény biztosítja, amely több gyermekotthon is magába foglal, az intézményben önálló szakmai egységeket kell kialakítani, amelyek

- a) legfeljebb 40 gyermeket befogadó gyermekotthonból, illetőleg különleges, vagy speciális otthonból, vagy
- b) összesen 48 gyermeket befogadó lakásotthonokból

állnak.

(2) Az önálló szakmai egység szakmai programmal rendelkezik és élén gyermekotthon vezető áll, aki az egységben elhelyezett gondozott gyermekek számára gyámként kirendelhető.

**1. számú melléklet a 15/1998. (IV.30.) NM rendelethez**

**A gyermekjóléti és gyermekvédelmi személyes gondoskodás formáinak szakmai létszám irányszámai és létszámminimum normái**

**II. Szakellátások**

Ellátás	Munkakör/fő	
1. Módszertani feladatot ellátó intézményben	módszertani szaktanácsadó	2 fő
2. Gyermekotthon	intézményvezető	1 fő
<i>(max. 40 férőhely, max. 12 gyermek/csoport)</i> gyermekcsoportonként	nevelő	1 fő
	gyermekvédelmi asszisztens	1 fő
	gyermekfelügyelő	3 fő
	<i>(ha a nevelők száma magasabb, a gyermekvédelmi asszisztensek, illetve a gyermekfelügyelők száma csökkenthető, ha a csoportra vonatkozó összlétszám 5 alá nem kerül)</i>	
	családgondozó (utógondozó)	
		10 óra/hét
Módszertani feladatot ellátó lakásotthonban	módszertani szaktanácsadó	1 fő
2/d) Utógondozói otthon	Intézményvezető/szakmai vezető	1 fő/intézmény
<i>(max. 40 férőhely)</i> 25 férőhelyig	Nevelő	2 fő/intézmény
	Gyermekvédelmi asszisztens	1 fő
	Családgondozó (utógondozó)	1 fő/intézmény
25-40 férőhelyig	Nevelő	4 fő/intézmény
	Gyermekvédelmi asszisztens	1 fő
	Családgondozó (utógondozó)	2 fő/intézmény
Mindegyik típusú ellátásban	Gyermekotthon- vezető	1 fő
<i>[2, 2/a), 2/c) pont]</i>		
40, illetve 48 gyermekre	pszichológus	1 fő
	Növendékügyi előadó, vagy gyermekvédelmi ügyintéző	1 fő
	Gyógypedagógus vagy fejlesztő pedagógus	1 fő
	intézményvezető	1 fő
	pszichológus	1 fő/ évi 100 új örökbefogadói alkalmassági vizsgálatra
	Családgondozó (utógondozó)	1 fő/45 gyermek vagy 25 család

2. számú melléklet a 15/1998. (IV.30.) NM rendelethez

I. Rész

*Képesítési előírások a gyermekjóléti és gyermekvédelmi személyes gondoskodás egyes formáiban vezetői beosztásban dolgozók részére*

II. Szakellátások

Ellátási forma	Vezetői beosztás	Képesítés
2. Gyermekotthon	Magasabb vezető/vezető	Felsőfokú szociális alapvégzettség, pedagógus, pszichológus, vagy mentálhigiénés szakember, gyermek –és ifjúságvédelmi tanácsadó, jogi szakokleveles családvédelmi tanácsadó, szociális igazgatásszervező oklevéllel rendelkező: jogász, igazgatásszervező, szociológus, közgazdász szociálpolitikai szakon, népművelő, művelődésszervező, védőnő, teológus, hittanár, hittantanár, vagy szociális menedzser oklevéllel rendelkező: védőnő, teológus, hittanár, hittantanár felsőfokú szociális alapvégzettség, pedagógus, pszichológus, orvos

## II. Rész

### II. Szakellátások

Ellátási forma	Intézményi munkakör	Képesítés
1.		
2. Gyermekotthon	nevelő	Pedagógus, felsőfokú szociális alapvégzettség, pszichológus, vagy
	gyermekvédelmi asszisztens	Mentálhigiénés szakember, gyermek- és ifjúságvédelmi tanácsadó oklevéllel rendelkező: teológus, hittanár, hittanár Gyermekotthoni asszisztens (OKJ)
	gyermekfelügyelő	Gyermek- és ifjúsági felügyelő I. (OKJ) Gyógypedagógiai asszisztens (OKJ) Mentálhigiénés asszisztens (OKJ) Pedagógiai asszisztens (OKJ) Szociális asszisztens (OKJ) Gyermek- és ifjúsági felügyelő II. (OKJ)
	utógondozó, családgondozó	Dajka (OKJ) Gyermek – és ifjúsági felügyelő (OKJ) Óvodai dajka (OKJ) Felsőfokú szociális alapvégzettség, pedagógus, Pszichológus, vagy Mentálhigiénés szakember, gyermek- és
	pszichológus	Ifjúságvédelmi tanácsadó, jogi szakokleveles családvédelmi tanácsadó oklevéllel rendelkező: védőnő, teológus, hittanár, hittanár
	Növendékügyi előadó	Pszichológus, pszichiáter Jogász, igazgatásszervező, szociális szervező, humánszervező, személyügyi szervező
	Gyermekvédelmi ügyintéző	Szociális gyermek- és ifjúságvédelmi ügyintéző (OKJ), szociális asszisztens (OKJ)
	Gyógypedagógus	Gyógypedagógus
	Fejlesztő pedagógus Módszertani szaktanácsadó	Felsőfokú pedagógus végzettség Pedagógus, felsőfokú szociális alapvégzettség, pszichológus, vagy mentálhigiénés szakember, gyermek- és ifjúságvédelmi tanácsadó oklevéllel rendelkező: teológus, hittanár, hittanár

**6. számú melléklet a 15/1998. (IV.30.) NM rendelethez**

***A gyermekotthonban minimálisan biztosítandó lakóterület- igény***

I.	0-3 éves korosztály részére csoportonként gyermekszoba a hozzá kapcsolódó fürdőszobával	28 m <sup>2</sup>
	Terasz levegőztető ágyak részére	20 m <sup>2</sup>
	kert	100 m <sup>2</sup>
II.	3 évnél idősebb korosztály részére gyermekenként	12 m <sup>2</sup>
III.	Külső férőhely esetén fiatal felnőttenként	6 m <sup>2</sup>

# /5/. Journal Commendatory

**We have compiled a bibliography and a journal list –although not an exhaustive one- for the dear reader. This slight bibliographic overview and commendatory can be useful for everybody who try to research in this field.**

## Further Reading:

**Éva Árokszállási:** Waiting for parents (Szülőkre várva)  
Népszava Publisher 1986 Budapest

**Emőke Bagdy:** Family socialisation and personality disorders  
(Családi szocializáció és személyiségzavarok)  
Nemzeti Tankönyv Publisher (4<sup>th</sup> edition) 1995 Budapest

**Emőke Bagdy- József Telkes :** Self-development methods at school (Személyiségfejlesztő módszerek az iskolában),  
Nemzeti Tankönyv Publisher (4.th edition) 1995 Budapest

**András Balogh – László Bujdos:** Happy childhood? (Boldog gyermekkor?)  
Tankönyv Publisher 1989 Budapest

**Éva Barkó** editor.: Child abuse in Hungary. Study.  
(A gyermekbántalmazás Magyarországon Tanulmánykötet.)  
Welfare Ministry 1995 Budapest

**Mrs László Bencze:** Child settlement, keeping children (Gyermekek elhelyezés, gyermektartás)  
HVG – ORAC 1998 Budapest

**László Benedek:** Play and Psychotherapy (Játék és pszichoterápia)  
Hungarian Psychiatric Association 1992 Budapest

**Benza- Molnár- Radoszáv- Mikus- Janda- Barta:** And the state takes care... (És az állam gondoskodik...)  
PolgART 2001 Budapest

**Berne, Eric:** Human games  
Gondolat Publisher 1987 Budapest

**Berne, Eric:** Faith book. The second part of human games  
Háttér Publisher 2003 Budapest

**Zsuzsa Böszörményi:** Once upon a time there was... (Egyszer volt, hol nem volt...)  
Fórum Film Foundation 1998 Budapest

**Béla Buda dr.:** The socialpsychology of self-development and education. Series for the educators of Psychology and Pedagogy.  
(A személyiségfejlődés és a nevelés szociálpszichológiája. Pszichológia és pedagógia nevelőknek sorozat.)  
Nemzeti Tankönyv Publisher (4<sup>th</sup> edition) 1995 Budapest

**Béla Buda:** Empathy .....the psychology of empathy (Empátia...: a beleélés lélektana)  
Ego School Publisher (4<sup>th</sup> extended edition) 1993 Budapest

**Péter Büki Péter – Zsuzsanna Szollár :** Special need?! (Speciális szükséglet?!)  
Editorial Publishing 2004 Budapest

**Éva Csenedes:** Life leading knowledge and skills: Guidebook for the educators of the age group between 10 -14.  
(Életvezetési ismeretek és készségek: A 10-14 éves korosztály nevelőienk tanári kézikönyve)  
Calibra Publisher 1996 Budapest

**Judit Cseres, dr.** Compiled and translated : Changes in the foster homes in Central-Europe FICE Publications  
1993 Budapest

**Dainow, Sheila:** Help! I am becoming a teenager!  
Park Publisher 1992 Budapest

**Sándor Daróczi:** The educational work of the boarding institutes  
Tankönyv Publisher, 1979 Budapest

**Ágnes Diósi** editor.: Case studies. The closing theses of the project titled: “Anti-discrimination and relationship building program between the family caregivers and the gypsy families”  
(Esettanulmányok. A „Diszkrimináció- ellenes és kapcsolatépítő program családkezelők és roma családok között” című projekt záródolgozatai)  
Capital TEGYESZ- Tündérrózsa Publisher 2005 Budapest

**László Dobos:** Hungarian boarding institutes and youth protection institutes  
(Magyarországi bentlakásos gyermek- és ifjúságvédelmi intézmények)  
Child and Youth Protection Independent Department, 1985 Budapest

**László Dobos:** Confessions: The integration of youth in state-care into society: reports  
(Vallomások: Az állami gondozott fiatalok társadalmi beilleszkedése: riportok)  
Educational Ministry Child and Youth Protection Independent Department, 1986 Budapest

**András Domszky** editor.: Child Protection special provision –Assisting material for the social special examination NCSSZI,  
2004 Budapest  
(Gyermekevédelmi szakellátás -Segédanyag a szociális szakvizsgálathoz NCSSZI)

**András Domszky:** About the rules and expectations of the operation of the children homes  
(A gyermekotthonok működésének szabályairól és követelményeiről)  
National Family –and Child Protection Institute, 1999 Budapest

**László Döme:** Personality disorders (Személyiségzavarok)  
Filum Publisher ,Budapest

**Katalin Elter:** Basic knowledge of the education and caregiving in children homes  
(Gyermekeotthoni nevelés és gondozási alapismeretek)  
Comenius Publisher, 1998 Pécs

**Péter Farkas:** The extension of the further special training of youth in state-care  
(Az állami gondozottak szakképzésének kiterjesztése)  
Edukáció Publisher, 1990 Budapest

**Zsuzsa F. Várkonyi:** I have told you a hundred times... (Már százszor megmondtam...)  
Gondolat Publisher, 1986 Budapest

**Zsuzsa F. Várkonyi:** I learn myself (Tanulom magam)  
M- érték Publisher, 2003 Budapest

**József Gácsér** editor.: Pedagogic Anthology I-V  
(Pedagógiai Antológia I-V.)  
JGYTF Publisher 1991-1995 Szeged

**Ildikó Garai:** My successes, my failures: true stories from child and youth protection  
(Sikereim, kudarcaim: igaz történetek a gyermek- és ifjúságvédelemből)  
Jász- Nagykun- Szolnok County Pedagogic Institute, 1996 Szolnok

**Károly Gáspár Károly:** Child protection and guardianship handbook  
(Gyermekevédelmi és gyámügyi kézikönyv)  
KJK Kerszöv. Publisher, 2004 Budapest

**Vera Hazai – Mária Herczog** editors.: The international practice of child protection  
(A gyermekevédelem nemzetközi gyakorlata)  
Pont Publisher, 1994 Budapest

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PONT 1997 Budapest

**Mária Herczog:** Child abuse  
(Gyermekbántalmazás)  
CompLex 2007 Budapest

**Mária Herczog:** Child protection handbook  
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KJK Kerszöv. Publisher, 2005 Budapest

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(Apjuk helyett állam)  
Szépirodalom 2006 Miskolc, Upper-Hungary, Szolnok

**Mrs Miklós Járó – László Almássy:** Foster work in the foster homes: methodological studies  
(Nevelőmunka a nevelőotthonokban: módszertani tanulmányok)  
Tankönyv Publisher, 1972 Budapest

**Mrs Miklós Járó:** Social integration of youth in state-care and their fare well in life  
(Az állami gondozott fiatalok társadalmi beilleszkedése és helytállása az életben)  
Hungarian Pedagogic Association, 1978 Budapest

**Mrs Miklós Járó:** Studies from work going on in the foster homes  
(Tanulmányok a nevelőotthonokban folyó munkára nevelés köréből)  
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Hungarian Psychiatric Association Animula Association, 1991 Budapest

**Zsófia Kálmán - György Könczei:** From the Taigethos to equal rights  
(A Taigetosztól az esélyegyenlőségig)  
Osiris Publisher, 2002 Budapest

**Mrs Katona Magda Balogh:** Pictures from the life of the youth home  
(Képek az ifjúsági otthon életéből)  
Tankönyv Publisher, 1988 Budapest

**Klára Kerecsi:** The defenceless child  
(A védtelen gyermek)  
Economic and Legal Publisher, 1995 Budapest

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Táltos, 1988 Budapest

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(Szocializációs zavarok, beilleszkedési nehézségek)  
Tankönyv Publisher, 1985 Budapest

**János Kothencz:** The claim of belonging to a company of youth living in state-care and endangered youth from the subcultures ' point of view  
(Állami gondoskodásban élő és általában veszélyeztetett fiatalok közösséghez tartozásának igénye a szubkultúrák aspektusából)  
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(Deviáns ifjúsági szubkultúrák és művelődési lehetőségeik); editors: Miklós Eszenyi Hungarian Cultural, Community and Touristic Association, 2005 Budapest page 86- 90.

**Kothencz János:** About youth protection-“With them...for them...how...?”  
Our constitution Opinions and analyses about the constitution of Hungary  
(Az ifjúság védelméről- „Velük...értük...hogyan...?”  
A mi alkotmányunk Vélemények és elemzések Magyarország alkotmányáról);  
main editor.:László Trócsányi Complex Publisher, Jogi és Üzleti Tartalomszolgáltató Ltd. 2006 Budapest page 134-135

**János Kothencz:** About them...for them...I. (Róluk...értük...I.)  
The social characteristics of children and youth taken out of families (“those living in state-care”) nowadays- National research among “children and youth living in state-care”



(Családból kiemelt gyermekek és fiatalok („állami gondoskodásban élők”) társadalmi sajátosságai (*szociológiai jellemzői*) napjainkban- Országos kutatás az „állami gondoskodásban élő gyermekek és fiatalok körében”)

ÁGOTA® (Support for the Endangered Youth living in State Care) national community Foundation, 2009 Szeged

**János Kothencz – Viola Osváth - Zsolt Balogh - Melinda Pál - Mária Balog:**

About them ...for them...II. (Róluk...értük...II.)

Pedagogical, psychological, psycho-social and social approach of children and youth taken out of families (“those living in state-care”) nowadays

(Családból kiemelt gyermekek és fiatalok („állami gondoskodásban élők”) pedagógiai, pszichológiai, pszichoszociális és szociális munkaköri megközelíthetősége napjainkban)

The KÁSZPEM® (Kothencz- ÁGOTA® Sensitive Pedagogy-co-therapeutic) Method

ÁGOTA® (Support for the Endangered Youth living in State Care) national community Foundation, 2009 Szeged

**János Kothencz - Melinda Pál - Judit Mitykó:** Training document for the training of volunteers working for ÁGOTA® (Support for the Endangered Youth living in State Care)

(Képzési dokumentum az ÁGOTA® (Állami Gondoskodásban Élő és Veszélyeztetett Fiatalok Támogatásáért Alapítvány) önkénteseinek képzéséhez)

(*The inner training notes of ÁGOTA® Foundation*)

**Ágnes Kovács:** “Nest”(the support of mothers and their children): the professional work of a childrens home from 1989-2000 („Fészek”: (anyák és gyermekeik támogatása): egy gyermekotthon szakmai munkája 1989-2000-ig)

Author' s Edition, 2001 Gyula

**Csilla Lantai:** Child and youth protection, guardianship control

(Gyermek- és ifjúságvédelem, gyámügyi igazgatás)

BM 1996 Budapest

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(Bibliográfia a nevelőotthoni nevelők továbbképzéséhez)

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(Gyerekek gyerekekről gyerekekért)

Alma Mater Bercsényi Foundation, 2006 Jászberény

**Anna Magyar Beck:** Child and youth protection

(Gyermek- és ifjúságvédelem)

National Pedagogic Institute, 1983 Budapest

**Zsolt Balázs Major:** “Armchair or armrest”: practice and device centred education methodological handbook in child protection for workers of children's and residential homes

(„Fotel vagy karfa”: gyakorlat- és eszközközpontú nevelés módszertani kézikönyv gyermekvédelemben, gyermek- és lakásotthonokban dolgozók számára)

Zenin 2008 Budapest

**Katalin N. Kollár - Éva Szabó** editor.: Psychology for teachers (Pszichológia pedagógusoknak)

Osiris publisher, 2004 Budapest

**István Orbán:** For the children (A gyermekekért)

Pro Educatione Sociale Foundation, 2006 Kaposvár

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Hungarian pedagogist Society, 2007 Budapest

**Károly Priszlinger:** The Children' Town of Fót is 50 years old (50 éves a Fóti Gyermekváros)

Author's edition, 2007 Budapest

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Social and Labour Ministry, 2007 Budapest

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(A magyar gyermekvédelmi rendszer helyzete, jövőbeli kilátásai)  
(Senior editor.: István Szikulai) National Family and Social Policy Institute CD- edition, 2006 Budapest

**Ferenc Rehák**: The big family of Lőrinc (report book)  
(A lőrinci nagycsalád (riportkönyv))  
Tankönyv Publisher, 1970 Budapest

**Ferenc Rehák**: Emergency brake (Vészfék)  
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Maintenance of order for the foster homes, student homes and hostels  
(Rendtartás a nevelőotthonok, a diákotthonok és a kollégiumok számára)  
Tankönyv Publisher, 1970 Budapest

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Publisher of the University of Kolozsvár, 2008 Kolozsvár

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Target study, SZSZMPI 1989 Nyíregyháza  
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**Mrs Mária Molnár Tóth**: Twenty-five years in the girls' boarding school  
(Huszonöt év a leánynevelőben)  
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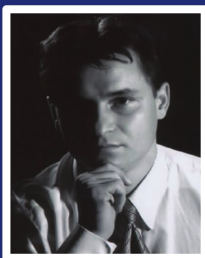
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János Kothencz... was born in Kiskunhalas. He was 3 months old when he got in to state care. He spent in children's home the 70's and 80's. He finished his primary studies at Hajos, and his secondary studies at Kiskunfélegyháza. In 1994 he started his university studies at Szeged. He finished pedagogy, sociology, theology, social-therapy, and child protection specialist courses. Today he works in National Child Protection Service. The positive effect of his work and initiations help those taken from families and endangered youngsters (ones in child care) to have a better life. In 1996 he founded AGOTA® movement, later it became a Foundation (AGOTA® Foundation for the Support of Young People in Care and Endangered Youth). Today AGOTA® is represented in all counties in Hungary, supports over a 100 children's homes and provides creative service to over 1700 children. He also founded and organized in the last 14 years the "National Meeting of State Care Children", or as it known the famous AGOTA® Camp.

The Civil Organization led by him provides experience-, pedagogical-, material-, financial-, ethic and professional help to many area of Child Protection Service. In 2003 he reassessed his work experiences, and realized it is not enough to help with his creative movement to his fellow sufferers, but he also needs to help those who work directly with state care children (children supervisors, pedagogical-educators, social workers etc.). In 2004 he started his research and extensive enquiry in domestic children's home.

Between 2004-2009 he led and coordinated that domestic statement rationalization research, the documentary of which you - Dear Reader - are holding a part in your hand now. Although he could have written this book without the research, because of his personal involvement in the subject and his experiences, but he decided that he would do his work with demand and high criteria. When it is about his work, it is especially important to him. Based on the result of the statement rationalization research, his 14 years work experiences with AGOTA® and his personal observations, he created KÁSZPEM® Kothencz's AGOTA Pedagogical Therapy® Sensitive Method in 2009. Today, this aim group specific pedagogical method is accredited in different shapes, and the members of AGOTA® teach it for those who work in Child Protection Service. János Kothencz's obvious goal is to change the basic attitude in Child Protection Service which involves human-, professional-, pedagogical-, educator work in the system.



Beside his accomplished ambition in civil sphere, he earned many experiences at state sphere as well. Between 1999-2001 he was boarding school teacher and cultivated in Children's Homes. From 2001 to 2003 he worked in basic attendance (Children Welfare Service) and in local public administration (Youth Rapporteur of the City of Szeged). Between 2004-2007 beside his civil and other work, at the College of Szeged he teach social-therapy for pedagogues, psychologists, social workers and other worker form psycho-social area. Until 2009 he organized over a 100 of therapy client groups for children who were taken from their family. Parallel with this work, he created his pedagogical method (KÁSZPEM®). In 2009 as the member of Csongrád County's Children and Youth Protection Authority Committee, he helped and collected new experiences. Parallel with it, he worked as a methodological associate at the regional range Methodological Establishment at South-Flat Region which is operated by the Responsible Ministry of Child Protection Service.

János Kothencz is publishing - after couple of smaller AGOTA® professional publications - "Abut them... for them" two-volume book, in society and pedagogy subject these days. The first volume started as a research study, but points beyond its framework after all. In the writer's opinion knowledge which can be fitted to reality the nearest is the base to create efficient pedagogical construction for those living in state care. The second volume shows this pedagogical approach. The writer has visited each corner of domestic Child and Youth Protection like he was once a state foster children and today as a professional in Child Protection. He believes that those children and youngsters taken from families are educable and they could be more successfully integrated into society. His work - which is his profession as well - is view changing and has a pioneer character. His belief and enthusiasm are not only source of the 270 members of AGOTA® creative community, but also that more and more workers are sympathizing with AGOTA® in Child Protection Service. Just like János Kothencz's attitude which he summarized like this:



*"We could and we need to raise hope, where the defenselessness is the Lord."*

*One of his close colleagues*