

DISADVANTAGED POSITION

The present issue of *Educatio* introduces the educational problems and issues arising from children's disadvantaged position, who come from multiply underprivileged family backgrounds, and the educational consequences of social deprivation. When formulating their thoughts and speculations on the topic the authors have relied on the related literature available and on the results of the most recent empirical research done in the area.

János Pap introduces the basic concepts related to the topic e.g. equal opportunity, mobility, disadvantaged social position, exposed/endangered social position, and deviance by reviewing the related literature.

Éva Tót attempts to define the meaning of socially deprived position by drawing the conclusions from the data of the latest empirical research, and analyses the ways in which these circumstances often exert an aggregate effect on the living conditions of children in this social group.

Anna Imre's paper discusses the socially disadvantaged position as linked to geographical regions. Relying on national statistical data she discusses the present situation and the future perspectives of schooling in rural areas.

Lajos Tulok's article supplements the description of scarcely inhabited rural areas by looking at the issues of teachers working there and students studying in the local schools. He approaches the issues from the viewpoint of economic and social transition that has taken place since 1989 and examines its impact on the living conditions and future perspectives of people living in such areas.

Klára Czike writes about children in care. The problems of children belonging to the Gypsy population are brought into the focus in the article by Eszter Harsányi and Péter Radó. The authors present the difficulties Gypsy children face in Hungarian schools and proposes changes that would alleviate the tensions in the educational arena concerning ethnic issues. Ilona Liskó's article is also supported by the results of recent empirical research. She analyses the situation of disadvantaged students in the setting of vocational education. The author describes the educational programmes and educational methods developed for the special education of this segment of population.

Cornelia Collingro and Peter Collingro gives an overview of organizations and institutions, programmes and methods that are established in order to provide equal opportunity to children of underprivileged social groups in economically wealthy European countries. These measures are taken to offer marketable job skills for the students implied with the purpose of preventing the reproduction of their disadvantaged social position.

A single issue of a professional journal will not be able to take on the task of describing and analyzing all the aspects of the underprivileged social status. A number of papers included in this issue engage in the analysis of specific issues of this position such as regional and ethnic relevance of the causes. Several of the articles emphasize the importance of providing vocation education for these social groups. The current special attention to these problems is underlined by the fact that the amount of empirical data available concerning this area of research has significantly increased recently. Additionally, the upsurge of interest in the social aspects of education has placed the question of underprivileged students in the spotlight. Particularly the reproduction of those circumstances causing children to remain in that

position has evoked special concerns. The solutions proposed to guarantee equal opportunity in education entails the inclusion of marketable skills and vocational education in the general education provided by the state.

(text of Ilona Lisko – translated by Eva Thun)