Universalism of work in the context of
the Polish and European civilizational
challenges

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Universalism of work in the context of the Polish and European civilizational challenges

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Introduction

Work is a purposeful human activity, consisting of transforming the world, the goods of nature, in order to adapt them to human's utility. The man is a specific entity, and the only one that needs to work. Work becomes important for him. It becomes a way of expressing himself, way to create and validate his humanity. Creative work is a form of leaving something behind for posterity. Work is primarily a source of income, a way to live in the world. Appropriately selected job can become a realization of our deep dreams and plans. It is one of the most important values in life of every man. Work is a category that is a challenge for researchers of different disciplines starting from physics which defines it as the product of force and distance; and in terms of theological and ethical – in which the eyes to work as an anthropological category indicates on the one hand that the primary basis of the value of human work is man himself, where the work is an act of man, and its value is measured by the said measure of the dignity of the subject of work, that is, person – ending.

The work is a concept that is a challenge for researchers of different disciplines. Starting from physics which defines work as the product of the force and the road, and on the theological and ethical terms ending. In this second perspective view of work as an anthropological category indicates that the first fundamental value of human work is man himself and the work is his act. Its value is expressed by the measure of the dignity of the subject of work – a person.

Thus, we talk about the prospect of studies related to the entire range of human labor. Studies that require a broad multidisciplinary and multi-aspect approach. The work, which is the primary sphere of life of every human being is also the most important value of any organization or institution involved in the creation of jobs.

Nowadays we see a variety of processes associated with globalization, competitiveness, development of new manufacturing technologies, management, development of information technology and, migration occurrences, problems related to getting and keeping jobs, unemployment.

Transformations we see for more than twenty years, not only in Poland but also in many other European countries have influenced the changes in the activity of the entities in the sphere of work. This affected the system of values and aspirations of the people, including the criteria defining the importance of the work. Processes and occurrences in the field of employment and wage policies are related to the labor market, which is differential in many sectors of economy and forms of ownership. The market is differential, due to the absorption of better educated personnel specialized in modern technologies, commonly occurring in all industries in Poland and post-Soviet countries. Shaping the supply and demand for work is very important for the labor market situation. It is dependent on both the economic situation, but also on a number of processes associated with demographic change, the activity of the society, and migration processes.

This publication concerns the context of these specific conditions. The wealth of topics referring to the work, due to its multifaceted, allows for a broad and interdisciplinary approach in discussed issues. This publication is an attempt to look at how people work in the context of three different semantic dimensions. The first on is about theoretical and practical references to work in Europe. Content of second part focuses on issues related to the preparation of students for the functioning on the labor market and to undertake voluntary work by young people. The third part of the study includes problems in working with children and families.

The first part consists of six articles referring to labor issues in Russia, Bulgaria and Kosovo. Tatiana Zelenova's article raises the issue of the labor market in the Yaroslavl region and brings its specificity and characteristics. The author draws attention to problems of accessibility of the labor market, introduces its structure and shows determinants of unemployment in the region.

Another text by Bozhidara Kriviradeva shows the specificity of social work in Bulgaria. The author draws attention to the culture and management style of

social policies. She cites the results of the research team working on the issue of the specificity of social work in Bulgaria.

In an important and interesting study, Majlinda Belegu raises an issue of adaptation of legal regulations on the solutions used in contracts of employment in Kosovo to the requirements of the European Union and its legislation in this area. The author talks about the most common problems associated with it. She proposes alternative solutions.

In the elaboration by Bashkim Rrahmani we find analysis of Kosovo problems related to the labor market. They are in part related to the problems of the previous article. The author presents issues related to the fight against unemployment, adaptation of the rules regulating the integration with the European Union, he shows the years of neglect in structure, economics and politics of the youngest countries in the map of Europe.

Ireneusz Kowalewski describes the specificity of the climate of educational institutions and tasks related to health promotion. Both climate institutions and activities related to health promotion significantly affect the quality of the work undertaken by educators and teachers in these institutions and achieving specific effects by them. The last text in this section is a philosophical-historical elaborate and it refers to the concept of work appearing on the basis of the Orthodox religion in the Middle Ages. The author refers to the figure of St. Sergius and his way of recognizing work as an obligation but also as a way of calming down, self--development and happiness achieving.

Another part of our essay is a content related to the preparation of students, future teachers and volunteers to work for other people. It consists of five texts. First one, by Joanna Wnęk-Gozdek and Anna Mróz is about the issue of responsibility and the importance of the teaching profession in the context of economic and social changes that have taken place in Poland and that continue to impinge on the quality of work of modern schools and teachers. The authors indicate the competences of the future, forced by changes in technology and information.

In the following text, Magdalena Lubińska-Bogacka is considering the socio-economic dilemmas being experienced by graduates in the labor market in Poland. Author describes the results of the research, aiming to present the specificity of employment, according to graduates specialties in the period of 1990–2010; shows the effects of changes in the needs for specific graduate-specialists on the labor market and indicates the mechanisms optimizing their successful functioning of the labor market. Studies show that the situation of college graduates in the labor market in Poland is gradually getting worse and in order to

counteract this negative trend we should implement the results of these studies to the concept of enterprising university.

Ewa Krzyżak-Szymańska and Karolina Komsta-Tokarzewska bring closer the importance of acquiring digital and technological skills by social workers. They submit assumptions of the program about building competences of social workers in this field, which is implemented in Poland. The authors bring closer a substantive content of this program.

Jiri Prokop describes the role of higher education in the Czech Republic. He focuses on the problems of the newly emerging cooperation between universities and the world of work. He refers this to the complex interconnections and accumulations among governments, national and regional policies, industrial and service politics as well as emerging trends and specializations in the university offers.

In the last part of the text, Bozhidar Tsvetkov shows the process of preparing volunteers to work in international and intercultural projects. The author emphasizes the role of youth leaders in this field. He draws attention to the specific knowledge and skills that volunteers engaged in social projects need to have.

The third part of the book raises the issue of working with children and families in the context of social functioning disorders. This section presents seven diverse texts, illustrating the specificity of the child and family issues.

The first of these texts, by Barbara Adamczyk concerns "children of the street". The author defines the concept of a child of the street and describes the specific nature of its functioning. Barbara focuses on the results of her researches carried in dozens of countries around the world. She compares the magnitude of the problem in Poland and abroad.

The second text, written by Celestine Grzywniak focuses on the problems of social work with the family and the possibility of forming emotional bonds between parents and children in a dysfunctional family. The author tells how to achieve goals that occur during the realization of this particular task as a social worker, what is associated with the widely understood family assistance.

Shashkina Gulnara describes technologies of work of speech therapists, working with children with disabilities in the next text.

The authors of the next essay – Marek Banach and Magdalena Lubińska-Bogacka – tell about terminology and meaning of FASD and describe the specifics of working with children with FASD in the family. They suggest parents and caregivers on how to organize work with the child, to which aspects of its

behavior they should pay attention to. Authors analyze them in the context of the nine key areas, which simplify achieving success in working with children with FASD.

In the article by Valentina Georgieva Peteva we can read about leading causes and factors associated with deviant behavior and the two main forms of work – group and individual. Author writes about the nature of work in the case of using an individualized approach. The importance of the team is shown in correctional and educational work with young people.

Marzena Błasiak-Tytuła essay tells about issues of adaptation of immigrants and their children. It presents the results of studies conducted in the UK, about communicative competences of polish mothers with children. It also describes mothers' approach to the linguistic and cognitive development of their children. The author describes the language problems resulting from bilingualism of children, from the perspective of a speech therapist.

Last text, elaborated by Adam Szwedzik concerns issues of stress and depression in the lives of young people. It shows ways to overcome these negative occurrences that for many young people may be a prelude to serious dysfunctions or drug addictions. Preventive work gives young people competences to shape appropriate attitudes and a drugs-free life.

The book is addressed to all interested in the problems of work. Work pedagogues, social pedagogues, teachers, social sciences students, social workers. We highly recommend it to those groups due to the wide analysis of referring issues arising from the title and pointing to the universality of the problems raised in it, concerning work as the basic activity and value in the life of every person.

We invite you to read – the authors.

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Part I
Theoretical and practical references to work
in Europe

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Profession "Social Worker" in the structure of the labor market of the Yaroslavl region

Abstract: The article presents the specifics of the labor market in the Yaroslavl region in the Russian Federation. It shows the most important statistical data on the structure of employment and unemployment problems. The article points on ways to counteract negative trends on the labor market and the processes of marginalization of people deprived of earning opportunities.

Keywords:social worker, economic activity, unemployment

The author carried out the comparative analysis of the labor market conditions of the Yaroslavl region (YR) from 2011 to 2013. In article statistics of employed people of the Yaroslavl region is reflected in economy, the economically active population, the employed and unemployed people, economic branches needing labor force and specifics of employment of citizens on a profession "Social worker" in structure of a labor market of the Yaroslavl region. The Yaroslavl region is included to Central federal district of the Russian Federation. In the Yaroslavl region 1 271 700 inhabitants (54% of them women) live according to ROSSTAT for January 1, 2014 in 18 districts. The largest cities (thousand people for January 1, 2014) are Yaroslavl (599,2), Rybinsk (196,6), Pereslavl-Zalessky (40,9), Tutaev (40,6), Uglich (33,3), Rostov (31,0). Rural population of the region are 230,100 people[1].

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[1] УказГубернатораЯОот 27.03.2013 №110 «ОбутвержденииКонцепциисоциально-эконом ическогоразвитияЯрославскойобластинапериоддо 2025 года».

The principal components of a labor market of the Yaroslavl region are the aggregate supply covering the entire workforce and the aggregate demand as the general need of the region economy in the workforce. They constitute the aggregate labor market. The current labor market of the Yaroslavl region will be formed due to mechanical and natural movement of labor force and workplaces and consists of separate elements (the Scheme 1)[2].

Scheme 1. Elements of a labor market of the Yaroslavl region

Subjects of the YR labor market	Legal aspects regulating the relations of subjects on a labor market of YR	Market conditions of the YR
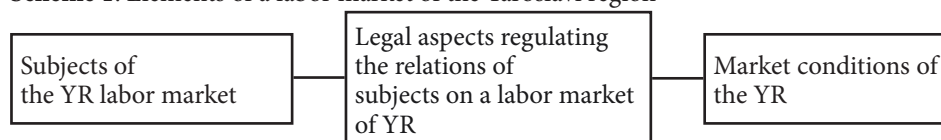
The main subjects of a labor market of the Yaroslavl region, as well as in other regions of the country, are employers and employees. The main legal aspects regulating the relations of subjects on a labor market in the Yaroslavl region are Federal laws of the Russian Federation, the Government Resolutions, the resolutions of the Governor and the Regional Duma. All the work on management of employment in the Yaroslavl region is based on these normative documents.

The author carried out the comparative analysis of the labor market conditions of the Yaroslavl region from 2011 till 2013. The annual average number of employed people of the Yaroslavl region in economy by economic types of economic activity is presented in the table 1[3].

In comparison with 2011–2013 industries of Yaroslavl region, which have the largest influx of workers are transport and communication, from 1.8% to 2.0%, hotels and restaurants from 7.1% to 8.4%, financial services from 1.2 to 1.3 %, while in manufacturing the outflow of labor decreased over the period 2011–2013 years from 23.8% to 21.2%, in construction from 6.3% to 6.1%, the situation worsened in operations with real property, renting and services here the percentage of average annual number of employed people during the period 2011–2013 years decreased by 2.9% from 7.5% to 4.6%. In the whole region the average annual number of employed people in the economy has a negative dynamics[4]. The

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[2] Борисов А.Н. Комментарий к Федеральному закону от 27 июля 2010 г. № 210 – ФЗ «Об организации предоставления государственных и муниципальных услуг" (постатейный). – «Юстицинформ», 2011.

[3] http: //yar.gks.ru/ (access: 12.05.2014).

[4] http://www.gks.ru/ Рыноктруда, занятостьизаработнаяплата (access: 12.05.2014).

economically active population of the Yaroslavl region, employed and unemployed according to Yaroslavlstat are presented in Table 12[5].

Table 1. Average number of employed citizens of YR in the economy by economic types of economic activity

Year	2011		2012		2013	
	Thousand people	In % of total	Thousand people	In % of total	Thousand people	In % of total
Total in economy	656,2	100	643,9	100	638,0	100
Agriculture, hunting and forestry	54,1	8,7	53,6	8,3	53.3	8,3
Fishing, fish farming	0,1	0.0	0,1	0,0	0.3	0,1
Mining and quarrying	1,2	0,2	1,1	0,2	0,9	0,2
Manufacturing activities	157,5	23,8	151,2	23,5	151,8	21,2
Production and distribution of electricity, gas and water	20,2	2.6	19.9	3.1	19.9	3,1
Construction	41,2	6,3	40,0	6,2	39,4	6,1
Wholesale and retail trade; repair of vehicles,	112,8	17,1	112,0	17,0	111,2	16,9
Hotels and restaurants	10,0	1,8	10,1	1,9	10,3	2,0
Transport and communication	46.5	7.1	47,2	8,1	47,6	8,4
Financial activities	8,1	1,2	8,2	1,3	8,2	1,3
Operations with real property renting and business activities	46,7	7,5	45,2	7,0	42,3	4,6
Public administration and military security social insurance	35,9	5,4	36,0	5,6	34,8	4,9
Education	54,5	8.2	54,5	8,2	54,2	8,0
Health and social services	45.4	7,0	45,3	7,0	44,9	6,9
Other community, social and personal services	22,0	3,7	21,9	3,4	21,8	3.4

From Table 2, we see that the number of economically active population in the region in total for the period from 2011 to 2013 tends to decrease, so in 2011

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[5] КурилоА.Е. Занятостьнаселениякакфакторснижениянапряженностинарынкетрудаврегионе. //Народонаселение. – М, 2011. № 3.

the number of the economically active population was 719, 3 thousand people, and in 2013 it decreased by 19,600 people and became 699,700 people. Of these number of men decreased by 13,4 thousand people and women by 6,2 thousand people.

Further from the table we see that in total employed men and women in the economy of YR in the 2011-2013 period decreased by 22,700 people from 661.7 thousand to 639.1 thousand people. The result is that the number of unemployed registered with the state employment service in total fell from 29.5 to 15.9 thousand people for 3 years by 13.6 thousand people. As a percentage of in total employment in the economy during the period from 2011 to 2013 decreased from 92.0 to 89.0% by 3.0%. As well the number of the unemployed reduced from 9.8 to 6.2% by 3.6%. The table shows that the labor market situation in the Yaroslavl region of employed and unemployed for 3 years has a tendency to reduce the number in both analyzed groups. Distribution of number of employed people in Yaroslavl region by age according to Yaroslavlstat (Percentage of total) is presented in Table 3[6].

From Table 3, we conclude that the number of employed people aged up to 20 years for the period from 2011 to 2013 decreased by 0.5% between the ages of 20 and 24 decreased in the same period by 1.3% between the ages of 25 to 29 years decreased by 0.7%. On the contrary a group of citizens from 30 to 44 have a small but positive trend, so citizens aged from 30 to 34 for the period from 2011 to 2013.

Table 2. Economically active population of YR , employed and unemployed

Year	2011	2012	2013
Thousand people			
Economically active population – total	719,3	700,6	699,7
men	356,5	345,6	343,1
women	362,8	355,0	356,6
Of total number of economically active population:			
Employed – total	661,8	647,4	639,1
men	321,6	314,6	312,4
women	340,2	332,8	331,7
Unemployed – total	57,5	53,2	48,6
men	34,9	31,0	29,7
women	22,6	22,2	21,9

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[6] Курило А.Е., Занятость…, op. cit.

The number of unemployed registered with the state employment service (at the year end) – total	29,5	19,2	15,9
men	15,1	9,1	7,6
women	14.4	10,1	5,9
Of them unemployed, which is assigned for unemployment benefits – total	26,3	17,4	14,5
men	13,7	8,6	6,5
women	12,6	8,8	6,2
Percentage of economically active population			
Employed – total	92,0	89,4	89.0
men	90,2	88,7	87.8
women	93,8	91,3	90.5
unemployed – total	8,0	7,6	6.3
men	9,8	7,0	6.2
women	6,2	5,8	4,7

Table 3. Distribution of employment of YR in economy by age (percentage of total)

Year	2011	2012	2013
Citizens working in the economy – total %	100	100	100
Including their age %			
Up to 20	1,0	0,9	0,5
20–24	9,7	9,3	8,4
25–29	12,6	12,2	11, 9
30–34	11,8	12,6	12,8
35–39	11,4	11,8	11,9
40–44	12,1	12,7	13,1
45–49	14,3	13,2	12,1
50–54	13,9	13,6	12,5
55–59	8,1	8,5	8,0
60–72	4,8	3,7	3.4
The average age of employees in the economy	40,4	40,3	40,2

Increased by 1% of people aged 35 to 39 years increased by 0.5% of people aged 40 to 44 years increased by 1%, group older than 45 years have a strong trend to a decrease in employment. From the analysis we conducted on the distribution of the number of citizens in the economy Yaroslavl region, we have identified the problem of employment of citizens' groups from 20 years to 29.

The main burden in the economy of the Yaroslavl region falls on the group aged 30 to 44 years. The average age of employed people in the economy Yaroslavl region is 40.2 years[7]. Distribution of unemployment by education level according to Yaroslavlstat (Percentage of total) is presented in Table 4[8].

Table 4. Distribution of unemployment in YR by education level (%)

Year	2011	2012	2013
Unemploed -total %	100	100	100
Including those who have education: %:			
Higher professional	31,8	11,7	8,2
Secondary professional	33,5	22,0	23,2
Primary professional	16,2	32,7	35,3
Secondary (full) general education	14,7	22,7	17,4
Basic general education	3,5	10.7	14,1
Primary general, have no primary education	0,3	0,2	1,2

The number of unemployed of Yaroslavl region with higher education has decreased over 3 years by 23.6%, from 31.8% in 2011 to 8.2% in 2013, citizens with secondary professional education decreased by 10.3% from 33.5% in 2011 to 23.2% in 2013. On the contrary, the number of unemployed with basic professional, secondary (full) general, basic general education increased. Further there are state, municipal ownership forms: there decline of employed people during the period from 2011 to 2013 amounted to 9.3 thousand people. But nevertheless there are positive numbers, so in foreign, the joint Russian and foreign ownership a positive dynamics of average annual number of employed citizens of Yaroslavl region. During the period from 2011 to 2013 number increased by 3.2 thousand people from 19.0 to 22.2 thousand people. So the unemployed with primary professional education increased from 16.2% in 2011 to 35.3% in 2013 to 19.1%, with an average (full) general education from 14.7% to 17.4% at 3, 0%, with the basic general education from 3.5% to 14.1%, 10.6%.

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[7] http: //yar.gks.ru/ (access: 12.05.2014).
[8] Курило А.Е. Занятость…, op. cit.

Table 5. Dynamics of average annual number of employed people in the YR in economy by ownership

Year/thousand people	2011	2012	2013
Total in the economy	656,3	643,8	632,0
Including distribution by ownership:			
State, municipal	207,8	202,5	198,5
Private	387,8	381,0	377,9
public ownership and religious organizations (associations)	3,3	3,2	3,0
Mixed Russian	38,4	33,5	30,4
Foreign and joint Russian and foreign	19,0	23,6	22,2

As well, the percentage of unemployed people who have a primary general education and have no primary education 0.3% in 2011 to 1.2% in 2013, increased on 0.9%. Dynamics of average annual number of employed people in Yaroslavl region economy by ownership according Yaroslavlstat (thousands) is presented in Table 5[9]. From the table it is clear that the average number of employed people in the YR in economy by ownership is decreased by 24.3 thousand people from 656,300 people in 2011 to 632.0 thousand people in 2013. There is the largest outflow of employed people in the region in the private sector, there was decline 9900 people with 387.8 thousand people in 2011 to 377,900 in 2013.

Table 6. The list of economic branches of YR needing labor in 2013

Year	2013	
Economy sector of the Yaroslavl region	Number of vacancies, man	%
Agriculture and Forestry	3210	5,3
Production and distribution of electricity	685	1,1
Industry	11758	19,4
Construction	12599	20,8
Transport and communication	2663	4,3
Trade	3776	6,2
Financial activities	290	0,4
Public administration	1052	1,7
Education	6857	11,3
Health and social welfare	4238	6,9
Other	13421	22,1

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[9]   Ibidem.

In the tables above, we analyzed the situation on the labor market of Yaroslavl region over the past 3 years. Further we analyze the labor market in 2013, and determine what vacancies are most in demand this year in the Yaroslavl region. In 2013 there were 49,961 vacancies from 2142 employers according to Yaroslavlstat employment service of Yaroslavl region. Of these, 41 668 jobs (83.4%) are for the replacement of working professions. 29,425 jobs (58.8%) are with wages above the subsistence level in the subjects of the Russian Federation. 60549 jobs total announced in 2013, including by economic activity, are presented in Table 6.

At the end of 2013 need of companies in workers is 14,524 people. Industry, construction and education are in an urgent need in the workforce, the least stressful situation is observed in the following sectors: health care, finance transport and communication, production and distribution of electricity, public administration. Tension coefficient (the number of job seekers per vacancy) at the end of 2013 was 0.7 persons[10].

Table 7. Citizens categories employed by Employment Service of YR

Year	2013	
Categories of people who found job	Number of employed citizens	% employed
Unemployed citizens	13880	53,3
Layoffs	1538	5,9
The citizens who for the first time are looking for job	11890	45.7
The citizens aiming to restart work after the long (over a year) a break	1607	6,1
Youth (age of 14–29 years)	15739	60,5
Disabled people	435	1,6
Citizens of pre-retirement age	744	2,8

As well assisted Employment Service found work following categories of citizens is presented in Table 7. Tension coefficient (the number of job seekers per vacancy) at the end of 2013 was 0.7 persons[11]. As well following categories of citizens assisted Employment Service found work are presented in Table 7. According to Yaroslavlstat with assistance of Employment Service in 2013 26005 people found job (a profitable occupation), out of them 12542 persons, or 48,2%[12] are employed for permanent job.

[10] http: //www.economicportal.ru/ (access: 12.05.2014).
[11] Ibidem (access: 12.05.2014).
[12] http: //portal.city-yar.ru (access: 12.05.2014).

As for the profession "Social Worker", the population of Yaroslavl region 1271700 residents about 4000 social workers with higher and specialized secondary education provide social services. Disabled people, sick people, pensioners, single, orphans, many children get social support. There are 24 territorial departments of social support (TOSPN,) Departments of social benefits (SALT) and 24 Integrated social service center (KTSSON) in 24 districts of Yaroslavl region and Yaroslavl city. As normative legal acts and technologies of social work with a population rapidly change, social workers need constant informing, consultation and professional communication. Higher education institutions of the city of Yaroslavl (36, among them three universities) train specialists on more than 130 specialties. It is necessary to mark that the specialists and bachelors in "Social Work" study on Faculty of Social and Political Sciences of Yaroslavl State University named after P.G. Demidov, there are graduates of "social educator" and "Social Workers" in Yaroslavl State Pedagogical University named after K.D. Ushinsky, they organize one-year course on the base of high education on specialty "Social Teacher family-type" in the Yaroslavl Institute of Education Development. Despite this there is a lack of specialists of the social sphere – social workers and social pedagogues, psychologists and lawyers, whose work has a lot of problems in urban and rural districts, paid little, requires constant professional growth and overcoming daily extraordinary situations to support individual citizen. Despite the stabilization processes of Yaroslavl regional labor market regarding improvement of the situation in the socio-economic sphere, in 2014 imbalance between demand and supply of labor, including social workers remains. There is the difficult situation with population employment in certain rural settlements and monoprofile towns, territorial differentiation of a labor market is presented. The registered unemployment rate at the end of 2013 varies in urban districts and municipal districts of the region from 0.6 to 5.0 percent of the population of working age, the ratio of tensions in the labor market varies from 0.5 to 228 unemployed persons registered in the state institutions of YR, Employment centers for one vacancy.

In addition, the formation of the labor market situation in 2013 is influenced by factors such as the decline in the proportion of young people aged under 15 in the total population increase in the proportion of persons of retirement age due to prolonged fall of the birth rate. According to forecast data of the Territorial Department of the Federal State Statistics Service of the Yaroslavl region, during 2014–2015 years in the Yaroslavl region will experience a steady trend of reducing the working age population (approximately 9–10 thousand people a year) in

24 districts of Yaroslavl region and Yaroslavl city, which could reduce the number of economically active population .

According to expected data of the Territorial Department of the Federal State Statistics Service of the Yaroslavl region, during 2014–2015 in the Yaroslavl region's steady trend of reducing of the working age population (approximately 9-10 thousand people annually) will be observed, which will reduce the number of economically active population .

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Culture and leadership in social work organizations (Results of empirical research)

Abstract: In this paper are presented results of empirical research on the types of organizational culture and the influence of the leader on the efficiency of social work organizations. The empirical research was carried out on the basis of a questionnaire created for social work organizations, working within Sofia Municipality.

Keywords: organizational culture, social work organizations, leader, leadership

In recent years more and more scientists are trying to describe the role of the organizational culture in building an organization and maintaining its efficient functioning. Nevertheless only few of them have researched social organizations and, in particular, the social work organizations. Social work organizations have evolved significantly in last decades and are continuing to evolve as the policy in the field of social protection for vulnerable groups is changing slowly, but consistently, as it strives to satisfy the needs of the population and it is the best way to protect them with dignity. This is the reason why we find special interest to explore the place and role of the culture and leadership in the organizations for social work. Within the framework of project "Features and characteristics of organizational culture in social organizations", funded by Research Fund at Sofia University "St. Kl. Ohridski" we have developed and tested a tool for exploring and analyzing the type of organizational culture in social organizations, namely educational institutions and organizations for social work. In the course of our

work we decided to explore the views of employees in various social work organizations, existing within the territory of Sofia Municipality. They were asked to give their opinion about the types of organizational culture and leadership within the social work organizations, they are working in.

Sofia Municipality is a provider of 30 social services in the community and of 12 specialized institutions for social services for children and adults. Sofia Municipality also funds from its budget yearly the program "Assistants for independent life" according to the Act for provision of social services.[1]

The questions in the questionnaire are distributed in eight major units, as it follows:

- Common questions – from 1st to 3rd question;
- A system of values and standards of behavior – from 4th to 10th question;
- Mottos, slogans, symbols – from 11th to 15th question;
- Myths, legends and characters – from 16th to 17th question;
- Characteristics of manager and good employee – from 18th to 23rd question;
- Traditions in management (managerial functions) and uniqueness of the organization – from 24th to 30th question;
- Satisfaction of the functioning of the organization – from 31st to 37th question;
- Personnel policy and demographic data – from 38th to 43rd question.
- When structuring the questionnaire for employees in social organizations (educational institutions and social work organizations) we have used already existing questionnaires, such as:
- An adapted questionnaire for exploring the type of organizational culture, developed by Tomas Harrison – questions 20, 21, 23, 25, 26 and 27 from our questionnaire;
- Gareth R. Jones, Jennifer M. Gefrge, Contemporary management – questions 6, 8, 19 and 24 from our questionnaire. Some of the questions in our questionnaire are copied and further on adapted for the needs of our empirical research from published in Internet Questionnaire for corporate culture diagnosis[2].

The empirical research was conducted from February until May 2014. 217 respondents took part in the research (aged between 24 and 65 years). 244

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[1] http://dsd.sofia.bg/index.php?option=com_content&task=view&id=32&Itemid=49, (access: 20. 04. 2014).

[2] http://www.corpculture.ru/ (access: 20.045.2014).

respondents have started to fill the questionnaire, but only 217 have responded to all of the questions. 158 of the researched employees are working within their organization between 1 and 10 years, 36 are employed in the organization between 11 and 20 years, 16 more are employed between 21 and 30 years in the same organization and 7 persons indicate that work within the organization between 31 and 40 years.

166 of all questioned professionals indicate that they work in this position between 1 and 10 years, 36 more work between 11 and 20 years, 13 – between 21 and 30 years and only 2 respondents indicate that they occupy the same position for 35 years. 23 of all researched indicate that they currently occupy the position of Office Director, 20 are heads of Unit or Department and the other 174 indicate that are employees in social work organization. Only 35 of all respondents are male and the other 182 are female. In the empirical research were involved professionals, working in social work organizations, which provide various social services, for example, professionals working in Day care center for people with mental disorders, Social learning and professional center, different types of children homes or homes for elderly, Transitional housing, Center for public support, Saycare center for children with disabilities, Crisis Center, Center for temporary accommodation, Daycare center for social rehabilitation and integration for people with autistic spectrum disorders.

The analysis of the empirical research follows the main blocks of the questionnaire. The purpose of the analysis is to identify the types of organizational culture (strong, weak or moderate) of the social work organizations which took part in the research and to determine the impact of the manager for their functioning.

According to the *first block of the questionnaire* (General questions) we can see that 94% of all respondents believe that their organization has a specific organizational culture, and the other 6 % left, cannot determine whether there has been such organizational culture. 65.2% think that the specifics of their organizational culture consists of the rules and regulations imposed on it. 56.4% of the respondents indicate that the specific culture in their organization can be seen clearly in the way in which people interact between each other and with users of social services. 50.5% see the characteristic features of organizational culture in the positive relation between team members and users of the services and 43.1% indicate the good manners and relations between the members of the team. Respect of others and respect for other peoples opinion is important for employees in social work organizations, as stated by 36.3 % and 25.5% believe that it is important to maintain positive view in crisis situations. According to 46.5% of all respondents

the culture of the organization influences their way of communicating, 45.6% indicate that the culture of the organization helps them to be confident and have peace of mind in order to do their daily tasks in the best possible way. 39.6 of all questioned state that they work better in a team, because this is encouraged by the managers. The organizational culture helps 29.5% of the employees to be more positive and to cope with their daily tasks, 24.4 % states that the culture stimulates them to be creative, because it provokes them to develop their skills, to seek for answers of new questions and another 19.8% say that they are enthusiastic to perform their tasks in better way, and consider new activities and are creative, because they are supported by the management.

From above mentioned answers of the questionnaire, it could be seen that the organizational culture is particularly important for all employees in the researched organizations. This is so, because on the organizational culture depends to what extent and how the main tasks will be implemented and whether the mission and vision about the organization will be carried out in the best possible way, affecting positively the employed specialists and the users of the provided social services.

The *second main block in the questionnaire* includes questions about the system of values and behavior adopted in the organization. 98.6 % of the respondents state, that they are familiar with the mission of the organization and 94.9% state that in their organization there is a clear ethical code, moral and standards for professional practice. 85.7% of all surveyed professionals agree with the established rules and ethics in their organization, 8.3% do not find the rules and ethics sufficient enough and 6% of the respondents state that the existing rules are created only for one part of the employees; those rules empower people, who usually exceed they rights and powers; give opportunity to some people not to take responsibility and not to respect the opinion of more peaceful and humble employees; encourage the written and official communication, when actual direct communication is needed; do not encourage ethical behavior, good attitude towards service users and daily execution of professional tasks. Most of the researched professionals (71.9%) indicate that their service users do not know the specifics of the organizational culture, and another 28.1% are not aware of it. 60.4% of the employees state that they have informed about the organizational culture when applying for a job position in the organization. 40.6% of them get information from the head of the Unit or Department, 32.7% gathered information when observing the process of work and 25.3% had information about the organizational culture in advance (f.e. some of them have had training in the

organization, have used some of the services, have gathered informal information from media or other people who have had contact with the organization). 12.9% of the respondents got information about organizational culture when communicating with other staff members.

We find it important to understand whether there is an overlap of personal and organizational values for people working in social work organizations. Because of this, we tried to research which 5 values are especially important for professionals, as individuals and as experts, working in social work organizations. When creating the questionnaire we used the 18 terminal and 18 instrumental values from Milon Rokeach. According to him, the terminal values correspond to the personal conviction of the individual to reach a target and the instrumental values include personal conviction about the desired behavior or the way of behavior. The terminal values often lead to formation of norms or informal rules of behavior, or such behavior that is considered significant for a large part of the group or the organization, such as sincere or polite interaction between member staff. In order to research the most important terminal and instrumental values, we asked our respondents to answer few questions. The questions are based on the two types of values, described by M. Rokeach. On the basis of these questions we are able to see the most important personal and organizational values. The data we collected within this topic is presented in the table below, in order to get a clearer view on the issue.

Table 1. Important values and characteristics on personal level and for social work organizations

Values with significant importance for individuals working in social work organizations	Characteristics that are significant for employees in social work organizations
Security for the family (care for people who we love) – 68.7%	Capable (competent, effective) – 73.7%
Success (satisfaction) – 48.8%	Useful (he/she works for others wellbeing) – 50.7%
Wisdom (mature understanding of life) – 43.8%	Capable of self-control (self-discipline) – 46.5%
Inner harmony (freedom from internal conflicts) – 39.6%	Individual with imagination (proactive, creative) – 44.7%
Self-confidence (self-esteem) – 36.9%	Broad minded individual (with an open mind) – 41.5%

As can be seen from the results obtained, the answers go beyond 100%. This is because respondents were asked to choose the 5 values, which have the greatest significance according to their opinion.

Summarizing the above mentioned 2 questions it becomes visible that employees in social work organizations place their priority in the safety of their family, later on the personal satisfaction, harmony and self-respect. When an individual finds family and mental comfort significant, that may mean that this individual would put maximum effort in his/her work to stimulate positive relationship between service users and their families and would offer good examples from his/her own experience in coping with difficult life situations, especially if service users are in transition or are failing to cope with their current family situation. When an individual takes care of his/her personal and mental comfort, he/she is able to act as a positive example to service users and to assist them in reaching such comfort. Whatever our work is, or we are trying to do, we need to know our strengths and weaknesses. Only this way we could improve our current life situation, we could identify our weaknesses and work for overcoming them, so we could improve ourselves and would be able to pay attention and to help other people to develop themselves.

Social work organizations need to hire capable and ambitious people, individuals who are working for others people wellbeing, who are self-disciplined, proactive, creative and open minded. This is the way in which social work organizations will go on forward, will evolve according to the special needs of their service users. There is nothing better than developing organizations, organizations that seek to respond as quickly as possible to the arising needs of the society which is actually the main mission of each social work organization.We can summarize from this second block of questions that employees working in social work organizations are familiar with the mission of the organization. There are also rules and regulations which are known largely by employees and service users in the organization. The main values, important for the employees are also synchronized with the mission of the organization.

The *third main block of the questionnaire* includes questions about mottos, slogans and symbols in the organization. 61.8% of the respondents indicate that they do not know whether such exists, 12.9% believe that they do not exist and only 25.3% indicate that slogans, mottos and symbols are present in the organization they are working in. 59.9% of all respondents indicated that their organization has a company logo (symbol), 6% don't know whether such exists and 34.1% are not aware that the organization has its logo. 90.8% of those, who know about the

company logo, believe that this logo represents adequately the aims, tasks, philosophy and the mission of the organization, another 6.9% cannot see whether there is such connection and 2.3% are quite sure that the existing logo does not reflect at all on the aims and the mission of the organization.98.5% of the respondents indicate that they are familiar with the meaning of the company logo and where it is used (documentation papers – 85.4%; advertisements – 51.5%; gifts and souvenirs – 32.3%; interior of the organization – 29.2%, mass media – 14.6%; official ceremonies – 13.8%). Very few of the employees do not know what the meaning of the company logo is – only 0.16%.

The results we obtain from this third block of questions indicate that there is a strong organizational culture in the surveyed social work organizations. We could state this, because most of the employees are familiar with the company logo or symbol and know where and how it is used. The company logo or symbol represents adequately the aims, goals, philosophy and mission of the organization. It is visible that there are some employees who have never heard about specific mottos or slogans, used in their organization. This should be taken into account and managers should make effort to promote these symbols among employees, in order to improve their daily performance and to affect positively the mission of the organization.

In the *fourth block of questions* 11.1% of the respondents answer, that in their organization exist myths and legends concerning its founding, but almost none of the respondents is able to indicate specific myths or legends. This contradiction could mean that the respondents did not understand properly the question or did not want to give honest answer of it, because in the theory is well known that all organizations have significant events, rituals etc. 60.8% of the respondents cannot give information who the main character in the history of their organization is. The other part believe that the main character is the manager, followed by the service users, social workers, psychologists and other staff members. These results indicate some weak points in the culture in social work organizations.

Fifth and sixth blocks of the questionnaire are analyzed together. As we mentioned above part of the sixth block of questions is based on the questionnaire of Thomas Harrison and those questions are consolidated in order to improve the presentation of the results of the survey.

It is interesting to note that employees have the same requirements about their immediate supervisor and the head of the organization. The results indicate clearly that there is a strong culture in social work organizations. On another hand it is visible that managers (directors, heads of units or departments)

perform their work in cooperation between each other. They are extraverts and conscientiously fulfill their work. In the following cases the first number presented correlates to the Manager of the organization and the second number is about the requirements to the direct line manager. According to 60.8% (considering the manager) and 53% (considering the direct line manager) of all the respondents the good manager have to be able to communicate effectively with people. 52.1% and 48.4% believe that good manager should provoke positive emotions in its employees and should motivate its employees to perform their tasks in the best possible way. 86% of all respondents believe that a good manager should have organizational skills and self-discipline and 61.8% give importance to original ideas of the manager, wide-ranging interests, openness to people and braveness to solve each crisis. The above described responses exceed 100% because the respondents indicated more than one possible answer.

The following questions aim to describe the good manager and the good employee. Those questions are originally from Thomas Harrison's questionnaire. The results from them show that dominating culture in social work organizations is the culture of the role (in 4 of the questions dominates the culture of the role, in 2 other questions dominates the culture of the task and one more question is with domination of the culture of the individual). Exactly the same outcomes were obtained in a previous study, conducted among lecturers, employees and students in Sofia University, particularly in Faculty of pedagogy. These results prove that the culture of the role is typical for social work organizations (educational institutions and organizations for social work). What does this type of culture means? The culture of the role is usually seen as classical, formal organization – perhaps better known as bureaucratic – it can be drawn as a temple. This kind of culture is characterized by strong functional or specialized areas, such as finance and marketing departments – those are the columns of the temple, which are coordinated by a small group of senior management. There is a high degree of formalization, the activities in the functional areas and the interactions between them are controlled by the rules and procedures governing the work and credentials, ways of communication and the settlement of disputes between functional areas. The power of the status is the main source of power in the culture of the role. The main methods of influence are the rules and procedures. The efficiency of this type of culture depends on the rationality in allocation of work and responsibilities. This type of organization is likely to be thriving in sustainable environment, stable, predictable and controllable market conditions, where the life cycle of the services provided is relatively long. The culture of the role is

difficult to adapt to changes. This type of culture usually realizes the need for change quite slowly and in the same way responds to it slowly. The power of the role is typical in organizations where economies of scale are more important than flexibility or technical expertise and depth of specialization are more important than product innovation or cost of services. The culture of the role requires such manager who prefers security and predictability, that wish to succeed by fulfilling, but not through outstanding personal contribution. Such managers would be less interested in improving their results, but would prefer to improve their specialization, by applying methodologies[3]. 80.2% of the respondents believe that important decisions are taken by the director of the organization, another 8.3% think that the decisions are taken by specialist, who has more information and knowledge about the problem and only 6.5% state that decisions are made by the head of the unit or department.

It was important for us to know whether each social work organization has its unique specifics, but the results from the questionnaire show that listed characteristics overlap in all organizations, but still we can state that there is a strong organizational culture. The main characteristics of the researched social work organizations are: "responsibility of employees working within the organization, teamwork, service users, expression of tolerance from employees and understanding to service users, professionalism and creativity in performing tasks".

Our respondents ranged main criteria which they believed are important for perception and evaluation by the service users – "respect, trust, understanding, protection, support, honesty, accuracy, fast and quality service, empathy, quality of the offered services".Above, as in the previous question, are quoted thoughts, written in the questionnaire by respondents. Generally these are the prevailing opinions and they show us unity in perception and prove once again that in the organization exists strong culture.Our empirical research data clearly indicates that researched employees feel satisfied when performing their daily duties. Respondents indicate that during the last week, before fulfilling the questionnaire, they have been active, felt strong and were aroused in the implementation of their current tasks, were also enthusiastic, energetic and have felt relaxed when performing their duties.

The seventh block of questions seeks to gather information about satisfaction of employees working in social work organizations. 72.4% of all respondents

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[3] J. Oldman, *Разбиране на организационната култура*, кн. 8 от „Ефективният мениджър", НБУ 1994.

indicate that it does not exist sufficient system for payment, 13.4% believe that their organization does not exploit the willingness of employees to take responsibilities, 12.4% believe that personal initiative is not supported and another 11.1% believe that management does not make use of the existing team spirit between the members in the organization. On other hand we have to mention that researched employees are fully satisfied with: director leadership style, head of the unit leadership style, the work and the functioning of the Unit/Department in which they work, the policy and management in the organization, the assessment of their work and the atmosphere in the organization as a whole. As can be seen from the obtained results, employees feel calm when they get fair assessment, the managers or line managers work effectively and the climate in the organization is good. These outcomes also leads us to one strong organizational culture. As seen above, respondents have the same expectations to the head of the unit and to the manager of the organization. With regard to typical activities in social work organizations and the need of wide range of paperwork it is not surprising that most of our respondents indicate that they used most time for paperwork during the week preceding the questionnaire. Preparing papers is the most time consuming activity, followed by validation of documents and presenting them to the managers. These data also match perfectly with the results obtained in our previous research among professionals and students in Sofia University. Large part of employees do not have time to waste in solving current procedural or administrative questions.27.6% of the respondents indicate that once a moth they have to solve unusual questions, which are not part of their official obligations and credentials. 24% more state that they have to perform unusual tasks several times a week, another 21.2% do this at least once a week and 18.4% specify that they deal daily with unusual tasks. These responses correlate with the previous question and again indicate strong organizational culture. Answers to this and the previous question overlap by 100% with the replies given by the specialists and students of Sofia University. This unequivocally states that culture in social work organizations (respectively organizations for social work and educational institutions) overlap and does have the same characteristics of strong organizational culture. One of the significant differences between the two social organizations consider the possibility for innovation. 35% of the respondents in social work organizations believe that their organization, department or unit does not encourage them to make suggestions for innovation and a greater percent – 62.8% of the researched students, lecturers and employees in the university state that they are not stimulated to make any innovations. So we could conclude that employees

in social work organizations feel stimulated to greater extent to innovate and to seek opportunities to improve the effectiveness of their work. Respondents in the current research indicate different approaches that management can obtain in order to encourage innovations "teamwork which gives the impetus for new ideas to improve the work, team buildings, inclusion in trainings, freedom to organize individual and group work with children, seeking for feedback in various issues, knowing the members of other units of the organization, responding to proposals, etc."[4]80% of all respondents indicate that incentive of employees is the primary measure that can improve the performance in the organization. They define it by "dignified wages, good attitude to the team and social benefits"[5].

The *eight block of questions* and the results presented lead to the conclusion that there is a strong organizational culture in social work organizations. We can draw the conclusion that the culture in organizations for social work is strong. It corresponds to the classical formal organization known as bureaucratic. The manager of the organization conscientiously performs his/ her daily tasks and is able to coordinate his/her decisions, has a responsible attitude towards his/her position and is extrovert.

On one hand the organizations possessing strong culture have a common set of values and norms that bind the members of the organization and promote their inclusion in the process of achieving the organizational goals. On other hand strong organizational culture does not create only advantages, but it is also preventing or disturbing the process of innovation. This is why changes in organization with strong culture are difficult for implementing. It is not necessary that sudden changes in social work organizations will lead to higher effectiveness. Smooth changes which follow the different needs of service users can lead to better results, because social services should firstly comply with the needs of their users. This is the reason we think that strong organizational culture does not harm social work organization, on the contrary, it leads to better outcomes.

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[4] Opinion of respondents, written in the questionnaire.
[5] Ibidem.

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Labor contract in Kosovo and its harmonization with the EU labour law

Abstract: Private law within itself interlocks a big number of rights. It interlocks the civil law-general part of it, the real law, family law, inheritance as well as obligatory law. Obligatory law is the most voluminous field of law and it within itself interlocks the contract law where belong a series of contracts by name and without name. Labor law covers also the labor contract. Labor contract is part of the contract law and as all contracts it is regulated and uses all disposals and principles of the obligatory law. Labor contract is one of the more frequent contracts that has the determined form and which presents judicial connectivity between the job seeker and employer. Through this contract the rights and obligations of contract parties are determined. This contract derives from the Roman Law, so quite early in the history. It starts to develop a little but in feudalism whereas its perfection it achieves in the XX Century.

Albanian Law since it belongs to the continental system of law has inherited many disposal from the French Civil Code. The labor contract in Albanian has started to be applied during the King Zog time (Zog Code) and it continued until nowadays. This contract is regulated by law, respectively by the Labor Code being served also by the Law on Obligations and the Civil Code, especially by the general principles. Due to the fact that the Civil Law is still not codified by a unique EU Code, then at least to this contract there unified all disposals and they are unified in all countries that have undergone the analysis of the paper and that are the part of EU.

Keywords: labor law, labor contract

Introduction

Contracts are the main resources of the obligatory law. The judicial life would be impossible without contracts. All people are obliged to exercise various activities in order to live as better as possible. They every day conclude contracts even when they buy bread in a supermarket. Therefore in developing sale activities and in order to develop trading in general as well as job in particular then by all means subject shall conclude the labor contract.

Paper starts with the description of the history of the labor contract from its first days of appearance until nowadays. Initially paper starts with its notion giving explanations and interpretations of the law related to this contract.

Labor contract is one of the most frequent contracts. It covers disposals that represent the relation between employer and employee. By this contract there are determined also the responsibilities of contracting parties. This contract in most cases is formal contract where its composition is determined by the labor law. By this contract parties determine the time of the work, then the short or long duration that is calculated to be 10 years.

After conclusion of this contract according to the Law on Obligations there is necessary to be fulfilled a series of conditions which if not fulfilled brings to the situation when the contract is considered absolutely invalid. Labor contract is individual and collective contract. Paper contains also the effects that this contract produces and at the same time with the paper there are enumerated also the ways of termination of the contract according to the current legislation in our country an in some EU countries, as well.

History of labor contract

The division of the labor relations as paid relations as a specific group of relations starts by capitalist production. In the time of industrial revolution at the end of XVIII Century and early XIX it starts and continues until nowadays.

Roman Law has used a labor contract that was rarely implemented in the slave society. This contract was called location condiction operarum (contract of agreed to work). By this contract a free person in Rome sold his working capacities for a remuneration. Renting of slaves was done by this contract. This as a short term contract. All reports were of short term nature. Labor contract was recognized by Napoleon Code also.

In the feudal society there were no paid working relations, for the structure of feudal order[1]. The work of villager was not treated with labor contract by the feudalist. In the judicial doctrine theory of labor relations had its historic development. The labor contract until XX Century was the legal basis for the relations between employer and employee. In the labor relations there were implemented all obligatory rights. There were also implemented all principles of the contract law.

After the First World War the capitalist state begin to intervene in the labor relations aspects. After the Second World War the labor relations start to develop even in our territories. Therefore agreement was regulated by the Civil Code of the Albanian Kingdom dated 1928 as well as with the actual labor legislations from the Western Countries as Italy, French, Germany, United Kingdom, etc. Today, Albania has its Labor Code whereas Republic of Kosovo has the labor Law.

Labor contract – notion

Labor contract represents an individual act that is concluded between employer and employee. The labor contract is a contract which describes all rights and obligations between employer and employee. According the Labor Code of Albania the labor contract has a lots of space in the code since the code itself treats it as such. The Labor Code starts to explain the labor contract in the chapter V starting with article 12. Labor contract is agreement between employers that regulate labor relations and it contains the rights and obligations of parties[2].

According to the United Kingdom legislation: labor contract is an agreement between employer and an employee that determines the rights of employment, responsibilities and the duties. These are called "conditions of the contract"[3].

Labor contract is concluded in the written form and it is signed by both: employer and employee. It is a formal contract that is concluded in the form as foreseen by the law. It is considered as a contract by name since it is enumerated by the Labor Law. Labor contract is a commutative contract where contract parties know their rights and duties. It is a contract that belongs to the group of contracts by remuneration because employer rewards employee for his job or for exercised services in the employer institution.

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[1] Kudret Cela, E Drejta e Punës, Shtëpia Botuese ILAR, Tiranë 2012, p. 200.

[2] Labour Code of Albania, article 12. Point 1 Kodi .

[3] http://www.lra.org.uk/index/employment-questions-and-answers/contracts_of_employment.htm (access:08.09.2014).

As many other contracts the labor contract has also its elements that are: labor contract can be concluded for a determined period of time, for an undetermined period of time and for the work and the specific duties[4].

Labor contract is conceded for a probation period but it is concluded also for undetermined or determined period of time where the undetermined period covers ten years period of time. According to the German Civil Code the contract which is concluded by contract parties may be concluded for a probation period of time. Parties agree that the probation period is between 6 month period of time[5].

German legislation determines the labor contract initially for two years period of time. This means that this period is shorter than two years. Concluded contract is limited for two years and there could not be concluded the other contract with the same employer[6].

Labor contract that doesn't contain any specifics for its duration is considered as a contract for undetermined period of time[7]. Whereas German legislation considers as a permanent contract the contract which duration is until age 58 that means that this is the retirement age.

Contract with undetermined period of time cannot be concluded for a period longer than 10 years[8].

Contract of determined period of time that is renewed clearly for a period longer than 10 years is considered to be a contract for undetermined period of time[9].

According to the Labor Law, article 13 if this contract is concluded for a specific duty, it cannot be longer than 120 days within a years.

It was mentioned that with the labor contract both parties have rights and obligations. Labor contract is commutative contract because parties since the conclusion know their rights and duties.

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[4] Kosovo Labour Law, nr 03/L-212, Gazzete, Parliament of the Republic of Kosovo, article 10, paragraph 2 and sub paragraphs 1, 2 and 3.

[5] http://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_1588 99/lang--en/index.htm (access:8.09.2014).

[6] http://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_1588 99/lang--en/index.htm (access: 08.09.2014).

[7] Ibidem, article 10, paragrapf 3.

[8] Ibidem, paragraph, aricle 10, paragrapf 4.

[9] Labour law, article 10, paragrapf 5.

With the labor law employee offers his work or services for a determined period of time or undetermined under the framework of other person organization and orders called employer which takes the responsibility to pay a price[10].

As a rule, persons that have a labor contract by which they are employed and by which they have put their services in the framework and orders of the employer against a determined salary[11].

Conditions for concluding the contract

In order to be concluded the contract should fulfill conditions of conclusion. These conditions are enumerated by the Law of Obligatory Relations. A number of theorists divide the conditions into general conditions and specific conditions. The other groups explains those only as conditions for concluding a contract. General condition for concluding a contract are: ability of contract parties, will, subject of the contract and contract basis. If the contract doesn't fulfill these conditions it will be considered absolutely invalid contract and it is also considered as it was not concluded at all. If the specific condition are not fulfilled when concluding contract that it is considered as relatively invalid contract.

Ability to conclude a contract

Ability of contract parties is the condition that is required before signing a contract. Subjects that pretend to sign labor contract being physic or judicial persons they should have the working ability. The working ability means that the subject that signs the contract based on his will has determined rights and duties[12].

Physic person gains the working ability by achieving age of 18-age of majority. Whereas physic person may gain the working ability after achieving age of 16 and this means that they achieve the acting ability by emancipation that is gained by the court decision[13]. Apart to the total ability there exists also the limited working

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[10] Albanian Labour Code, article 13, paragrapf 1.

[11] Kudret Cela…, op. cit., p. 243.

[12] Nerxhivane Dauti, E Drejta e Detyrimeve-Pjesa e përgjithshme dhe e vacantë", Universiteti i Prishtinës, Prishtinë 2001, p. 63.

[13] Emancipation represents a fact when the ability to act is gained before age 18 by the court decision and by the request for example 9case of marriage) when they/partners ask establishing of marriage. By the court decision the ability is gained and partners are similar to all persons that overcome the age 18 therefore they establish marriage.

ability which have persons age 14 and the persons of majority age to whom by the court decision is taken off partially the ability to act by the court decision. The minor that has reached age of 15 and that got employed can possess incomes that realizes from a working relation[14]. According to the German labor law the work of minors is forbidden because this is forbidden by the act that protects children. This applies not only to children under 15 but also to older ones but that are still obliged to undergo obligatory education[15].

Consent of the will

Principle of autonomy of will is a foundation of the private law[16]. From this me can say that this principle is one of the main principles of the labor law in particular. Consent of the will is the second condition for concluding the contract. Consent of the will should be the same for both parties of the contract and it should be in accordance with the external will that is in other form called declared will. The will on concluding contract could be expressed on words, usual signs or with any other behavior from what it may be concluded surely its existence. The consent of will should be freely and seriously expressed[17].

Subject of the contract

Subject of the labor contract is a general condition for concluding contract. Subject of the contract is everything for what parties agreed or "for what the contract is concluded"[18]. To the labor contract the subject of contract is work which worker/employee should exercise whereas employer should remunerate for the executed work.

Basis of the labor contract

Contract basis is the last condition for concluding the contract. Contract basis is the reason, cause for what the debtor takes the responsibility.[19]

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[14] Nerxhivane Dauti…, op. cit., p. 3.

[15] http://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_15 8899/lang--en/index.htm, (access:. 8.09.2014).

[16] Ardian Nuni, Ilir Mustafaj, Asim Vokshi, "E drejta e Dtyrimeve I", Tiranë 2008, p. 10.

[17] Law on Obligatory Relations, Gazzete, Parliament of republic of Kosovo, Prishtina, article 19, paragraph 1 and 2.

[18] Nerxhivane Dauti, "Kontrata", Universiteti I Prishtinës, Prishtinë 2012, p. 37.

[19] Ibidem, p. 38.

Basis of contract is called also as cause, reason, judicial title, etc. In cases if the basis is absent than the contract is a fictive contract.

Form of the contract

Form of the contract is a view of the contract[20]. Contract should have its content and in most cases this is determined by the law. The labor law the disposals of content are enumerated taxatively. Labor law determines the content of the contract and that should be respected by both parties: employer and employee. The labor contract is category which could be concluded also verbally. If the labor contract form the beginning is individual it should not have a specific form. It may be initially informal contract. However there are cases when it should by all means have the form determined by law. It should be written. Labor contract contains: data about the employer (title, residence and number of business registration); data about the employee (name, surname, qualification and place of living); title, nature, type of work, type of services and job description and the information that the work has to be done in various locations, working hours and timetable, date of starting the work, duration of the labor contract, the salary and other additional income, duration of vacations, termination of the labor relationship, other data considered by both parties to be important for regulating the labor relations, labor contract may contain other rights and obligations foreseen by the law, the rights and duties that are not determined by the labor contract, they will be regulated with the disposal of this law, with the collective contract and with the inner acts of the employer[21].

Agreement between parties

Labor contract as objective conditions for contract conclusion enumerates: agreement between parties, cause of the contract, object of the contract and the form of the contract. Regarding the object and the cause of contract there were discussions above. According to the labor law we have described the content of the contract (what the contract contains in its disposals) as well as we have talked about its form. Further we will discuss more about the agreement between parties that was not mentioned above.

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[20] Vilim Gorenc, "Baza e së drejtës tregtare statusore dhe kontraktore", Kolegji Victory, Prishtinë, p. 151.

[21] Kosovo Labour Law, op. cit., article 11, paragraph 1 and sub paragraphs 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.

Contract is considered concluded at the moment when achieve agreement, and this means that one that has made a proposal receives also agreement of the other party[22].

Agreement is concluded as a consequence of reception of proposal (offer) from the party that is proposed respectively reception of offer by employer and/or employee. Offer is made for an undetermined period of time to a determined person (employee). There are cases when the proposal is made for a determined time and the reception of offer or proposal should be done within a determined time. If the proposal (offer) is not accepted within the deadline it is considered that the proposal is not accepted by the proposed.

Collective contract

Collective contract is a collective agreement by which the working conditions are determined and regulated, the rights and obligations from the labor relations between employers and employees for the cases when the law disposals are not appropriate or when they cannot be applied[23].

Collective contract cannot contain less favors for the employee and employer from what is determined by the law[24].

With the collective contract in accordance with the law there are regulated the rights and the obligations of the employers. Collective contracts are concluded in special fields, for example: education. culture, health, etc. Based on the general collective contracts there are concluded specific collective contracts and consequently the labor contracts for establishing labor relations that are practically similar to decisions for jobs[25]. Collective contracts is concluded with one or with some employers or employer organizations in one side and with some unions on the other side[26].

Termination of the labor contract

Labor agreement may be terminated in several cases. This may be with reciprocal agreement with the employer, by the force of the law and without this[27].

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[22] Kudret Cela…, op. cit. p. 246.
[23] Riza Smaka, E Drejta Biznesore, Universieti Mbretëror "ILIRIA", Prishtinë 2008, pp. 486-487.
[24] Kosovo Labour Law, op. cit., article 4, paragraph 2.
[25] Riza Smaka…, op. cit., p. 487.
[26] Albanian Labour Code, article 160.
[27] Mazllom Baraliu, "E Drejta Biznesore", Universiteti i Prishtinës, Prishtinë 2010, p. 423.

The German labor law makes a difference between usual termination (by the agreement of both parties, when the contract is over-time of it is over and by the death. This way of termination represents the same way of termination of contracts as its is foreseen by law respectively the labor code. In France the ways of labor contract termination are: by agreement of the parties, by termination from employer or employee, by expiration, by the death of employee and from the court[28].

In the United Kingdom termination of the contract is done similarly to French and all French forms of the contract termination are applied in Great Britain[29].

According to the disposals of article 11 of the Kosovo labor law the contract is terminated is following cases: with the death of employee, by the written agreement between employer and employee. Further terminations goes with: the bad behavior of employee, for the un-fulfillment of duties by the employee, by expiration of its duration and by the force of the law.

Employee may declare by its will and in written, without pressure why he requires termination of the contract.

In cases of bad behavior form the employee the termination of the contract is done when:

Without justification refuses to fulfill working obligations determined with the labor contract, steals, damages, sells out the business secret, uses drugs and alcohol in the working place, or when employee violates heavily duties, etc[30].

Labor contract according to the labor law in force may be terminated by the employer also due to the economic, technologic or structural changes of the enterprise[31].

If we analyze the ways of termination in French, United Kingdom, Germany, Kosovo and Albania there we see a lot of similarities on contract termination.

Conclusions

Obligatory law is one of the more broader fields of the civil law in general. As a law field it deals with the study of all judicial relationships tat are created between creditor and debtor. It is divided in the obligatory lain: general part and the special part. In the focus of the study I was committed on the analysis of the labor contract – part of the obligatory law – special part of it.

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[28] https://www.cfe-eutax.org/taxation/labor-law/france (access: 08.09.2014).
[29] More at: https://www.cfe-eutax.org/taxation/labor-law/united-kingdom (access:08.09.2014).
[30] Kosovo Labour Law, op. cit., article 11, paragraph 3, points a-d.
[31] Ibidem, article 12.

Labor contract is one of the most frequent contracts. It is initially seen in the Roman Law in the slave society. Then there was a stagnation in the feudalism where it was rarely used. Many theorists have dealt with the labor law and the culminations of its development and its perfection it arrives in the modern times. Our law the labor contract regulated with the Ahmet Zogu Civil Code (King Zog) of 1929.This code was based a lot on the Napoleon Code.

Its intensive development has started in 20th years of XX Century and its perfection is achieved after the Second World War.

Labor contract in Kosovo is regulated as a part of the civil law and it is covered by the labor law. The Kosovo labor law is a law adopted in the XXI Century and within itself it contains disposals that are in harmony with the EU legislation. This happened also due to the fact that Kosovo pretends to be a part of EU therefore efforts were made on the harmonization of this law, and not only this with the EU legislation. Since in EU there is a unique civil code, in some of the laws there were efforts made to have some similar laws. When we talk about similarities, we see that German, French, United Kingdom, Kosovo and Albania have the same conditions for concluding contract law. At the same way the definition is the same in these countries in every European state.

Labor contract is a contract concluded between employer and the employee. Both contracting parties are obliged to fulfill their duties. It is a contract that in order to be signed agreement between parties is needed and this represent the main condition for its conclusion. The consent of will is the second condition and if there is no accordance of will and expressed will as well then the contract is considered absolutely invalid. Subject of the labor contract is the work that is to be executed by the employee whereas the employer is obliged to pay the price or salary for the executed job by the employee. Basis of the contract is the cause or the goal why the contract is concluded and at the same time it represents the fourth condition for its conclusion. Form of the contract is determined. Labor contract apart from being commutative contract where parties know their rights and duties, it is also the contract by name and contract by remuneration. Kosovo Labor law and the Albanian Labor Code enumerate ways of contract termination that are at the same time the ways of termination of the labor contracts similarly to the German Civil Code, Britain (even thigh this is common law), and French. From this a conclusion is drawn that all EU countries have not unified the labor law but in order to unify the labor law firstly we should have similar laws with almost no differences.

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Kosovo Challenges on the EU integration in the field of labor market

Abstract: Kosovo is a new state in the Balkans that derived from the nonconsensual dissolution of former federation of Yugoslavia. It is the last state created from this process after Slovenia, Croatia, Bosnia and Herzegovina, Macedonia, Serbia and Montenegro. The process of creation of Kosovo as a state is different compared to the aforementioned states, among the others due to the position it had within federation, due to the political developments, due to the engagement of the international community, etc. This unique process of creation of the Kosovo state made the process of EU integration unique as well. Criteria and standards for the state of Kosovo in various ways is also different compared to other states created from the process of dissolution of Yugoslavia. The process of EU integration of Kosovo has started whereas Kosovo has to fulfill additional criteria compared to the other states of the Balkans. These criteria have an impact in all developments within Kosovo and in the report between Kosovo and other countries, as well. These criteria also have a big impact in the labor market no matter how Kosovo has managed to harmonize its legislation respecting EU legislation and the community acquis. The paper deals with the challenges Kosovo faces in the process of integration in the field of labor market/law and with the standards and legal infrastructure it has created. Kosovo remains to be the most isolated country in Europe and the isolation appears to be one of the factors that has an impact in the high unemployment rate. Paper aims to stress out that politics should not be top priority agenda for EU and Kosovo Institutions. At the end paper gives some recommendations on how to meet challenges of reducing unemployment rate and reducing poverty in Kosovo.

Keywords: Kosovo, Balkans, criteria, labor, law, market, legislation, harmonization

Introduction

During last six years Kosovo exists as an independent state[1] and during these years of existence it went through various processes that could be characterized as political, economic, integration, international, dialogue with Serbia, etc. All of these characteristics could be analyzed from different point of views and of course all of them have their own difficulties that in a way are usual in a new state and in a process of state building. A perception exists in general that up to date much efforts and more attention was paid to political issues whereas less was discussed and done in the field of economy and economic development. The goal of this paper is not to find out what was more done in which field or why the perception that political issues were more important compared to economy and other important fields. Before going to deal with the main points of the paper, it is important to give some data about the country itself. Kosovo has a surface of 10,908 km². Its resident population is 1,815,606 residents. Number of family economies is 297,090. Percentage of population that lives in the rural zones is 61% and the density of the population is 177.4 per km².[2] In addition to this, it is important to mention an official data (that may be a specific issue for discussion – note by the author) regarding unemployment that goes in total 30.0%. The unemployment rate of men goes to 26.9% whereas to women 38.8% and the unemployment rate to youth is (age 15–24) 55.9%[3]. This is an official data but it is believed that the unemployment rate is quite bigger from what officially reported.

With these data and in a situation when Kosovo still has not entered fully into Association and Stabilization Agreement with EU and in a situation when it still has not reached recognition from five EU countries[4] the challenges of Kosovo are quite big from what the labor marked cannot be excluded.

What is labor market and is it defined in the same way in EU and Kosovo?

The following definition of labor market I found interesting for the needs of this paper, and it goes: "The nominal market in which workers find paying work,

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[1] Kosovo Parliament on February 17, 2008 adopted Declaration of Independence and since that date Kosovo has been recognized by more than 100 states.

[2] Census of 2011, disposable at http://ask.rks-gov.net/ (access: 12.06.2014).

[3] http://ask.rks-gov.net/ (access: 20.06.2014).

[4] Spain, Greece, Romania, Slovakia and Cyprus have not recognized Kosovo yet.

employers find willing workers, and wage rates are determined"[5]. According to the same resource, "labor markets may be local or national (even international) in their scope and rare made up of smaller, interacting labor markets for different qualifications, skills, and geographical locations. They depend on exchange of information between employers and job seekers about wage rates, conditions of employment, level of competition, and job location"[6]. And regarding labor market there is always a legal infrastructure that regulates rights and obligations of employers and workers. EU labor law covers two main areas:

- Working conditions – working hours, part-time & fixed – term work, posting of workers,
- Informing & consulting workers about collective redundancies, transfer of companies, etc.[7]

On November 01, 2010 Kosovo Parliament has adopted the Labor Law which aims to regulate the rights and obligations on the labor relationships[8]. The disposals of this law are applied to employers and employees in the public and the private sector in Kosovo.

The law in addition to regulating rights and obligations it gives importantly meaning to the following expressions:

Employee: physic person employed to execute paid work or services for the employer;

Employer: physic or judicial person that ensures job for employees and pays salary for the executed work or services;

Public sector: education, health as well as public enterprises under the ownership of Republic of Kosovo or under the ownership of any Kosovo municipality;

Social dialogue: democratic process of consultancies and the exchange of information between representatives of employers, employees and representatives of Government;

Social-Economic Council (KES) – a national organ that leads consultancies on the issues of labor relations, social wellbeing and other issues that have to do with the economic policies in the Republic of Kosovo;

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[5] http://www.businessdictionary.com/definition/labor-market.html (access: 12. 06.2014).

[6] http://www.businessdictionary.com/definition/labor-market.html (access: 12.06.2014).

[7] http://ec.europa.eu/social/main.jsp?catId=157 (access: 12.06. 2014).

[8] See Article 1, Kosovo Labor Law, available at: http://www.kuvendikosoves.org/common/docs/ligjet/2010-212-alb.pdf (access: 12.06.2014).

Employee organizations: unions that are independent, volunteer, established to realize and protect the rights of employees;

Organization of employers – where employers join voluntarily in order to defend their interests;

Collective contracts: agreement between employer organizations and employee organizations by which are regulated the rights, duties and responsibilities that derive from the labor relationship achieved by agreement;

Labor relations: an agreement or contractual regulation between employee and employer for the execution of duties and specific responsibilities by the employee and supervised by the employer, against specific agreed payment, usually in form of money…[9]

Labor Law further goes with regulating in details and specifically the rights and the obligations in the labor relations. Within the legal infrastructure this law is undoubtedly one of the most important judicial acts of this field in Kosovo. But no matter of structures and the solid created legal infrastructure, Kosovo remains as one of the countries that has the highest unemployment rate and with the highest rate of poverty in Europe. "Apart from considerable financial and technical provided aid from the international community, the incomes remain low where the approximate incomes per capita in 2011 were 2.650 EUR. Total number of unemployed was 325.261. But due to the big size of informal economy in private sector the registered number of unemployed may not represent the real situation".[10] This means that the number of unemployed is bigger. "The high unemployment rate and extremely low employment rate are Achilles heel of an economy otherwise of a sustainable economy", said Jan-Peter Olters, Manager of World Bank for Kosovo[11]. Whereas, poverty in Kosovo is very spread where 29% of population lives in total poverty whereas 8% of population lives under the extreme poverty[12]. As we can see some other characteristics of Kosovo labor market in the further elaboration, it is important to underline that both Kosovo and EU

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[9] See more article 3, Kosovo Labor Law, available at: http://www.kuvendikosoves.org/common/docs/ligjet/2010-212-alb.pdf (access: 12.06.2014).

[10] Bashkim Bellaqa, Dinamika e Tregut të Punës në Republikën e Kosovës, Doctoral Dissertation, University of Tirana, 2013 available at:http://www.doktoratura.unitir.edu.al/2014/01/doktoratura-bashkim-bellaqa-fakulteti-i-ekonomise-departamenti-i-mat-stat-info/,p. 35.

[11] http://www.worldbank.org/sq/news/press-release/2014/01/28/growing-with-jobs-in-kosovo (access: 12.06.2014).

[12] Bashkim Bellaqa, Dinamika e Tregut të Punës në Republikën e Kosovës, Doctoral Dissertation, University of Tirana, 2013 available at:http://www.doktoratura.unitir.edu.al/2014/01/doktoratura-bashkim-bellaqa-fakulteti-i-ekonomise-departamenti-i-mat-stat-info/, p. 36.

have similar requests regarding labor market, and about how it works. In almost all main program tasks and promises made by all political parties and governments (including efforts of civil international administration in previous years) there were orientations for more jobs, sustainable economy, economic growth, better living conditions, etc. This could be seen at almost every EU endeavors. EU policies in recent decades have sought to

Achieve high employment&strong social protection;

Improve living&working conditions; and

Protect social cohesion[13]. Treaty on the Functioning of the EU, states "…to ensure the economic and social progress of their states by common action to eliminate the barriers which divide Europe"[14].

All Kosovo laws, unions, governmental structures, etc., claim to be engaged towards achievement of above EU policies, no matter of the fact that Kosovo is still far from being a member state. A short look at the policies and Kosovo laws shows clearly these declared commitments. All eleven points of article 153 of the Treaty could be seen in Kosovo legislation, phrased in maybe using different words. This is obvious. But challenges are related to the question: how to achieve these? And challenges may be divided in two groups:

- inner challenges
- and integration challenges.

The division is done in order to stress out some specifics even though they are very close connected to each other.

It was said that unemployment rate is very high in Kosovo. While so it is important to mention that Kosovo has dominantly youth population. Population in the age of work in Kosovo belongs to that from ages 15 to 64. Even though the birth rate is not as it was before, it is beyond the perception that Kosovo has still a growing population.

Production no matter of increase of GDP, is still low compared to needs and compared to possibilities for increase. In 2009, trading sector has become the most important branch of economy in Kosovo with 17.4% participation in employment followed with 13.4% by education sector, production with 9.9%, administration with 9.8%, construction with 7.9%, whereas other sectors participate

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[13] http://ec.europa.eu/social/main.jsp?catId=157 (access: 12,06.2014).

[14] See preamble of Treaty on the functioning of the EU, available at: http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12012E/TXT&from=EN (access: 12.06. 2014).

with lower percentage[15]. The process of privatization has taken and takes longer than expected. This among the others based on the specifics inherited from the Yugoslav system where there were private, state and socially owned enterprises. Socially owned companies have not existed in former communist countries. This was a case only with the socialist/communist system of Yugoslavia based on the slogan: enterprises belong to workers. This fact in addition made the process of privatization more difficult and uncertain. On the other hand the process was contested by various political subjects and some opposed it completely arguing that the process has not been developed in harmony with the expected goals and outcomes. Education has not been successful in harmonization with the needs of the labor market even though there were established many private universities (though they by the Kosovo legislation are treated as colleges) and where currently there are also six public universities active in Kosovo. Are these difficulties linked with the difficulties as I call integration challenges? I consider that the answer is without any doubt yes. Why? EU labor market goes hand in hand with the single market[16]. The free flow of goods, services, capital and workers needs to be accompanied by labor law rules, to make sure that countries and businesses compete fairly on the strength of their products – not lowering labor law standards[17]. This clearly belongs to member states whereas Kosovo is still not under the Stabilization and Association Agreement with EU. EU institutions have considered Kosovo orientations and EU perspectives for Kosovo but the process of establishing relations with Kosovo was not equal with the process other states from the territories of former Yugoslavia had. Due to the Kosovo status specifics Kosovo even under Stability Pact was treated differently. For Kosovo was created a mechanism named Tracking Mechanism of Stabilization and Association. Today, when Kosovo has been recognized by more than 100 states and when in Kosovo there is a UE presence in all possible forms and where there is a UE mission – EULEX[18] Kosovo is in a way treated a bit differently compared to other

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[15] Bashkim Bellaqa, Dinamika e Tregut të Punës në Republikën e Kosovës, Doctoral Dissertation, University of Tirana, 2013 available at:http://www.doktoratura.unitir.edu.al/2014/01/doktoratura-bashkim-bellaqa-fakulteti-i-ekonomise-departamenti-i-mat-stat-info/,p. 43.

[16] The single market is all about bringing down barriers and simplifying existing rules to enable everyone in the EU – individuals, consumers and businesses – to make the most of the opportunities offered to them by having direct accesss to 28 countries and 503 million people – see more at: http://ec.europa.eu/internal_market/top_layer/index_en.htm (access: 12.06. 2014).

[17] http://ec.europa.eu/social/main.jsp?catId=157 (access: 12.06. 2014).

[18] EULEX supports Kosovo on its path to a greater European integration in the rule of law area. EULEX's skills and expertise are being used to supports the key EU aims in the visa liberalization

new states created by the dissolution of Yugoslavia. EULEX for example has a neutral approach on the Kosovo status at the time it works based on Kosovo laws. Under these circumstances it is obvious that Kosovo labor market is closed for its citizens that are the most isolated citizens in Europe. Strategies for reducing unemployment designed within Kosovo and by its institutions may be well defined, but they can hardly be implemented. We cannot talk about an open market or about to compete when individuals, goods, services and capital cannot be used. It is too ambitious to talk about integration when Kosovo has still to fulfill so many condition/duties, etc. Integration in the EU structures is quite in the early phase. What could be said when an intellectual or a businessman has to apply for a visa to take part in a conference or to negotiate a business? And it happens that even though the process takes a lot, visa is refused. What a business could be developed? What a know how would come to Kosovo if you are refused visa. Four freedoms as cornerstones of single market are at the time being not reachable for Kosovo. According to these cornerstones, we see:

- individuals: the right to live, work, study or retire in another EU country;
- consumers: increased competition leading to lower prices, a wider choice of things to buy and higher level of protection;
- businesses: much easier and cheaper to do business across borders[19].

These cornerstones have everything for EU member states and their citizens, from the rights and obligations, to social protection and cohesion up to making business cheaper. This goes in line with "European employment, social affairs and equal opportunities policies contribute to improving people's living conditions with a view to sustainable growth and greater social cohesion"[20]. EU policies have their priorities which " aims to increase employment and workers mobility, to improve the quality of jobs and, working conditions, to inform and consult

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process, the Feasibility Study and the Pristina-Belgrade Dialogue. EULEX also supports the Structured Dialogue on the rule of law, led by Brussels. EULEX continues to concentrate on the fight against corruption and works closely with local counterparts to achieve sustainability and EU best practices in Kosovo. EULEX prioritises the establishment of the rule of law in the north (…) In April 2009, EULEX became fully operational. The EU Joint Action of February 2008 and Council Decision of June 2010 and June 2012 provide the legal basis for the Mission. EULEX works within the framework of UN Security Council Resolution 1244.EULEX is supported by all 28 European Union Member States and five contributing States (Canada, Norway, Switzerland, Turkey and the United States)-see more at: http://www.eulex-kosovo.eu/en/front/.

[19] http://ec.europa.eu/internal_market/top_layer/index_en.htm (access: 12.06.2014).

[20] http://europa.eu/legislation_summaries/employment_and_social_policy/index_en.htm (access: 12.06.2014).

workers, to combat poverty and social exclusion, to promote equality between men and women, and to modernize social protection systems"[21].

The aforementioned aims, and the cornerstones of single market are aims of Kosovo institutions and Kosovo citizens and if we have a look at the legal infrastructure and other mechanisms in Kosovo, it is clear that these appear as duties, rights and obligations as well for Kosovo, its institutions and its citizens. But these mechanisms are being not enough in reducing unemployment rate or the poverty in Kosovo. The priorities and the agendas of Kosovo government/s during last decade and even more were variable. Reduction of unemployment is crucial for very state and the society and this is quite normal to be top priority agenda, but in Kosovo during the last decade this was not a strong case. Right after the war it was reconstruction and the consequences of the war more important-top priority. It was followed with the efforts of status determination, issue of independence, inner political problems, etc. Now things in regard to labor market have taken the other direction. Reduction of unemployment becomes priority for all. And the reform and strategies are in place toward more jobs and less poverty. The environment for starting business is being improved, registering a business doesn't take a lot, etc. And this is not easy process, anyway. It is not easy in a country which has a relatively young population. Almost one third of the entire population is under 15 years age whereas 62% of the population belongs to the group age from 15–64[22]. Kosovo labor market is different compared to the other countries. It is for example different also from a fact that " one third of the population is under 15 years old and 50% of population is over 24 and therefore the incomes in the labor market are higher"[23]. Mobility within the labor market is low and weak whereas mobility outside of Kosovo labor market is almost impossible. The World Bank in order to open more jobs and to open better jobs in Europe and Central Asia, recommends "actions in two main political spheres:

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[21] http://europa.eu/legislation_summaries/employment_and_social_policy/index_en.htm (access: 12. 06.2014).

[22] Bashkim Bellaqa, Dinamika e Tregut të Punës në Republikën e Kosovës, Doctoral Dissertation, University of Tirana, 2013 available at:http://www.doktoratura.unitir.edu.al/2014/01/doktoratura-bashkim-bellaqa-fakulteti-i-ekonomise-departamenti-i-mat-stat-info/,p.49 (access: 12.06.2014).

[23] Bashkim Bellaqa, Dinamika e Tregut të Punës në Republikën e Kosovës, Doctoral Dissertation, University of Tirana, 2013 available at:http://www.doktoratura.unitir.edu.al/2014/01/doktoratura-bashkim-bellaqa-fakulteti-i-ekonomise-departamenti-i-mat-stat-info/, p. 49 (access: 12.06.2014).

- creation of a basis for opening new jobs through a macroeconomic and enabling business environment that enables existing companies to develop and others that appear to get to succeed and to not fail and all this with a lower cost; and
- support workers to use new possibilities, and to have them have needed skills, push for work, access without obstacles to the labor market and possibilities for mobility from a place to the other that has bigger potential for opening new working places"[24].

Kosovo, as it was mentioned has improved legal infrastructure for the labor market but it has till to do a lot more. Thus environment for doing business is not still at the desired level whereas youth employment as well as women is under the desired level. Reform in the education system could be considered that is at the early stage when we talk about educating based on the labor market needs.

Between aspirations for integration and the needs for a better life and more jobs in Kosovo there should be established a balance and a coordination between Kosovo institutions and the EU institutions should strengthen. The process of integration for the most isolated country in Europe is going to be a long and a difficult one. The advancement in the infrastructure and the improved environment for doing business in Kosovo is not going to be enough if this is not going to be evaluated properly and this should be priority similarly with the political issues. Kosovo is working to fulfill Copenhagen Criteria along with the other conditions regarding environment for more and better jobs, but there is still a lot to be done. From both sides. From Kosovo in one side and there is a need for more opportunities to be given to Kosovo by EU institutions.

Conclusions

As a new country Kosovo has achieved quite a lot. It has been recognized by more than 100 states. It has managed to as a new state create democratic institutions and structures that have shown strong commitment to fulfill all duties that derive from the EU Treaties and EU institutions. The EU integrations and political stability in the Balkans are taken very seriously by Kosovo and its institutions. There are created important departments within Kosovo government to deal with the EU processes and within Kosovo Government there is a special Ministry for EU Integrations. Kosovo is working hard to fulfill the Copenhagen criteria. It has

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[24] http://www.worldbank.org/sq/news/press-release/2014/01/28/growing-with-jobs-in-kosovo (access: 12.06.2014).

shown the readiness and commitment for this. Kosovo legislation is in accordance with the EU legislation. Kosovo has passed through a dynamic process from international civil administration to a new independent state characterized as a post transition and as a post conflict society. The entire process was with a lots of difficulties and challenges that were overcome by both efforts: Kosovo and the international community without which this would have not been achieved. All what is achieved should not be considered as a merit of one side: Kosovo or International Community. But there is still a lot to be done in especially economy and economic development.

Kosovo has a very strong workforce, that is dominantly youth but it has a high unemployment rate that is not easy to reduce. Creating new jobs and better jobs is a big challenge for Kosovo on especially in a weak economy, as it is in Kosovo.

Under the current circumstances Kosovo strategies on reducing unemployment rate and reducing poverty should be oriented toward improving environment for new businesses to be opened. Law taxes and taxation should be stimulating for new businesses and for creating new jobs. Experiences from successful countries that have passed through transition should be used. Anti corruption activities should be daily duties for everyone in Kosovo. Process of privatization should continue no matter of possible objections. Economic environment should enable mobility within labor market of Kosovo. Kosovo government should enter into negotiations with the countries that have needs for seasonal workforce so workers would institutionally go and work on the season. Possibilities for mobility within the region should be explored and this should be always a topic for discussions between the countries of the region. This should be done also with the EU countries and with the EU institutions. The reform of education, especially high education should be developed more deeply so it could reflect the needs of the labor market. Professional schools may by a part of this. Negotiations with the EU institutions should deepen in the area of economic development and on enabling free movement of Kosovo citizens. Isolation doesn't help Kosovo develop internally and it also doesn't help illegal immigration as well. Therefore as free as citizens are there will be less illegal immigration. As much as citizens are free to move freely they are much responsible to respect rules. EU institutions should give equal opportunities to Kosovo (especially youth) people for education and where possible organized employment of Kosovo citizen. It was politics to be the main issue for Kosovo and EU agenda but the time has come to act more in economic development and economic growth. In the process of fulfilling criteria for integration priorities should be given to creation of new jobs and reducing

poverty in Kosovo. Barriers for Kosovo businesses should be lowered and Kosovo businessmen should be given opportunities to compete with their products and services. It is obvious the time for changing priorities has come or at least political and economic priorities should be treated equally. If so, challenges will be met more easily and the process of integration will be developed with less difficulties.

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Terminological considerations about health promotion and social climate of work of educational institution

Abstract: Educational institutions are characterized by a specific atmosphere. The professional literature calls it a social climate or psychosocial environment, which has a huge impact on the lives of not only alumni, students, but also on all employees. Social climate and implemented health promotion is the foundation that allows the realization of education and educational purposes. Also, its impact on health is noticeable, and the health does not mean the absence of disease, but a condition in which there is a physical and sensual synchronization with yourself, as well as with the surrounding world. For this reason, it is extremely important that the climate of educational institutions, which is a subjective representation of objective environmental conditions, was appropriate, that means contributing to the proper development of the younger generation and ensuring good conditions of work.

The main objective of this essay is to familiarize with the issues of the social climate and health promotion in terms of work and education. Analysis of materials, both about the social climate of educational institutions and issues in the field of health promotion, will help to increase the theoretical and practical knowledge in the context of work of tutor, pedagogue, teacher.

Keywords: work in educational institutions, health promotion, social climate, school

Health promotion in the educational institution

The concept of health promotion was founded in 1977 during the XXX meeting of the World Health Assembly in Alma-Ata. It was noticed then, on the basis of previously conducted studies that the health condition of society is deteriorating, despite the development of medical science and increasing funding for health care. The Assembly established a resolution, known as the "Health for all in 2000," which featured a new strategy of actions for health. In the resolution it was stated that health is a fundamental human and civil right in the world. For this reason, all countries are required to create the right conditions for conducting healthy and health-promoting lifestyle; health care should be based primarily on prevention and health promotion preceded in societies and local government bodies[1].

Health promotion was the leading topic of many international conferences (six so far), and its concepts have changed over the decades. Definition of health promotion evolved and was modified as well, which resulted from the changes taking place in modern society. Nowadays, the World Health Organization defines health promotion as "the process of enabling individuals and societies to increase control over the determinants of health and because of that, getting its improvement". This is a growing theory, which includes the promotion of the of lifestyle and other social, economic, environmental and individual factors leading to health[2]. The advantage of this definition is to highlight the distinct levels of health promotion, which include:

1. The environmental level – including activities favoring a health-promoting working and living environment known as "protecting the life";
2. The social level – which consists in entering health-promoting actions into social groups and their elements through the creation and promotion of models and standards of behavior favoring health;
3. The organizational (institutional) level- covering a variety of activities in institutions, which should play the role of health promotion centers;
4. Individual level – for each person[3].

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[1] I. Kowalewski, *Promocja zdrowia i bezpieczeństwo w szkole wyższej*, Kraków 2010, p. 14–15.

[2] J. B. Karski, *Postępy promocji zdrowia. Przegląd międzynarodowy*, Warszawa 2007, p. 196–197.

[3] Z. Jethon, A. Grzybowski (ed.), *Medycyna zapobiegawcza i środowiskowa*, Warszawa 2000, p. 31.

There are a number of principles and values that are essential to the practice of health promotion. Fundamental standards specifying practical activities include the following:

1. Health promotion focuses not only on groups of people at risk of certain diseases, but takes the general population life into account, in the context of everyday life.
2. Health promotion is designed to impact on the conditions and the basic factors that increase the potential for health. However, this approach requires close cooperation between entities operating outside the health sector, it illustrates the diversity of conditions affecting health.
3. Health promotion combines different, but complementary methods and approaches, including channels for communication, education, legislation, an adequate fiscal policy, organizational changes, local community development; all the methods are used against health hazards.
4. Health promotion is designed to achieve the effective participation of the public in taken activities. Such aspirations require the development of both individual and group skills in processes-defining and decision-making in everyday life. It also requires the promotion of active participation.
5. Health promotion is mainly a social and political project, not just a matter of medical services, however health service workers play a significant role in its support and implementation[4].

Taking these principles into consideration, activities in the field of health promotion can be applied wherever people live, train, work and rest, that is, in places such as home, school, health care facilities (including clinics and hospitals), workplaces, communities, prisons, shops and much more[5].

Such understanding of health promotion is often treated as a new quality, reversing the long-term process of medicalization of health and disease. Under the new approach, health issues ceased to be the exclusive domain of the representatives of the medical sciences. Psychosocial concepts of health and illness gained in importance, self-help movements and many non-medical forms of influence on the health of individuals, groups, and the wider community were appreciated[6].

One of most important aspects of health promotion is to emphasize the importance of personal responsibility for the health of every human being. This is

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[4] I. Kowalewski, *Promocja…*, op. cit., p. 16–17.
[5] J. B. Karski, Postępy…, op. cit., p. 29–30.
[6] M. J. Sochocki, *Promocja zdrowia jako ideologia*, „Remedium" 2007/1 (167), p. 25.

because health promotion is a task faced by every person, because he can actively shape his own health in all dimensions:

- physical – physical activity, proper diet, healthy lifestyle (avoiding stimulants);
- psychological dimension which includes:
- emotional – the ability to express and accept feelings, control of emotions, the ability to cope with stress;
- spiritual – own system of beliefs and spiritual values;
- intellectual – creativity, overcoming challenges, developing of knowledge and skills;
- social dimension – appropriate relationships with closest ones (family, friends), activity in social life (eg. The local environment), the ability to interact with the environment[7].

As stated above, the activities in the field of health promotion can be implemented also in educational institutions, eg. In schools. As is clear from the available literature, the idea of taking steps towards making school an environment that supports the health of members of the school community was born in response to an international initiative to promote the modern health, culminating in the formulation of the general principles of the so-called Ottawa Charter. In 1992 European Network of Health Promoting Schools (ENHPS) was brought to existence as an affiliate program of European countries held under the auspices of three international institutions: the WHO, the European Commission and the Council of Europe. In the resolution of first ENHPS Conference, which took place in 1997 in Greece, we can find the basic principles of establishing and operating of health promoting schools. The document also claimed that each childand a young man living in Europe has the right to learn in a health promoting schooland he should be given such a possibility[8].

Countries participating in the program developed political and economic models of health promoting schools, specific for their cultural conditions, and thus, the goals taken in these actions may be formulated in different ways. Strategy of actions, used in the Polish health promoting schools for several years includes the following elements:

- habitat approach – according to which the school is treated as a habitat, a place of life, learning and work of the members of the school community,

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[7] B. Tobiasz-Adamczyk, *Wybrane elementy socjologii zdrowia i choroby*, Kraków 2000, p. 29–30.

[8] Rezolucja I Konferencji Europejskiej Sieci Szkół Promującej Zdrowie, ŚOZ Biuro Regionalne dla Europy, 1997.

having the specific resources and related to other habitats in the local community;

- participation approach – assuming cooperation of all participating students, teachers and school staff in activities taken under the program in the moment of its development and implementation in the school; participation of members of the school community is voluntary, and the communication is based on partnership;
- people's approach to the problem – relying on the authority of members of the school community to identify needs that define priorities in the planning and implementation of promotional activities while minimizing the impact of the school supervisory authorities in this matter;
- implementation of systemic changes using methodologically justified stages of proceeding to obtain the desired effect change;
- democratization of school life;
- building a climate of dialogue and cooperation in school[9].

On the basis of presented assumptions it can be concluded that schools promoting health have developed a model of strategies of health education and health promotion, which can be considered optimal due to its many aspects and consideration of the broader psychological and social context. Adaptation of it for all educational institutions would probably make the Polish education system health-friendly for students[10].

Social climate in educational institution

The subject of next considerations will be the social climate of educational institutions, which is an important factor in determining the educational process.

The social climate is a variously defined term. It can be used interchangeably with the "organizational culture" term. At the time it means a set of values, norms, as well as ideas that shape the patterns of behavior within the institution. Every institution creates its own specific culture, actually pop culture, similarly to society[11].

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[9] B. Woynarowska, K. Stępniak, *Ewolucja koncepcji i modelu szkoły promującej zdrowie w Europie*, „Wychowanie Fizyczne i Zdrowotne" 2002, nr 12, p. 3–7.

[10] M. Kowalski, A. Gaweł, *Zdrowie – wartość – edukacja*, Kraków 2007, p. 192.

[11] Ch. Argyris, *Some Problems in Conceptualizing Climate*, „Administrative Science Quarterly", 1958/4 [in: L. Pytka, *Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne, diagnostyczne i metodyczne*, ed. VI, Warszawa 2005, p. 162].

The concept of the social climate (synonym: organizational ideology) is understood as the objectives and values, to which the institution aspires, by applying appropriate pressure on its members in order to secure success[12].

The social climate can also be understood as a set of subjective observations on the organizational and educational situations and the effects of formal and informal structure of institutional population, management style and other factors that shape the attitudes and motivations of members of the institution[13].

Some researchers define social climate as specific personality of institution which is produced by it during its development. The unique personality of the institution organizational is a composition of various behaviors of its participants[14].

However, L. Pytka defines social climate as "a set of subjectively perceived characteristic situations and events by pupils and teachers, that are relatively permanent effects of its functioning within the adopted organizational and pedagogical system, shaping motivations and behaviors of individuals and social groups of the institution"[15].

The "social climate" term can be used interchangeably with concepts such as: psychosocial climate, educational climate, atmosphere of educational institutions (eg. schools), psychosocial environment and others[16].

The concept of the social climate is considered in several areas called social climate dimensions. These include:

1. Interpersonal relationships within the institution that is the interaction between people forming it (friendship, kindness, mutual assistance, etc.).
2. The attitude of the teaching staff for the fulfillment of the pupils (meeting the needs and aspirations of pupils) expressing i.a by autonomy, independence or freedom of thought and action;
3. organizational order, reflected in structural and functional aspects of the institution, includes i.a ways of communication, transparency of information, the type of control and sanctions.

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[12] R. Harrison, *Understanding Your Organization,* "Harvard Business Review", 1972, no. 3 [in: ibidem, s. 162].

[13] M. Dobrzyński, *Klimat organizacyjny jako wyznacznik stylu zarządzania*, „Przegląd Organizacji", 1977/1 [in: ibidem, p. 162–163].

[14] R. H. Moos, *Evaluating Correctional and Community Settings*, New York–London–Sydne–Toronto 1975 [in: ibidem, p. 163].

[15] Ibidem, p. 183.

[16] M. Woynarowska-Sołdan, *Klimat społeczny szkoły – koncepcje i czynniki warunkujące*, http://www.remedium-psychologia.pl/2007_4_8.html (access: 12.12.2013).

As mentioned at the beginning, the social climate is an important factor in determining the process of raising childcare centers. Although it is not the only one Next to him there are other objective factors affecting disasters and successes in education. Actions and behaviors of pupils and teachers as well as the structure of formal institutions have direct impact on the social climate. However, educational axiology and methodology of educational reactions affect the social climate indirectly.

Shaping the social climate should be one of the main purposes of educational institutions, as is essential for the pedagogical effectiveness. However, before making any modifications to the social climate of the facility, in-depth analysis of the output of the institution should be carried out. It is made in the following steps:

1st STAGE – consists of the characteristics of symptoms indicating the quality of the tested climate, psychosocial mechanisms and internal and external conditions. On the basis of this phase, called the diagnosing observation, are formulated proposals for the directions of the planned modification or proposals of refraining from it.

STAGE II – the targeting diagnosis, which consists of determining the scope of the proposed changes and the factors that determine the functioning of institutions, as well as the procedures by which it is planned to make the necessary improvements to the educational reacting.

PHASE III – the verifying diagnosis, which aim is to test the validity and relevance of the modifications. It allows making the necessary corrections, if the changes have not been successful[17].

As research shows, the complete instrumentalization of the concept of the social climate is possible. So far, several research techniques have been produced for diagnosing the quality of the educational climate in different social environments. R. Moos believes that the social climate of each institution and its environment has three basic dimensions:

1. interpersonal relationships within the institution;
2. the personal development of participants of the institution;
3. organizational system[18].

Each of these dimensions is described with the help of several interference indicators, which is assigned with a dozen empirical indicators.

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[17] L. Pytka, *Pedagogika…*, op. cit., p. 166–167.
[18] I. Kowalewski, *Promocja…*, op. cit., p. 100.

R. Moos developed a technique of examining social climate of nine types of educational environments, which include hospitals and treatment centers, correctional and educational institutions, barracks and military units, student communities and student dormitories, school communities, therapeutic communities, work communities and family communities (families). Measurement tool of social climate of educational institutions, like orphanages and correctional facilities is the scale constructed by R. Moos, called Social Climate Environment Scale. It contains nine criteria that allow you to identify and determine the social climate in the institution. These include:

1. Commitment – assess the involvement of educators and pupils in the implementation of their daily tasks and responsibilities.
2. Keeping – determines the type and intensity of the incentives used by educators in relation to pupils, allows the assessment of the level of pupils' "emotional support".
3. Expression – allows you to specify the scope of pupils freedom in expressing feelings.
4. Autonomy – enables the assessment of the independence of patients in the daily conduct.
5. The practical orientation – is used to evaluate the activities of educational institutions in solving practical problems of juveniles such as vocational training or preparation for independent living in the community.
6. Focusing on personal problems – measures the pupils ability in making self-esteem, and motivation to overcome personal and emotional difficulties.
7. Order and organization – allows to estimate tendencies of educators to keep the external manifestations of law, order and discipline in the institution.
8. Clearness of objectives, targets and regulations – describes the degree of pupils' and teachers' knowledge and understanding of formal requirements of the institution.
9. Educational control – measures the tendency of educators to fulfill the control functions in the educational process[19].

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[19] Ibidem, p. 100–101.

Table 1. Social climate dimensions and indicators in selected communities

TYPE OF ENVIRONMENT	SOCIAL CLIMATE DIMENSIONS		
	INTERPERSONAL RELATIONS	PERSONAL DEVELOPMENT	ORGANIZATION SYSTEM
Educational and corrective institutions	Commitment Keeping Expression	Autonomy Practical orientation Personal orientation	Order and organization Clearness Educational control
School communities	Commitment Affiliation Teachers' help	Focus on achievements Competition	Order and organization Clearness of rules Control
Therapeutical communities	Group cohesion Leader's help Expression	Independence Focus on achievements Self-keeping Anger and agression	Order and organization Control Innowations
Work communities	Commitment Solidarity Staff support	Focus on achievements Competition	Working pressure Clearness of rules Control Innowations Comfort
Family communities (families)	Solidarity Emotional support Conflict	Independence Focus on: intellect, recreation and morality	Organization Control

Positive social climate in the assessment of the institutional community contributes to the personal development of pupils, their self-education and self-realization. However, the incorrect social atmosphere of educational institution can initiate, develop and consolidate attitudes, behavior and lifestyle that are adversely affecting health. "The educating environment has the functions of confronting the reality with the realization of proclaimed standards. Otherwise there is a discrepancy between word and action, between the model and reality"[20]. This in turn, negatively affects the process of education.

Filling school obligations by children and young people requires staying in the school environment for a large part of the day, five days a week. Students, as members of the school community, come into a variety of social relationships – with peers, teachers and other school staff. Being a student undertakes complying the adopted by the school rhythm of the day, internal regulations and informal rules of behaving, not to mention the fact that the school as an institution, as well as individual teachers put the specific requirements at the expected progress in science. However, students are given the opportunity to participate in school life, both in relation to the creation of internal law in school, and to decide about their own learning. All of these elements contribute to the specific and unique social climate, with its features, that can be perceived differently by members of the school community[21].

There are three main ways of understanding and comprehending the concept of the social climate of the school. School climate may indeed serve:
1. the characteristics of the emotional tone of overall educational atmosphere of the school;
2. the characteristics of each particular educational environment's standards and values;
3. description of subjectively received learning environments[22].

However, the school climate is mostly a subjective representation of objective environmental conditions. In this perspective, it is a reflection of properties of the school environment, experienced by the students and, therefore, their psychological situation[23].

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[20] M. Demel, *Pedagogika zdrowia*, Warszawa 1980, p. 53.
[21] M. Kowalski, A. Gaweł, *Zdrowie…*, op. cit., p. 192.
[22] M. Kulesza, *Klimat szkoły a zachowania przemocowe uczniów w świetle wybranych badań empirycznych*, „Seminare" 2007/24, p. 262.
[23] Ibidem, p. 262.

Social climate of the school is formed not by feelings of individuals, but by individuals. In this context, the following types of school climate are recognized:

- psychological climate that expresses the subjective feelings of the individual showing its way of perception of the reality of school;
- aggregated climate, which is the average perception of climate by a group of the same school;
- collective climate, describing common perception of the environment by a group of people interrelated by interaction processes in some organization[24].

Analysis of the dimensions of the social climate of the school, proposed by many authors, indicates a great diversity in their determination (different wording and their meaning, different numbers of dimensions)[25].

In American literature, in which the concept of school climate refers to the perception of the school atmosphere by the students it is divided into four dimensions: educational, social, emotional and physical. The educational dimension relates to the effectiveness of the learning process and is described as the Students 'perception of school expectations in terms of quality of students' work, applied practices of monitoring progress in science and the state of security and order in the school. Another dimension - the social one is operationalized to the students perception of the quality of their relationships with teachers and with other students. The emotional dimension of school climate is measured by the frequency of these behavior of the students, pointing to a sense of belonging to the school and providing identification with it. Whereas the physical dimension is associated with the assessment of the overall condition of the school and the quality of its maintenance[26].

On the other hand, in Polish pedagogical literature school climate is generally considered in the meaning proposed by L. Pytka, discussed at the beginning of this chapter, within which the emphasis on three basic dimensions was named:

- interpersonal relationships within the school;
- attitude of educators to meet the expectations, needs and aspirations of pupils;

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[24] Ibidem, p. 262–263.

[25] M. Woynarowska-Sołdan, *Klimat społeczny szkolny – koncepcje i czynniki warunkujące*, „Remedium" 2007/4 (170), p. 22.

[26] J. Surzykiewicz, *Agresja i przemoc w szkole. Uwarunkowania socjoekologiczne*, Warszawa 2000, p. 28.

- the structure and functionality of the system of school organization[27].

M. Kulesza says that the central dimensions of the school environment, shaping its climate, are: the relationship between teachers and students, the relationship between the students themselves and variously defined and perceived characteristics of the educational process[28].

Relations between teachers and students are considered to be the main dimension of the climate. It is they who largely seem to have the greatest impact on many other aspects of school life. For this reason, the ability to communicate with students is very important . It is the teacher, who is dominant in this process.

Another important dimension of school climate is the relationship between the students themselves: the quantity and quality of relationships / friendships, a sense of being a part of community and understanding each other in the class, cases of rejection and isolation of students by a group and competition.

Properties of educational process are divided not only into specific features of the lesson (the quality of teaching, the pressure of achievements, the level of personal attention and support of students), but also into the general approach to the student at school (reception of his chances of success in school, the labeling process, participation in the school life, alienation), which is influenced by both teachers and students[29].

Given that children and adolescents are staying in schools a large part of their lives, school should be regarded as essential - next to the family, of course - point of reference for analyzing the determinants of their development and health. It should be stressed that the school can, and indeed should, be an important source of environmental health resources for students, and thus participate in multiplying their health potential[30].

As evidenced by studies conducted for over 20 years as part of the International Study of Health Behavior of School Youth in dozens of countries in collaboration with WHO, the perception of the social climate by students is directly related to the assessment of their health carried out by themselves, frequency of experiencing some of subjective somatic and mental ailments, as well as satisfaction with the present life and the implementation of health risk behaviors[31]. Relationship

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[27] L. Pytka, *Pedagogika*…, op. cit., p. 103.

[28] M. Kulesza, *Klimat*…, op. cit., p. 263.

[29] Ibidem, p. 264–267.

[30] M. Kowalski, A. Gaweł, *Zdrowie*…, op. cit., p. 195.

[31] *Postrzeganie środowiska psychospołecznego szkoły przez uczniów w Polsce i innych krajach. Raport z badań*, B. Woynarowska, J. Mazur (ed.), Warszawa 2004, p. 5.

between school social climate and health of students can be seen in at least three aspects, namely:

- satisfying psychological needs of students;
- shaping students' life skills, especially interpersonal, and coping with stress and building self-image;
- forming of some elements of the health awareness of students[32].

Given A. Maslow hierarchy of needs, it should be noted that the normal development and well-being of the child require the school to provide him sense of psychical security in the first place, next to the basic physiological necessities. It is in fact one of the essential conditions for occurring of the so-called higher needs. The school facility should also be enabled to meet the other needs, ie. the need to belong, success, competence, to be appreciated, recognized by others, and aesthetic needs. E. Jundziłł stresses the need for security, emotional contact and success are particularly important for the proper functioning of the child in school. The mentioned author indicates that the source of fears in school, retaking the child a sense of security, can be both teachers often unavailable or unjust, but also other students who can be malicious in relation to their peers. The lack of acceptance of colleagues and teachers is however a major factor preventing the child to meet the needs of emotional contact[33]. The school should also create the conditions to meet students' developmental needs, and especially the need of autonomy, which is revealed in the subsequent years of life with increasing force. The easiest way to do this is, among others, allowing students to create the internal law of the class or school and co-decision making regarding various school projects.

An important factor contributing to the formation of students' self-image is the perception of their own successes and failures in science, which is conditional on, inter alia, the atmosphere in the school in terms of errors permits. As noted by J. Sowa and F. Wojciechowski, most Polish schools relationships, related to science are based on competition, and therefore "learning in such a situation is a kind of climbing the ladder of success." The same authors suggest that this occurrence can be overcome by "the prospect of learning based on cooperative learning, where the sphere of personal and social development of the student, should be the essential aspect of the educational program"[34].

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[32] M. Kowalski, A. Gaweł, *Zdrowie*…, op. cit., p. 196.

[33] E. Jundziłł, *Potrzeby psychiczne dzieci i młodzieży*, Gdańsk 1998, p. 103–124.

[34] J. Sowa, F. Wojciechowski, *Proces rehabilitacji w kontekście edukacyjnym*, Rzeszów 2001, p. 84.

The formation of human health beliefs is held in conjunction with certain personality dispositions, and the sense of personal control over the environment, generalized sense of self-effectiveness and sense of coherence are among them. School social climate generates a variety of educational situations that give students the chance to develop this sphere of personality, thus enhancing their health potential[35].

Positive social climate of the school favors achieving successes by the students, motivating to learn and being satisfied with school. Appropriate school climate also favorably affects the mental health, self-esteem, well-being of students and educators, reduces the risk of a variety of injuries and illnesses and psychosomatic diseases.

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[35] M. Kowalski, A. Gaweł, *Zdrowie…*, op. cit., s. 200.

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Work as a category of medieval culture and its orthodox connotations

Abstract: In this article I present a concept and attitude towards work characteristic for the Orthodox Church in medieval Russia. I present the opinions of the saint Sergius, who saw the work as a way of liberation from the cares of the modern world, with an emphasis on modesty and poverty. Sergius and the attitude of the Orthodox Church of that time can be a model for modern people who want to get rid of social problems including addiction or illness.

Keywords: work as the value, holiness, attitude

Work has always been the main and determinative factor of all human life. It is work, where human needs can be satisfied, national wealth – created and a human being themselves and the society in general – formed and developed. The question of work is therefore one of the most important issues for humanity. The attitude of humanity to work varies from its perception as a hard necessity to "the first vital need of an all-round developed human being"[1].

The attitude to work began to form at the dawn of human history and it could be characterized as a double one, with practical and spiritual trends[2]. The spiritual side of work relies on world-view principles, which describe every culture according to its every single historical stage of development or its type. Therefore

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[1] Советский энциклопедический словарь. – М., 1983. – С.1352.
[2] The difference between a spiritual and a practical attitude to work was offered in soviet sociology, by such researchers as V. I. Boyko and Yu. V. Popkov.

there can be a mythological conception of work as a way to maintain world order or a religious idea of work, where the motif of salvation plays the first fiddle. Later work was treated in the spirit of protestant ethics and communism.

Christian treatment of work, which has been formed on the basis of the Scriptures, defines the modern tradition to a large extent. It fully concerns Orthodoxy, where work for others and for the high purpose is considered very significant.

According to A. Gurevitch, a famous Russian medievalist, the attitude to work in the Middle Ages was discrepant[3].

This dualism had existed from the very beginning of the human history, when people were banished from the Garden of Eden because of the Fall and as a divine scourge got their punishment – to earn their daily bread in the sweat of their faces, "to work the ground from which he had been taken"[4].

In the Books of the Old and the New Testaments the image of the world devoid of work is shown – it is life in the Garden of Eden or near Christ, where there are no concerns about our daily bread, which can appear miraculously, when it is needed.

That is why the absence of need to work in the early Middle Ages became the criterion of hierarchic inequality and "the getting of material benefits, filthy and deep concerns about livelihood became the matter of common people"[5].

From the very beginning of the history of Christian Church a Christian has been living according to the principle "man does not live on bread alone"[6]. This appeal from the Old Testament, made by Moses in the desert during the forty year wandering of Jewish people, echoes in the New Testament with the words, said by Christ in the desert, again, where he kept the fast: "man shall not live on bread alone, but on every word that comes from the mouth of God"[7].

A simple, physical work consequently had little value. Anyway, it is obvious, that people can't but work in their everyday life. Therefore Christian Church had to reconsider this assessment of work. By that means the category

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[3] Гуревич, А.Я. Категории средневековой ультры // ГуревичА.Я. Избранныетруды. – Т. 2. Средневековыймир. – М. - СПб, 1999.С – 204.

[4] The Bible. The Books of the Old and the New Testaments. Canonical, in translation into Russian, with parallels the Book of Genesis, 3:23.

[5] Гуревич, А.Я. Категории средневековой культуры…, op. cit.

[6] "Man does not live on bread alone but on every word that comes from the mouth of the Lord" (The Old Testament, Deuteronomy 8:3).

[7] "Man shall not live on bread alone, but on every word that comes from the mouth of God" (The New Testament, Matthew 4:4).

of work is included into the theological framework; both in Western and Eastern Christianity "theology of work" is created.

First of all Christian Church began to regard work as a remedy against idleness. In Russian the synonyms for "idleness" are among others inactivity, aimlessness, laziness, vacuousness. It is to mention, that all these words have a negative connotation; and from the Christian point of view a human cannot live aimlessly and idly. As a result of that a human should be busy in praying or working. Work is then treated as a way to bring up a Christian and their virtues, such as humility, chastity and meekness. The definition of work's purpose assumes importance. A human should work not for easy gain or profit; his goals are higher than that. As a result of that in the monastic practice the work of penance appears, which purpose is not understandable; moreover the tasks which a monastic novice gets seem to be senseless, like to water a dry staff in a famous parable or to plant out cabbage seedlings on a monastic vegetable garden with their roots upside down. It is obvious, that this cabbage will not grow up. But what will then? We know what the answer on that question is.

Of course not all monastic work should be done without any practical use. But it is important to know what is acceptable in the sight of God. First of all it is work on the land and other agricultural activities. Since the great part of the population in medieval Europe was made up of peasantry, their work began to get its advantages. First of all the church year coincided with the agricultural one. It began in September and finished after the harvest had been reaped. Agricultural holidays coincided with church feasts; the rhythm of life, set by nature, was considered then as divinely instituted; the compliance with it meant the rightness of life order. Our first parents Adam and Eve's work was regarded then not as a punishment, but as an original, inborn human activity in contrast to the idleness of aristocracy, which hadn't even existed when Adam and Eve had been ploughing up the ground.

Agriculture was allowed to monks as well. Hagiographical works give substantial evidence of that. The most famous and honored worker of Rus' was Venerable Sergius of Radonezh, one of the saints very popular with Russian peasantry, who took the lead in working and doing deeds even when being father superior.

Sergius worked constantly, doing any work by himself. The author of Sergius's hagiography wrote: "Venerable Sergius did every work of penance: "he carried firewood on his shoulders and after having chopped and cut the logs he delivered them to the monastic cells … he served the fraternity diligently as though he was a slave: he chopped firewood for everyone, as he was asked to, he ground wheat

with grinders, baked bread, cooked meal and prepared other foodstuff for the fraternity, he cut and sewed footwear and clothes and having drawn water in the near source he carried it in two buckets on his shoulders and put it at his every brother's monastic cell"[8].

The author of this hagiography work emphasizes a special Christian humility, which was shown by Venerable Sergius. It found its expression in the work of the Saint done not for himself but for the fraternity.

The commandments of poverty and asceticism in Eastern Christianity originated mendicant orders, which monks lived directly on charity for their livelihood. But according to Sergius every charity should be earned. Work is therefore rated higher and is considered more preferable than charity. The following hagiographical story gives evidence of that: "Once there lived monks, who ran out of bread and salt, there was no foodstuff in the monastery. Venerable hegumen Sergius established such order for the whole fraternity: if the monastery is short of bread or other eatables, the fraternity is not allowed to come out of the monastery and ask for charity in the countryside; the monks should stay in and pray for the grace of God. What Venerable hegumen had ordered the fraternity he also did himself, starving for three or four days.

Three days later, at daybreak of the fourth one, Venerable hegumen took a hatchet, went to a monastic elder called Daniel and said: "I heard that you want to build an entryway to your cell. I have come to you not to be idle, let me build an entryway for you." Daniel answered: "That's true, I have wanted to build it for a long time, everything is ready for that, but I'm still waiting for the carpenter from the country to come. I wouldn't like to ask for your help, because I'm afraid, that you may ask me to pay you a lot." "I will not take a lot, - Venerable hegumen said. – I wonder, if you have got some mouldy bread, I would like to eat it. I will not ask you for anything except that, because I haven't got even that. Don't say, that you will be waiting for another carpenter, because who else can be the best one?" Then Daniel fetched some mouldy bread and gave it to him, saying: "If you want this bread so much, I will be glad to give it to you, but I haven't got anything else." "I have got enough and some to spare, – the hegumen said, – but

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[8] The hagiographical text about Venerable hegumen Sergius the Miracle-Worker, written by Epiphanius the Wise (by the edition of 1646) // Horiography of Sergius hegumen of Radonezh, written by Epiphanius the Wise, hieromonk Pachomius the Serb and a monastic elder Simon Azaryin. Православная энциклопедия, Свято-Троицкая Сергиева Лавра. – М, 1997 / Библиотека Якова Кротова. [Электронныйресурс]. http://krotov.info/acts/17/azaryin/azar_1.html(access: 22.06.2014).

keep it till nine o'clock: I don't take fee, until I have finished work." Having said that Venerable Sergius tightened up his waistband and set to work. He had been hewing logs, chopping and setting pillars from the early morning till late in the evening and with the help of God he finished building on the entryway. Late at night Daniel gave him the bread for his work as agreed. Having taken the bread Sergius put it in front of him, prayed, blessed it and began to eat. Some brothers of the fraternity said: "Look, brothers, how strong patience and abstinence of this man are. He hasn't eaten for four days and satisfies his hunger with mouldy bread only towards evening of the fourth one; besides he is not eating this bread gratis, but he has paid a heavy price for it"[9]. This heavy price is the work done by the hegumen of the monastery, which is called after him and nowadays is considered the first and the most important one in Russia – The Trinity Lavra of St. Sergius.

Sergius always worked and looked as an ordinary monk. As a result of that people who came to him to make a bow or to ask for advice or blessing didn't often recognize him. There is an episode in the hagiographical text, which tells us the story about a peasant, who came to Sergius to make a bow and didn't recognize him. Sergius was working on the vegetable garden; he was happy, that the peasant couldn't recognize him, a famous hegumen. He came up to the peasant, bowed before him, kissed him with great love and praised him for having been rejected by him and taken for indigent.

The habit of working thus averts Sergius from the danger of feeling greater than the others; it tells us about his modesty and self-exactingness.

Sergius considers work as a criterion for assessing competence of those who decided to take the monastic vows. "From the very beginning of being hegumen he had such a custom: he didn't send away anyone of those who came to him to take the monastic vows (neither old nor young, neither rich nor poor one). He welcomed everyone with love and joy; still he didn't let them take the monastic vows at once but ordered them to join the brothers of the fraternity in their monastic work until they would get used to the monastic rules"[10].

D. S. Likhachov, known worldwide as an expert in Old Russian culture, noted that the main virtue of Sergius was his diligence: "God made him to a toiler, a mentor for many monks, numerous hegumens, and a leader…His church service itself was connected with his manual work: "he ground wheat, sifted flour, kneaded and made sourdough to bake prosphora. Having baked prosphora he served

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[9] Ibidem.
[10] Ibidem.

God; he didn't let anyone else bake prosphora although there were many brothers who wanted to. Venerable Sergius tried to be both a tutor and a doer (worker): he cooked kutiya (boiled rice with raisins and honey), made candles, cooked kanun (a ritual food for the memorial service, blessed by the priest)".

Since the times of Sergius peasant work and then household concerns have become therefore a constant element of pious, devotional work of Russian monks and saints. There is a great number of images of saint monks-workers in Russian hagiography, who following Sergius worked hard. Among them are St. Venerable Paphnutius of Borovsk, St. Zosima and Savvatiy of Solovki and others. The work done for the foundation of monasteries was of great importance as well. Hagiographical works give evidence of that.

"Zertsalo monachov" ("Speculum of monks" from 12th century) says: "concerns about work shouldn't distract the spirit from divine things". Modern orthodox texts tell us about a vision of a Monk of the Caves (Pechersky), who was a furniture maker (he was making furniture for the monastery). Once he had a dream about his furniture, which pieces were scattered all over the ditch. There around the Mother of God stood; she told him, that that was not the way of work, which one expected from him. They expected from him prayer, spiritual work. Thus, together with the understanding of the advantages of a physical work, there appears the realization of the importance of a spiritual and a mental work.

As a result of that the idea of work as a positively-oriented practical life and world forming activity appears in Russian Orthodoxy. This idea is up-to-date. Orthodoxy gives its example and standard, trying to oppose it to the world of money grabbing, personal gain and cold-hearted consumption. In this way work can also be considered the remedy for social illnesses; orthodox pedagogy proves that, saving people in difficult situations from committing a suicide, taking drugs, and other addictions.

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Part II
Preparing students and volunteers to work

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Teachers' work in the context of the development of competencies for the future as an educational challenge of the twenty-first century

Abstract: Issues pertaining to the competence of the future are extremely important in the context of the rate of changes that are taking place in the world. Teachers, due to performing a specific mission in a society, are required to acquire and develop the competencies, which are needed to prepare the young generation to function in reality of tomorrow. The article describes the most important economic and social changes, with particular emphasis on the school environment. Text is a kind of reflection on the teaching profession in the hierarchy of social prestige and the factors determining this prestige. Authors present the most important competencies for the future, taking into account the requirements implied by technological and information changes.

Keywords: social changes, information and technological changes, education, teacher, prestige, competence, future

Introduction

Late modernity, postmodernism has brought a number of changes, including educational changes, which have a substantial impact on the everyday life of a professional various social groups, for example – teachers. Phenomena such as globalization, (hyper) consumerism, new threats (eg. addiction of cyberspace, marginalization), the emphasis on the development of students' competencies, not only the transfer of knowledge, preparing the young generation to live in a

society of permanent change[1] cause that teachers, in their daily work, are faced with the new challenges. Teachers need a new set of competencies that will enable them to meet public expectations of the 21st century education. The teacher ceases to be a transmitter of knowledge; in the modern world he has to be a creator of educational space, facilitator or couch. Someone who accompanies you in the knowledge of the surrounding reality and supports the acquisition of competencies necessary to function „in the world of tomorrow". One of the ways of professional development for teachers is to equip students with the skills and competencies for the future, for tomorrow's society.

The socio-economic changes in Poland during last twenty five years

Starting from 1989, when there was a Polish political transformation, socio - economic changes in our country make up very quickly and are important to the life of individual and for all social groups. According to Zygmunt Bauman, we are dealing with a new quality of social life. The most important of this quality features include: pluralism, consumerism, increasing the role of the mass media and the development of mass culture, nomadic lifestyle, identity crisis and the crisis of existing authorities[2]. The pace of life of modern people is changing. They live in a hurry, they lack the time„ for everything", constantly subject to the pressures of progress. Currently, it comes to reinterpret this concept: „Progress became a personal project and not, as before, the collective"[3]. The activities of representatives of pre-figurative[4] culture, are determined by the following messages: "as you do not try, then progress will overtake you and you will be provincial. You need to continually improve, try, strain, so that others will not overtake you. The only way of being modern is constant, compulsive, obsessive improving yourself"[5]. Primarily in the areas of the body and the intellect. The consequence of these changes, among other things, generation of me (egoists generation) and narcissistic attitudes epidemic that was by characterized Jean M. Twenge[6].

New – associated with other than before 1989 social system, capitalism - the conditions of employment are forcing people, especially young people, more and

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[1] P. Sztompka, *Socjologia zmian społecznych*, Kraków 2005.

[2] Z. Bauman, *Ciało i przemoc w obliczu ponowoczesności*, Toruń 1995.

[3] Z. Bauman, *Płynna nowoczesność*, Kraków 2006, p. 201.

[4] M. Mead, *Kultura i tożsamość. Studium dystansu międzypokoleniowego*, Warszawa 2000.

[5] Z. Bauman, *Płynna…*, op. cit., p. 230.

[6] M. J. Twenge, *Generation me: Why today's Americans Are More Confident, Assertive, Entitled and More Miserable Than Ever Before*, New York 2006.

more involving in their career, including working "after hours", performing professional duties not only in the workplace but also at home. The model of Polish society has changed. From industrial society, it has evolved in the direction of society (in the way to) knowledge[7]. Knowledge society is a social model in which the key role is the role of the science and intellectual capital. It is characterized by the dominant role of the service sector in the economy; development finance and insurance sector, as well as health care, education and science; the growing role of professionals and researchers in the occupational structure. In this society model, the theoretical knowledge has a central role as a source of innovation, and the creation of intellectual technology is the basis for social decision-making[8].

Due to political changes, there appeared a number of previously unknown phenomena, including unemployment. During the existence of a socialist economy model, people do not feel unemployment, because even completely redundant workers were employed in state enterprises. Due to the recession and sharp rules of economics, which are the result of the stabilization program, there is the phenomenon of people staying for a longer period – due to various factors – without employment, despite the desire to find the actual forms of employment. This phenomenon has affected especially the elderly, particularly women over 50 years of age[9].

In the context of the lives of young people, a phenomenon that has probably the greatest impact is the globalization processes. Janusz Mastalski has described the phenomenon of "global teenager"[10], who, feeling deep carpet for loneliness, feels abandoned by family and friends, and therefore lost in the surrounding - liquid, and not satisfying one of the basic human needs: a sense of security - reality. As an author noted, "loneliness becomes one of the most serious problems of the globalized world, because it expresses a state of failure of human properly. He is still torn between intimacy and community without inhibitions. He must constantly rediscovering his identity in a shapeless, virtual world of mirages[11]. Have difficulties in identifying their own identity, finding answers to the questions: "Who am I?", "What am I?", "Who will I become?"[12]. The growing impact

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[7] Zob. *Społeczeństwo w drodze do wiedzy. Raport o stanie edukacji 2010*, Warszawa 2010.

[8] J. Morbitzer, *Od motyki do komputera, czyli droga do społeczeństwa informacyjnego*, „Konspekt" 2001/8.

[9] N. Pikuła, *Senior w przestrzeni społecznej*, Warszawa 2013.

[10] J. Mastalski, *Samotność globalnego nastolatka*, Kraków 2007.

[11] Tamże.

[12] E. Bielska, *Konteksty społeczeństwa globalnego a perspektywy tożsamości*, in: *Tożsamość osobowa a tożsamości społeczne. Wyzwania dla edukacji XXI wieku*, T. Bajkowski, K. Sawicki (ed.), Białystok 2001.

on the life choices of young people have the mass media[13]- advertising reaching from everywhere, enjoying increasing popularity television sitcoms, newspapers, whose slogans argue that these are "magazines (the only valuable, interesting) way of life". We can also observe process of Americanization of society, which leads to changes in lifestyles of successive generations. Americanization is a worldwide cultural transfer process, which objects are institutions, norms, values, customs, behaviors, techniques, symbols or images that (actually or allegedly) are associated with the United States. The influence of American culture on other cultures is connected to the imperial position of the United States; it is often treated as a negative phenomenon[14].

The next negative phenomenon in Polish society is a widening gap between social groups. Humanity is accompanied by deepening division of the world into rich and poor[15]. These differences are not only economic but also cultural; differences in access to knowledge, education, common goods, etc. Great paradox is that the world is moving forward – there is more and more goods, including luxury, while this development generates a growing number of inequalities and deepens their size.

The school in the world of changes

School is considered as one of the most important elements of the social system. It belongs to the human world and serves to satisfy the specific needs – school is able to realize a lot of values. It's educational institution – educational, which deals with the education and upbringing of children and young people, according to the adopted in a specified society aims, tasks, social challenges and educational concepts – educational plans and curriculum. Because it covers its influence children and young people of the community, performs functions that can not be fulfilled by any other social institutions[16]. School is a place, where children and young people gain knowledge, develop their interests, acquire the

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[13] See: T. Goban-Klas, *Media i Komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu*, Warszawa 2001 and *Człowiek, media, edukacja*, J. Morbitzer, E. Musiał (ed.), Kraków 2013.

[14] P. Siuda, *Homogenizacja i amerykanizacja globalnej popkultury*, „Kultura – Historia – Globalizacja" 2011 nr 10.

[15] E. Trempała, *Zagrożenia rozwoju człowieka marginalizacją i wykluczeniem w środowiskach lokalnych a pedagogika społeczna*, in: *Marginalizacja w problematyce pedagogiki społecznej i praktyce pracy socjalnej*, K. Marzec-Holka (ed.), Bydgoszcz 2005, p. 47–49.

[16] I. Nowosad, *Perspektywy rozwoju szkoły*, Warszawa 2003, p. 13.

competences, learn collaboration, cooperation. We can say, that school is a place in which socialization takes place; should therefore prepare the necessary social change, open for innovation, encourage to take the challenges and prepare young people for an active life in nearby communities and societies, learn the skills for transformation existing social relations. School education is therefore a social experience through which children and young people enrich relationships, acquire basic knowledge and skills that can assist them in choosing a way of life[17]. It should be recognized by society and the State as an essential component and factor of efforts which aim at social and economic development and creating social awareness[18]. In moments of breakthrough, sensitive, school should prepare to the necessary social changes, to innovate. Meanwhile, the school has diaphragmatic role, is "baffle" and interrupts the generational memory, a shutter in the transfer of experience between generations[19]. Moreover, school structure is based on the assumptions of the Enlightenment intellectualism and created for industrialism. Teaching is modeled on the production line at the factory. Students are grouped because of the age and outfitted in the suitable part of the material. Then, if they meet the standards and pass to the next stage, they are "equipped" with a further portion of knowledge[20]. Another failed Ordinance of the Ministry of Education, for example ordering six years old children to start their school education, assumes that the most important criterion in education is "the date of production".

As a result, the activity of the school may be one of the mechanisms that contribute to the crisis. Lech Witkowski claims that the school is an "inhibitor" of changes, but it should be the promoter[21]. Please note that school (and implemented in school the educational process) irresponsible for changing processes and environmental and social conditions, and their changes, but not vice versa. School functionally adapt to its direct and social environment, to the social structures and needs[22]. This means that the changes that are taking place in education, in the process of teaching, in schools, are a response to the challenges of

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[17] Ibidem, p. 14.

[18] J. Łukasik, *Między szkołą a domem. Role zawodowe i rodzinne współczesnego nauczyciela*, Kraków 2009, p. 5–6.

[19] Z. Kwieciński, *Dynamika funkcjonowania szkoły*, Toruń 1995, p. 240.

[20] K. Robinson, *Zmiana paradygmatu w edukacji*, https://www.youtube.com/watch?v=_wxcXd5Cnv8 (access: 12.01.2015).

[21] L. Witkowski, *Edukacja i opór. W kręgu dylematów krytycznej teorii edukacji H.A. Girousa*, Toruń 1990, p. 28.

[22] Z. Kwieciński, *Dynamika…*, op. cit., p. 236

modernity, social transformation. As Mirosław J. Szymanski notes[23], especially young people usually are not sufficiently satisfied with the achievements and the lifestyles of previous generations, so they tend to changes, and the rapid development of technological civilization at the end of the twentieth century made people used to living in the fast-paced, in a world where everything changes, nothing is permanent or given forever. In today's increasingly complex environment, it seems that the first-importance is newly defined criteria for – generally speaking – the ability of adaptation and development of school organization. The world does not stand still; New times bring new conditions and situations, and above all, new requirements, responsibilities. Unfortunately, during creating new solutions, it is often forgotten that the world of the future and its culture are to be used for those who will live in it, not for today's designers, some authors. R. Meighan believes that "any educational policy, whether conducted by education officials in their offices, or by teachers in the classroom that does not count with possible variations of the future, and does not take into account the sociological interpretation, takes the risk of creating schools gaze upon the past while we rush into the future"[24]. In view of social changes, also the dimension and the tasks of the school are changing. Expectations towards it, can be concentrated on a few issues. The school should become a place where knowledge is not so much the students get in the final form (as in the schools of the past), but in which students acquire (and do not get ready!) Knowledge, broaden their horizons, learn about their talents, awaken and develop their interests, receive the necessary assistance, advice, develop in a harmonious, balanced way. The task of the school is to prepare students for life in a changing environment, in a world where information at an unprecedented pace gets outdated, and the only certainty is the change. So what should the school teach, how to educate, what values communicate? The answer may be the sustainable development – of an individual, societies and the world, and the corresponding with this kind of development model of education as the way to achieve systematic and harmonious development.

The teaching profession in the contemporary

Research conducted by CBOS in 2013 again was focused on the question of the social prestige of the occupations. Such studies have been carried out in recent years, which has allowed the observation of summary statistics and trends. The

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[23] J. M. Szymański, *Młodzież wobec wartości. Próba diagnozy*, Warszawa 2000.
[24] R. Meighan, *Socjologia edukacji*, Toruń 1993, p. 443.

study adopted a five rate scale (very large, large, medium, small and very small prestige). The task of respondents was to assess the various professions and their functions. In the first place in the social assessment was a firefighter (as much as 87% of declarations). As it was noted by the author of the study, Agnieszka Cybulska, this profession has a high usability and embodies the idea of unconditional commitment and service to society. This comment is worth consideration for the position of the teaching profession. It would seem that this profession, too, is identified with these characteristics and yet is much lower in the hierarchy.

Graph 1. The hierarchy of professions according to social respectability (%)
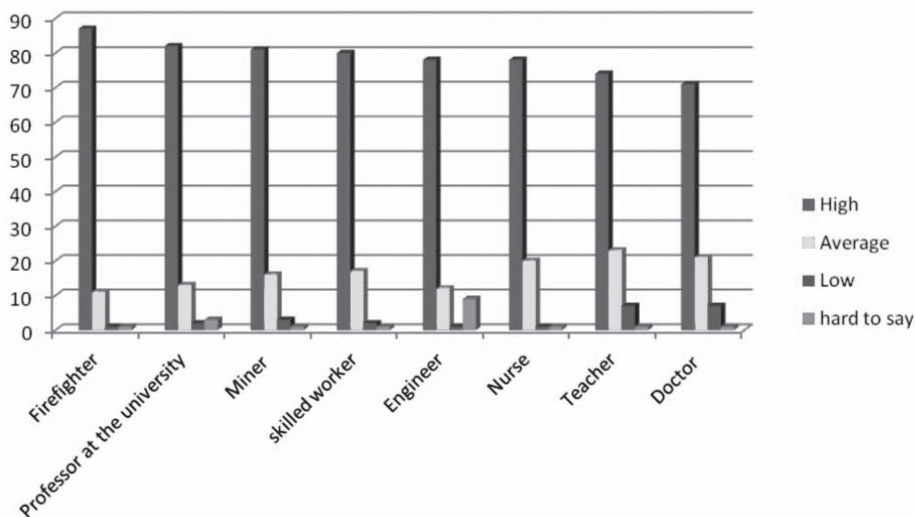
Source: CBOS research

In comparison to 2008, it can be observed that there is a slight decrease in rating occupations typically intelligentsia. This is due to the appreciation of other professions, especially those based on physical work. Poles start to better value professions in which the final effect is particularly noticeable and measurable. These occupations are often associated with entrepreneurship and own companies.

Table 1. Dynamics of changes of the occupations prestige

Occupation	1975	1987	1995	1996	1999	2008	2013
Firefighter	–	–	–	–	–	80	81
Professorat at the university	90	87	80	79	81	81	78
Miner	72	83	72	74	66	77	77
Skilled worker	65	64	60	63	58	72	76
Engineer	72	69	66	65	65	72	72
Nurse	–	–	–	–	65	75	75
Teacher	77	79	72	72	71	73	73
Doctor	86	82	75	74	73	74	72

Source: CBOS research

The seventh position in the hierarchy of professions should not gloat yet pessimism. According to Henryk Domański, "the place in the hierarchy of prestige is just as important as wealth or position in the hierarchy of power". For teachers, there is some paradox. On the one hand, they have a fairly high scores in the perception of the society, but on the other, they do not feel this. This discrepancy, as Domański notes, may be the result of a discrepancy between aspirations and actual state[25]. Sometimes the teachers themselves depreciate the value of their work. Psychologists notice a significant relationship. If someone does not love himself, or does not appreciate himself, it has a transfer in the way his is perceived by the environment.

As Joanna Łukasik notice, emerging difficult didactic situations in school, teacher's the ways of solving them, dealing with them, have a significant impact on the perceived and how teachers are perceived not only by students, but also by their parents and the wider social circle. Feelings of powerlessness, helplessness in the face of new phenomena emerging in modern school, unfortunately, does not affect the prestige of the teaching profession. In contrast, the lack of support for teachers from the different actors participating in the process of education and teaching enhances or out of work and the prestige of the teaching profession[26].

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[25] H. Drachal, *Czy zawód nauczyciela jest szanowany i co sądzą o tym sami nauczyciele?*, „Głos Nauczycielski", http://www.glos.pl/node/9602 (access:12.01.2015).

[26] J. Łukasik, *Między szkołą…*, op. cit.

As we can see, teachers themselves feel powerless and helpless. They do not think that their work is perceived in society as a prestigious. This situation is a "closed circle", which means that people won't respect the educational professions, if teachers do not respect their own work.

Factors determining the place of the teaching profession in the hierarchy of social prestige

The situation of the devaluation of the prestige of the teaching profession may seem paradoxical, especially because of the fact that we live in a knowledge society. It should reflect on the state of affairs. Certainly, there are many factors that contribute to this situation. Recognize them can help teachers to restore their rightful place in society. One of the reasons which is quite controversial, is   the growth of women's employment in the education sector. It is obvious that they must share the responsibilities of work and home. Accompanying this situation, time pressure, overload and conflicts cause by diversity of roles may reflect negatively on the professional sphere. Some men are not interested in employment in this sector, because, in their and public opinion, demands placed on teachers insist on having "typically" feminine traits such as sensitivity, empathy, communication skills and adequate to express feelings[27].

Another reason for the reduction of social prestige of the teaching profession may be changes in technology and the growing importance of incidental forms of education. Modern "pupil" has at his disposal a lot of interesting, continuously updated and interactive sources of information. The teacher is no longer the sole transmitter of knowledge. Moreover, the alignment of non-formal education with formal education has contributed to reducing the role of the teacher.

If pupils are able to learn "outside the classroom" and it is often more effectively, the teaching profession is increasingly becoming a profession typically caring. School is a place where a child has provided care and food. Teaching in many cases is carried out outside of class in the context of paid tuition or organized activities.

The teaching profession in times of pressure on economic growth is no longer a strategic specialization. It does not contribute directly to increase prosperity and welfare of citizens, and only this kind of the relationship has a public perception of the 21st century. Currently we are dealing with oversupply of people with

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[27] J. Lamm, *Prestiż nauczyciela w wielokulturowej Szwajcarii*, in: http://edurada.pl/artykuly/prestiz-nauczyciela-w-wielokulturowej-szwajcarii-czecs-2/ (access:12.01.2015).

higher education, which causes lower social relevance of education, and the *effect of the elevator*. "Educational Elevator" moved up, which resulted in a gradual devaluation of certificates and diplomas obtained. They are no longer the guarantors of work and further promotion of professional[28]. Intensive growth of knowledge makes that the social advancement for the cause of education is becoming more difficult, and the differences between those who hold high qualifications, and the rest, are becoming sharper. This phenomenon is accompanied by an increase in demand for craft and practical professions. Today the valued profession is an expert. The opening of borders after Polish accession to the European Union meant that some of the young people choose to look for happiness outside the country. They leave schools, refrain from further education and undertake physical work. Modern economy market emphasizes the quick success, which can be measured by "thickness "of the wallet. After returning home the income of these young people often exceed teacher's salaries. The impact of the financial to the prestige is also noticeable in Lithuania. Teachers, especially in smaller towns, have to work in a few schools to provide the time. Their contributions and difficulties, have no bearing on the amount of salary. Furthermore, in order to achieve success in this profession - to „ make a career" teachers must invest in themselves for a long time, improve their education and improve their skills. The modern world is interested in fast and brilliant career[29]. Another reason of reducing the role of the teacher can be seen in the change in relations of generations, both in educational institutions, as well as the whole society. Technical and scientific progress significantly influenced the evolution of these relationships. As it is noted by Jolanta Lamm, the generation of educators (teachers) has become a generation of "eternal teenagers" sentenced to continuous training and "catching up" rapidly changing scientific achievements and knowledge. The younger generation (learners) is becoming more competent in a number of strategic areas and copes much better in the field of communication and information. The growing importance of peer education meant that the teacher were forced to leave the "cathedrals".

The development of new information technologies contributed to the change of functions and tasks of teachers. The evaluation and control functions were

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[28] S. Krzychała, *Ryzyko własnego życia. Indywidualizacja w późnej nowoczesności*, Wrocław 2007, p. 132–136.

[29] A. Radczenko, *Zawód nauczyciel: Prestiż wiąże się z grubością portfela*, in: http://pl.delfi.lt/kultura/kultura/zawod-nauczyciel-prestiz-wiaze-sie-z-gruboscia-portfela.d?id=60419327 (access: 12.01.2015).

exposed. Teachers become guardians of externally imposed standards and thus move away from the student. Entangled in situation in which teaching programs are the most important, standards, rankings, teachers lost student as a unique individual. This situation makes the fact that teacher is no longer someone trustworthy. Teacher becomes official representing the system. In many cases, teachers still control the level of knowledge acquired outside the school system. The social status of the profession has a quality of changes and reform in education. Unflattering opinions about teachers said by themselves, parents and other stakeholders formed around this profession many misunderstandings and myths. One of them is the belief that the school is obsolete.

Desired changes in the work of teachers in the light of the principles of constructivism and connectivism

Due to changes in the social and political life, in economy, there are some changes in the nature of teachers' work. More and more parents are working on more than one time, often overcoming great distances on the way to work. The time that parents in the traditional family model devoted to children is still shrinking. Parents are trying to compensate for this loss by providing children with tutoring and teaching aids, entertainment. Responsibility for the upbringing of their children is often a burden on the school and teachers as professionals, experts. Parents often expect that the teachers will teach their children to live together in society and how to deal with problems. They want teachers, who spend a lot of time with students each day, to be able to recognize the abilities and talents of their children, but also to find difficulties and disturbing phenomenon in the behavior of children. According to the parents, they should not only serve as educators and teachers, but most of all they should be trustworthy protectors of their children. As it is noted by Kazimierz Denek, a teacher in the twenty-first century should be a guide to the world of knowledge, values and life[30]. In addition to the transmission of knowledge, he must teach young people how to move in the postmodern world; pay attention to the universal hierarchy of values, earn how to be tolerant, full of empathy. The teacher must help students to acquire the competencies, which will enable them to actively live in a society – now and in the future.

To prepare young people for life in the future, teachers must – as competent educators, in a way as a substitute for the parents – to equip students with the

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[30] K. Denek, *Przewodnik po świecie wiedzy, wartości i życia,* in: *Kompetencje nauczyciela edukacji początkowej*, K. Żegnałek (ed.), Warszawa 2008.

skills that are necessary for their comprehensive and sustainable development for the future.

What do competencies teachers need?

The primary aim of modern education is acquisition by students the competencies for the future, which make them able to live in the world of tomorrow. Those competencies involve "active use of student's abilities, innovative approach to the environment and shaping it in the framework of the existing possibilities"[31]. Those competencies are components of a number of specific competencies, among which the most important are:

- thinking and multi-dimensional perspective, with particular focus on the vision of the future;
- holistic interdisciplinary knowledge;
- intercultural dialogue and cooperation;
- ability to keep distance and reflection;
- self-knowledge, self-esteem and self-direction;
- the ability of competent participation in social decision-making processes.

Effective acquire those competencies is possible using participatory methods of education: projects, open space, simulation with role plays, workshops, seminars and conferences.

One of the existing models is critical and creative education[32], which stresses acquisition of skills and verification of self-knowledge, the ability to make critical choices, and develop attitudes of self-improvement and creative learning to adapt to the changes taking place in society[33]. The most important aim of education is openness. There is no ready-made solutions, papers or directives. The participants of learning process generate their own final results during working in the classroom. They show at the same time a lot of interest, because they developed educational content or executed tasks that are practical and are related to everyday life.

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[31] J. M. Welfens, *Edukacja na rzecz zrównoważonego rozwoju w Niemczech – stan i wyzwania*, in: *Ocena efektywności edukacji na rzecz zrównoważonego rozwoju – sposoby podejścia i strategie wdrażania*, Warszawa 2006, p. 20.

[32] T. Lewowicki, *Przemiany oświaty: Szkice o ideach i praktyce edukacyjnej*, Warszawa 1994.

[33] G. Kosiba, *Doskonalenie zawodowe nauczycieli – kategorie, kompetencje, praktyka*, „Forum Oświatowe", 2(47), http://forumoswiatowe.pl/index.php/czasopismo/article/view/17/30 (access: 12.01.2015).

Obtaining a holistic interdisciplinary knowledge is conditioned by access to reliable and up-to-date sources. One of those sources are the Open Educational Resources placed in the cloud. Using the achievements and the creation of Culture 2.0 requires teachers to prepare for the implementation of the tasks posed by the reality information. The core competency is the ability to creatively combine the available information technology with modern knowledge in teaching. This knowledge takes into account all assumptions of cognitive science, neurodidactics and connectivism. The modern teacher must remember that the workplace is not a class, but the student's brain. This message requires him to reorganize the current thinking and breaking some rigid rules. Creating a school's learning environment is based, inter alia, on: recognition errors as immanent, natural and obvious part of the learning process and using them to acting in a creative way and finding new solutions. There are numerous attempts, exploration, verifications, to which the student has the full right. Indeed, already in the last century, Janusz Korczak stood up for the right of children to unawareness. In addition "the teacher of tomorrow" must be able to eliminate the stress and pressure of his teaching activities. It is not easy, because he himself is a subject to these factors. The culture of fear is the greatest enemy of optimal brain function. Another requisite competence is te ability to redefine the surrounding world and human himself. Today, society is immersed in the culture of temporariness. There are new paradigms, challenges and tasks that change the context for the teacher's work. They have to know how to stay open- minded and flexibility in the face of all these changes. The process of redefining is firmly connected with the concept of lifelong learning.

It is hard to imagine the process of exchanging ideas with no real intellectual dialogue and respect for callers. It would seem that today we have a lot of facilities on interpersonal communication. We have a variety of tools, ranging from the classic to the most modern, electronic tools, which use the possibilities of virtual 3D environments. But we should remember that in the school radically different entities can meet. There is a meeting between teachers who have experience of personal relationships based on face-to-face contact, and students who operate in the world of superficial, episodic relationship and communication shortcuts. arising because of this fact communication barriers are aggravated by "brain gaps", which are the result of differences in the neural network of the brain[34]. The

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[34] G. Small, G. Vorgan, *iMózg. Jak przetrwać technologiczną przemianę współczesnej umysłowości?*, Poznań 2011.

teachers of tomorrow must be aware of these new realities and equipped with the skills to build an agreement with the new digital generation. Efficiency understood as an individual student success, and not sufficiently high in the statistics.

Certainly there is a lot more competencies for the future. There will appear new and they will correspond to the direction of change. Teachers - if they want to uphold the social prestige and satisfaction in their profession's mission, have to respond to changes that occur in the world in the flexibility way. It is not possible to keep the school in isolation from society. Standards, measurement, quality testing of the product, and closing statement as a percentage of the learning process are the components of the school - tape factory.

The knowledge we now have about the man challenges all those who are involved in education. It is possible to ignore it and uphold the pillars of the old system, but we have to reckon with the fact that the young generation will not want to participate in this abuse. Youth will look for other guides on the way to... tomorrow.

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Social-economic dilemmas of graduates of colleges and universities in the labor market in Poland

Abstract: The transition of university graduates from the stage of education to employment seems to be one of the most complex and difficult processes taking place on the labor market. Economic transformation resulted in the tendency to have a correlation between the level of education and ones position on the labor market. This formed the strong belief in society that higher education graduating can guarantee profitable employment relevant to ones level of education. Meanwhile in Poland and in other European countries there has been a constant increase in the percentage of unemployed people with higher education The purpose of the research firstly is to present the dynamic of the number and specialization of higher education graduates between the years 1990–2010; secondly to show the consequences of these changes regarding the procurement of jobs by the graduates and thirdly attempts at pin-pointing the possibilities of optimizing their successful transition into the labor market. The conducted research has proven that the situation of higher education graduates on the labor market in Poland is steadily worsening. The afore-mentioned ways of optimizing their situation is conducting qualitative and quantitative surveys of the transition process and implementing the results of these surveys into the conception of an entrepreneurial university.

Keywords: graduate; higher education; labor market; transition; unemployment

Introduction

"One of the biggest threats in a period of rapid transformation in the modern world is not keeping up with the pace and effects of changes caused by the people." J. Botkin, M. Elmadrja, M. Maltiza, in the report "Learning without Borders", simply speak about "human gap", which arises as a result of a larger effort put into the technical and economic development than in the development of the people themselves. "Human gap" – is the distance between the increasing complexity of the world and our ability to meet it" The Delors report "L'Education: un tresor Est un cache dedans"[1], developed in 1996 lists the four fundamental pillars of education:

- learn to live together,
- learn to know,
- learn to act,
- learn to be[2].

These most important pillars remind all those who are responsible for the education systems in different countries, to what they should aim for in education. In short, one could describe the challenges that we educate a man to tolerance towards other cultures, religions and values, and besides that human knowledge is used to develop the interests, to train individual research competences, to accomplish dreams and move them to practical activity. Knowledge has to develop human manners, increase his intellectual and social value, prepare to work in a team.Science under any circumstances should not depart from humanism, in the broad sense of the meaning, in the twenty-first century. Dehumanized man will not be able, nor could build their own identity, autonomy and democratic social relations, in which a variety of activities is an advantage. Classical education should be an advantage and a great value of universities. In Poland, the colleges have resigned from wide, multidisciplinary education, while Western universities don't restrict this type of science to one discipline, educating widely and multidisciplinarly. They are able to successfully raise young people to future scientists, researchers, explorers. Changes related to the rise of the economy, based on knowledge determined the common belief that in the conditions of globalization and integration expenditure on education is one of the most effective forms of investment.

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[1] J. Botkin, M. Elmandja, M. Maltiza, *Uczyć się bez granic*, Warszawa 1992,

[2] *Raport a L'unesco de la commission international sur l'education pour le vingt et unime sciecle, presidee par Jacques Delors, L'education, un tresor Est coche dedans*, Paris 1996.

In Poland, since the 90's of twentieth century, we can see dynamic growth of young people's interest in taking higher education. The main reason to take education was primarily to obtain the best professional, economic and social position on labor market. Young, educated university graduates felt that having a good education will increase the likelihood of obtaining employment on favorable terms to pay, which in turn would lead them to achieve a higher standard of living and higher social status, as well as personal and professional mobility. This is presented by a table made by Danuta Piróg[3], which discusses the benefits associated with getting an education.

Table 1. The benefits of getting education

Benefits	Private area	Public area
Economic	Employment	Better productivity
	Higher salaries	Higher economic potential
	Better conditions of work	Increase in national and regional development
	Savings	Increase of consumption
	Mobility (personal and professional)	Lower government expenses on financial support
Social	Higher quality of life	Democratic contribution and increased social consensus
	Healthier lifestyle	Social mobility
	Higher social status	Increase in quality of education – basic and after-basic
	Increased educational opportunities	
Subjective	Higher self-esteem	Reduction of unwanted stereotypes
	Increase in aspirations and life ambitions	Higher culture and quality of work
	Higher level of happiness, satisfaction	Lower expenses on health
	Increase in probability of self-realization in work	More intensive participation in culture

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[3] D. Piróg, *Absolwenci szkół wyższych na rynkach pracy w warunkach kryzysu*, „Przedsiębiorczość – Edukacja", 2013, p. 303.

It should also be mentioned that for many years completing the university in Poland had a significant cultural value and was a ticket to the sphere of intelligent people. It decidedly raised the possibility to do the highly prestigious work[4].

The current situation of graduates

In the twenty-first century occurred great organizational and cultural change in universities. Their mission was mainly social education and the provision of resources needed for entrepreneurs. In the same period, expenditures on education are falling all the time and they are among the lowest in the entire European Union. Academic salaries are decreasing while responsibilities are increasing, and are often very difficult to implement, among other things, related to increased bureaucracy. Thus, the time spent on research is constantly decreasing.

Such a situation means that universities are typical vocational schools which do not have much in common with the ideas of the university. This situation leads to the fact that universities are being left by people who are little creative, not capable of dealing with social, economic reality in the country and not competitive abroad.

The current situation of college graduates in the labor market is particularly tough due to the difficulty in obtaining their employment. This is a complex issue which has multiple conditions, which are the interest to specialists in various disciplines.

This paper aims to describe the dynamics of changes in the labor market of graduates from the years 1990–2011 and to present the result of all the changes in obtaining employment, especially for newly promoted graduates.

In the period 1990–2011 in Poland we can see constant and dynamic growth in the number of students. In the academic year 1990/1991 higher education was completed by 56 078 people. Within next six years the number of graduates has doubled to 115 868 people (1996/1997), and the next doubling took only three years (1999/2000, 215 423 graduates). Meeting the growing educational aspirations and accelerating the pace of growth in the number of graduates was largely contributed by the opportunity provided by the Higher Education Act of creating non-public schools, which intensified the development of a network of institutions within the higher education sector. The activities of private universities has resulted in even faster growth in the number of students, and thus the

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[4] A. Kobylarek, *Sytuacja społeczno-zawodowa absolwentów uniwersytetu na przykładzie Uniwersytetu Wrocławskiego*, Toruń 2004.

graduates. In the academic year 1997/1998, they promoted its first graduates in the number of 22 625, and in the year 2001/2002 103 712 graduates of these schools were reported, representing a five-fold increase over just three years. In the year 2010/2011 private universities graduated 169,039 students. An important reason for such dynamic growth in the number of students first, and then the graduates could also enter the market of academic education of people born during the baby boom of the 70s. The trend of permanent increase in the number of graduates in the twenty-first century. Persisted, and was exceeding four hundred thousand in 2006/2007 (410 107 people). Today, that number is 478 916 (2009/2010) (CSO, 1990–2010, CSO, 2004–2010). Currently, Poland belongs to the group of European Union countries in which there has been one of the highest numbers of students per 10 thousands residents (ranks fifth with indicator 568). Higher rates are only in Lithuania, Finland, Slovenia and Latvia (Central Statistical Office, 2010). Education has become a way to adapt to the observed changes in the labor market for the young people. Raising the level of education was also inspired by the actions of subjects in the field of educational policy of public education, continuous improvement and expansion of educational offer (direct and specialized).

The situation of graduates entering the labor market is also affected by, in addition to the presented dynamic growth in their number, the mode, program, and degree of completed studies. In the period under review the number of universities increased, and within them – range of courses and specializations to choose from, so graduates and faculty structure clearly showed changing trends as well. In the academic year of 1990/1991 the largest community were technical education graduates (19.4% of all graduates), ahead of pedagogical graduates (17.5%), medical studies graduates (10.1%), graduates of courses related to business and management (9.8%) and the humanistic studies graduates (9.6%). The percentage of people with a technical diploma, however, was relatively low compared with the year 1980/1981, when they accounted for about 32% of the total. Since the beginning of the 90s.studies such as business, finance, banking, management, social sciences and law enjoyed the growing popularity. In the next decade, since the academic year 2000/2001, the structure was already dominated by economists graduates (33.7%). The second position were manned by people finishing pedagogical studies (16.2%), and third place in the hierarchy (14.3%) belonged to the graduates of society studies. Year 2005/2006 was also dominated by graduates of business and administration studies (27.1%), pedagogical universities graduates were right behind them, on the second position (15.6%), although the

number of them was slightly less than five years earlier. Third place was taken by graduates of social studies (14.7%), and humanities (8.4%) and engineering and technology (5.4%) graduates were ranked right behind them. The changes in the structure of the directional leading group of graduates were much smaller in the twenty-first century. Economic and administrative studies graduates maintained an advantage (from 31.5% in 2000 to 25.7% in 2010). Differences in the proportion of graduates of courses were and are affected by many factors. The most important include changes in demand on the labor market, resulting from the reduction of industrial production, industrial restructuring, the emergence of new types of corporate enterprises, development of financial institutions, banks and the stock exchange.

In recent times, we can notice a decrease of interest in technical studies. However, it is those graduates who have the best position on the labor market. Therefore, for two years the Ministry of Science and Higher Education subsidizes so-called ordered studies programs, mainly technical. Colleges that run these courses of study may receive additional funds to improve the attractiveness of education for example by arranging compensatory courses in mathematics and physics, organizing complex language courses in English, science camps, classes conducted by eminent specialists from various fields, courses which give additional qualifications and competencies, study trips to companies offering employment to graduates. On the directions of these Quite high motivational scholarships for students are paid on such studies faculties. In the academic year 2011/12 the "ordered studies programs" faculties include: business analytics, automation and robotics, electronics and telecommunications, information technology, biotechnology, construction, chemistry, energetics, nuclear energetics, physics and technical physics, computer science, applied information technology with the computer science of materials, economic and water engineering, materials engineering, environmental engineering, nanotechnology and material processes technology, mathematics, engineering, and mechanical engineering, mechatronics, environmental protection, mathematics and natural sciences studies, environmental protection technology, design and advanced materials and nanotechnologies[5]. It is difficult to assess whether the skills acquired by students of ordered studies programs are those that significantly improve the competitiveness in the process of obtaining employment, because there are no published researches of graduates' situation – the representatives of these trends on the labor market.

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[5] Ministry of Labor and Social Welfare 2012.

Currently, community of colleges graduates is composed of people holding a PhD title, master's title, bachelor's title, engineer title; full-time and part-time graduates of studies, held in large academic centers and renowned universities, as well as the newly established schools, often with poor scientific and educational experience and difficult contact with the best specialists and libraries[6].

The dynamic growth of the number of graduates, characterized in the earlier part of the study, occurred in the period of a growing unemployment in Poland. The difficulties of a smooth transition into the labor market by newly promoted graduates are alarmingly escalated, which is more often threatened by risk of failure. In the fourth quarter of 2011, University graduates accounted for about 36% of the unemployed. The observed process of problems with obtaining work by graduates were new and contrary to common belief of society. Having a university diploma was no longer the key to get a good job. Marketization of education also resulted in the fact, that studies may be accessed not only by people with higher intellectual abilities, but also by the people with values of average and below average. University management systems, mainly in the area to ensure the quality, proved to be unprepared for such a big change. The result of this negative trend is the large number of people who hold a university degree and at the same time they often lack the level of specialistic, psychosocial, cultural and social competences which are incompatible with the degree of education written on the diploma. Regardless of the intentions and verbal declarations, universities largely matched the requirements of teaching to the possibility of perception of customers. This process has devalued the quality of higher education and distorted confidence of employers towards education at this level[7].

In Poland, the number of jobs for workers with high qualifications and competences is much smaller than the supply of potential employees. There is a high demand for workers with higher education, but mainly for engineers and project managers. One piece of evidence for the existence of a surplus, except the increasing the proportion of unemployed graduates, is large and persistent labor market demand for workers in occupations that do not require university graduation (first place and the highest number of vacant jobs, ie.: 32.6% belongs to workers with vocational education). According to the report of the Ministry of Labor and Social Policy, the most scarce occupations / jobs (based on the intensity ratio of

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[6] A. Orczykowska, *Szkolnictwo wyższe a wymagania rynku pracy*, „Nauka i Szkolnictwo Wyższe", 2/28/2006, p. 49–64.

[7] E. Kryńska, *Studia i co potem? Bezrobocie wśród absolwentów szkół wyższych*, „Polityka Społeczna", 5–6/2002, p. 6–10.

surplus) in the first half of 2011 is "practicing unconventional or complementary therapy methods, carpet cleaner, a doctor - medical rehabilitation, nurse, nursing specialist of long-term care, home personal care workers, tax clerk, salesman of online advertising, confectionery decorator, laborer of drying and fumigating buildings, MIG welder." In the group with the lowest level of intensity index, based on surplus we can find: "political scientist, agribusiness technician, philologist – Polish philology, nutrition and household technician, rail transport technician, philologist – foreign language philology, other home services employees, electrical equipment for measurement electrician, food technology technician – processing of milk, the owner of a small shop"[8]. In this situation, the employer may place unrealistic demands for graduate, he is aware of the high supply of highly qualified people and he often suggests a low basic salary, which is derogatory for human dignity, saying that it depends on the performance of employee's work, and the mechanism of its evaluation is not clear. Many university graduates is therefore facing the necessity of taking up employment, which does not match the level of their education, which entails adverse social and personal costs. These include: financial outlay which Polish society carried for education, which in this case are an unprofitable investment. The study also showed that the work below one's qualifications reduces the efficiency of the employee[9].

Another negative consequence of this surplus is the displacement of the lower, but fully competent in relation to the tasks to be done at a given position, level of education for people with higher education, which means working below their competences and qualifications – the so-called brain draining[10].

The reasons for the increasing difficulties of graduates, while entering the labor market are multiple. One of these is undoubtedly the economic downturn resulting from the reduction in global demand which determines the demand for labor and the economic slowdown. Another important issue is that the employer has quite different expectations of a young graduate than he can offer him in his young age. For example, the basic factor in reducing the chances of employment after graduation, set by employers includes the requirements to have considerable seniority and experience. The employer, therefore, that the labor market is

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[8] Ministry of Labour and Social Policy, 2012.

[9] A. Kiersztyn, *Racjonalne inwestycje czy złudne nadzieje: nadwyżka wykształcenia na polskim rynku pracy*, „Polityka Społeczna", 1/ 2011, p. 14

[10] A. Jakubowska, A. Rosa, *Problemy dopasowania oferty kształcenia szkół wyższych do potrzeb rynku pracy w Polsce. Zarządzanie szkołą wyższą. Dylematy i wyzwania*, Zeszyty Naukowe WSB, 14, Gdańsk 2011, p. 29–43.

invaded by unemployment, has no respect for either the future employee or the of education, which he got at a reputable university. Graduate is one of many who are trying to get a job, and often take it below its intellectual capacity. The employer in Poland is also not in the habit of submitting money for the training of his staff, he often just puts requirements and has a great unjustified claims to the university that it did not provide the employee-worker who is assumed to be an imitative man, not a creative one.

Conclusion

The research and analysis of the literature presented in this document only describe part of reality in which there are graduates of Polish universities in times of crisis. In connection with the organizational limitation on writing this type of publication, I wasn't able to put here the results of research studies related to mental and social traumas of graduates, which are always associated with the process of unemployment. It should be noted that the Polish graduates in the labor market are a social group, underestimated by future employers, badly prepared by universities in psychosocial, communicational and marketing terms.

Considering the situation of graduates in the labor market, it is clear that it is derived from a number of factors, which include:

- economic crisis, which is characterized by a decrease in production, real income and rising unemployment in all social groups,
- the limited ability of the economy to absorb labor resources,
- demographic situation, especially entry into the labor market by the baby boom generation,
- mismatch between the size of education, the structure of studies chosen by the youth and the real needs of the labor market,
- decreasing requirements for candidates during recruitment to higher education and within studies that provide a nominally higher education, but in reality far below accepted standards,
- specialized, directional, narrow training, that does not make a human creative but restorative,
- discriminatory, simply absurd recruitment practices,
- deficiencies of desired attitudes for effective job search by future graduates.

In light of the researches, university graduation is after all still a valuable component of intellectual capital and creates a better chance of obtaining employment than identifying yourself by the documents of lower stages of education

degrees. Due to the excess of supply over demand of graduates of most fields of study, they must have more and better competitiveness, and employers can use almost unlimited selection in the recruitment of candidates and propose much less favorable working conditions for employees, expressed in a lower salary and employing in positions that do not require a diploma of college.

Polish demographic situation, and as a consequence – decreasing demand for educational services at a higher level – makes both less prestigious universities with smaller academic experiences as well as the reputable universities with long traditions start soliciting or will start to solicit, in the near future, for own position, and sometimes continued existence in the market of educational services. It is expected that employment rates (as in many Western European countries) will become one of indicators, measuring the quality of work of universities and will influence on its position in the market of educational services. The vast majority of universities have undertaken intensive activities beyond existing solutions, consisting mainly in the creation of new courses or specializations within these fields of studies. It is hoped that many universities will intensify efforts for the highest quality of education focused on graduates equipped with a wide range of competencies that will ensure their success in the labor market.

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Innovative program of developing skills of social workers in Poland in the field of cyber problems

Abstract: Contemporary digital and technological changes and fulfilling the needs of a human not only in the offline but also online environment require supplementing the skills of social services, and in particular social workers, in the field of cyber problems. That is why a development program for social workers has been developed and implemented in Poland to provide them with knowledge and practical skills in the field in question. The purpose of this article is to present program assumptions and its substantive content.

Keywords: social worker, skills, cyber problems, program

Introduction

Today's world makes the new technologies and virtual world significantly influence the functioning of a society. Living in "liquid modernity"[1] offers a lot of benefits to a human being, but is also a source of numerous threats between the online and offline world. New social pathologies, disorders in human behavior or finally dysfunctions and problems in the family environment emerge. Knowledge of these threats is important first of all among social services which constitute "organized, relatively permanent and specialized teams operating in close relation with or as part of certain institutions and organizations whose task

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[1] Z. Bauman, *Płynna nowoczesność*, Kraków 2006, p. 15.

is to support individuals, families and other groups or communities in situations where, for subjective or objective reasons, they are unable to satisfy their needs on a satisfactory level or in a satisfactory form"[2]. These teams diagnose, react and prevent various social problems, e.g. such as: digital exclusion, behavioral addictions or recidivism. That is why, providing these services, in particular social workers, with specific knowledge and practical skills is indispensable so that they actively and appropriately react to contemporary cyber problems. In reply to such a demand, an innovative project has been developed and implemented in Poland known as "Cyberspace threats - new skills of a social worker", which is co-financed with the European Union funds under the European Social Fund.

Tasks of social workers in Poland

The tasks of a social worker in Poland are regulated by the Act on Social Assistance.[3] Art. 119 of the Act mentioned above specifies the following activities:
- "social work;
- analyzing and evaluating phenomena which create the need for social assistance benefits and qualification for such benefits;
- providing information, guidance and assistance in solving personal affairs to such people who thanks to such assistance will be able to solve on their own problems which are the source of their hardship; effective use of the law in performing their tasks;
- assistance in obtaining consultancy services for people in a difficult life situation in the field of the options for solving problems and offering assistance by competent national, local government and non-governmental bodies and support in obtaining assistance;
- providing assistance in line with the rules of professional conduct;
- stimulating social activity and inspiring mutual aid activities in satisfying the necessary needs of individuals, families, groups and social environments;
- cooperating and joint action with other specialists in order to counteract and limit pathologies and negative effects of social phenomena, mitigating the consequences of poverty;

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[2] B. Szatur-Jaworska, *Teoretyczne podstawy pracy socjalnej*, in: *Pedagogika społeczna*, T. Pilch, I. Lepalczyk (ed.), Warszawa 2003, p. 118–119.
[3] Act on Social Assistance of 12 March 2004 (consolidated text J.L.2013.0.182).

- initiating new forms of help to individuals and families in hardship and inspiring establishment of institutions providing services aimed at improving the situation of such individuals and families;
- participating in inspiring, working on, implementing and developing regional and local social assistance programs aimed at improving the quality of life"[4].

Taking into account these tasks, it has been noted[5] that a number of them are or will be soon related to cyber problems. Among these are the following:

1) Working with a family where an adult is addicted to digital media.
2) Cooperating with parents in the field problematic use of cyber technologies by their children.
3) Influencing ex-offenders whose criminal activity was connected e.g. with cybercrimes.
4) Preventing digital exclusion mostly of the elderly.
5) Diagnosing and prevention of problematic behaviors in a network of social assistance recipients.
6) Increasing social awareness on cyber threats.

Implementation stages for project "Cyberspace threats – new skills of asocial worker"

The project started in 2012 and is currently at its final stage of implementation. It comprised the following elements:

1. Problem diagnosis

This comprised the analysis of the latest results of research and compilations tackling the subject of cybercrime and its causes plus identification of the skills of the personnel of the institutions which educate and train social service staff in the field of cyber problems.

It was determined that almost 2/3 of the examined personnel training social service workers have only basic knowledge about protection against cyberspace threats. The same number of respondents has never heard about any action aimed at protection against Internet threats in the current system of social

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[4] Act on Social Assistance of 12 March 2004 (consolidated text J.L.2013.0.182).

[5] M. Grewiński, *Dekalog dylematów i wyzwań w polityce pomocy społecznej w Polsce*, in: *Współczesne tendencje w pomocy społecznej i pracy socjalnej*, M. Grewiński, J. Krzyszkowski (ed.), Warszawa 2011, p.133.

assistance in Poland. 8 out of 10 respondents do not know any textbooks tackling the subject of threats in the cyberspace. At the same time, 96% of the survey participants point to the significance of knowledge about threats appearing in the virtual world in the activities undertaken by social service workers[6].

2. Establishment of a supranational partnership

The author of the project, i.e. Janusz Korczak Pedagogical University in Warsaw started cooperation with Rezekne Higher Education Institution from Latvia, which was focused on developing a strategy for the implementation of an innovative project testing the need of tackling the subject of cyber problems among representatives of the social service in Poland. In addition, the cooperation was aimed at defining the draft version of a relevant training program addressed e.g. to social workers.

3. Development of the draft version of the product and the project implementation strategy

As part of this stage, a planned description of a textbook for social service workers was prepared, engaging the same in the process of developing the final project deliverable. The recipients testing the program were allowed at any time to report their remarks to the content directly during training sessions or by completing a relevant form available on the project's website.

4. Testing of the product, i.e. innovative development program for social service workers

This stage covered verification of the product operation in a real-life situation, which consisted of providing the recipients and users with the draft version of the textbook. The following took place:
- trainingin: threats to mental and physical health, social and educational threats, infoholism and computer games and cybercrime,
- meetings of the testing phase participants with the experts being members of the project team,
- monitoring of the product testing by the experts,

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[6] M. Jóźko, *Raport z badań ilościowych: Diagnoza i analiza pracowników instytucji kształcących i szkolących kadry służb społecznych w tym pracowników socjalnych*, Warszawa 2013, http://cyber-przestrzen.wspkorczak.eu/pl/dokumenty (access: 20.12.2014).

5. Aanalysis of current effects of the tested program

This stage was focused on the analysis and evaluation of collected data, information and remarks of social service workers being test participants, the project team and experts on the product. Implemented efforts were also subject to an external evaluation.

6. Development of the final version of the program.

The final project deliverable was a development program for social service workers in the form of a textbook comprising:

- identification of the problem and basic threats in cyberspace
- educational instructions regarding threats in cyberspace
- methodology of working with people exposed to cyberspace threats
- strategy of implementation of development program.

Currently, the project authors are trying to disseminate information about the program and encourage universities and training providers that train and improve the skills of social service workers to implement the program as a compulsory or optional element by ensuring free use of the developed program based on an agreement concluded with Janusz Korczak Pedagogical University in Warsaw. Following this, the project author guarantees to the institution implementing the program support of experts, textbooks, project promotion plus organization of a seminar for the staff.

Development program for social workers in Poland in the field of cyber problems

The program entitled "Cyberspace threats - new skills of a social worker" has been developed as a textbook. It has a module-based structure which enables adaptation to the needs of the possible users such as students, social service workers, and in particular social care workers.

The main purpose of the program is to prepare social service workers, including social welfare workers to work with the families and individuals who need social assistance in the field of cyber threats. Detailed goals have been presented in Fig. 1.

Figure 1. Goals of the program entitled "Cyberspace threats – new skills of a social worker"

Programme objectives

Informational goals	Educational goal	Learning goals
1. Providing product users with the basic knowledge about cyberspace threats created by digital media plus information and communication technologies 2. Improving knowledge about the most important social, educational, health-related and moral threats occurring in cyberspace	1. Creating social awareness of social service workers and the local community regarding a new source of threats and addictions occurring in the real world and their connection with the new threats in the virtual world as well as completely new pathologies leading to various disfunctions	1. Preparing social care workers and social service personnel to identify new threats caused by cyberspace as well as their social consequences 2. Improving general and specific skills of social care workers and social assistance personnel in preventing, identifying and treatment related to cyberspace threats, plus preparing them to new jobs and specialisations

Source: website of the project "Cyberspace threats-new skills of a social worker" http://cyber-przestrzen.wspkorczak.eu/pl/o-projekcie(access: 20.12.2014).

Such a formulation of goals had impact on the textbook layout, which correlates 4 areas:

- description of the phenomenon, i.e. presenting threats to mental and physical health;
- identification of the problem, i.e. identification of social and educational threats;
- diagnosing addiction-related threats;
- using best practice in the fields of cybercrime and Internet abuse.

In addition, there is a chapter which describes the specificity of social service work in Poland in the Internet age. The textbook also includes materials useful in implementing the program, including examples and exercises to be used by lecturers, plus a list of legal acts and institutions in Poland offering help with cyber problems. The textbook structure has been presented in Fig. 2.

Figure 2. Structure of the textbook entitled "Threats of cyberspace"

Source: website of the program "Threats of cyberspace": *Zagrożenia cyberprzestrzeni Kompleksowy program dla pracowników służb społecznych*, J. Lizut (ed.), http://cyberprzestrzen.wspkorczak.eu/ download/dokumenty/produkt_prezentacja.pdf, Warszawa 2014, pp. 4–7 (access: 20.12.2014).

The additional advantage of the textbook is a detailed training program for each individual field in the main part of the textbook[7]. Each module is covered in 8 training hours.

As regards section: "*Threats to physical and mental health*", the author of the program of training in the form of a workshop is A. Andrzejewska. The program includes the following content:

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[7] *Zagrożenia cyberprzestrzeni. Kompleksowy program dla pracowników służb społecznych*, J. Lizut (ed.), Warszawa 2014, p. 4–7.

1) Vision problems, RSI condition, Problems with the osteoarticular system, Internet Addiction Disorder. Definitions of basic terms discussed in class will be provided. In addition, the scale of phenomena related to threats to the brain, their diagnosing and symptoms as well as the Best Practice in diagnosing and intervention of problems generated directly or indirectly by cyber world will be discussed.

2) Cyberbullying, the essence and characteristics of this phenomenon, its identification, scale and extent and symptoms of actual cyberbullying. In addition, characteristics of a victim and originator of cyberbullying plus the risk of suicide among young people will be discussed.

The effects of covering this module will be:

- acquiring knowledge by the trainee about threats to mental and physical health and cyberbullying;
- acquiring the ability to diagnose the causes, course, symptoms, effects of threats to mental and physical health and cyberbullying; take preventive measures and improve social and educational skills in this field.

Under module "social and educational threats" developed by A. Andrzejewska and covered in a series of lectures and workshops, the following content will be discussed:

1) Sects (types of sects, characteristics of the most dangerous sects, phases of recruitment, characteristics of a victim).

2) Pedophilia (description of the phenomenon, characteristics of a victim and a perpetrator, work with an abused child and their family).

3) Child pornography (description of the phenomenon, impact on a child's psyche, characteristics of a victim and a perpetrator, discussing the possibilities of limiting access to websites with pornographic content, discussing basic rules of security in using the Internet).

4) Sexting (discussing the phenomenon, characteristics of sexting victims, discussing the influence of this phenomenon on children's psyche).

This module assumes that a trainee:

- is familiar with such terms as sexting video chat,
- is able to diagnose threats related to the use of websites devoted to sects, pornography, pedophilia, sexting,
- is able to provide support to people using websites devoted to sects, pornography, pedophilia, sexting.

The next training module, i.e. "Threats and addictions" by Józef Bednarek presents the problem of being addicted to new digital technologies, causes and

effects of such addictions and their course. In addition, it presents the best pre-vention practice and points to new social and educational skills of a social worker in the field of addictions.

As part of this series of sessions, a trainee will get to knoin:

- theoretical fundamentals of addictions and playing computer games,
- determinants, regularities and mechanisms of addictions,
- scale of the phenomenon and related threats.

In addition, a trainee will be able to diagnose addictions in question and coun-teract the same, e.g. by improving their social and educational skills.

The last module "Cybercrime and abuse" prepared by Łukasz Tomczyk covers the content devoted to:

- Internet shopping and payments,
- the possibilities of using a computer and its operation,
- protecting privacy on the Internet,
- copyrights and legal regulations on Internet activities.

After completing this module, a trainee should be able to distinguish between legal and illegal software, know the rules of secure use of the Internet in terms of: shopping, social networking sites or various applications, or protect a computer as part of "parental control" or installing antivirus or antispyware programs.

Conclusion

To sum up, the purpose of the presented project is to provide social service workers with the knowledge and skills regarding cyber problems in an innovative way, so that they are able either to fill the gaps or improve their work techniques and professional skills. It is the first program in Poland which provides a compre-hensive solution to the issue of compatibility of professional skills of the analyzed group of workers with the problems of the virtual world. The formula which ena-bles free implementation of the program by universities for social service workers and educating institutions is a guarantee of its smooth dissemination both among the current and future social workers.

In Poland, cybercrime, technological addictions or infoholism are considered to be serious problems which require social reaction both at the stage of diagnos-ing, rehabilitation and prevention. Hence, an urgent need to strengthen profes-sional skills of social service workers who are frequently on the "first front line" in solving cyber problems.

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Tertiary Education in the Czech Republic and Business Sector, European Trends

Abstract: University education is more often regarded as one of the main tools of the career success (gaining a good job) and one of the best life investments. Nevertheless, we are still unfortunately the example of the country where the increased growth of the percentage of students entering in the tertiary education in the last fifteen years has not until now led to a marked reduction of the existing inequalities. Based on the EU Survey of Income and Living Conditions[1], in the Czech Republic the university education is reached only by 9 % of the youngest age group under 26 years whose father was a manual worker. The expert material applied to the reform of the Czech tertiary education[2] was submitted to the public expert and political discussions. The submitted study is based on this material. This study includes the Czech system of tertiary education in the international context, and reflects the European and world trends of recent years. In the first part, it describes the role of the tertiary education in the Czech Republic. In the second part, it elaborates the question of the implementation of a newly developing collaboration of universities with the application sphere, with the world of work. This refers to a complex interconnection and overlapping between the state administration, national and regional policy, industrial and service sections and universities themselves.

Keywords: tertiary education, Czech Republic, role, challengers, business sector

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[1] EU SILC., *EU Survey on Income and Living Conditions*, Brussels 2006.
[2] P. Matějů, a kol, *Bílá kniha terciárního vzdělávání*. Praha 2009.

Tertiary Education in the Czech Republic and its Role

Societies from all over the world face global challenges, such as migration and population diversification, deepening differences between the rich and poor, the emergence and growth of social exclusion and increased criminality. Moreover, they are transforming into knowledgebased societies with economies driven by new discoveries and subsequent innovations. The greatest values originate from creative people and creative work. The modes of getting to know the world and implementing new pieces of knowledge are being enhanced by trends in conjoining rational and creative means of cognition and discovery. Countries that fail will be left with carrying out routine work done by people or machines. Without the healthy development of its educational system, Czech Republic will gradually become an assembly plant of Europe, pressured by long working hours and a deepening decline in real wages.

In this context, the importance of all three main roles of tertiary education is expanded and deepened. In addition to the traditional challenges of quality, efficiency, and equal opportunity, educational activity has to confront new challenges. These include the challenges of maintaining a maximum education across an entire active life (lifelong learning), the ability of both individuals and organizations to learn continuously and rapidly, and the challenges of creativity, initiative and innovation, knowledge of people and society, and the use of soft skills. The direct interconnection between education and research and development is not only an important motor of cognition and innovation in general, but also a main source of the creativity of college and university graduates. The social role of universities not only makes a fundamental contribution to the care and development of cultural heritage, but also an increasingly important direct impact on economic development at the regional and global levels. At the same time, the number and importance of external actors who constantly demand changes in the educational system are increasing. Changes leading to greater flexibility, openness and innovation are the most beneficial.

Post-communist countries, the Czech Republic included, did not undergo a gradual development like other developed countries and many reforms started to be implemented only after 1989. The educational system during the time of the Czech economic transition managed to cope with major challenges posed by modern society in a far shorter time than in traditional democratic countries. In a mere 18 years, tertiary education in the Czech Republic underwent major quantitative and qualitative changes. The number of institutions and students

increased, a large degree of research and development activities was transferred to HEIs (HEI = Higher education institution), self-governance principles were introduced in college and university management, schools started to participate in international cooperation, post-secondary professional schools and private HEIs were established, academic study became structured, etc. These facts were also emphasized several times by international teams of experts, including the OECD team that prepared the study Thematic Review of Tertiary Education: Country Note Czech Republic[3]. The above project was initiated to help OECD member states identify problem in their educational systems and find an optimal model towards which they should strive. The authors of the study note that "the system of [Czech] tertiary education [is] distinguished by high levels of institutional autonomy, academic self-governance and (almost) full public funding of higher education. The key policy approach in this re-building of the system was a return to a Humboldtian model of university education and research, and of the relationship between the state and higher education." However, the experts believe that the existing profile of tertiary education (its structure, mode of financing, etc.) will not be able to meet the requirements for a richly diversified system that would be open to European and global trends and would at the same time fulfil the needs of the development of the Czech Republic in the context of its growing knowledge society.

Demands for reforming tertiary education are also evident from the results of an opinion poll of selected stakeholders carried out as part of preparations for the White Paper[4]. The respondents took a particularly critical stance toward the following areas: the limited ability of higher education institutions to flexibly respond to changes taking place on the labour market and the qualifications required by employers; the imbalance of powers and responsibilities between boards of trustees, administration and academic senates of HEIs; poor conditions for fostering cooperation between HEIs, the business sector and other entities; and inability of HEIs to cooperate with the private sector. Furthermore, there is consensus that the overall development of tertiary education and research carried out at HEIs is not in compliance with the strategic needs of regions and the

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[3] J. File, et al (2006), *Thematic review of tertiary education – country note for the Czech Republic. Paris: OECD,* http://www.oecd.org/dataoecd/8/32/37730231.pdf (accesss: 24.10.2013).

[4] Matějů, P. (2007), *Názory expertů na české vysoké školy. Výsledky z průzkumu názorů expertů na vysoké školství* [*The View of Experts on Czech Higher Education: Results of a Expert Opinion Poll on Higher Education*], unpublished document.

Czech Republic as a whole, and that research carried out at our higher education institutions is not state-of-the-art.

Results of a survey of college and university students in 2006 indicate that even students themselves see the situation of higher education in the Czech Republic in a fairly critical way. Over a half of the respondents believe that higher education needs a major reform and only a negligible number think that it does not need any reform.

The proposed major changes to tertiary education in the Czech Republic have to be implemented with respect to numerous circumstances and risks. Competition aminy education providers is on the rise and educational demand is increasingly difficult to meet. Budgetary constraints on public resources will not change much, nor will the global market for highly qualified graduates and academic staff. New generations of students will show a greater interest in the relation between their studies and their relevance for the labour market. Lifelong learning will pose greater demands for the form and content of the education on offer. The response of the whole system and individual universities to these challenges must not put the social and cultural role of universities at risk and must not make them subordinate to the sphere of policy and narrow employer interests. All proposals contained in the White Paper take the above circumstances into account.

One of the most important factors leading to successful educational development is the establishment and long-term maintenance of relations between employers and the whole tertiary education system (in addition to their links to research and development). Employers and the private and public sectors are particularly dependent on the quality and number of graduates who enter the labour market each year. Employer and professional associations hence cannot be indifferent to the situation in tertiary education, and must pay more and more attention to it (see e.g. the document Industry's Strategic Needs for 2008–2011, prepared by the Confederation of Industry of the Czech Republic). In general, employers are beginning to regard the situation of all levels of the educational system as unsatisfactory, and are demanding major changes to it, including tertiary education. These activities have to be seen as one of the key indicators of the responsiveness of stakeholders and the environment to the functioning of the tertiary education system.

It also has to be pointed out that employers' needs can only be fulfilled in a diversifiedsystem of tertiary education in which there is a relatively large segment of institutions providing higher education with a strong professional component

and having very close links with employers and other partners in relevant professional fields. However, a long-term objective of the whole system has to be the quality of graduates' knowledge and skills in general. Carefully designed graduate preparation, directly according to the requirements of individual partners, should be on the other hand implemented by institutions (or their parts) that are closely and professionally linked with those partners, above all in the context of lifelong learning. The is will eliminate the risk of deforming education as such. Along with the increasingly important role of further education, employers should gradually and more intensely cooperate with the tertiary education sector in ensuring the continuous development of the knowledge and skills of their employees.

The Velvet Revolution of 1989 ended several decades of political censorship in teaching and interventions in university admissions, restoring academic freedoms. However, hat in itself could not remove the deformation caused by the gradual shift of research to institutes of the Academy of Sciences of the Czech Republic, which occurred after World War II, with the USSR as a role model. University associate professors and professors were perceived as internationally important researchers and teachers, but the small number of those positions did not reach the staffing levels needed to ensure the quality of study programmes for accreditation at many newly established faculties and HEIs. The problem grew even greater after 1999, when the Higher Education Act (No. 111/1998 Coll.) came into effect, which made it possible to establish private higher education institutions. As a result, there has been an increase in so-called "flying professors" – i.e. academics with multiple positions and affiliations, some of which are mere formalities – at public HEIs and departments of the Academy of Science of the Czech Republic. Such professors often serve as guarantors or teach courses at several HEIs and are not permanently based there, except for occasional lectures and consultations. This naturally has an impact on both the quality of education (including the supervision of annual, bachelor's, master's and doctoral theses) and on the quality of their scientific work. At the same time, the existing formal requirements for academic staff actually limit or even eliminate the possibility of attracting well-prepared teachers with practical experience. Furthermore, in part due to low mobility, the Czech Republic still perpetuates a traditional mode of human resource development, in which the academic staff members of tertiary institutions are recruited predominantly from their own graduates.

Already at the end of the 1990s, it was clear that in international comparison Czech academic staff with "advanced" academic titles, such as professors,

were among the podest in the world and the least mobile, both domestically and internationally[5]. Unfortunately, no radical improvement has yet occurred, and the continued unfavourable state of the age structure of academic staff and the very strong age-dependence of individual categories (assistant professor, associate professor, professor) have also been confirmed by recent research[6].

The quality of teaching is also affected by the teaching load of teachers and the class load of students. Over the last two decades, the concurrent use of highly conservative teaching methods and the mass nature of education have led courses to be taught in a far too formal manner, i.e. with overcrowded seminars in which students do not receive the necessary feedback, consultations and ongoing checks of their academic performance. There is also no time for enhancing the qualifications and expertise of teachers at HEIs. However, numerous courses could be conducted more efficiently by experts from the field and the traditional style of teaching should be replaced by a project-oriented approach that highlights related soft skills (management, cooperation and team communication, definition of deliverables, meeting deadlines and quality, etc.).

The internationalisation of study is absolutely insufficient at most schools with respect to the direct interaction of Czech and foreign students (if there are indeed any other foreigners than Slovaks; the existing system is such that that schools make them attend other, institutionbased courses in which they are isolated from the presence of their Czech peers), the use of foreign literature, and the incorporation of study abroad during one's studies. As a result, graduates are not adequately prepared for further studies abroad, for finding employment on the international labour market, or for foreign work environments. Similarly, students only rarely use literature in their original foreign languages, which they should be taught to do. In the best case scenario, high-quality Czech translations are available, but usually students use literature in the form of notes and commentaries written by their professors. This manner of engaging with texts does not compel students to search for information, evaluate it, correctly utilize it, or to present it.

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[5] D. Tollingerová, *Povolání vysokoškolského učitele v mezinárodním srovnání: Česká republika*, Centrum pro studium vysokého školství, Praha 1999.

[6] P. Matějů, A. Vitásková, (2005), *Vybrané výsledky z výzkumu akademických pracovníků veřejných vysokých škol* [*Select Results of Research on Academic Staff at Public Colleges and Universities*], p. 163–188, in: Simonová, N. (ed.). *České vysoké školství na křižovatce. Investiční přítup k financování studia na vysoké škole v sociologické reflexi* [*Czech Higher Education at a Crossroads: Investment Approaches to Financing Studies at Colleges and Universities in Sociological Perspective*], Prague: Institute of Sociology of the Academy of Sciences of the Czech Republic.

The Czech system of tertiary education lacks guarantees and credible projections of the financial resources of individual TEIs, even in the short-term horizon of more than a year. Since the capital investment policy for the development of HEIs is not transparent, it is practically impossible to devise and fulfil the long-term strategic development plans of individual institutions. The fields of study that do not have many opportunities for direct cooperation with industry, but which play a key role in the broader social function of universities (e.g. artistic fields and humanities) are the most sensitive to this.

The aim of the reform is the stabilisation of an open system of autonomous institutions of tertiary education and research and development that independently organize their constituent parts and functions so as to best compete in a competitive regional, national and global environment. In order for the system to operate more efficiently than at present, it is essential to ensure:

- academic freedoms and academic autonomy,
- the openness of TEIs towards external social interests,
- a transparent environment with clearly visible results (successes and failures) of the activities of individual colleges and universities,
- an a healthy competitive environment among tertiary institutions.

For this purpose it is desirable to:

➤ Increase the diversity of the whole system of tertiary education, i.e. broaden the autonomous decision-making of individual institutions about their internal structure and profile, while clearly supporting excellence in all aspects of work;

➤ Expand the organisational and economic autonomy of individual TEIs so that their internal structure, management and control processes correspond with the selected mission within the system;

➤ Enhance the national and international mobility of academic staff who perform teaching activities;

➤ Better define and expand shorter, professionally oriented study programmes (e.g. the expansion of two-year professional programmes and a substantial increase in the overall adaptability of graduates of bachelor's programmes, and hence their professional success; opening up the whole system to rising demand);

➤ Create conditions for the concentration of state-of-the-art research in research-oriented centres (e.g. faculties or suitable alternatives to higher education research institutes);

› Create conditions stimulating the cooperation of TEIs, oriented towards development and innovation with external partners;

› Involve external actors in the management of individual HEIs commensurate to their type; increase the quality of feedback and support of managerial elements of governance, such as strengthening accountability and efficiency;

› Increase the role of private resources in tertiary education (public resources will be insufficient in other policy areas as well), i.e. strengthen multiresource financing:

› Create more favourable conditions of cooperation with the business sector; foster greater willingness to participate from both sides;

› Introduce a suitable model of cost sharing on the part of students that would increase the interest of public higher education institutions in the future employability of graduates; also, admit more foreign students;

› Mitigate social barriers in access to higher education, i.e. better utilise the potential of human capital and provide targeted support for talent;

› Create an efficient system of financial aid for students;

› Enhance the overall permeability between and within the levels of the educational system and improve conditions at the level of secondary education (transferability, the preparedness of applicants at all levels of study, aspirations);

› Significantly increase the involvement of TEIs in lifelong learning, whether with or without the direct cooperation of commercial partners.

Cooperation with the Business Sector

For centuries, universities have guaranteed the freedom of thought and inquiry and ensured vital reflections on societal issues and topics. They have always needed academic freedoms and autonomy for this purpose. At the same time, they have always facilitated the intergenerational transfer of knowledge. In addition to this, TEIs (TEI = Tertiary education institution) are gradually being transformed through the key role they play in the production of knowledge and the generation of the innovation potential of society. As tertiary institutions gradually become centres of innovation processes, the direct economic and social impact of their activities changes at the regional, national and international levels. The new status of tertiary institutions cannot be described using any general categories of common processes or procedures. The general services tertiary

institutions provide to society are specific and are formed differently at different institutions by means of concrete regional, economic and political contexts. Since this public service constitutes another major set of university activity alongside education and research, we will use the term "third role" in the subsequent text to denote this function.

The pursuit of the newly emerging cooperation between TEIs and the business sector is a very complex process due to the basic linkages and overlaps between state administration and national and regional policies, industrial and service sectors, and educational institutions. Despite their autonomous status, the relevant actors have become closely interconnected. This web of relationships and links is metaphorically described using the term Triple Helix that was coined in the mid-1990s[7]. Recently, we could observe a number of complex processes in the Czech Republic to this effect, as well the gradual process of linking all the three domains, resulting in mutual interaction that has brought about organisational changes within institutions. New entities have emerged, such as contact centres; technology transfer centres; strategic alliances of enterprises and universities; networks of academic, private and government research institutions; business incubators, etc. These activities are still haphazard and virtually uncoordinated in terms of objectives and effects.

The implementation of projects related to the "third role" must be a natural process resulting from structural, economic and legislative changes, or, possibly, from the use of several general support instruments, rather than from narrow and one-off targeted interventions. As the Czech Republic does not have a transparent classification of publicly funded education and research and development providers according to the type of activity and performance, it is not possible to define common procedures for implementing the "third role" at the level of various types or institutional categories. However, it is possible to formulate and justify principal steps towards supporting and implementing the "third role" of TEIs at the national level in the context of overall tertiary education and research and development reforms.

Changes in the actual framework will not be effective without an active approach on the part individual stakeholders. Successful implementation of the "third role" of universities will require that institutions, regions and ministries/ state administration bodies pursue, among other things, the following:

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[7] H. Leydesdorff, L. Etzkowitz (1996), *The Triple Helix as a Model for Innovation Studies*, "Science and Public Policy", 25(3), p. 195–203.

a) Major changes in managerial approaches at all levels of strategic management (at universities, in regions, and at the national level) including a real (although implicit and non-formalised) categorisation of TEIs.
b) Patient and thorough analyses of the opportunities and risks in various regions, and the sensitive timing of steps and political decisions.
c) The systematic implementation of a set of principal legislative amendments:
   • Allocation of subsidies for research and development that would be targeted to encourage and facilitate cooperation with the business sector;
   • Changes in the legal status of students in the labour code (including the basic definition of doctoral students in the labour code);
   • Definition of governance structures and powers for TEIs that facilitate the effective institutionalisation and management of commercial relations (including the establishment of organisations providing specific services to be used by one or more R&D institutions);
   • Legislation and rules concerning research results funded from public resources (realistic and reasonable provisions ensuring access to research results "for all under the same conditions" so as not to hinder commercial cooperation);
d) Establishing or strengthening appropriate institutionalised units within TEIs (or regionally shared units) that will lead to the professionalization of knowledge and technology transfer;
e) Incentives for firms to invest in R&D in cooperation with the public sector (at present, companies are often unprepared to respect the real costs on the part of service providers).

The need to change the attitudes of academic staff will constitute a long and complex process. Their professional identity is, to a large extent, rooted in the clear separation of their research work from commercial goals and the commercial use of research results. It is neither appropriate nor desirable to expect a fundamental change in the behaviour of academic staff in general. However, academics in senior positions will be required to exhibit a large set of business skills that lie outside the scope of their traditionally defined roles. Academic staff in a knowledge society should not only be genuine experts in their relevant disciplines, but also increasingly take on the role of project managers with excellent organisational and communication skills.

By using these skills they will be able to "sell" the outcomes of their work quickly and effectively and find new partners, particularly from the private sector,

for their future research work. The same applies to tertiary education graduates who will gradually assume management positionsin the business sector. TEIs must create favourable conditions for this development.

Virtually all of the successful strategies across various countries are based on the same prerequisites. In our discussion, we draw on the research on these practices in 10 countries (Technology Centre of the Academy of Sciences of the Czech Republic 2007):

a) Legislative as well as financial support for the establishment of agencies providing specific services focused on the commercialisation of R&D results, or at least for the professionalization of these activities within the actual institutions;

b) Direct financial and legislative support for the establishment of research teams and positions on the border between public research and development and the business sector;

c) Indirect support for the use of R&D in the form of tax instruments;

d) Public support for clusters and platforms bringing together public R&D institutions and enterprises;

e) Direct state intervention in setting up and funding several centres of excellence dealing with both applied and basic research, as well as the transfer of results and the direct involvement of business partners.

We can consider the sixth prerequisite obvious, and thus not mentioned in the relevant studies:

f) The existence of relatively sound and well-financed tertiary education institutions where basic educational and research activities reach high international standards and are independent of the success of commercial activities in the short run.

None of these points involves direct public funding for TEI "third role" activities. Rather, these points concern either support activities or provisions that can ensure a qualitative and organisational framework for the desired processes.

The first four types of intervention a)-d) are currently being introduced in various forms in the Czech Republic. However, their impact on the tertiary education sector is still very small. The main reason appears to be the insufficient coordination between various ministries and the lack of true centres of excellence. Interventions under e) are envisaged in the Operational Programme Research and Development for Innovation, including the necessary links between supported centres of excellence and educational activities.

In the context of the reform of tertiary education, we should pay particular attention to the last (implicit) prerequisite – f). Only institutions that meet these criteria can invest systematically in commercially viable R&D projects (R&D = Research and Development) implemented with partners as part of their educational practice. It is only on these foundations that a genuine transfer of technology can be achieved repeatedly and over the long term (licences for intellectual property, spin-off s, etc.) and that long term commercial or co-funded projects can be implemented. If we take a realistic view of the resources available in the Czech Republic in the medium term, the reform of the tertiary sector (particularly concerning financing) needs to pay specific attention to the existing achievements in R&D&I (R&D&I = Research, Development and Innovation), including technology transfers and the existing cooperation with the business sector.

Best practices from abroad can be taken into account in the process of preparing and implementing policy interventions. One common practice consists in introducing agency services for supporting the transfer of technology and knowledge. In the countries under review, the interventions focused on entities established by R&D institutions, or possibly by regional authorities (e.g. there is a special law that enables TEIs to set up agencies providing specific services; there are regional technology centres in Denmark, and regional centres for technology services in Ireland). Interventions also focus on the establishment of state agencies that take various forms (e.g. Technology Clinics and the TUPAS Funding service in Finland, the National Institute of Technology Management in Ireland, and the VINNOVA state agency in Sweden). The policy (supported, among other sources, from the Operational Programme Enterprise and Innovation) has so far been implemented in the context of support for innovation in small and medium enterprises. However, with respect to the need for technology transfer, the policy lacks long-term stability in terms human and economic resources. The funding of projects in the Czech Republic is needlessly bound to the accumulation of capital assets and the short term start-up of operations of the companies concerned (the Prosperity programme in the Operational Programme Industry and Enterprise). This means that, at present, we have several relatively well-functioning units, but have unclear prospects.

Another type of support consists in joint research teams made up of companies and public research and development institutions. In the foreign experiences examined (The experience of English companies with a similar focus suggests that roughly eight years are necessary for stabilising the level and scope of services - e.g. Isis Innovation in Oxford or Cambridge Enterprise), this support involves

interventions for creating platforms for setting up joint technology infrastructure of public R&D institutions and companies (e.g. the Innovation Consortiums scheme in Denmark). Moreover, the interventions focus on the creation of interdisciplinary research and development teams across a wide spectrum of institutions (e.g. the Interdisciplinary Research Teams and Industrial PhD Initiative in Denmark, Industry Led Research Networks in Ireland), on direct funding of R&D implemented jointly by public and private sectors (e.g. so-called "innovation vouchers" in the Netherlands, the SBIR and STTR programmes in the USA), and on supporting the continuous mobility of human resources between the public and private sectors (e.g. Knowledge Transfer Partnership in the UK). This function is embedded in the National Innovation Policy of the Czech Republic for 2005-2010. However, only parts of the policy concerning support for R&D&I in SMEs have so far been implemented. The impact on the activities of public R&D institutions can be seen, above all, in the areas of traditional cooperation between enterprises and technical universities (defectology, metrology, testing etc.). A broader scope of opportunities should be offered within intervention of the Operational Programme Education for Competitiveness.

In many countries, tax incentive conditions for cooperation between the public and private R&D sectors are modified on a continuous basis (In Denmark, they even attempted to increase the deductibility level up to 150% in some types of projects).In the Czech Republic, this type of support is incorporated in the documents on the planned reform steps of the Ministry of Finance. The taxpayer (as a legal entity) should have the opportunity to support the implementation of R&D projects and deduct the relevant amount from their taxed income up to a specific multiple (a specific amount) of the actual costs of the R&D project and the valid tax rate in the current tax year, combined with a multiple of the increase in R&D expenditures compared to a given moment in time, and later in comparison with the prior tax period. Tax allowances will also be allowed for purchasing research from tertiary education institutions. Moreover, emphasis will be placed on whether or not the assets generated by means of R&D and the related yields are allocated in the territory of the Czech Republic (For details see "Reform of Income and Property Tax¨ on the website of the Ministry of Finance).In its proposed form, we can expect a very positive impact on the implementation of the Lisbon process in the Czech Republic.

Clusters and technology platforms are soft interventions that support the establishment of umbrella associations of enterprises and R&D representatives in the public sector. Apart from traditional clusters focusing on joint ventures of

private firms, the acquisition of raw materials, the provision of consumer services, etc, associations are being set up that share technology infrastructure and human resources for research and development, but also for innovation in general. In the Czech Republic, such interventions were made possible as part of the Operational Programme Industry and Enterprise. So-called technology platforms are far more important, in which private and public R&D institutions can share a broad spectrum of laboratory devices, testing rooms and, possibly, semi-operational units. This type of intervention is also supported via the EU Framework Programmes. The technology platforms scheme was also discussed in detail as part of the Operational Programme Enterprise and Innovation. However, a number of aspects concerning this type of support appear to have been omitted from the materials that are currently in use. From the perspective of TEIs, it would be desirable to reach similar effects through an appropriate selection of projects within the Operational Programme Research and Development for Innovation.

Many countries have witnessed direct state intervention and concentrated support leading to the establishment and operation of several field-specific or regional centres of excellence. Examples include the Leading Technological Institutes scheme in the Netherlands, The Christian Doppler Research Association in Austria, and the VINN Excellence Scheme in Sweden. In the Czech Republic, the opportunity is opening up to carry out similarly successful interventions, particularly via the Operational Programme Research and Development for Innovation. These opportunities could be relevant for a wide range of institutions and their organizational units within prioritised fields of research. Such interventions will only be fully effective if a balance is struck between support for excellence at the level of applied basic research and support connected to the training of global elites for R&D and applied research at the level of so-called regional R&D centres. At the same time, we should carefully monitor the standards for the financing of the revitalisation and development of public R&D units in the City of Prague that are not eligible for funding from operational programmes.

Conclusion – chosen recommendations:

- Extensively transfer to HEIs the responsibility and competency for selecting the structure and internal governance of their economic management, human resources and duality controls, including the content and form of education activities (this competency of selection will presumably not

apply to Institutes of Professional Education, whose management bodies will be more strictly defined by law).

- Require a standardised evaluation of teaching quality by students and by means of objective indicators (e.g., the success of graduates, peer review of the knowledge and skills of graduates, the teaching methods and approaches used, etc.) as a Fundamentals basis for evaluating the quality of an institution, or its organisationally autonomous segments, for the purposes of financing and accreditation.
- During evaluations, take into account the development of students' soft skills, their attained knowledge and skills in individual programmes of study, and possibly involve expert practitioners in educational activities.
- Create a public information system on HEIs and the results of study (online) that will provide detailed standardised information not only about schools, but also about individual fields of study at those schools.
- Pursue an extensive internationalisation of study; changes in the concept of education related to active knowledge, skills, and excellence at the international level should be supported in large part by project schemes financed by the Operational Programme Education for Competitiveness.
- The new concept of financing tertiary education and R&D institutions must lead to a diversification of sources so that it facilitates the establishment of centres of tertiary education that would be stable in terms of financial and human resources and that would focus on applied basic research as well as the direct transfer of technology and knowledge.
- The existing centres for the support of technology transfer (whether units within R&D institutions or independent entities) should be evaluated for their actual performance. Instruments should be introduced to provide select centres with public support and thus ensure their stability for at least 6–8 years. Possibly, this infrastructure should be complemented (not replaced) by a government agency with central operations.
- The financial components of interventions of a), b), and d) are being prepared as part of the Operational Programmes Enterprise and Innovation and Education for Competitiveness. The experience of similar programmes abroad should be analysed in detail and the potential of sectoral programmes at the ministry level and operational programmes should be utilised in 2009–2015.

- Direct incentives for companies to cooperate with the public R&D sector should be introduced in the Czech Republic in the form of so-called "innovation vouchers" that have worked well in the Netherlands.
- The existing proposal of the Ministry of Finance to modify the tax system concerning indirect support for the services of the public R&D sector should be implemented.
- The impact of the existing support for clusters and technology platforms should be evaluated. Long-term public support should be provided to boost their functions that are related to R&D carried out through cooperation between the public and private sectors. Possible synergies between the Operational Programmes Enterprise and Innovation and Education for Competitiveness should be assessed carefully, including an analysis of experiences of similar programmes abroad.
- Interventions within the first and second priorities of the Operational Programme Research and Development for Innovation should be focused primarily on the development of several large centres with extensive expert and application capacities[8] (Matějů, P. a kol, 2009).

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Specificity of the Training of Young Volunteers for Participation in Short-Term Multinational and Multicultural Projects

Abstract: In this article I present the concept and principles of training volunteers to work in international and multicultural projects in Bulgaria. I present the principles of training youth leaders who will work with people with various dysfunctions of functioning in Non-Governmental Organizations.

Keywords: volunteer, youth leader, NGO, nonprofit organization

According to data from the end of 2012 in the Republic of Bulgaria there are more than 35,000 NGOs[1]. According to the Bulgarian law, in particular the "Law for Non-Profit Organizations" (LNPO)[2], non-governmental organizations (NGOs) are legal non-profit (NGO) – associations or foundations. According the Law for Non-Profit Organizations, associations or foundations can register with two different status – private benefit or public benefit status. The decision of which of the two statuses the organization will begin operations shall be taken by the general meeting of the association in the actual establishment.

In the Republic of Bulgaria legal registration and the actual activity of associations and foundations becomes legally possible after 1989, so today's experience

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[1] *Information Portal for NGOs in Bulgaria* (2012) Statistics NGOs. 2012, pp. 2 Available at: http://www.bcnl.org/uploadfiles/documents/news_docs/2012/presentation_ngobg_november_2012_short.pdf (access: 03.12.2014).

[2] Law for non-profit organizations. last. amend. SG. br.42/5.06.2009 Available at: www.lex.bg/bg/laws/ldoc/2134942720 (access: 03.12.2014).

in this sector in recent history is too short. However, for 25 years, active people from Bulgaria with own forces and using the help and experience of international NGOs, laid the foundations and confirmed the important role of associations and foundations in the social life of our country. With their efforts and efficient work the Bulgarian NGOs gradually join the "global associative revolution" described by American scholar Lester Solomon[3].

Following global trends, associations and foundations gradually established themselves as indispensable and integral part of civil society activism. In the period after 2000, these processes become even more publicity, which led to the emergence of the first in modern times, voluntary associations. Along with the volunteer activity and gradually increasing interest in application of unpaid work for the benefit of the public cause, Bulgarian State prepares and submits for public discussion and draft volunteering. According to Art. 2, para. 1 of the proposed document "volunteer" means a person who is volunteering[4]. In the same document is presented the concept of the nature of "volunteering" as being "active outside labor relations, which is expressed in working hours and / or services of their choice without paying for that ".

For thousands of years human history the concept of "volunteer" and "volunteering" move in parallel characteristics of each historical epoch. In modern literature and official government documents we can find many different definitions in its focus and its volunteer activities. Increasingly, volunteers and their activities fall within the focus of teaching and research. Definition of the modern understanding of the volunteer and his work presents the educator N.V. Zarnichenko, stating that "volunteering is the foundation of civil society stimulating rush of people to achieve the world's biggest achievements, freedom, security and justice. Volunteering gives space, creative initiative and social creativity in a broad spectrum of social life"[5].

After the accession of Bulgaria to the European Union in January 2007, for all non-profit organizations in the country new opportunities was opened to many volunteers for their multinational and multicultural projects. In the short term the free inclusion of Bulgarian organizations in programs initiated and financially

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[3] Salamon 2001: Salamon LM, An "associational" revolution. UNESCO Courier Magazine, June 2001, pp. 36-37.

[4] Draft Law on Volunteering: Draft law on volunteering. 2011, p. 1 Available at: mc.government.bg/files/1174_Dobrovolchestvo.doc (access: 3.12.2014).

[5] N Zarnichenko, *Volunteer Project "Union of indifferent"*, Magazine „Effective Education", 2013 p. 3.

supported by the European Community and other countries, have enabled hundreds of young Bulgarians to participate in projects as part of a multinational and multicultural team. The official statistics on the exact number of volunteers involved in such projects is unknown, but according to various experts and after exploring some published data in the official websites of leading voluntary organizations[6], in the country in 2013 in various multinational projects participated more than 1,000 people. According to the European Commission, only one of the programs supporting multinational projects for young people, "Youth in Action" the total number of volunteers from all countries in 2012 is approaching 230,000 in more than 10700 project[7].

In modern conditions and because of the increased activity of Bulgarian volunteers, in many projects outside the country gradually arises the need for specific pre-preparing young volunteers for their participation in multinational and multicultural projects. According to the study "program Youth in Action": "The Effect of projects funded by the program" commissioned by the National Centre "European Youth Programs and Initiatives", the age profile of engaging in volunteer projects is as follows: "70% of the participants in projects are of age between 21 and 30, while at study in May 2011 half (52%) of all participants are of age from 15 to 23[8].

According to the requirements of the lead partner organization in the implementation of the project the national team is consisting of a leader and group of participants. Depending on the rules of the specific program that supports projects, the age of leader and participants may be limited by a number of criteria and different levels (European Commission 2013). These conditions require the parties to send their representatives to their specially selected participants depending on the specifics of each youth project. These dynamics in the formation

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[6] They are the presented data on the participation of volunteers in multinational projects of non-governmental organizations "Bulgarian Youth Forum" with an official website - www.bulgarianyf.eu, last seen on 03.12.2014 onwards; "Youth development center - Relief" - http://www.ydc-ma.org, last seen on 12.03.2014; Association "and I know" - http://www.znamimoga.org, last seen on 12.03.2014, and more (access: 03.12.2014).

[7] European Commission (2013) Guidance on the application of the program "Youth in Action", valid from 01.01.2013.

[8] National Centre "European Youth Programs and Initiatives". "Youth in Action": The Effect of projects funded by the program, "the report was prepared by the" Research & Bright Consult "Ltd. on behalf of the National Center, 2012, p. 86 / report is available http://www.youthbg.info/bg/documents/161/file161.pdf (access: 3.12.2014).

of the different groups of participants requires the application of specific methods for the selection and preparation of direct participants and their leaders.

Usually the majority of the projects for young volunteers abroad are short and implemented in a multinational, multicultural environment with strict rules and responsibilities of the group leaders and their teams. To avoid violating the stringent requirements and principles of tolerance and respect for organizations sending volunteers prepare their teams for participation in the project activities through special instruction or training. Training team is developing in two main directions – preparation of the group leader and preparation of participants.

Basic specifics in preparing managers / leaders of the group

Under the leadership of the "Youth in Action", "group leader is an adult who accompanies the young people participating in youth exchanges, in order to ensure their effective learning, protection and safety"[9]. This guideline obligates the sending organization to require the elected leader of a group to possess specific knowledge and skills to be an effective leader and to ensure proper conduct of training, protection and safety of the group. Complementary thesis argument for mandatory training of volunteers before the actual start of work is concluded from years of research on the voluntary work of Cynthia L. published in 1996 concluding that without prior training or instructions, even in many individual cases, volunteers are not doing with tasks properly[10]. These mandatory requirements for the competence of leader presuppose a choice of modern methods in its preparation.

Appropriate and successful preparation of the volunteer leaders of the group is also necessary for their willingness to volunteer unpaid work, but there is little preparation and knowledge requirements of specific programs and projects. It is essential that the leader of the volunteers to be aware of their real competence in the specifics of the upcoming activities, their own leadership skills and the ability to attract to their side those with whom he/she work[11].

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[9] European Commission, Guidance on the application of the program "Youth in Action", p. 120, valid from 01.01.2013.

[10] C. L. Marcum, *The Motivation of Volunteers in Nonprofit Environmental Organizations*, Bowling Green State University, Los Angeles1996, p. 9.

[11] A. Druzhinina, N. Bark, T. Seliverstova (2002), *Preparation nesovershennoletnih k volonterskoy work but nervichnoy profilaktike narkoticheskoy and alkogolynoy dependencies: Metodicheskije Recommendations dlya pedagogov, psihologov, spetsialistov, rabotayushtih with dobrovolytsami*. Blagoveshchensk ed st BGPU, p. 72.

Training must be flexible with a strong individual approach and a focus on practical skills. Especially important is the choice of teaching methods, "because essentially they are the mechanisms by which the application directly transforms into learning"[12]. Groups preferred methods characteristic of such training are: interactive methods, gaming methods, role playing games. Ad hoc methods are used narrative discourse, outdoor activities icebreakers, energizers, work with specialized materials, demonstration, observation, practical work, exercise / teamwork / chosen for facilities and duration of specific training. "The level of effectiveness of training methods largely depends on the effectiveness of the training as a whole"[13].

Basic training leader for short-term projects should contain several key topics related to work in a foreign language, a multinational and multicultural environment. Recommended for country knowledge and skills become mandatory for the work of volunteers, leaders formed a team to participate in a multilateral project. The acquisition of additional knowledge about the specifics of multiculturalism and multiculturalism, and their basic concepts and definitions becomes a general obligation for each leader.

For proper and smooth functioning of multinational and multicultural project group leaders need to acquire basic knowledge and skills to work in a multicultural environment. In the context of linguistic diversity, we need volunteers - leaders who know the basic psychological characteristics of other ethnic groups and religions included in project, the main historical features of countries involved in the project and presented ways to prevent and resolve intercultural conflicts.

An important element of preparing young leaders is the formation of a strong sense of group responsibility and learning models to respond to the emergence of conflicts and crises. There are different possibilities to prepare leaders for dealing adequately with a problem or conflict in the group or in the group activities with other participants. The selection of specific methods or strategies for the preparation of leaders in conflict or crisis is the responsibility of the trainer directly involved in the preparation of young volunteers. In most cases the trainers prefer the individual approach in the choice of method or strategy depending on the profile of the specific learners. Thus volunteers prepare and secure themselves against major potential risks to the participants in the project. Main result of the

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[12] S. Chavdarova-Kostova, V. Delibaltova, B. Gospodinov, *Pedagogy*, Sophia 2008, p. 202.
[13] Ibidem, p. 202.

preparation of the young volunteer for an adequate response to a problematic situation is to achieve responsible and foresighted behavior on his part to inspire confidence and sense of security among all team members.

Also, when preparing the leaders of the group and become acquainted with some of the leading strategies and methods to motivate and maintain high motivation of the team. Often working in a multinational environment is exhausting for young players and storage of high working efficiency and motivation is a priority for managers.

Training for group leaders to work in a multicultural, multinational team will allow participants to engage fully in project activities and to develop their professional competence. The special preparation, the further education and self-education of the volunteers is consistent with the understanding of the specifics of the multicultural team. All of the above prepares young volunteers for short multinational and multicultural projects.

Main peculiarities in the preparation of the team members

The preparation of members constituting a team of volunteers is as essential as preparation of group leaders. Essentially, their training does not differ significantly from the preparation of the leader, but focuses on the acquisition of some basic knowledge and skills necessary for the full and active involvement of the volunteer team. Complying with the procedures described in the preparation of leaders characteristics of multinational and multicultural environment volunteer team members are also aware of the specifics of the particular project, the characteristics of the host country and the peculiarities of the countries represented in the project. Elected by the teaching methods and learning principles also differ.

A difference in the preparation of the team members is the lack of topics related to the acquisition or improvement of skills in management and leadership. In preparing the participants without leadership trainers focus on the themes of personal responsibility, maintaining the spirit and organizational climate, maintenance of high motivation. If necessary, depending on the group focuses on improving skills for complete teamwork. The trainer's goal is to introduce young players to the types of communications in the one-nation, multinational and multicultural team, barriers and constraints to their effective operation. Young people get acquainted with basic rules of communication in the specific conditions of the project and the selection of creative solutions when problems arise.

An important element of the preparation of the volunteers is to familiarize them with their responsibilities to the group leader and project manager. Also they learn the basic types of leadership styles of governance and their impact on teamwork. They become familiar with the essence of the common conflicts in a project environment and how to deal with them.

Through the ongoing preparation of the participants in multinational, multicultural projects is developing, refining and enriching the personal and group knowledge for personal and team effectiveness. It is ensured the proper and safe inclusion of young volunteers in the upcoming project, which ensures the achievement of the beneficial effects of participation in such voluntary initiatives.

Peculiarities of non-standard conditions for Bulgarian environment of multinational and multicultural influence a new quality requirement for professionalism and preliminary preparation of leaders and members of the youth teams involved in multiple projects. Taking into account this specificity organizations sending volunteers who will have work in mixed teams, it is necessary to ensure their preparation so that it meets all modern requirements and to prevent conflicts or misunderstandings due to ignorance or misunderstanding of personal differences.

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Part III

Problems at work with child and family

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Paid work of street children in Poland: compulsion or free choice? Research report

Abstract: This article uses research findings of a project on street children in Poland and abroad which the author conducted between March 2010 and February 2011 in Poland and 50 other countries. The research contains the opinions of street workers from public institutions and non-government organizations concerning various aspects of the phenomenon of street children. When it comes to street children's work in Poland, it is a relatively marginal problem when compared with street children's earning practices in other parts of the world. Currently the project findings are being used in the form of publications.

Keyword: street children, dysfunction, dysfunctional family

Paid work of street children is not a new phenomenon. This dimension of reality is particularly characteristic for everyday life of children and youth living outside our country, although it is also present among groups of street children in Poland. This phenomenon is not well known to a wider public. When we consider the process of social rehabilitation of street children which aims at raising pro-social individuals whose main source of income (as well as a token of their maturity) is their professional work, this phenomenon becomes a disturbing problem. What is most disturbing is the fact that earning money is one of the relatively constant elements of their functioning outside the home environment. Therefore it is essential to deeply analyze the phenomenon of acquiring money by street children in Poland.

This article aims to answer two questions concerning working with street children which we posed to street workers. The first one is whether children and youth's paid work is a compulsion or a free choice. The other one concerns the types of earning forms that street children perform. Finally we are going to present suggestions for social assistance activities concerning the problem of street children's paid work.

An attempt at defining the notion of street children

The analyses of the phenomenon of street children and youth in Poland, whose everyday life is characterized by a high degree of assimilation with the street at the cost of their time spent in such social-educational environments as family and school, can be traced back to the earliest academic attempts at defining the basic notion of street children. Such an attempt, though presented only marginally in our observations, is necessary for two reasons: firstly, both theoreticians and practitioners differ when it comes to defining groups of children and youth who spend considerable parts of their days, and sometimes nights, in the street, understood in the broad sense of the word. According to A. Fidelus, the notion of street children in the literature on the subject, studies, discussions as well as media coverage clearly suggests that the phenomenon behind this term is growing and assuming new forms and varieties[1]. Secondly, it is essential to adopt one's own definition of street children and youth in Poland whose street functioning is correlated with the paid work they perform.

Among the definitions of street children in Poland, the notions connected with family relations and paid activities are the closest to our reflections.

First of all, the concept of street children is used to describe such groups of youth and children before the age of 18 whose family bonds are poor and erratic because of numerous dysfunctional factors. This situation results in the street taking over such functions of the family as care or material and economic aspects; and the upbringing and socialization in the street turn out to be more friendly and attractive than the one of the home environment. Therefore street children's distance towards their families grows in parallel with the amount of time they spend in the broadly defined street. Our standpoint is confirmed by J. Raczkowska who believes that

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[1] See A. Fidelus, *Dzieci ulicy – podobieństwa i różnice w zależności od czynników środowiskowych i kulturowych*, in: *Uwarunkowania i wzory marginalizacji społecznej współczesnej młodzieży*, W. Kubik, B. Urban (eds.), Kraków 2005, p. 171.

"a street child spends a considerable part of her life in the street, lives along with its rhythm, functions in the culture of risk, danger and social exclusion"[2]. Moreover, the author suggests that the assimilation of street life style generates various dangers. We have adopted the term of street children in the context of paid work from B.Głowacka.[3] It is used to describe children and youth undertaking paid work. In the developing countries, which experience political changes, most of these children come from extremely poor families.

The principal component of the definition of street children in Poland is their experience of two elements: dysfunctional family relationships and paid work.

Street children's work: compulsion or free choice?

Before we reflect whether street children in Poland undertake paid work out of coercion or free choice, we must stress the fact that paid work is normally an activity performed by adults. The definitions of childhood and youth explicitly prove that these social groups don't have the duty to work in order to provide even basic financial means for themselves or their families. This duty belongs to parents or legal guardians.

On the basis of the opinions of our respondents from Poland, we understand the term "coercion" in two ways: firstly as pressure exerted on somebody in order to force them to perform some action. An adult who forces street children to work does not ask them for permission and they, under pressure, often against themselves, carry out the demand. This is when we speak about street children being coerced to do paid work. Secondly, pressure can be understood as an inner need to do something for oneself or others. In this context street children feel the compulsion to earn money, but they are not forced to do so. This kind of compulsion should be placed in the category of free choice.

The answer to the question whether street children's paid work is a matter of coercion or free choice lies in a shared standpoint which we shall analyze according to the three following criteria: street children are forced to work, street children are not forced but they work for themselves and, finally, street children are not forced to work but they do work for their families.

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[2] J. Raczkowska, *Dzieci ulicy na marginesie cywilizacji*, „Problemy Opiekuńczo-Wychowawcze" 2003, no. 5, p. 59.

[3] See B. Głowacka, *Dzieci ulicy*, in: *Encyklopedia pedagogiczna XXI wieku*, J. M. Śnieciński (ed.), vol. I, Warszawa 2003, p. 879.

Within the group of respondents from Poland, 54 of them believe that street children are forced to undertake paid work. This kind of coercion is used only by their parents. Here are some examples of survey answers:

1) *Occasionally it happens that parents force a child to work when they are financially inefficient* (Łódź).
2) *Children are frequently used as breadwinners by their parents, especially in poverty-stricken families* (Gdańsk).
3) *Most frequently coercion comes from the parents, e.g. in situations when they take their children to work expecting to be helped by them* (Poznań).
4) *Parents very often want their children to work. It is a form of coercion* (Złotów).
5) *Most children are forced by their parents to work during summer holidays so that they can buy their own handbooks and other school necessities. It seems to be a form of coercion* (Radom).
6) *They are very frequently made to earn by their guardians* (Kraków).

It is worth noting that the above answers of street pedagogues take into account frequency scale: very often (most often and the majority), often and sporadically. On the basis of these representative answers one should draw the conclusion that in so far as parents do force their children to work, this coercion is very frequent.

Analyzing the data collected by our respondents, we must conclude that the problem of street children in Poland being forced to paid work is not free from contradictory views. A street worker from Góra Kalwarii claims that the phenomenon concerns cities with high number of citizens, while a respondent from Krakow believes that it concerns mostly Romany children. It is hard to assume that the survey opinions are objective when it comes to the scale of the phenomenon in all Poland, which can be exemplified by the opinion expressed by a respondent from Złotów, a town with a small population or by the fact that, apart from the respondent from Krakow, no other respondent considers Romany children as a group most afflicted by coercion to paid work. Furthermore, we learn that street children groups include Romany children only from the Krakow street worker.

One should draw the conclusion that the phenomenon of street children being forced to paid work by their parents results from insufficient amount of financial means in families or from chronic poverty. Such a view is confirmed by B. Łaciak, who believes that " usually the fact that children undertake paid work

is a result of economic compulsion, and their earnings are often the only means allowing them and their families to survive. Such enforced labour of the youngest robs them of their childhood, education opportunities but also of their chances for a better future"[4].

According to 32 respondents from Poland street children's compulsion to work stems from their inner pressure to earn money for their own needs. Our respondents describe cases of legal or, more often, illegal work aimed at satisfying the children's own needs. Such opinions were expressed by respondents from Białystok, Częstochowa, Warsaw, Konin, Brzeg, Kielce, Ruda Śląska, Poznań, Gdańsk and Lublin.

Surprisingly, the study did not specify the needs that generate the necessity to undertake paid work in street children. It leaves us unsatisfied because such a list of needs would provide us with information about the motives of their actions. Even if we refer to the opinions expressed by the respondents from Krakow and Łódź, who claim that street children work of their own free will, knowing that they cannot get any money otherwise (they won't get it from their parents), complete research results are still lacking.

So far opinions of respondents have been deeply rooted in the belief that earning practices of street children in Poland, even when they are aimed at fulfilling their own needs, are viewed negatively by street workers. An exception to this general conclusion is the following view expressed by a respondent from Radom: "My observations show that not every kind of work undertaken by youth must result from their being used by their parents. If a child earns money doing some work, it may be a constructive way of spending time, and besides, it is better than stealing. I believe that, to some extent, it teaches responsibility. It certainly depends on the type of work and on the condition in which it is performed".

Still another dimension concerning the work of street children in Poland is represented in our surveys by 25 respondents describing a group of children and youth who look for the chance to earn even the smallest amount of money due to a difficult financial situation of their families. It can be justly claimed that they scrupulously work for every zloty and then give it to their parents. Street workers believe that such an attitude deserves praise and is a token of responsibility only when the work performed is legal (money earned in a fair way) and when it does not collide with school duty. Here are some of the respondents' opinions:

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[4] B. Łaciak, *Komercyjne przemiany współczesnego dzieciństwa*, in: *Nowe społeczne wymiary dzieciństwa*, B. Łaciak (ed.), Warszawa 2011, p. 86.

1) *More and more often children work during summer holidays in order to support their families.* (Radom).
2) *Thechildren who we work with undertake earning practices aimed at supporting their families. They do it out of their own initiative* (Ruda Śląska).
3) *Street children are often the only members of the family who work* (Warsaw).
4) *In cases of extreme poverty they feel the inner need to earn even a small amount of money for their family* (Rybnik).

In the classification of street children proposed by T. Kołodziejczyk[5], this group of children and youth is called children working in the street. Unlike other researchers, he believes that they earn money oftentimes in order to help their parents or to support their younger siblings. Such a viewpoint is in line with our research results.

The results of our research as to whether street children work out of coercion or free will appear to be clearly defined. The existence of coercion to work is an obvious conclusion. If coercion is determined by the parents' "obligatory" pressure and uncompromising compulsion exerted on their children to gain financial means for the support of the family, we talk about a compulsion to uncompromising obedience wherein any objection can bring about negative consequences. However, in the event when the "compulsion" to earn money results from the willingness to help the family financially, it should be perceived as free choice.

Types of work performed by street children

At the beginning of the analysis of street children's working practices we made an assumption that earning activities are a relatively constant element of their functioning in the street. This view was then confirmed by our respondents. Therefore we must specify the types of paid work undertaken by street children and youth. According to the respondents from Poland, these types include: begging, petty trade, services and scavenging.

Begging is one of the forms of paid work in Poland. According to J.Jachimczak, "political changes which took place in Poland in 1989 resulted in social and economic transformations which caused the stress of material stratification of the society. It brought about a decline in the level of social coherence and solidarity. In such conditions weaker individuals, who cannot adjust to a new situation, very often find it hard to cope. They lose their sense of stability and security. It is

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[5] See T. Kołodziejczyk, *Program Street Children – Children on the Streets w Polsce*, in: *Dzieci ulicy: problemy, profilaktyka, resocjalizacja*, G. Olszewska-Baka (ed.), Białystok 2000, p. 44.

for some of these people that begging may become a new way of life. Because of these transformations begging has become a more commonplace phenomenon and therefore a more visible one"[6].

The author did not classify begging groups in Poland, but it is an obvious fact that children are part of urban begging communities. It is confirmed by J.Koral who claims that more and more children collect alms in the street from passers-by or ask people to buy them some food. They do so voluntarily for themselves or their families, alternatively for someone else who gives them a tiny percent of what they collect. The author adds that the number of such children who stand on busy crossroads, often in severe weather conditions, risking their health and life, is not even approximately established[7].

According to 33 respondents from Poland begging is street children's choice. Street workers point to urban areas as typical begging zones. Here are some sample answers:

1) *They beg in front of supermarkets* (Białystok).
2) *They go to the registry office and queue to give wishes: there is always somebody who gives them money or vodka to make them go away* (Łódź).
3) *One of the begging areas is the square in front of the shopping mall: the children know that the number of people passing by is immense* (Poznań).
4) *Bus and railway stations are appropriate areas for street children who want to get money from passengers* (Warsaw).

The results concerning street children's begging practices in Poland that we have collected are not satisfactory in relation to the number of facts relating to this phenomenon. The mere description of the venues typical for begging children cannot lead to any substantial conclusions. Overall research has merely proven the existence of the problem of street children's begging practices in our country.

Fortunately, T. Sołtysik's research on the etiology and scale of street children's begging practices in several Polish cities come as a valuable source of information[8]. This time the respondents of the survey were made up of 50 children at the

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[6] J. Jachimczak, *Żebractwo dawniej i dziś*, in: *Księga pamiątkowa 150-letniej działalności Konferencji Stowarzyszenia św. Wincentego a' Paulo w Ostrowie Wielkopolskim*, J. Górny (ed.), Kraków 2005, p. 205.

[7] See J. Koral, *Żebractwo w Polsce jako zjawisko społeczne*, in: *Horyzonty kultury. Pomiędzy ciągłością a zmianą*, R. Wiśniewski, M. Szupejko (eds.), Warszawa 2012, p. 390.

[8] See T. Sołtysiak, *Mali żebracy (niektóre etiologiczne i objawowe aspekty oraz skutki zjawiska)*, in: *Zjawiska patologiczne wśród młodzieży i możliwości przeciwdziałań*, T. Sołtysiak, M. Kowalczyk-Jamnicka (eds.), Bydgoszcz 2007, p. 72–77.

age of 6–14. For some of them the beginnings of begging practices go back to their childhood when they were still unable to walk or talk well. They were forced by their parents and relatives to collect alms. At a later period, when they started begging themselves, they gave the following reasons for it: begging is a fast way of gaining money, they had a debt to repay, they were threatened by other children (forced to pay extortions at school), they were hungry or instigated to beg by their parents. At an older age, the motives for begging evolved and the collection of alms was dictated by more utilitarian needs, such as a purchase of a computer, new bicycle, watch or brand clothes, as well as alcohol, drugs for their own use or gaining respect among their peer group.

It is also worth using the results concerning street children, including their begging practices, which were collected by a team of Kraków sociologists: K. Frysztacki, M. Nóżka and M. Smagacz-Poziemska. Among several quoted statements, the most noteworthy is the one of a policeman who is trying to define street children's earning practices by listing its various forms: "Begging could be anything: selling postcards, helping another child; sometimes they make up stories, such as that they need to collect money for a school trip, etc, washing a car, looking for a vacant parking lot. We treat all of this as begging and because these children make large amounts of money which they have at their disposal, they become independent and they in fact support their parents or their whole families."[9]

Moreover, the respondent stresses the fact that for children who earn money in the street in various ways, the city is a school of life and a place where they get an education <learn their profession> on their way to independence. Basing on this statement we must show the negative consequences of begging: being deprived of childhood and youth and having easy access to money, which generates the future unemployed adults and regular clients of social assistance centers.

According to 26 street workers, another form of paid work undertaken by street children in Poland is petty commerce. The respondents listed the objects sold by the groups of children and youth they work with. Here are some representative answers:

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[9] K. Frysztacki, M. Nóżka, M. Smagacz-Poziemska, *Dzieci ulicy. Studium szczególnego problemu miejskiego*, Kraków 2011, p. 153. M. Nóżka, M. Smagacz-Poziemska, *Dzieci ulicy – zarys problemu*, in: *Rewitalizacja społeczna, współpraca międzysektorowa, streetworking. Refleksje wokół realizacji pilotażowego Programu Rewitalizacji Społecznej „Pod parasolem Kazimierza"*, J. Kowalczyk (ed.), Kraków 2012, p. 99.

1) *They trade <organized> goods, such as mobile phones or petty electronic equipment* (Warsaw).
2) *They sell scrap metal* (Gdańsk).
3) *Some children sell flowers in pedestrian areas, other ones sell car parts on bazaars, teenagers sell illegal cigarettes, alcohol or drugs* (Radom).
4) *Around Christmas they sell seasonal cards in restaurants* (Kraków).
5) *On Palm Sunday primary school children sell catkins* (Łódź).
6) *Most often children sell various objects, for example flowers, illegal cigarettes* (Gliwice).
7) *You can see street children who sell stolen goods on markets* (Słupsk).

When interpreting the phenomenon of trade in street children's paid work activities in Poland, one must clearly say that the literature on the subject contains marginal research. Again we refer to the findings collected by B.Łaciak[10]: in her reflections on the commercial transformations of the childhood of today the author adds that petty commerce undertaken by street children, e.g. selling mushrooms or blueberries along the roads, is a form of their exploitation by adults. She also adds that people who profit from their work frequently don't pay them their due share of the profit gained.

The results of our research also oscillate around paid services performed by street children in Poland. Such opinions were expressed by 73 respondents. It turned out that street children and youth undertake various activities. The service which scored the top mark was cleaning the windows of cars waiting for the green light. These children are referred to as the so-called <washers>. According to Polish law such earning practices are illegal. It's worth adding that it is the most dangerous type of earning which endangers children with accidents, sometimes fatal, as well as verbal abuse from drivers and passengers. Child "washers" must be agile and dexterous so that they can complete their job before the light turns green. Street workers observe that this service is very profitable: up to 300 zloty per day. Opinions on this topic were expressed by respondents from such cities as Białystok, Częstochowa, Kielce, Łódź, Poznań, Radom, Warszawa and Gliwice.

An earning activity which is quite popular among street children in Poland is distributing leaflets. It is easily accessible on the Internet and in the peer group and consists in distributing leaflets in the street or inserting them into post boxes in blocks of flats. This kind of paid job is most popular among street children in Krakow, Warsaw and Jaworzno-Szczakowa.

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[10] B. Łaciak, *Komercyjne…*, op. cit., p. 87.

Another type of activity which brings financial profit is returning trolleys to their stands from supermarket car parks. Here are some representative survey answers:

1) *They earn money returning trolleys in supermarkets* (Łódź).
2) *They take care of the used trolleys in exchange for petty cash* (Ruda Śląska).
3) *They use various tactics to get money or food: they block coin slots in trolleys in front of supermarkets and then collect the coins* (Jaworzno-Szczakowa)
4) *In front of shopping malls there are children and teenagers who look for clients willing to give them petty cash for bringing back used shopping trolleys* (Kraków).

A similar range of activities is performed by street children watching over cars in unguarded car parks in front of city councils or around housing estates. Some children also work at the times when employees arrive at and depart from their work place: the children direct the cars according to a specific order and make sure the vehicles do not impede efficient traffic. According to respondents, such a service is performed by street children in Łódź, Krakow, Poznań, Radom and Częstochowa.

Our list of services performed by street children in Poland is growing thanks to the data supplied by other respondents. A respondent from Łódź mentions cases of children cleaning graves around All Saints' Day or assisting an elderly neighbor in cleaning her flat. A respondent from Bytom reports cases when street children transported their neighbors' furniture in exchange for small amounts of money, while a pedagogue from Krakow gives an example of street children helping a street merchant to lay out his goods. A street worker from Warsaw knows teenagers who occasionally arrange products in supermarkets and a pedagogue from Chełm reports cases of young people participating in building works, e.g. helping builders in the finishing works.

17 respondents from Poland described street children undertaking paid work in the form of scavenging. It is not to be confused with syllogomania (pathological gathering). Street children and youth scavenge on rubbish dumps and landfills or other urban and suburban areas, looking for such products which can be sold in special buying stations. One of such products is scrap metal. Such observations were made by respondents from Gdańsk, Łódź, Poznań, Radom, Ruda Śląska, Bytom, Rybnik, Warsaw and Góra Kalwarii.

For the last ten years, since Polish people started caring for the environment through recycling, street children have been segregating rubbish in city skips and

bringing it to collection points, e.g. paper, aluminum beer cans or glass receptacles. Such observations were made in Mrągów, Konin, Poznań and Częstochowa.

According to the model of work performed by street children, which in our research includes begging, petty commerce, services and scavenging, it must be concluded that earning activity is not a marginal phenomenon among these groups. Empirical findings indicate that it is a problem universally present in the groups observed by the street workers who answered our survey.

Guidelines for social assistance concerning street children's paid work

It is an undisputable fact that street children's paid work can be defined as an activity which should not take place at this stage of their life. Even though the scale of this phenomenon in Poland is marginal when compared with other countries, it remains a challenge for social assistance. Therefore here are some guidelines we would like to present.

We propose the following initiatives: firstly, a systematic and cyclical monitoring of street children paid work practices in the form of research carried out by street workers among the groups they work with. Secondly, drafting a comprehensive report on street children's paid work in Poland, which will diagnose the problem when it comes to such indicators as e.g. the frequency of work, place and form of earning, its influence on individuals, on their relationships within the family, on their school duty, etc. Thirdly, engaging local communities in aiding working children. Fourthly, paying periodical visits to the families of working children and teenagers and offering them financial assistance. Fifthly, providing children with an education concerning their security in the work places, e.g. in the case of begging; and protecting them from possible dangers coming from third parties.

The above guidelines certainly do not exhaust the vast issue of the support that social assistance should provide for working street children in Poland as well as their families. They can however be used as a signpost for intervention and preventive activities.

Barbara Adamczyk

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Social work with a family in the light of the formation of the emotional bond between the child and parents

Abstract: This article discusses the formation of the emotional bonds between mother and child as well as between different people. These bonds are created with other people throughout their lives, and they are the basis for the proper emotional and social functioning. It is this relationship's basis, which we experienced with our mother as a child. The social worker must educate young mothers and the entire family in order to shape a correct relationship with the child. The author of the article refers to the Bowlby's theory, she discusses the characteristics of regular emotional bond, the phases of its formation, and at the end, the author places the observation sheet of the formation of the emotional bond in a therapeutic process in the case of children at early-school age intended to be used by the therapist and the observation sheet of the formation of the emotional bond in a therapeutic process in the case of children at early-school age intended to be used by parents.

Keywords: emotional bond, attachment, the therapy of the emotional bond of a child, a sense of safety, the phases of the development of attachment in accordance with the opinion of Bowlby, a social worker, social work in the family, the observation sheet of the formation of the emotional bond in a therapeutic process

Social work with the family affects numerous aspects of it. Frequently, a worker assists in the provision of care not only for elderly individuals, but they also support parents in the establishing and forming of bonds with a young child, in particular, in the case of mothers who themselves experienced a disorderly bond

with their parents in the course of their childhood. Therefore, not only does social help consist in providing a tangible support, but also in solving of the various problems of life. That is true for different families, and, in particular, these in which the parents suffer, or in which one of them does, from a mental illness, or that parent's (those parents) level of an intellectual development is lower than the average one. Most frequently, those families are the dysfunctional ones. The families in question infrequently take advantage of the assistance of a psychologist and of regular psychotherapy the objective of which is solving problems. In many cases, that role becomes the responsibility of a social worker. Problems are accumulated after the birth of children, whereas a social worker provides support for that family, serving as a source of instruction, or advice, in the scope of the provision of care for a young child. In the scope of the psychomotor development of a child, apart from standard care in the form of feeding and maintaining hygiene, it is important to establish the emotional bond and to form the attachment between the child and the caregiver. In accordance with the opinion of J. Bowlby[1], attachment is a deep emotional bond formed since the first moments of life between the child and the mother based upon biological mechanism and instinct. In turn, H. Schaffer[2] defines attachment as a long-time connection between the child and the particular individual. The major features of that bond are as follows:

1) Selectivity, which means the distinguishing of a particular individual in the manner and in the scope not occurring in the case of another individual;
2) Seeking a physical propinquity;
3) Comfort and a sense of safety resulting from attaining propinquity;
4) Separation anxiety, manifesting itself in the case of the breaking of the bond and making it impossible to attain propinquity;

In certain families, a social worker has to make parents aware of the importance of that problem, and observe the contacts of the mother and the father with the child, and also to assist in establishing intimate relationships between the parent and the child. The formation of an attachment, and the quality of that, in the first year of life is an important factor supporting or disturbing the correct development of the personality, and the adaptation of the child. A social worker

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[1] M. Czub, *Znaczenie wczesnych więzi dla rozwoju emocjonalnego dziecka*, „Forum Oświatowe" 2003, 2/29.

[2] L. Sadowska, M. Mysłek, A. Gruna-Ożarowska, *Dynamizm rozwoju dziecka w świetle plastyczności ośrodkowego układu nerwowego*, in: *Neurofizjologiczne metody usprawniania dzieci z zaburzeniami rozwoju*, L. Sadowska (ed.), Wrocław 2006.

should, therefore, assist the parents in the formation of an appropriate bond between them and the child, make the former aware of the significance of presence at home, an intimate contact, hugging and stroking the infant. That problem is important; therefore, it is worth devoting some attention to.

And so, the American, German and British research indicates a major influence exerted by the formation of an attachment to the caregiver upon the self-esteem, the mechanism of the maintaining of an emotional balance, attitude to other individuals, empathy, dependence upon adult individuals and a cognitive development[3].

The more recent sources report that the formation of the propinquity between the mother and the child, and reacting to each and every need of the child, crying or calling, and, *ipso facto*, forming a sense of safety, is a foundation of a correct emotional and social development. Neurobiologists go even further and express the opinion that love shapes the brain. In the ambience of love and propinquity between the mother and the child, a larger number of connections are created in the brain, which becomes more plastic, which, in the future, will bring forth the ample fruit of a greater intellectual potential, the enhanced sense of safety and willingness to make attempts to deal with difficult problems which are the part and parcel of our lives[4].

One of the first significant studies devoted to attachment was that which was conducted by J. Bowlby. It was that researcher as well that described the phases of attachment, and formulated the theory upon the basis of which many views concerning that issue have been formulated. He defined attachment as an instinctive and based upon biological mechanisms deep emotional bond which is formed between the child and the caregiver since the first days of life. The formation of the attachment or the emotional bond results, therefore, from the innate mechanisms of a human nature, and that formation takes place throughout the first three years of life. An attachment behavior develops, in accordance with the opinion of Bowlby, in four phases[5].

– **the first phase** lasts since the birth until between 8th and 12th week of life. Immediately after the birth, the infant sends in the direction of their environment signals which are to evoke an attachment behavior towards the

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[3] M. Czub, *Znaczenie*…., op. cit.

[4] S. Gerhardt, *Znaczenie miłości. Jak uczucia wpływają na rozwój mózgu*, Kraków 2010; C. Grzywniak, *Dojrzałość neuropsychologiczna do szkolnego uczenia się dzieci sześcio- i siedmioletnich*. Kraków 2013.

[5] M. Czub, *Znaczenie*…, op. cit., p. 36–37.

infant, and all the needs of the child are to be satisfied by the caregiver. In that period, the first patterns and relationships between the caregiver and the child, and a kind of caring behaviors, are formed.

– **the second phase** lasts since 3rd until 6th month of life. The infant starts to take over ever greater part of control over relationships with the caregiver. A preference for receiving care in a determined manner is formed. The child starts to differentiate between their favorite caregiver and the other ones, and direct an attachment behavior in their direction. That is the period in which the foundations of different attachment strategies, which means the establishing of relationships with other people, are formed. That, in turn, exerts influence upon a further social and emotional functioning.

– **the third phase** is commenced since 7th, and it lasts until 30th month of life. In that phase, the child consolidates their attachment to the caregiver and actively maintains propinquity with them by means of the development of motor and communication skills. The child shows joy when the caregiver is nearby, or sadness and anxiety when the caregiver is departing. The child follows their caregiver and treats them as a safe haven. In the case of separation, separation anxiety appears.

– **the fourth phase** – the final one, commencing in mid-3th year of life, and relevant to the formation of partner relationships between the child and the caregiver. The child slowly starts to gain insight into the feelings and motives of their caregiver, which makes it possible for the child to develop more complex reactions. Attachment behaviors undergo developmental changes, and the child starts to be capable of functioning coherently in the presence of other people.

In his further treatises, Bowlby claimed that attachment behaviors, and, therefore, the formation of the emotional bond, accompany a human being throughout their entire life, and that they are the foundation of a correct emotional and social functioning. He described them as 'each and every form of behavior the effect of which is attaining or maintaining by a given individual propinquity in relation to another individual distinguished and preferred'[6]. In the further periods of their life, the child is more and more independent of the mother, and attachment behaviors start to be manifested in relation to their peers, and, yet later on, to teachers. Peers manifest mutual positive emotions towards each other, and the emotional bond, different in terms of quality from the bond with the mother,

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[6] M. Czub, *Znaczenie…*, op. cit., p. 33, 11.

starts to be forming between them. If the emotional bond is not fully formed be-
tween the child and the caregiver, that fact makes it impossible to satisfy the need
for affective affinity, and becomes the cause of serious emotional disturbances.
That, in turn, causes an incorrect functioning in society. The cause of the estab-
lishing of a weak emotional bond is an excessively infrequent contact between
the mother and the child, which means, that so-called missing mother syndrome
occurs, or that the contact in question is an incorrect one. Frequently, that prob-
lem is found to occur in the case of mothers suffering from depression, or other
mental illnesses, and also such whose level of intelligence is lower than average.

Emotional bond which is formed between human beings originates from the
innate mechanisms of trust. That means that a human being has an innate need
for a bond. Those innate mechanisms make it possible for the bond between the
mother and the child since the moment of birth to be formed. That bond is the
strongest one, and it makes it possible for the child to survive the period in which
the child needs constant care. That bond is a original one, and upon the basis of it
as of a matrix, the child is capable of the forming of bonds with other individuals.
As it is formulated by Elżbieta Greszta[7], the repertoire of behaviors initiating and
maintaining the emotional bond in the case of adult individuals is a modified and
enriched continuation of the child's behaviors. That deep emotional bond be-
tween the mother and the child results from an extended period of providing care
for the offspring. Attachment behaviors determine the survival of a child and
form an intimate relationship. Further one, we will come across those elements,
and certain transformed forms of that bond, in other personal relationships, for
example, as a gesture of hugging, comforting, calming down, stroking, shaking
hands, physical contact together with a visual and verbal one, tangible and in-
tangible tokens of fondness, ,and also the physical expression of feelings. That
fact is confirmed by various scientific studies which indicate that in an intimate
emotional bond there occurs the exchange of information and thoughts, that mu-
tual help and support, both verbal and non-verbal, are provided, that feelings are
revealed [8][9]. It could be claimed that the original bond between the mother and
the child is a matrix, in accordance with which the further bonds are formed. In
accordance with the opinion of R. Zazzo[9], emotional bonds fulfill a fundamental
role in the social relationships of an individual, make it possible for individu-
als to join themselves forming couples, and also groups having similar interests

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[7] E. Greszta, *Więź emocjonalna i sposoby jej badania*, „Psychologia Wychowawcza", issue 1 (2000).

[8] W. Kozłowski, *Jak mierzyć miłość?,* „Przegląd Psychologiczny", issue 2 (1998).

[9] R. Zazzo, *Przywiązanie. Ujęcie interdyscyplinarne*, Warszawa 1978.

and dispositions, whereas E. Greszta[10] says that '… the behaviors specific for the emotional bond – depending upon the situation – fulfill initiating, strengthening or maintaining function, or, alternatively, the expansive one. That same behavior may have different functions, for example, a conversation may initiate a bond, or it may also be the expression of it. That experience to the one with which therapists are acquainted'. An acclaimed psychiatrist, A. Kępiński[11], draws attention to that fact as well. In the situation in which another individual starts to speak about their experiences, joys and problems, the establishing of an intimate contact occurs. Revealing oneself has a function strengthening the bond. A major feature of that is a mutual emotional acceptance. The individuals who have established a bond feel that bond, and feel that they accepted and understood.

In life, bonds are established with various people with whom a child, or an adult individual, has been in contact for an extended period of time, whereas a social worker who has been visiting a family, sometimes for several years, establishes a bond as well. That bond may be close and cordial, providing an emotional support. Throughout their life, a child establishes various bonds, for example, with a caregiver in crèche, further on, with a teacher in nursery school or school, and also, if such a need has arisen, with a therapist. In terms of quality, a bond of the child and a teacher or a therapist is different. The emotional bond between the child and the therapist has a special function. It consists in the provision of support for a child, in the opening and showing the new possibilities of development, encouraging and increasing self-confidence, and also in teaching the child an appropriate behavior. By means of systematic meetings with the child, a therapist exerts influence not only with the use of a therapeutic method or specific techniques, but upon personality as well. That aspect of therapy is a very important one, and sometimes it even becomes the most important of all. S. Krotochwil, an acclaimed Czech psychotherapist, is of the opinion that in every single therapeutic process, a therapist exerts influence with the use of their own personality, and also uses psychological measures. Among those, he included: word, facial expressions, refraining from speaking, an emotional bond and learning[12]. By means of the formation of a nice atmosphere, acceptance and understanding, an emotional

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[10] E. Greszta, *Więź…*, op.cit., p. 59.

[11] A. Kępiński, *Psychopatologia nerwic*, Warszawa 1972; A. Kępiński, *Poznanie chorego*, Warszawa 1978.

[12] A. Kokoszka, *Wprowadzenie do psychoterapii*, Kraków 1993; R. Kotlarz, *Rola uczuć w kształtowaniu osobwości dziecka*, „Z doświadczeń pedagoga", issue 3–4/2000; M. Eibl-Eibesfeldt, *Miłość i nienawiść*, Warszawa 1987.

bond is formed. It may be said that a correctly conducted pedagogical or psychological therapy releases the emotional bond which supports a child. It makes one more courageous and forms a sense of safety.

It is also what happens in a therapeutic process with the application of exercises supporting the psychomotor development of children at early-school, and school, age experiencing emotional difficulties and learning difficulties when the objective of the therapy is emotional development, and also the development of perceptive-motor functions participating in learning. Most frequently, a therapist plans the therapy for an extended period of time, no shorter than 10 months, assuming that one sessions per week will be held. In the course of the meetings, a therapist creates a pleasant, peaceful atmosphere, and accepts the child as it is. The therapist refrains from judging, supports and provides support, stimulating the child to complete homework assignments and to work systematically. The entire conversation in the course of the meeting is adjusted to the mental abilities of the child, and to its ability to gain insight into their own emotional problems. The therapist talks to the child about school, colleagues (male and/or female ones), about the child's interests and other important issues. The child does their best, and the therapist accepts that fact, and also motivates the child to complete the tasks better and better. The result of the correctly-conducted therapy is gaining of a better emotional balance, improvement in the process of learning, and also in the general functioning of the child. In the course of an extended period of conducting the therapy, the emotional bond between the child and the therapist who supports the child, provides a sense of safety and shows various paths of development, is established.

The results of a pedagogical therapy may be investigated with the use of various pedagogical tests, whereas it is more difficult to investigate the psychological result of it. And is it possible to investigate the existence of the emotional bond between the therapist and the child, and the influence exerted by it upon the process of learning and the mental development of the child? The analysis of the literature gives rise to the answer that such a bond exerts a positive influence upon achieving appropriate therapeutic effects. The authoress of this treatise proposes two observation sheets of the formation of the emotional bond in a therapeutic process in the case of children at early-school age intended to be used by the therapist, and also for parents. Those sheets may be used after some time has been spent attending the therapeutic sessions, the number of which may not be smaller than approximately 6 meetings. Those will help in diagnosing, whether in the process of therapy the emotional bond has been formed. Obtaining certain

number of positive answers to the questions which have been set suggests that such a bond has been formed, and that it is helpful in the achievement of an appropriate therapeutic effect.

Observation sheet of the formation of the emotional bond in a therapeutic process in the case of children at early-school age intended to be used by the therapist[13]
1) Does the child maintain a visual contact in the course of the therapy?
2) Is the child serene in the course of the therapy?
3) Does it come across as a peaceful, free of stress and internal strains?
4) Does it arrive for therapy with ease and content?
5) Does it answer questions without inhibitions and in full sentences?
6) Does the child willingly undertake performing exercises set by the therapist?
7) Does the child say anything spontaneously to the therapist, for example, does it talk about the events in their life, about school?
8) Does it have a spontaneous approach to the therapist?
9) Does the child try to stay near the therapist in the course of the therapy?
10) Does it boast of anything, or does it try to gain recognition, and also to become noticed?
11) Does the child have favorite exercises, and it the child willing to perform them?
12) Has the child ever given the therapist anything which was made by the child themselves, for example a drawing, a cut-out, or some other manual works?

Observation sheet of the formation of the emotional bond in a therapeutic process in the case of children at early-school age intended to be used by parents[14]
1) Does the child attend the therapy willingly?
2) Does the child express verbally positive opinions about the therapy?
3) Does the child express verbally positive opinions about the therapist?
4) Is the child content when leaving the ward after the session?

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[13] C. Grzywniak, *Rola pracownika socjalnego w uświadamianiu ważności przywiązania w rozwoju dziecka*, Kraków 2012.
[14] Ibidem.

5) Does the child sometimes draw anything for the therapist, or makes small gifts for them?
6) Is the child serene in the course of travelling for the therapy, for example, does it hums or jumps?
7) Is the child in good mood while returning?
8) Is the child capable of concentrating upon a task for an extended period of time?
9) Has motivation for learning increased in the case of the child?
10) Can the child cope better with the problem because of which the therapy was commenced?
11) Is the child more serene and autonomous in their actions?
12) Is it possible to notice positive changes in the process of learning, for example, that the child has started to write more neatly, read more fluently, or has become better at understanding read texts?
13) Has anything changed in contacts with female and male colleagues?

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Technologies of speech therapists training to work with children with disabilities

Abstract: The article raises important issue, which is work of speech therapists with children with different disabilities. The author discusses several problems, connected to the matter of environment, that should be created for the children with special needs which, like every normal child must complete their way of education. What is more, the article talks about several technologies, used by nowadays speech therapists. Depending on the kind of child's disability, Russian universities prepared several educational courses, which are the answer for social and environmental needs on this problem.

Keywords: therapy, children with disabilities, speech therapist

"States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system" – sounds Rule 6 of the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities.

Education of children with special needs is one of the fundamental objectives for any country. This is a prerequisite for creating a truly inclusive society where everyone can have the feeling of belonging and relevance. Adults must grant every child, regardless of his/her needs, the opportunity to fully realize his/her potential.

Inclusive approach involves understanding different educational needs of children and service rendering in accordance with these requirements through deeper participation in the educational process, attracting public and eliminating discrimination in education.

When the environment for children with special needs was being created within the existing system, without changing the system itself, originated the concept of inclusive education, instead of the concept of integration! The main goal of the concept of inclusive education is to restructure the kindergartens and schools to meet the needs of all children.

Inclusion is the process of developing education in schools and educational institutions available for all. It is the development of learning system with clear and achievable goals for every child. It is the practice of removing all kinds of barriers for maximum support and self-realization of every child. On the one hand, inclusion is the process where differences and diversity are valued, and on the other hand, it is the process of creating the conditions for beneficial communication and mutual friendship between people.

Currently three approaches to teaching children with special educational needs are parallely implementedin Russia :

- Differentiated education in special (correctional) institutions I–VIII types for children with speech, hearing, vision, musculoskeletal, intellect disabilities, with mental retardation;
- Integrated education of children in special classes (groups) in comprehensive school;
- Inclusive education where children with special educational needs are taught in the class (group) together with healthychildren.

The key factors for the development of inclusion are the following:

- Elaboration of state policy and creating legal basis for the development of inclusive education;
- Professional retraining of teachers, creating resource centers to support inclusive education utilizing the experience of special education;
- Making all participants in the educational community ready – forming positive public opinion and tolerant attitude;
- Elaboration of educational support technologies;
- Involvement of public organizations, parents groups, experts in special education and other people concerned in the process of development of inclusive educational institutions.

Staff training for the system of inclusive education is one of the conditions for the realization of inclusion itself. Currently this issue is the less resolved, both organizationally and methodically .

Within the framework of psycho-pedagogical and special (defectological) profile of the third generation of Federal state educational standard of higher professional education programs aimed at bachelors and masters, training programs for teachers, managers and professionals of inclusive educational institutions have been developed.

Formation of the competence approach with the students mastering diagnostic and correctional-pedagogical technologies organizing work with persons with limited development opportunities will be effective given that :

- Updating theoretical knowledge is justified by using interdisciplinaryconnections when working out lectures on the basic issues of speech therapy;
- Video training simulators enabling to form the basic diagnostic skills of analysis of complex combined speech disorders are developed and put to use when training future speech therapists;
- Learning workshops to enable the development of correctional – pedagogical competence are introduced.

The department of special (defectological) education of Moscow Institute of Social Science and Liberal Arts in order to solve the problem of students - speech therapists theoretical knowledge update has elaborated work programs providing interdisciplinary connections in accordance with the bachelors curriculum. Therefore such humanitarian courses as "Fundamentals of defectologist speechstandard", "Standard of speech", "Oratory", "Special institutions management" and such mathematics disciplines as "Information technologies in special education" and "Audiovisual training technologies in special education", are the basic disciplines for professional cycle.

The basic part of the professional cycle includes general and special pedagogy and psychology, seven disciplines of medicobiological fundamentals of Defectology, two disciplines of philological fundamentals of Defectology, psycho-pedagogical diagnostics of the persons with limited development opportunities and key methodical aspects of training in special educational institutions. Twenty disciplines of the variable part, 5 of which relate directly to the persons with limited development opportunities are based on these disciplines ("Speech therapist" profile).

Profile electives include 18 courses that result from the variable part of the disciplines, complement and specify them in accordance with the requirements

of time . They dwell on the problems of upbringing and education of people of all ages, from an early age ("New organizational forms of care for infants and young children at risk", "Correctional and pedagogical work with early aged children with musculoskeletal disorders"), through pre-school ("Logopedic work with children with early infantile autism", "System of correctional and pedagogical work with children suffering from cerebral palsy"), to adolescents and adults («Logopedic rhythmics with stuttering adolescents and adults ","Kinesitherapy when restoring speech of adults with aphasia ").

Some elective courses are directly related to the differential diagnostics: "The differential diagnostics of primary speech disorders from alike conditions", "Complex medical, psychological and pedagogical approach setting in the diagnostics and correction of speech disorders ".

Several disciplines such as "Speech therapy massage technology applications for various speech disorders", "Art pedagogy and art therapy when dealing with children with speech disorders", "The initial stages of speech therapy in case of motor alalia" form the competences required for the development of training programs for the persons with limited development opportunities.

Professors of the department of Special Defectological Education of Moscow Institute of Social Science and Liberal Arts elaborated disciplines of elective courses, preventing the occurrence of abnormalities and deviations in the development of people of different ages. These disciplines include one of the most essential subjects for future speech therapists "Prevention of voice disorders with persons of speech professions". "The initial stages of speech therapy in case of motor alalia" discipline makes teachers aware of the formation of speech of non-speaking children. All these methods of speech therapy will be the same effective in the development of speech of infants without any abnormalities and deviations.

Teachers combining work at the university with practical work in the modern school under the system of inclusive education worked out a program of mastering the disciplines in accordance with Federal state educational standard. Elective courses "Teaching reading of 1st form pupils with speech disorders under Federal state educational standard implementation" and "Literacy classes for 1st form pupils with speech disorders under Federal state educational standard implementation" contain a comparative analysis of methods of teaching children reading and literacy, which are being currently utilized, and non-standard methods of teaching reading.

Each work program of any profile discipline contains: the purpose and objectives of the discipline; the place of the discipline in the structure of the Main Educational Program; requirements for the results of mastering the discipline; the volume of the discipline and kinds of studying activities; the content of the discipline (content of sections and topics); interdisciplinary connections with previous providing disciplines and connections with subsequent disciplines; the subjects of tests and term projects (papers); teaching, methodological and informational support (basic and supplementary literature, data bases, reference and search engines); material support and methodological guidelines for the organization of the discipline mastering .

Development and putting into practice video training simulators allowing to form the basic diagnostic analysis skills of complex combined speech disorders is one of the most significant priorities of our department. Teachers have developed these video training simulators for the core disciplines of «Speech Therapy» profile. These are videos containing diagnostic researches of speech activity of persons of all ages conducted by professional speech therapists in different types of institutions.

Studying the discipline of "Dysarthria" students master the technology of differential diagnostics of complex forms of dyslalia and implicit dysarthria. Studying "Phonetico-phonematic disorders. General underdevelopment of speech" presupposes developing among students skills of differentiating these speech disorders. Video presented in this discipline contains more than 20 pieces of children's speech survey by Professor's Yashina V.I. express diagnostics method. According to this procedure all the components of the speech of pre-school children are examined in the short period of time (up to 20 minutes). Each component of speech is represented by three indicative tasks. Comparing the children's responses to these questions, the students master major, basic skill - the ability to distinguish children with Phonetico-phonematic speech disorders and general underdevelopment of speech.

Studying the discipline of "Aphasia" students are required to study speech survey protocols of patients with post-stroke speech or traumatic aphasia. The protocols are provided with the test that assesses speaking, reading, writing, netting operations, gnosis and praxis of patients with aphasia. Analyzing the protocols of surveys students form the skill of differential diagnostics of various forms of aphasia, both local and complex mixed forms. Studying "Dysgraphia" discipline students are dealing with scripts of pupils with writing disorders, they learn to distinguish dysgraphic and dysorthographic mistakes, forms and extent

of dysgraphia, learn techniques to develop individual learning approach for every form of dysgraphia.

Workshops for the disciplines of the variable part are conducted in different types of institutions. Students get acquainted with the work of speech therapists in kindergartens and schools, centers of development and support for children with limited development opportunities, in logopedic rooms of children's clinics.

The main objectives of these workshops are as follows:

- Creating conditions for structuring the theoretical knowledge acquired when studying the courses of "Speech Therapy", "Methods of the Russian language", "Psycho-pedagogical diagnostics", "Psycholinguistics", "Logopsychology" and others;
- Organizing practical training activities for students aimed at mastering the organizational, methodological and technological components of training;
- Forming reflective activity of future professionals targeted at analyzing the factors of pedagogical process and the results of solving the educational problems;
- Promoting students' mastery in gnostic actions of analysis, assessment, control and correction when elaborating and giving individual and frontal speech therapy sessions;
- Ensuring the conditions for learning, training and upbringing of children with speech disorders as well as for diagnostics, correction and compensation of defects in speech development;
- Engaging students in all activities organized by teacher-speech therapist;
- Engaging students in an integrated work in special educational institutions;
- Providing students awareness of the specific functions of speech therapists for groups and classes of children with phonetico-phonematic disorders, general underdevelopment of speech, stuttering, dyslexia and dysgraphia.

Teaching practice is carried out in the IV and VI semesters and lasts for 12 weeks, the duration of practice in special institutions – 18 credit units. Practical training is held in the VIII semester lasting from 6 to 7 weeks, 10 credit units. During the practical training students independently study speech activity of children of different age, analyze data, summarize the results of their studies in the final qualifying paper.

Elaboration and presentation of the term projects are scheduled for VII and VIII semesters, topics for term projects are varied, meet the requirements of

modern special pedagogy, rather relevant and justified by the concept of inclusive education.

To better understand the problems of integration and creating a positive future attitude of special education teachers (speech therapist) to children with development disabilities under integrative education teachers of the Department of special defectological education of Moscow Institute of Social Science and Liberal Artsattended the open house in comprehensive school № 518, where children with cerebral palsy are taught together with their peers and in school № 587 , where children with deviant behavior are included in the environment.

Teachers of the Department of special defectological education of Moscow Institute of Social Science and Liberal Arts held scientific - practical seminars in Zelenograd, Nefteyugansk and Kazan branches on "Experience of integration in the educational institutions of Moscow". We got students acquainted with the model of psycho-pedagogical support of young children with development problems under Zelenograd Center of Gaming Support and also with the work of professionals in State educational institution № 2022 TSAO Moscow where children with complex development disabilities are taught. Furthermore, students learnt about activities of public non-profit organization "Perspective".

Having conducted a questionnaire, we found out that many of students have a clue to what is inclusive education, but only a small proportion would like to work in the conditions of inclusive education.

Modern technologies of future speech therapists training to work with children with a variety of speech disorders, sometimes complex and combined, are to use the experience and achievements of foreign special pedagogy, traditions and innovations of domestic school of special education, the legal framework of organizing and managing special education.

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Work with child
with Fetal Alcohol Spectrum Disorder

Abstract: Fetal Alcohol Syndrome issues are present in Polish literature since the late 90s. These problems are dealt by psychologists, pedagogues and physicians. In their studies they focus on various questions related to FASD. One of the key issues is organization of care and educational work and education in variety of environments, from the family home to the school and workplace. In this article we present the basic principles of the organizing family environment of children with FASD.

Keywords: fetal alcohol syndrome, principles in working with child,FAS diagnosis, functioning disorders of children with FASD

"Fetal alcohol syndrome (FAS), first described in the published medical literature in 1968, refers to a constellation of physical abnormalities, most obvious in the features of the face and in the reduced size of the newborn, and problems of behavior and cognition, in children born to mothers who drank heavily during pregnancy. These latter features lead to the most concern. The costs of FAS and related conditions can be quite high – for the individual, for the family, and for society. Rates of FAS in several of the most complete studies are similar – on the order of 0.5 to 3 cases per 1,000 births. Assuming an annual birth cohort of approximately 4 million, this translates into 2 to 12 thousand FAS births per year in this country. These incidence figures are offered not as established facts but

to emphasize the magnitude of a problem that has serious implications – for the individual and for society"[1].

"FAS refers to a constellation of physical, cognitive, and behavioral traits that result from maternal consumption of alcohol during pregnancy, and is a diagnosis implying exhibit growth deficiencies, CNS deficits, and abnormal facial features. It is the leading known cause of mental retardation in the Western world, and it is preventable. The incidence of FAS in the general population is estimated to be 3.3 cases per 10,000 live births. The estimate of FAS frequency among women who are alcohol dependent is 29 per 1,000 live births. There are different incidences (per 10,000 births) of FAS for various ethnic groups: Asians, 0.3; Hispanics, 0.8; Whites, 0.9; Blacks, 6.0; and Native Americans, 29.9. The rate of FAS is considered to be underestimated because of the difficulty in making the diagnosis, and the reluctance of health care professionals to label mothers and their children. Many children with FAS are placed in foster care or in adoptive homes. In a study with 61 adolescents and adults with FAS, almost one-third had never lived with their biological mothers, only 9% lived with both of their biological parents, a mere 3% were still living with their biological mothers, and 69% of the biologic mothers were dead of alcohol-related illnesses or causes"[2].

Currently, diagnosis of FASD covers five diagnostic categories used to describe children exposed to alcohol prenatally[3] :

1. FAS with a confirmed history of maternal alcohol intake.
2. FAS with phenotypic features but no confirmed history of maternal alcohol intake.
3. Partial FAS. Confirmed maternal alcohol intake, and some facial anomalies and, in addition, one of the following: CNS abnormalities, growth retardation, or behavioral or cognitive disabilities.
4. Alcohol-related birth defects (ARBD) indicating adverse birth outcomes related to prenatal alcohol exposure.
5. Alcohol-related neurodevelopmental disorders (ARND) indicating CNS abnormalities related to prenatal alcohol exposure. Unlike FAS, ARND is not associated with facial or physical anomalies, and in the past was thought of as a mild form of FAS. Unfortunately, recent research suggests

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[1] K. Stratton, C. Howe, & F. Battaglia, *Fetal alcohol syndrome: Diagnosis, epidemiology, prevention, and treatment*, Washington 1996.

[2] J. Gardner, *Living with a Child with Fetal Alcohol Syndrome*, "American Journal of Maternal Child Nursing", 9/10/2000,volume 25, issue 5 s. 225.

[3] K. Stratton, C. Howe, & F. Battaglia, *Fetal alcohol syndrome*…op. cit.

that cognitive impairment in ARND may be as devastating as full-fledged FAS[4].

Using the concept of FASD we define all the possible consequences of prenatal exposure to alcohol. This differences include the degree of after-alcohol disorders of the fetus, from the full-symptom FAS to ARND. Because of this diversity, working with a child with FASD should consider all possible manifestations of disorders and their effects on functioning of the child at different levels: physical, mental, social. Therefore it will be reasonable to ask about how we perceive a child with FASD, which elements we pay attention to?

Researchers have documented brain structure and function abnormalities among children with FAS. Children diagnosed with FAS usually have a small head with a reduced brain size. Using imaging techniques[5], demonstrated that prenatal alcohol exposure affects the size of the cerebral cortex (necessary for higher cognitive functioning), the cerebellum (involved in cognitive and motor functioning), the corpus callosum (communication pathways interconnecting the brain's two hemispheres), and the hippocampus (involved in memory). Because so many vital regions of the brain are affected, children with FAS display a wide variety of disturbances. Areas in which difficulties occur include intelligence, memory, problem solving, attention, and motor coordination.

FAS affects intellectual functioning, as measured by standardized IQ tests; IQ ranges in children with FAS vary from severely retarded to normal. Recent research by[6] showed that the average IQ for a child with FAS was 74. Although some FAS children have a normal IQ, they may still exhibit learning disabilities.

Additionally, children with FAS have problems with memory. One study demonstrated that patients with FAS had difficulty recalling a list of words, even though the words were repeated five times[7]. Jacobsen reported that 13-month-old infants who had been prenatally exposed to alcohol were slower at processing information. Adolescents whose mothers drank alcohol prenatally had difficulty performing tasks that required information processing in order to make complex

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[4] S. Mattson, E. Riley, L. Gramling, D. Delis, K.L. Jones, *Heavy prenatal alcohol exposure with or without physical features of fetal alcohol syndrome leads to IQ deficits*, "Journal of Pediatrics", 1311997, p. 719.

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[6] S. Mattson, E. Riley, L. Gramling, D. Delis, K. L. Jones, *Heavy prenatal…*, op. cit., s. 720.

[7] K. Kerns, A. Don, C. Masteer, A. Streissguth, *Cognitive deficits in non-retarded adults with fetal alcohol syndrome*, "Journal of Learning Disabilities", 30/1997, s. 687.

decisions[8] . Children who were exposed to alcohol performed more poorly in mathematics and reading than children who had not been exposed[9] found that FAS children had recurring problems paying attention at school, and that 5- to 12-year-old children with FAS exhibited attention deficits similar to children diagnosed with attention deficit disorder.

An infant with FASD may be very irritable, fussy, and/or cry a lot for no apparent reason. As a child with FASD grows, parents and caregivers may begin to notice that the child's development of gross motor skills is delayed—for example the child may walk or run with an awkward gait, have difficulty tossing and catching a ball, and/or struggle to beable to hop on one foot. The child may also exhibit cognitive deficits – for example the child may have trouble problem solving, difficulty planning future actions, and problems taking in, storing, and recalling information. Because of damage to the brain, a child with FASD is sometimes overly sensitive to sensory input – for example they may be upset by bright lights, loud noises, and tags on their clothes. As the child's development continues, parents and caregivers may notice that the child has verbal skills that exceed their level of understanding, which will sometimes lead a child to say they understand something when they don't. They are also likely to have difficulty following multiple directions. These challenges are frustrating and can lead the child to emotional outbursts. Along with auditory processing problems, parents may also see a child develop oppositional behaviors and a pattern of not completing tasks or chores they are asked to do. As a child with FASD has more social interactions, parents and caregivers may notice that the disorder can cause the child to misinterpret others' words, actions, or body movements, which can make it harder for the child to determine how to respond to different situations. It is also typical for children with FASD to miss social cues and be unable to entertain themselves. This too can lead to social problems and acting out.

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[8] A. P. Streissguth, P. D. Sampson, H. C. Olson, F. L. Bookstein F.L. H. M. Barr, M. Scott, J. Feldman, A. F. Mirsky, *Maternal drinking during pregnancy: Attention and short-term memory in 14-year-old offspring – A longitudinal prospective study. Alcoholism*, "Clinical and Experimental Research" 18(1)1994, s. 204.

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How to organize work with child with FASD in the family

We should pay attention to several key areas while working with children with FASD.

We must realize that the child with FASD is a child who is experiencing a number of problems associated with its psycho-physical structure and limits that result from prenatal fetal exposure to alcohol.Understanding of them can better plan our work with the child and achieve better results. What elements should we be aware of? Here they are:

1. Establish rules of functioning and stick to them
2. Change the environment, not the child
3. Help your child learn better
4. Help your child make and keep friends
5. Diagnose FASD early
6. Be aware of the occurrence of secondary disorders in FASD
7. Help adolescents and adults with FASD
8. Remember about need to support
9. Take care of yourself[10]

Establish rules of functioning and stick to them

According to the parents of children with FASD – establishing principles, rules on daily functioning and their continuous compliance is one of the best ways to work with your child. The specific daily routine helps your child learn independence and self-reliance in life. In the life of a child with FASD even the smallest changes can introduce serious confusion and hinder his knowledge and understanding of the new situation. Due to the brain damage they have difficulties remembering new things and referring them to the everyday reality, which in turn can bring a number of unforeseen difficulties and negative consequences.

The key to solving the problems will be constant, well-organized environment. What actions should we take in order to achieve this optimum state for the child and the parents? Here is a list of activities:

1. Take and realize simple, everyday tasks, together with the child. Eg. Simple hygienic actions,

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[10] *Developed based on the guidance „LET'S TALK FASD". Parent driving strategies in caring for children with FASD*, Public Health Agency of Canada, VON Canada National Office, 2005, s. 2–18

2. Make a list of daily responsibilities together with your child,
3. Develop short, specified in points, concise task instructions,
4. Be prepared to repeat your instructions every day due to the fact that the child often forgets what it should do,
5. Show and tell exactly what you're doing with your child. You can use the graphics cards, pictures and simple words to describe the steps,
6. Practice simple operations on the go. Eg. Crossing the road. Do it with your child several times together, and then let him repeat it yourself.
7. Use various handheld devices while working with children, eg. The clock. Program the next ringtones to resemble what to do next.
8. Be creative. In working with the child, use the simplest, tested elements, eg. songs, rhymes, humor to ease the daily routine.
9. Always have a backup plan at hand. Sometimes swap routine actions by introducing new elements. Talk to your child, discuss the next task, remind common successes, build confidence and self-esteem.
10. Plan alternative situations, for example relating to leisure time on weekends for a child to cope with new challenges.
11. Be consistent in your actions.
12. Keep the earlier lists of tasks. Use them to plan next activities.

Change the environment, not the child

The most difficult thing for a child is to find himself in the new environment. Damaged brain responds more slowly, but also triggers a series of unexpected reactions in the new circumstances such as anger, hyperactivity, difficulty with the adaptation to the new location. Parents of children with FASD suggest changes in the environment rather than a change in the child's experience, they suggest a slow, gradual taming and preparing the child to the new conditions.Instead of changing the child's behavior, which is difficult, we should think how gradually, systematically and safely put a child in the new environment. Due to the fact that every child with FASD is practically a separate issue, we should differentiate techniques and forms of interaction to work with it. What to look for:

1. Make sure that the child is always rested. Only a fully relaxed child can be creative, can work on itself.
2. If you can, change the way of using different institutions and the situations in the environment, but without forcing changes in the behavior of the child.

3. Reward positive behavior. Praise him for every success and tell why you do it.
4. Look for the child's strengths. Everyone has hidden potential, special skills, each has its own tastes and interests. Use them at work with your child.
5. Assign simple responsibilities for everyday implementation.
6. Always give your child time to calm. If it is upset, frustrated, willing to let go of the negative emotions, give it time to express its feelings. Ensure a minimum level of safety of you and it.
7. Be aware of your child's sensitivity. Children with FASD are often hyper-sensitive to noise, light, smells. Try to maintain relative stability in this area in the house.
8. Make sure that your child understands you. Speak up to him in a clear, concise way and make sure that you are understood..
9. Have realistic expectations. Remember that children with FASD are often emotionally and developmentally immature. Always take into account the capabilities of the development of your child.

Help your children learn better

Children with FASD think otherwise and learn differently from other children. Because of the prevalence of FASD among them, they are struggling to understand, take inconsistent actions and cannot use their own experience. Other problems include poor short-term memory, lower IQ, developmental delays and difficulties in understanding and filing information. These problems are particularly important when the child begins to use the kindergarten or attend school. Here are some tips on how to work with the child in this area.

1. Practice with your child. It should be remembered that, due to memory impairment series of steps must be repeated as often as necessary.
2. Ask your child to paraphrase. The child often says that he knows when it really does not understand the true meaning of a particular concept. Ask him to say about the thing using his own words. This is the exercise, that is useful in all age of children, usable in different situations.
3. Be creative. Create new worlds with your child using an entertainment, music, photos. All of these activities will be a school of life for the child.
4. Avoid stereotypes. A child with FASD takes things literally, so some of understood stereotypical forms can be confusing for him or even incomprehensible. Use the simple language which is understandable to the child.

5. Help your child use their strengths. Find their strengths and help them be developed.
6. Build an atmosphere of success. Emphasize the achievements of the child, even in the case of failures. Approval and encouragement will help your child build a positive image of his person.
7. Seek alternatives. Benefit from the experience of other people and institutions. Direct your child to a variety of additional activities to specialized institutions working with children.
8. Communicate with teachers. Talk about problems and successes of your child. Invite teachers to celebrate the achievements of the child.
9. Avoid excessive burden on the child's homework. Remind teachers that a child with FASD learns more slowly. Ask them to reduced workload in order to give the child more time to focus on learning concepts. Ask them not to ask too long tasks, and to prepare additional tips for every work.
10. Help your child achieve its goals. Encourage your child to create a list of far and near objectives, check them regularly with a child. Remember that it needs your support and assistance in its implementation, practically all its life.
11. A picture is worth a thousand words. Turn on visualization techniques to the child's learning, use photos, illustrations, video.

Help your child make and keep friends

Living with friends is a richer and fuller life. Friends teach us many important things and support in difficult times. But for a child with FASD friendship is one of the most difficult challenges. Due to the fact that they often remain at a lower development level than adequate for their age, it may appear that they problems with establishing and maintaining friendships. But that does not mean that it is impossible. However, it requires a huge commitment of parents.Helping your child learning how to establish and maintain a friendship is a difficult task. What can a parent do:

1. Supervise. Make sure your child is constantly supervised by you or another caregiver who understands the problems of a child with FASD. If your child is in school, make sure that someone supervise him before, during and after class.
2. Remind your child safety rules in the contact with others, including physical contact.

3. Play roles found in life with your children, that will help him understand the specifics of social situations and use the educated in this way experience in real life.
4. Make sure that the other parents, which the child is in contact with, understand his needs.
5. Build your own network of social security. Join a functioning support group, or just try to build such a group.
6. Help your child finding a friend in school.
7. Understand the sexual needs of the child. It is essential to develop the child's relationship with the opposite sex and maintain secure borders in this area.
8. Think about the child's sex education. Look for useful information on sexual education adequate to the age of the child. Pay attention to privacy.
9. It is good to orientate what is going on in the life of a teenager. It is important to balance between privacy and acknowledging what important is happening in his life. It is worth to oversee the use of the computer and the phone. As for the films and computer games it must be known that the child does not always understand the difference between reality and fantasy.

Diagnose FASD early

Knowledge of the disease helps us to find the right solution. Knowing that a child has FASD, you are able to quickly and effectively help him. You better understand the needs, possibilities and limitations, you know the specificity of the child's behavior. Proper diagnosis may help accessing medical services and broad support. However, getting a diagnosis is not always easy because of the small amount of diagnostic centers in Poland. What is worth attention:

1. The earliest diagnosis. The earlier a child is diagnosed, the better. Recent research suggests that the diagnosis before the age of six is the most effective. It allows planning an effective aid to children, in which we can provide teachers and educational institutions help.
2. Trust your instincts, if you notice the behavior of high concern of your child. Consult your doctor, look for important information on available sources, eg. Internet.
3. The diagnosis is important in all ages. Presumptive diagnosis can be performed by pediatrician, school pedagogue, psychologist. Although, specialists prepared to diagnose FASD are hard to find.

4. Determine the strengths and weaknesses of the child. According to them, start helping efforts.
5. Look for a good and competent diagnostic team. In Poland, there are several centers of diagnosing FASD.
6. Be prepared to take tough activities of rehabilitation, revalidation or education. Look for support in various institutions.
7. Help your child to understand his problem. Speak with him about FASD.
8. Children with FASD often end up in foster care. Caregivers should try to learn something more about the biological mother of the child, try to reconstruct the history of the child. The diagnosis of FASD is an important confirmation of prenatal exposure to alcohol, which determines whether the mother consumed alcohol during pregnancy.

Be aware of the occurrence of secondary disorders in FASD

In the image of functioning of a child with FASD there are a number of the basic disorders, such as: poor and short memory, trouble distinguishing between reality and fantasy, lower IQ or problems with speech or hearing. Apart from them, Ann Streissguth, an expert in the field of FASD, also identified eight secondary disabilities, such as mental health problems, problems in school, trouble with the law, social isolation (prison or hospital mental health treatment), inappropriate sexual behavior, psychoactive substance abuse, difficulty with emancipation, unemployment and difficulty keeping a job. It is important to note that systematic work with a child can significantly reduce the risk of secondary effects.

Here are few advices, that may help understanding secondary effects of FASD, and hopefully reduce them.

1. Note that the side effects are connected. School failures can lead to isolation from the school groups and problems with the law in the long terms.
2. Give your child the best possible start in life. The way in which we look after a child with FASD affects how they function as adults. According to A. Streissguth early diagnosis and help efforts prevent disadvantages and create a stable and secure environment for care and education. This will limit the secondary disorders. You should ask your doctor, social worker, pedagogue or support group to find the optimal form of child support. Remember to tell teachers and other caregivers about your child illness and make sure they understand the challenges of work and education of a child with FASD. Situation in which a child has problems with the law

creates many problems for the parent and child. For a parent, it is important to understand the legal system and how it works. Another important element is the issue of isolation of people with FASD due to the imprisonment or hospital care stay.

3. Preparation and education about appropriate sexual behavior of the child is another important task for the parent. Lack of knowledge and understanding of sexual behavior can lead to sexual dysfunction, violence or victimization. It is worth to take advantage of the services of sexologist and his consultation.

4. Due to disturbances in the functioning of the brain, psychoactive substances such as drugs or alcohol can seriously harm people with FASD. We should take a call on this topic with your child, to realize what risks it brings to consume such substances. You may find that the conversation will be more effective in motivating to avoid risky behaviors associated with drugs and alcohol than the application of prohibitions and penalties.

5. Pay attention to the issue of independence of the child. It should be introduced gradually, using different possibilities. If possible, you should plan your child the opportunity to stay in the apartment to adulthood.

6. Help your child find suitable employment. Adults with FASD may have difficulties finding and keeping a job. The employer must have knowledge about the limitations of the employee and his capabilities to adequately plan the tasks for him to be performed.

7. Encourage your child to volunteer; volunteering can learn important life skills and lead to potential job opportunities.

Help adolescents and adults with FASD

Teens and adults with FASD cause a lot of problems for their caretakers. For adult, responsibility is the price of independence. A person with FASD is not always able to meet the demands posed in front of him. He finds it difficult to keep a job, to shop, to prepare meals, manage a household budget. Such duties can be very difficult for young people and adults with FASD to fulfill. Fortunately, there are people helping in preparing children to life in the "real world." How to do it? Here are a few tips:

1. Adjust the requirements to the child's level of development. The fact that he is already an adult does not mean he does not need help or supervision. It's worth to spend as much time with him as he really needs.

2. Start teaching a child with FASD decision-making process early. Talk to him about what you're planning, show alternatives, explain decisions.

3. Involve others in the child's life. Anyone can support the child: parents, siblings, family, neighbors, friends, teachers, etc. Ask others to supervise the child. Talk with them about its problems. Try to reach to valuable people who will be able to help your child as he grows up.

4. Warn other people about the problems of the child. Say what FASD is, deliver required reading. Prepare a card with basic information about your child : personal data, address, basic information about the disease.

5. Help your child manage his funds. It is worth to reserve the right to control expenses of your adult child, check if he made all the necessary fees. It's good to consider the situation to remain the legal guardian of the child and have an impact on its financial position. You can help your child in completing the formalities related to the judgment of the disability and getting tax reduction.

6. Examine the possible solutions about the life of a child. The best way to introduce the child to independent life is to do it gradually. From the full supervision of all activities involved in running a home to an independent life.

7. Help your adult child getting and keeping a job.

8. And what is very important is the issue of sex and procreation. Talk to your child about how to use contraception, pay attention to the issue of responsibility for himself and a new family member. Be his supporter and advisor in this regard.

Remember about need to support

To care for children with FASD can be a very rewarding experience. But it is also a challenge that requires patience, creativity and lots of love. Support groups for families affected by FASD can be a great source of information. They are a chance to learn something from others, discover and learn new educational methods or just an opportunity to relax and rest. Unfortunately, not all such groups are available. If this group does not work in the near or distant surroundings you may want to try to set up such group. It may be helpful to use the Internet for this purpose. For sure you will find parents willing to cooperate, to share their knowledge and experiences. You will find information about conferences and classes about FASD. How to build a support group, where to start?

1. Develop a list of people who have their own children with FASD or working with such people. On the list, type the institutions, organizations, specialists. Keep the list up-to-date. Try to reach out to people who have children with FASD, talk with them about their problems. Put teachers, a doctor, social workers into the group. It is important to not be afraid to reach them.
2. If there is a support group working around - join it. Exchange of experiences of caring and raising children with similar problems can be a source of important and useful information.
3. If this group does not work, try to create it. Encourage people from the list to participate in such group, increase the group with child's colleagues and their parents. If you lack the time and persistence in creating such group, join another, for example foster parents group. They may have similar problems with the children entrusted to their care.
4. Search for information on FASD issues in magazines, newspapers, brochures, the Internet and other sources. Get on the discussion forums on the issue of FASD.
5. Look for local or national conferences and thematic classes about FASD. There you can get a range of information how to understand the child with FASD and plan work with him.
6. If possible, search for financial aid. Treatment of a child with FASD is expensive. The additional funding will allow the selection of optimal therapies for children.

Take care of yourself

Caring for a child affected by FASD is laborious, time-consuming, intense and difficult experience. The unique needs of the child may cause you to feel tired, overwhelmed, you can feel that you are running out of strength and energy. While taking care of your child take care of yourself. Try the following tips and strategies:

1. Remember that you are human. The challenge for parents, which is a child with FASD can cause frustration, disappointment, anger and lead to sorrow. Keep in mind that these are very normal, human feelings and resist the temptation to feel guilty about your negative emotions.
2. Find someone to talk to. Having a child with FASD can be very stressful for you and your spouse. That is why support is so important. Seek support

and advice on a variety of organizations and institutions operating in your area, such as associations implementing measures to care for people with disabilities, church and religious associations. And finally, seek support from friends and acquaintances, family members or other people who understand your problems.

3. There are many tips and strategies for parents of children with FASD. As the caretaker, this list can seem overwhelming. There is no need to try everything. Just choose what you can do best for the child and his family.

3. Leave some time for yourself. Try to schedule some activities for yourself, from time to time detach yourself from the problems of the child. Go for a walk, to the cinema, take a hot bath, listen to music, meet up with friends.

4. Remember to spend time with your spouse and other children, not just with a child with FASD.

5. Get involved in your community. Enjoy and come to the meetings of communities and support groups.

6. Brothers and sisters of children with FASD also need a break, a break from the absorbing siblings. You can organize leisure time activities for them such as meeting friends, camping or "nights" with their friends or colleagues. Try to send them for the holidays trips.

You can also think about such trip for a child with FASD. There are institutions organizing holidays and summer camps for children with problems. Take advantage of this offer.

"If you need to hire someone to care for your child, there are some things to consider:

a) Make sure the sitter has experience with FASD.
b) Ensure the sitter maintains your child's routine.
c) Make sure your child is comfortable with the sitter – look for verbal or non-verbal clues from your child.
d) Help ease the transition by leaving your child with the sitter for short periods of time (up to 2 hours) for at least a month.
e) Sometimes childcare is easier for children than it is for parents! Don't be surprised if your child looks forward to being with the babysitter.
f) There may be a honeymoon period when your child is on her extra-best behavior for the sitter. Make sure you educate the sitter about how to handle your child's more troublesome behavior"[11].

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[11] LET'S TALK FASD…, op. cit. s. 18.

We hope that the guidelines contained in the article on how to organize work with a child with FASD will help in achieving the best results. It is difficult, but not impossible. It is important to be determined, persistent, consequent, firm but also sensitive and loving for the child.

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Models of Social and Educational Work with Children with Deviant Behaviour and the Risk of Dropping out of School in the Field of Social Services

Abstract: This paper considered approaches and alternative childcare activities with different groups of families and children with deviant behavior found at risk of dropping out of school in the social services. Outlined are the leading causes and factors involved in deviant behavior, and the two main forms of work - group and individual. Identified are the individual specifics in case work, the applications of the individual approach, the importance of the team in correctional and educational youth work.

Keywords: children with deviant behaviour, psychical work, social work

The year 1991 is considered a**s a start of the reform of social policy** in Bulgaria in terms of child care, when the country ratified a key document, namely the Convention on the Rights of the Child of the United Nations. However, the reform relevant to the overall well-being of children in Bulgaria is realized ten years later, in 2000.At this period, there are already over 30 000 children in state care. With the creation of the Law on Child Protection, the Department for Child Protection Directorates for Social Assistance and the adoption of the definitions of a *child at risk* and *child in an institution* they decreased to about 15, 000. However, in practice this is already the target group of children with potentially deviant behaviour and risk of dropping out of school. Because life in an institution and the lack of individualized and family care suggest delays in all aspects of personal development and perspective.

The project "Reform of the welfare of children in Bulgaria" - a joint initiative of the World Bank, the Ministry of Labor and Social Policy and the local communities set a new understanding of child care in Bulgaria and implemented in response to the needs of children at risk. A system of child protection, including structures at national level as State Agency for Child Protection, Social Assistance Agency, and local Departments for Child Protection called Directorates for Social Assistance. Between 2005 and 2006 the first Centre for social services for children and families were created, a continuation of the Departments for Child Protection, originally nine in number across the country. They represent alternative forms of social services for children and families.Their purpose is the prevention of deviant behaviour and school dropout (problem fairly sharp in children in institutions), also the service resource support for children with special educational needs (again, most children in institution shave a similar problem), and prevention of abandonment and institutionalization of children. Special support programs and counselling for children with problem risk of dropping out of school are available - for them and for their families. There is support to school activities by the clubs of interest. In addition to the individual work clubs are formed which children are visiting on a schedule. The aim is to use the interest or talent in a particular area. For example to develop their social skills, team work, overcoming differences, disagreements and conflicts, planning and implementation of ideas, influence, through positive role models, improving their self - esteem, also their sense of belonging. The expected results are oriented to improve the school performance and to reduce antisocial behaviour. In some places rooms for quiet games, relaxation and informal communication are created.

For the period 2005–2014 in Bulgaria there are many Centers of community support, working with street children, rehabilitation and social integration, crisis centers. These are different possibilities for providing social services implemented with the active participation of NGOs and municipalities. It's an opportunity for development, reducing of institutionalization and change in the overall thinking about the child's personality and protection measures. Thus are implemented the two main functions of non-governmental organizations working with children and families, namely compensation and social equalization, associated with providing a range of services geared towards supporting poor families and the developing of educational activities. In other words, supporting in many educational, cultural, health and other programs which purpose is to meet the needs of

children and families that are beyond the capabilities of state-organized childcare field[1].

Following current trends in Bulgaria at present alternative services for children at risk can be divided into two main groups: social services-oriented family support (for example prevention of abandonment (placing children in institutions), reintegration (return children to their biological parents)and those that replace in whole family in bringing up of the child care in an attempt to provide a safe and a stable family environment. The first group includes the Centres of community support, Unit "Mother and Baby", Day Care Centres for Social Services, Centres for Social Rehabilitation and Integration, overall socio-consulting sector. All are secured with state funding according to the capacity. Relatively new services are Centers of family-type accommodation which capacity is between 8 to 12 children in conditions close to family. In recent years, some NGOs working with children again began to talk and make efforts to create family children's homes[2].The second group are the services related to accommodation outside the family environment as adoption, foster care, including placement with relatives, Centers a family-type, children's villages. The delay of deinstitutionalization in our country come precisely from the lack of development of this type of services. It's clear that the services of the first type are used more by new a target group, but does not affect to the desired degree problem for the abandonment of children in institutions or the need for removal of children from the family.The use of social services is usually widely and accessible Suggestive can be social, educational and health institutions or families themselves[3].

Main risk groups include children from disadvantaged families, children with deviant behavior (deviant and delinquent) children, victims of violence, street children, and children in institutions. The main forms of deviations are juvenile delinquency, drug abuse (addictions), prostitution, conflict behavior, aggression, running away from home and from school, early sexual intercourse, social alienation.

There are three main risk groups of children in terms of school dropouts: those that are never recorded in the education system or are in it purely formal, systematic absences (excused with a large number, but also with unexcused absences)

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[1] B. Kriviradeva, *Organization and operation of the social educational institutions for children*, Sofia 2009.

[2] *Guidelines for the Alternative Care of Children*, www.sapibg.org/publications (access: 22.05. 2014).

[3] Ibidem.

and those who leave at a certain age (usually around 13–15 years of age). So they lose the opportunity for socialization, professional development (they are potential unemployed) being excluded from an active social life in all its forms and manifestations[4]. When following the results of the socio-pedagogical surveys for the period 2003–2014 clearly dominates the ethnic component[5]. The Roma ethnic group – 40.5% does not have even primary education. Around two thirds of Roma live in cities, but at the same time they are cities with the poorest educational structure – are illiterate about 10% (12.7% according to other studies) of them, but they are also the most prolific ethnic group in the country. In comparative terms, the Roma community is the lowest educated in Bulgaria. Alarming is the fact that after tracking data from the census of 1992-2001 showed a reduction in the level of education of Roma by 4–5%[6]. The concept of social work means "activities whose primary purpose is to promote the inclusion of individuals to the society, to support the process of its formation, self-assertion in the micro and macro environment. In its essence social work is deeply human. Essential characteristics of social work are helping the people who hardly solve his own problems, hard and difficult to adapt the place in the society. This circumstance determines the main functions, socializing and resocialization[7].

Social work with children, including the difficult children, children at risk, children of socially disadvantaged, children with deviations in behavior to find themselves in the micro and macro environment is aimed at helping all children to integrate in it. The analysis of the objectives and the specific dimensions of social work with children shows that it covers everything that is not only directly related to the specific learning process. In other words it is present and must always be present in the institutions that deal with children and their problems without necessarily include specific learning activities which the child is doing as a student. There are already similar detailed practical cases of Centers for social and psychological support for children and families described in various

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[7] *Prevention of deviant behavior of children*, Em. Rangelova V. Gurova, N. Vitanova (compilers of an anthology), Sofia 2003, p. 298.

Handbooks for those working in social services for children and families (2004-2012): "Samaritans" foundation[8] and "Child and space" foundation[9].

Along with this is achieved the other main function – re-socialization of the child, which for various reasons is detached from the society and child deviations. The major aim is to help the child to bring back to the local environment after a temporary shutdown of it for different reasons. This circumstance requires a precise diagnosis of the nature and type of deviation; to reveal the reasons for this deviation and to develop individual, differentiated program to communicate with each child[10]. The implementation of the two main functions – socializing and social rehabilitation is associated with protection of the personality, prevention of the occurrence of relevant deviations. It requires taking into account a number of pedagogical measures of social activity with the children. These socio-pedagogical measures, we can outline the following way: social work with children and teaching suggests focus and personal skills to communicate with the child by an adult. The realizations of social work with children using basic pedagogical concepts – education and educational activity, but at the same time on this basis are constructed and central concepts such as social education and socio-pedagogical activity. So are observed two separate together science and two scientific fields – pedagogy and social work and what is unites them is the organization of social work with children[11].

Children with deviant behavior have different attitudes to learning, and different success in school – some of them do not attend school consistently, others have difficulty to deal with learning or have problems with teachers and are at risk of dropping out of school, but there are kids who are good students with ambition and desire to continue to learn and do more in their lives through education. Sometimes the use of social services by visiting daycare Centers and shelters completely replaces the lessons in school – this option is preferred by parents, probably because of the higher control over their children. Children in the target group recognize the importance of obtaining education and profession to have a better life in the future. They would like to get them but the question is, is it possible only with making efforts and whether the environment will allow this.

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[8] D. Dimova, R. Popova-Ivanova (ed.), *Handbook of social work with children and young people on the street*, St. H., 2004.

[9] A. Ancheva (ed.), *Handbook for working in the field of child mental health and services for children*, Sofia 2012.

[10] *Prevention of deviant behavior of children…*, op. cit., p. 299.

[11] Ibidem, p. 299–300.

Under the different interviews they share as a barrier to future learning their psychological problems[12].

School dropout is abnormal socialization but also a process of acute loss of opportunities related to professional development. In this sense, the phenomenon of dropping out of school as a concept fits into the larger concept of deviant behavior and it means "difficulties in the implementation of adaptation and socialization of the individual in the society. The etymology of the term deviation is related to the clarification of the Latin deviation, which means deviation. The concept is used in various scientific fields. In biology, is understood as 'bias' in the individual development of a body of a living organism, due to the change of its development. From philosophical, sociological, pedagogical and psychological terms deviation has been associated with abnormalities of the human personality of the constructed in a community moral standards of living. Deviant behavior is contrary to social norms and subject to moral and legal sanctions[13]. The problem of school dropouts has a complex nature and the causes that it is depended on have family, social, psychological, pedagogical and personal component. Could be summarized generally two leading factors – family and school. To analyze the causes and the assistance of planning of preventive and intervention, corrective work, we first need to analyze the family and social environment of the child's activities, relationships and other, problems and needs. According to data from analytical report on the project "Reform for Child Welfare in Bulgaria" almost all children in the study target group grow in an unfavorable family environment. In most cases the family has a criminal record, which ultimately affects the behavior of children. Among interviewees there are cases of children of alcoholics. In many cases, parents do not take good care of their children, sometimes because they have another family and have abandoned them. In almost all cases, children grow up in incomplete families - mostly without a father, sometimes without a mother or without both parents. Makes an impression that many of the children in the target group were in the care of an elderly grandmother or grandparents. They cannot provide proper care because of his age and lack the respect for the children. The main reason for the deviant behavior of the studied children and their parents are problems at school and negative relationships in the family. In summary of the observed cases may be given the following reasons for deviant

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[12] Analytical report of data from in-depth interviews, focus group discussions and direct observation of the study "Assessment of users' project" Reform for Child Welfare in Bulgaria", in: www.mlsp.government.bg/bg/projects/children/.../dokladBA.doc) (access: 22.05. 2014).

[13] *Prevention of deviant behavior of children…*, op. cit.

behavior: criminality in the family or the environment in which they live. So they observe and perceived deviant behavior since childhood; incomplete families – children are brought up by a single mother and grandparents who are experiencing significant different (social, financial, psychological) family problems; lack of parental control about what makes the child with, whom is seen, what it interested in; bad attitudes of parents, relatives or friends, reaching in some cases to systematic abuse, which leads to escape from the family, school, antisocial behavior; negative influence of friends whose environment has entered the child; consumption of alcohol and drugs, respectively, other antisocial behavior; problems at school or children's home, failure to cope with the training program, poor relations with teachers and educators. In some cases, the reasons are very complex several factors accumulate and lead to antisocial behavior of children. Children with deviant behavior have highlighted serious difficulties in keeping the rules and borders and they are characterized by low patience, impulsivity, and according to some surveys, have retardation and deficits in intellectual development.

Models of educational and Social Work in the field of social services

In the field of socio-pedagogical work with children with behavioural problems within the social services in Bulgaria has established itself approach to individualized assistance and intervention. A typical example is the case work that functions as the basic unit of social work with children as well as in the NGO sector and the activities of the public sector, such as the Departments for Child Protection. Application of an individual form of work, does not mean that the two concepts are identical. At the first case is the approach in how that interprets and analyzes the problems of the child and family, and the second means the form in which will apply socio-pedagogical effect for example specialized programs for group work and training and individual practices[14]. Methodical recommendations and practices of case work in social work with children with deviant behavior require reporting and compliance with numerous laws and principles of organizational, pedagogical and psychological aspects. It is necessary to consider temperamental characteristics, the situation in the family and school environment, the frequency and the nature of the events. The question is whether spontaneous, impulsive or deliberate, pre-planned, age and individual characteristics

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[14] N. Stoykova, *Individualization of social and educational work with street children*, in: *"Samaritans", Handbook of social work with children and young people on the street*, D. Dimova, R. Popova--Ivanova (ed. of collection), St. H., 2004.

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of the child. As ignificant factor is family relationships. This means that in case work that reflects on the choice of forms, methods and activities for assessing the family environment and the interaction with parents. The methodology of case work in social work with children with deviant behavior need greater compliance with correctional and socializing potential of the social environment and the choice of methods of Social Work, education and psychosocial interaction with the child and family[15].

In the socio-pedagogical activity with problem children in the individual case work, are observed conditionally divided, three approaches: descriptive, explanatory and predictive. The first is related to the evaluation and assessment of the situation of the child and family needs and strengths (resources), levels of risk, opportunities for change and results. This is the first, preparatory phase, which is related to strategies to work on the case, hypotheses, predictions, identifying goals, objectives and concrete steps to achieve positive results. The second part is realized in the process of socio-pedagogical intervention, by agreement of both parties - children with problem behavior, respectively, family and team of professionals who work with them. The third phase is characterized by the application of specific methods and forms of intervention and support to correct the behavior in individual and group form. A typical example of this type of childcare activities are workshops "School Support". They operate, both within the school and in the community support centers as part of the provision of social services in the community, as well as extracurricular (extracurricular) forms for children with deviant behavior. As alternative forms of extracurricular work with children and prevention of deviant behavior has developed various programs: workshops, group work, interest clubs, training in debating, educational opportunities classes, workshops for educators in institutions (with an emphasis on teamwork). Practice groups for children and parents with a similar problem can be: therapeutic, training, groups formed on a topical issue for school counseling groups. The valuable thing in them is planning, taking roles, the feedback from the group, the content of the subjects by applying a systematic group discussions, educational discussions[16].

School or kindergarten as group are life experience for the child, where he/she can make new connections. By itself this is a subjective experience that can not

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[15] G. Mehandzhiyska, *Methods of case management in social work with children with deviant behavior*, in: *Prevention of deviant behavior of children…*, op. cit., p. 301.

[16] V. Gyurova,V. Bozhilova, B. Kriviradeva, *Forms of extra-curricular/ extracurricular/ activities for children with deviant behavior*, in: *Prevention of deviant behavior of children…*, op. cit.

be expressed and which can not do not worry him/her. Class or small group with symbolic links, which they validated have the function of a new life stage for him, organized around the personality of an adult. At this stage his real body and the image that it gives or receives will occupy a special place. It is also a place where it will become the symbolic experience of language and the function of his speech as a means of communication. The place of the teacher and the educator or adult who works with a group of children is critical because it is the role of a third, who shall be the subject mediator between "two worlds" adult in a position of the third to all children around him. Children turn to him in the name of his ability, to try to understand what value they have for it, but this way, it also takes the place of authority. In the family the child has intrinsic value because he is a child; he experienced the love of their parents without earned, even if he has to tolerate their anger. At school and with peers in kindergarten his value is determined by what he does or says there that he has no value except that which deserved. This creates a tension of rivalry, jealousy and envy[17]. In our country, the methodology of case work has developed primarily as part of the methodology of education or in other words in the field of pedagogy. In this context individual work is usually understood individual approach. Individual work as a method of social work has the case work for basic unit. We are not just talking about reporting on individual characteristics but a specific process of helping the individual, considered as a case work. This suggests a few basic things: opportunities for prolonged contact time; perception of the individual as a separate, unique; identifying interventions to the specific needs of the individual, but not limited to an individual approach helps to achieve the objectives of the educator, but also actions arising from the purpose of the child and his family and supporting their achievement. Main approaches in the work with the case are: prescriptions (medical) model and the contractual model. Most often contract model comprises the following steps:

- Preliminary stage (establishing contact, achieving trust).
- Initial coordination of expectations, objectives and content of work.
- Phase of study and professional judgment.
- Planning and implementation of the aid plan.

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[17] V. Banova, *How to talk, listen and play with the child, a collection of materials for work with children and parents*, Sofia 2011, p. 15–16.

Completion and evaluation of results[18]

Important place in the socio-educational work with problem children is paid to the evaluation and assessment of immediate risk to life and health of the child, the situation of the family's needs and strengths, trends for change and performance. Within social services for each user individually is form an appropriate set of measures of intervention: individual program with correctional, therapeutic, consultative or socially oriented. It is usually prepared on the team discussion of different specialists – psychologist, social worker, and educator. According to the user's needs in the individual program (plan) may include activities aimed at children (individual and group work: correctional, educational, therapeutic) and activities aimed at parents (individual counselling workshop for parents, family counselling and therapy).

An atelier is a space that adults organized to enable children to "work", to invent their solutions, expanding its capabilities to dress sense and meaning in their experiences and feelings. The creation of an atelier and work in it are discussed in an interdisciplinary team.

Atelier is planned includding an interdisciplinary team meeting and the children who will participate in it are identified. It usually lasts throughout the school year. Leading or leadings (if they age two) take notes on the progress of the study and the work of the children in it. They regularly talk about work in a specific atelier, for example once every three months, at a meeting of the interdisciplinary team. If the team decides the atelier may be closed, converted or renovated.

Each Atelier has its own spatial and temporal framework, but the essence of its functioning and efficiency of the children is determined by whether the leading share and discuss their work with the team through the possibilities of Intervision or supervision [19]. The procedure for dealing with a child with a problem in the socio-educational area within the social service includes the following sequence: introduction to the documentation of the child, an initial interview cognitive conversation with parents and child separately, presenting the steps in the program again to the main subjects – child parents and anticipated positive behavioural changes.

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[18] N. Dimitrova-Petrova, *Exploration for and Evaluation in working with street children*, in: *"Samaritans", Handbook of social work with children and young people on the street…*, op. cit., p. 96–97.

[19] V. Banova, *How to talk, listen and play with the child, a collection of materials for work with children and parents…*, op. cit., p. 24.

Diagnosing is (socio-educational assessment, psychological assessment and needs assessment). At this stage the results are specified in an assessment of the resources and deficits, needs, difficulties of the child and family; violated rights and privacy. The formulation of the case answers the question, how participation in social service will enhance the quality of life and social integration of the child in the home and/or community. Leading indicators for improvement were: the quality of life of the child, reducing the number of crises in social terms – relations with other peers and adults; enhance the ability to cope independently with problems and living; more effective control of aggression, anxiety, and vulnerability; expanding opportunities for social participation and inclusion in personal level – depressive and anxious tendencies. The next stage is the maintenance of social case. Now is the time at which, based on the formulation of the case work are recognize the important people in a child's life. The responsibilities and tasks of each of them are identified by (formed multidisciplinary team).The case manager who makes connections to the team and registers the changes in the individual card is determined. Individual card is structured information with a dynamic character that expect the child's name and period of work includes five main points: needs assessment, correctional tasks, psycho-corrective work, activities and results.

Besides individual card may be applied as a technique and work card in order to structure the daily life of the child, building daily rhythm and the rights and responsibilities in terms of social commitments, going to school, self schoolwork, sports, extracurricular activities interest. The next step involved in drawing up individual educational plan-correction to improve the quality of life of the child for a certain period of time with a clear allocation of responsibilities. It includes: case formulation, psycho-correction goals and objectives, responsible, criteria for evaluation of the results (both quantitative and qualitative measures), deadlines for reporting.

Conclusion

Providing social services for children and families at risk or in difficulty occupies an important place in the socio-pedagogical theory and practice with children with deviant behavior found in the risk dropping out of school. This is' because the use of*individual approach* in working with them gives the opportunity to "see the light" many problems which otherwise would remain encapsulated in individual and family, especially in the trend that behavioural problems of these

individuals suggests namely social isolation and exclusion. Conversation, communication, personal attention, objective attitude devoid of criticism and criticism of children allow parents to create a working relationship based on trust and understanding, useful for both parties – the team and the family. They are therefore an important factor in the construction of appropriate and realistic assessment case work.

As a pioneering work for the entire period of social reform stand free opportunity to use social services, a team of specialists working on specific problems of the child and family, individual approach as a way of understanding and analyzing their problems.

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Emigrant mothers in the British culture. On the communication of Polish mothers and their children in a new linguistic reality

Abstract: The author presents the results ofresearch done in the United Kingdom on Polish mothers' communication with their children and the approach of the emigrant mothers to their children's linguistic and cognitive development. She considers the linguistic problems of bilingual children from the logopedic view-point.

Keywords: child speech development ,language and communication skills, development disorders, bilingualism

Impact of the environment on the child's speech development

Undoubtedly, the way a mother talks to her child has a direct impact on the child's development of speech and communication skills. The child is a social being, prepared to establish contacts with others and communicate with them. A healthy baby pays attention to the human speech, especially to the mother's voice, due to its biological conditioning and the influence of the child's environment. It is evident that imitation plays a very important role in the process of speech acquisition, as the child learns a language by taking part in social inter-actions[1].

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[1] M. Tomasello, *Kulturowe źródła ludzkiego poznania*, Warszawa 2002.

The relationship between the child and his or her mother starts developing even before a child is born, in the prenatal period. This relationship is, on the one hand, regulated by a network of biochemical connections and, on the other, by a kind of a psychological bond between the mother and her child. This bond is clearly a guarantee of the child's development, and the form of this bond provides a scaffolding for various relationships that the child will establish later in his or her life.At this stage, communication between the mother and her child is based mostly on sounds and movements. The mother gets her child involved into a dialogue by leaving out pauses in what she says, and the baby responds to that with kicks. In the post-natal stage, the baby responds to hisor her mother by means of crying, vocalisation, smiling or by just following the mother with hisor her eyes.

After the birth, communication is enriched with eye contact.In the first months of a baby's life, visual impulses play an important role as stimuli behind the bond development, since the observation of the mother's face bythe child an important focal point to the child that encourages the mother to follow her child's gazeso that both the child and the mother would engage in periods of intense looking into each other's eyes. As the body of available research shows, the looking into each other's eyes stimulates the development of connections between the right frontal cortex and the limbic system, as far as it involves synchronicity of mutual stimuli separated with 1-second pauses[2].

The words of the mother, and also of the father,stimulate speech development.At the beginning, the child is not capable of distinguishing words and their meanings, but heor she responds to the timbre and tone of voice as well as its repetitive patterns.During the first months of the child's life, the time spent on mutual engagement and mother's use of linguistic references are immensely important.This element provides a foundation for further process of speech acquisition and proper development of cognitive functions. The child assimilates words while trying to understand communicative intentions of an adult, and then he or she imitates their actions with the same intention. Adult carers (especially the mother) provide the child with models of how to use the language and act in situations involving dialogue. The so-called *child-directed speech*, i.e. a special way the mothertalks to her child, stimulates the process of the child's language acquisition.

The most important method of communication is speech, which, as is known, we acquire during our lifetimes through the process of socialisation, i.e.

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[2] J. Bomba, *Przywiązanie a rozwój mózgu*, „Przegląd Lekarski" 11/2004, p. 1272–1274.

in contact with other people. Usually the child is able to use single words even before hisor her first birthday. These usually consist of syllables based on primary consonants and are mainly used to communicate specific messages, the child mostly aiming to name an object or a person or to obtain some benefit. At this point, the child is able to say such words as: *mommy*, *daddy*, *granny*or*bye*. This sudden increase in the size of vocabulary is associated with the revolution of the 9th month[3]. By the end of the second year of life, the child begins to build two-word statements and understand cause-and-effect relationships. The third year sees a fast syntactic progress and at the age of 4 the child develops narrative skills. He or she learns to consider addressee's viewpoints and, consequently, adjust hisor her statements to the interlocutor's needs. The child learns linguistic utterances used to establish and maintain interaction. He or she uses social forms of speech: questions, requests and negations.The child learns to listen and analyse the partner's statements.What plays a particular role in conversations are questions, serving to establish and maintain contact and also accomplish the purpose of talking – the gaining of information.Questions are the most characteristic element of a four-year-old child's development. Language comes to play an increasingly important cognitive role and one should be aware of that when they hear a four-year-old asking more and more questions. By answering those questions, the adult furnishes the child with vocabulary and helps develop hisor her communicative competence. The fifth and sixth years of life constitute the final stage of language system development. The child grows more proficient at using previously acquired skills and complements this system with any phonetic, phonological and grammatical elements that might be missing[4]. Subsequent years seethe constant lexical development and improvement of narrative skills. A six-year-old can correctly use all parts of speech, grammar categories and syntactic structures, and hisor her metalinguistic awareness is already under development. The child's speech is clear and correct.

Emigrant mothers in a new reality

Since 2012, I have run a research project on linguistic and cognitive functioning of children of Polish emigrants in the United Kingdom. I also invited mothers of the children in question to participate in this project. The survey covered 16

[3] J. Cieszyńska, M. Korendo, *Wczesna interwencja terapeutyczna. Stymulacja rozwoju dziecka od noworodka do 6 roku życia*, Kraków 2007.
[4] Ibidem, p. 188.

mothers asked to fill in a questionnaire. The questionnaire was designed to obtain information about Polish mothers' communication with their children and the approach of the emigrantmothers to their children's linguistic and cognitive development.

As the collected survey data shows(Graph1), mothers under the survey were aged between 21 and 40. The most populous group of respondents was composed of mothers aged between 31 and 40 (81%). Slightly less populous was the group of mothers aged between 21 and 30 (19%).

Graph 1. Age of respondents. (Source: researcher's own analysis based on the questionnaires provided)
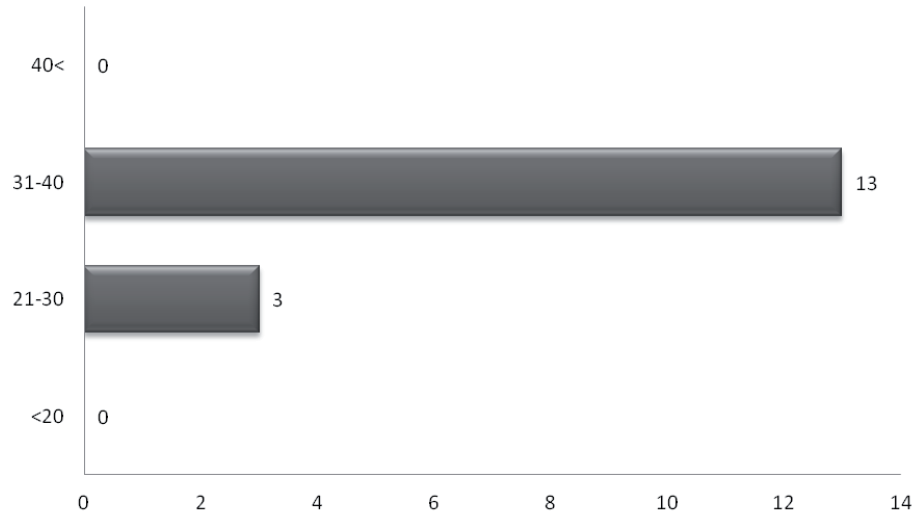

In educational terms, the most populous group was that composed of mothers with secondary education (87% of the total, 14 respondents), while mothers with higher education accounted for 13% (2 mothers).

All 16 mothers are married to Poles or are in relationships with Polish partners; they are committed to running their households and looking after their own children. All of them have resided in the UK for over 5 years and came to the UK for economic reasons. The women pointed to better developmental prospects in the UK. They claimed that the British culture and the living environment in the UK in general are quite different to those in Poland but differences are not that large. The numbers of Poles and representatives of other nationalities living in their immediate vicinitiesare similar.

Graph 2. Respondents' command of English
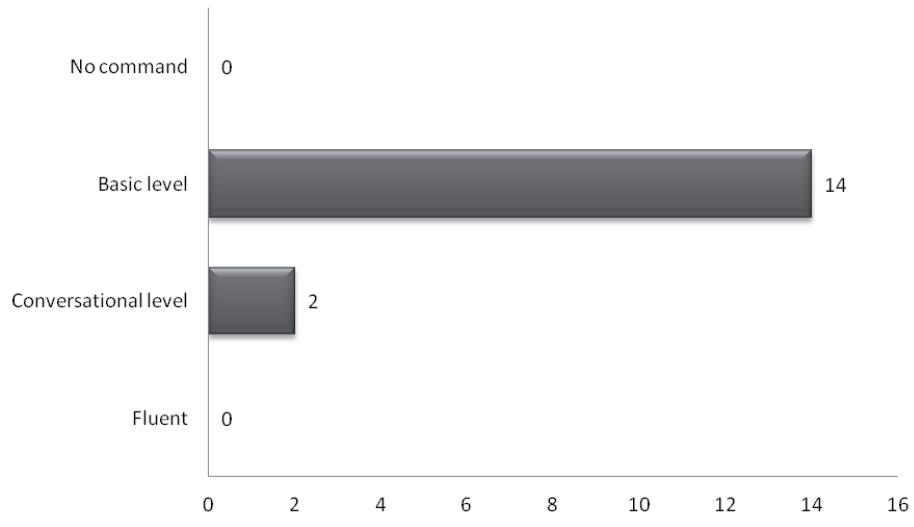
87% of the emigrants report basic command of English and mere 13% of them speak English at a conversational level. All mothers state they communicate with their children and families exclusively in Polish.

The question "Which language is important for your child's development?" was answered as follows: seven respondents marked 'Polish' and nine answered that Polish and English played an equally important role (Graph 3). All mothers believe that the command of English will have a positive impact on their children's career opportunities. Fifteen mothers (94% of all respondents) wanted their children to study in the UK. Only one of them wanted her child to study in Poland.

Graph 3. Which language is important for your child's development?

Polish and English 9

Polish 7

(x-axis: 0 1 2 3 4 5 6 7 8 9 10)
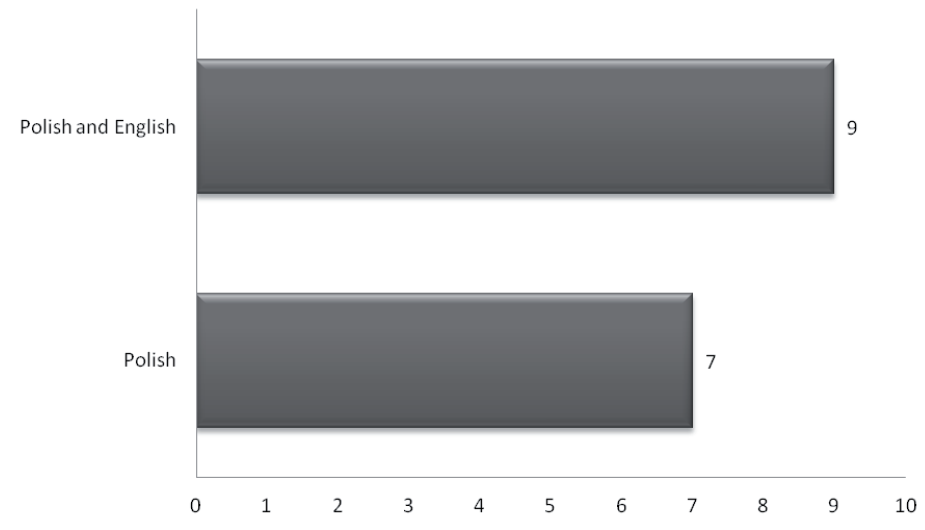
Graph 4. What language is used by your child to speak about their time at the kindergarten/school?

in two languages (Polish and English) 7

in English 5

in Polish 4

(x-axis: 0 1 2 3 4 5 6 7 8)
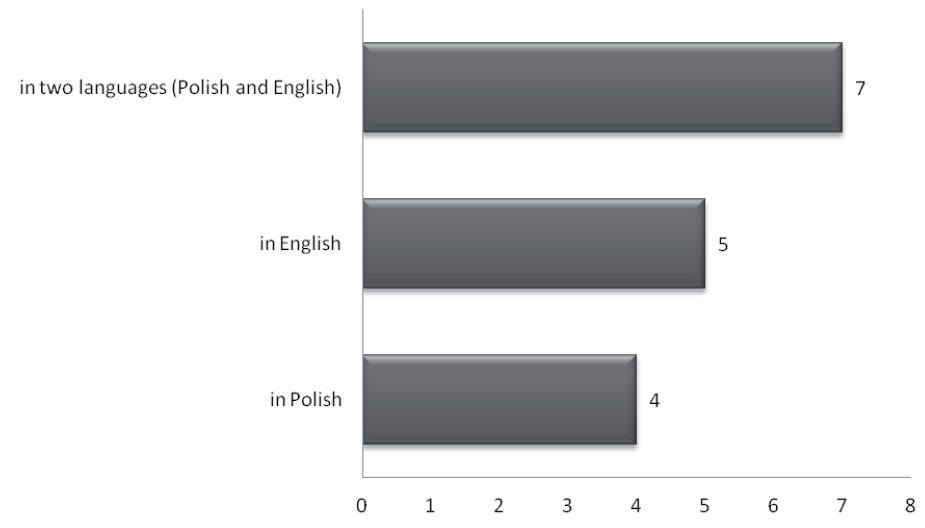
As answered, children of 7 women talk at home about their time at kindergarten/school in two languages (Polish and English), children of 4 women use

only Polish for that purpose and in the case of 5 emigrants, children talk about kindergarten/school in English only (Graph 4). To the question "Which language is more often used by your child?" 9 respondents answered: Polish, and 7 of them said it was the English language.

All mothers reckon that children benefit from being able to read and write in Polish. Interestingly enough, however, not all of them provide or will provide their children with education in the Polish language (e.g. a Polish school). Six mothers out of 16 stated that the English education will suffice.

When asked if the Polish Embassy/Consulate should see to the good command of the Polish language among Polish emigrants' children, 11 women answered it should and 5 provided negative answers.

Being asked about their attitudes to their native language and country, the respondents provided the following answers: 11 women stated that Polish was important to them and 5 of them did not consider it as important while living in another country. Four mothers declare that the English language was important to them, two mothers seek to develop their English command while 10 women said they had to accept it.

A new linguistic reality – a new language model

It is evident that the Polish language spoken by Poles living outside of Poland has a different position and plays different functions than the Polish language spoken in Poland[5]. As a result of emigration, Polish emigrants are exposed to influences of the language of their new country of residence, which results in the foreign linguistic structures interfering with the Polish language and code-mixing. In some communicative environments, code-mixing is a norm and a result of sociological and historical factors. A mixed code is a result of many idiolects and occurs both in written and spoken language. One should bear it in mind that Polish emigrants show various levels of linguistic competence and use various variations of Polish (both due to social and territorial variations). It is also worth adding that the mixed language is mostly an effect of the contact between two competitive linguistic and cultural systems.

Polish emigrants in the UK usethe term *Ponglish* to denote a linguistic code they use to communicate daily. English borrowings, adjusted in various ways so

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[5] S. Dubisz, *Społeczne role polszczyzny poza granicami kraju. Pamięci Profesora Mieczysława Szymczaka*, in: *Język polski w kraju i za granicą. Materiały Międzynarodowej Konferencji Naukowej Polonistów Warszawa 14–16 września 1995 r.*, Vol. I, B. Janowska, J. Porayski-Pomsta (eds.), Warszawa 1997, p. 17–20.

that they can function in Polish,are most characteristic of*Ponglish*. The language they speak shows various linguistic hybrids built of elements coming from two different languages – Polish and English, and interferences, deviations from the linguistic norm. Interference occurs because of the linguistic contact and structures of one linguistic system overlapping with another's. Interference means transformation of the existing linguistic models under the influence of incorporating some elements of another language into more structured domains of language (to some part of the phonemic system, to a part of morphology and syntax and some lexical areas)[6] (Weinreich 1974:1). It is widely believed that interference results in mistakes in another language in consequence of the structures of the second language being imposed on the first language. It must be remembered, though, that this phenomenon works in the opposite direction, too. Whileacquiring a foreign language, we bring some linguistic habits of our mother tongue into that foreign language. U. Weinreich argues that (1974:1),the greaterthe difference between the systems of languages, the bigger the problems with acquiring those languages simultaneously and the higher the risk of interference.

Interferences occur in all sub-systems of the language being acquied. The most frequent and noticeable interferences occur in phonological, lexical and grammatical systems[7]. Strongly rooted mechanisms of the first language/primary languagegreatly impact one's acquisition of another/different language. Habits transferred from one language system into another cause numerous linguistic mistakes, which may even result in communicative mistakes.

As this research shows, the emigrant mothers address their children by means of an interfered code, which is evidenced by the following examples

*Nasza**landlejdi**dzwoniła.*
*Jutro **weźmiemy autobus** na **szoping**.*
*Dziś jest **Saturday**, a Ty idziesz do szkoły w **Monday**.*
*Nie zapomnij swojej **workbook.***
*Macie jakiś **homework** do zrobienia?*

We can even venture to say that the lack of a model standard of the Polish language is frequently the case among emigrants.

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[6] U. Weinreich, *Languages in contact: Findings and problems*, 8th edition, The Hague, Mouton 1974.

[7] See U. Weinreich, *Languages in contact: Findings and problems*, 8th edition, The Hague, Mouton 1974; F. Grosjean, *Life with two languages: An introduction to bilingualism*, Cambridge, Massachusetts and London 1982; Hoffmann Charlotte (1991). An introduction to bilingualism, Longman, New York.

The speech of Polish migrants' children

All children whose mothers took part in this survey have undergone a speech therapist examination. The examination covered interpersonal competences, i.e. pronunciation, language, concept structures, dialogue competence and the use of narrative functions. Nineteen out of 21 children aged 6-10 under this survey showed retarded speech development not only in phonetic and phonological dimensions but also syntactic and lexical aspects. Utterances by 12 children lacked prepositions, something rather typical in 3- or 4-year-olds. All children had a limited vocabulary, difficulties answering questions outside of context and situation, and difficulties talking about past events. In 14 children, the *s, z, c, dz, sz, ż, cz, dż*sounds were substituted by soft *ś, ź, ć, dź*. Substitution (replacement of more difficult sounds with easier sounds) is viewed as a normative phenomenon, yet only until a certain age. A bilingual child who at the age of 6 does not articulate *l, sz, ż, cz, dż, r*soundsshould attend aspeech therapy, just as children living in Poland would. The mothers believe that the time shift in their children's mastering of inflection and syntactic skills in the ethnic language is a natural phenomenon. It is not the case, though, and the awareness of this fact should prompt parents to find ways to effectively stimulate the development of the Polish language. If the difficulties separating codes are accompanied by developmental problems (phonemic hearing disorders, speech defects and dyslexia), then the child might never show its intellectual potential[8].

Statements by all children under this examination are marked by disjointed narratives, grammatical incoherence, semantic and pragmatic incoherence, impoverished content, unclear cause-and-effect links and children's losing their point. The children show immense difficulties building complex statements and understanding statements made by others.

Conclusions

The Polish language in exile should be developed through conversations, dialogue. As J. Cieszyńska rightly claims, "it is not enough to just address children, one needs to talk to them"[9]. A parent sets a linguistic model to a child, this implying

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[8] J. Cieszyńska, *Rozwój mowy polskich dzieci na obczyźnie – zjawiska normatywne czy zaburzenia rozwojowe?,* in: *Nowa Logopedia*, Vol. 3 *Diagnoza różnicowa zaburzeń komunikacji językowej*, M. Michalik, A. Siudak, Z. Orłowska-Popek (eds.), Kraków 2012, p. 63.

[9] J. Cieszyńska, *Metoda Krakowska wobec zaburzeń rozwoju dzieci. Z perspektywy fenomenologii, neurobiologii i językoznawstwa*, Kraków 2013, p. 178.

that they should avoid unnecessary borrowings and speak correct Polish. For the sake of a young child's proper development, a linguistic code shared with parents and the possibility to pass cultural contexts, i.e. opportunities for full communication with parents in their mother tongue, are necessary. The language enables parents to pass norms, behavioural patterns, as well models of judging and valuing, not only in terms of ethics but also aesthetics and cognition. This means that the language is a vehicle used to transfer a culture of a given nation[10].

Bilingualism benefits the child only when the child is capable of fully developing his or her linguistic, communicative and cultural competences in both language systems.

The research project conducted in the United Kingdom shows that not every child has a chance to do that. Although migrant mothers say they care for their children's linguistic development, the actual situation is different. As for their age, children show inadequate linguistic and communicative competence, which means that the development of parents' ethnic language should be properly stimulated (with simultaneous stimulation of the language of the country of residence).

THE KRAKOW METHOD[11] offers the following techniques of system speech development stimulation:

- an auditory program(*Słucham i uczę się mówić. Trudne głoski*) –a program taking into account difficulties perceiving Polish sounds;
- an auditory program(*Słucham i uczę się mówić. Samogłoski i wykrzyknienia*, *Wyrażenia dźwiękonaśladowcze* oraz *Sylaby i rzeczowniki*) – addressed to children who do not make attempts to imitate statements of adults in Polish. The auditory program is designed to trigger a natural, developmental mechanism of imitation;
- Simultaneous-Sequential Learning to Read® – *Kocham czytać*, *Moje sylabki, Kocham szkołę*[12];
- spoken and written language programming;
- writing and drawing a diary of events.

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[10] J. Cieszyńska, *Dwujęzyczność, dwukulturowość – przekleństwo czy bogactwo? O poszukiwaniu tożsamości Polaków w Austrii*, Kraków 2006, p. 27.

[11] J. Cieszyńska, *Metoda Krakowska wobec zaburzeń rozwoju dzieci. Z perspektywy fenomenologii, neurobiologii i językoznawstwa…*, op. cit.

[12] The programmes mentioned above are published by Wydawnictwo Arson, Wydawnictwo Wir and Wydawnictwo Edukacyjne.

The proper stimulation of both languages, the ethnic language and the language of the country of residence, is the only way to have a positive impact on the development of the child's identity and his or her cognitive development.

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Human labour – an alternative for a young person lost in the world of addiction due to stress and depression

Abstract: Nowadays, a young person is exposed to many different disorders from which the most present are depression and stress. For many teenagers such diseases are the introduction to other threats such as physical and mental addictions. The factor that helps to fight them is a human labour - work. It gives a young person a chance to improve qualifications and it is an alternative to say 'no' in a very decisive way to any psychoactive substances.

Keywords: depression, stress, work – labour, a teenager, an addiction

Introduction

Nowadays, each adolescent constantly seeks their own place and destination in the present world. He or she wants to achieve their plans, dreams and they feel a need for being important to others. All the time, they ask themselves questions about a sense and value of their existence. Unfortunately, they cannot find themselves in a new reality due to various mistakes they make. Their failures, which they think about constantly, cause a lot of stress and frustration which makes young people become much more easily and subconsciously addicted since any addiction gives them opportunity to create a fresh look on life and world and help forget about negative life experiences. Different types of addictions are a kind of escape from everyday life and give the youth a chance to create a new but just

seemingly better future. That is why, the remedy for adolescents to overcome those problems is finding a job and devoting to it. The job gives young people a lot of possibilities to fulfil and develop their personal talents; it helps discover own interests and show them capably. Moreover, it leads to vocational qualifications improvement.

Depression and stress as an encouragement to get in into the world of addictions

Stress is an event in a person's life, which can have only one single episode and then its action is limited in time. In other case, it can have a chronic character and it is not known when and if it finishes. What is worse, it repeats regularly and causes much more negative consequences[1]. The life in continual nervousness and tension may lead to the occurrence of a traumatic stress, which can be caused by may negative life experiences[2]. The stress can be:

- Physical – its appearance is related to any physical activity
- Chemical – caused by chemicals or stimulants which are present in a natural environment
- Mental- it happens when a human being is burdened with too many duties and can't deal with them because she or he is a perfectionist in their profession and they start to worry if they can manage well and sensibly;
- Emotional – a person is overwhelmed with anger, fear, frustration, a feeling of betrayal, a close person loss, and they can't release themselves from it.
- Nutritional – caused by a lack of certain ingredients being important for a person's life and by the surplus of fats, proteins and food allergies.
- Psychically – mental – it appears due to the fear of other person's life, their plans or choosing the right way of life.[3]

The life of a young person is not just full of happiness and positive experiences so the feeling of stress seems to be obvious. The first factor causing its appearance is school and further education. Constant tests, quick tests and exams usually lead to stress occurrence and its activation. Moreover, frequent changes in the educational system – for example, new challenges in the aspect of passing the Matura Exam, introduce stressful elements. A lot depends on the teacher

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[1] I. Heszen, *Psychologia stresu*, Warszawa 2013, p. 145.
[2] M. Turlejska Lis, *Stres traumatyczny. Występowanie, następstwa, terapia*, Warszawa 2002, p. 23.
[3] M.S. Rosnthal, *Depresja*, Warszawa 2002, p. 61–62.

who has a huge influence on adolescents. It is very important if a teacher is an expert who students can trust completely or a person who just passes the knowledge without any commitment. Furthermore, a teaching process is limited only to learning some rules by heart and it does not have any relevance to a practical usage. Unfortunately, a teacher often behaves like a very strict person who everyone should be afraid of and respect him or her. Later, a meeting with a school counsellor who causes fear or distrust has signs of this barrier. Often enough, adolescents react to such a situation with some health problems such as stomach ache, vomiting, and nausea. Those symptoms change into a panic fear when the time goes by. Meanwhile, the responsibility lies on the teacher's side to get the young people's trust and to assure them that they relations will always be full of help, respect and understanding. The stress factors destroy some emotional balance during the time of adolescence and rise susceptibility to addictions[4].

A family home situation very often has an influence on a stress development. It is connected with the change of parents' previous career path or other events which has changed their family life recently in a drastic way. A young person notices it by frequent quarrels at home. Parents often blame children for such a situation by claiming that they have to work to provide for their education and upbringing. The parents say that they must only care for the children and their future not about their own happiness and career. They insult their children by calling their names of being a loser, who can only count on them and can't deal with problems themselves. This leads the teens to take drugs in order to overcome the stress[5].

The fact the a young person or his close family member is diagnosed with a severe disease diagnosed is a factor causing and deepening the feeling of stress. An adolescent is unable to manage their thoughts that his or her life is likely to finish with a sudden and unexpected death. Constant thoughts about it make him or her feel helpless and scared and paralyse their actions and functioning[6]. It is not surprising that in such a situation adolescents desire to forget just for a while about such events and escape to the world deprived of negative thinking about their own and other people evanescence. Different types of drugs are usually a great way to sooth such an indisposition.

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[4] M. Jędrzejko, M. Netczuk-Gwozdziewicz, *Uzależnienia i zaburzenia. Młodzi ludzie w przestrzeni wielowymiarowego ryzyka*, in: *Pułapki współczesności. Człowiek wobec uzależnień. Wybrane problemy*, M. Jędrzejko, M. Netczuk-Gwozdziewicz (eds.), Warszawa 2013, p. 44.

[5] R. Portmann, *Dzieci a stres*, Kielce 2007, p. 22–23.

[6] R. M. Sapolsky, *Dlaczego zebry nie mają wrzodów. Psychofizjologia stresu*, Warszawa 2010, p. 167.

A lot of failures in young people's lives, which weaken the emotional state, are also the most crucial factor activating the stress. Its consequence is a lack of adaptation to function in the adult life. This can lead to the appearance of much pathology such as drug abuse[7].

The lack of ability to spend free time is also a problem of a modern teenager. He or she does not know how to use it in a beneficial way in order to regenerate their strengths and relax at the same time. No wonder, then, that young people turn to watching TV or are fascinated by cyberspace which is for them some kind of an authority and reality in which they feel safe and can be anonymous. Moreover, not only a lot of information, which flowto a young man from the Internet, lets him or her regain physical and mental strengths but also rise the level of stress. Young people cannot cope with a lot of negative visual incentives and contrary information transmitted via different TV stations, radio stations or websites. Then, in teenagers' mind a certain vision of the world and man appears that convince them how little do they mean in the global human society. In the consequence it leads them to conflicts with peers because a teen cannot accept their views and is unable to show them understanding and tolerance. In this situation, a fashion style or new gadgets and innovations, that are appearing constantly, are claimed to be the reasons of peers' disputes. An adolescent notices different trends and comes to the conclusion that he cannot afford and own all of the things. This leads young people to the stress and a conviction that they are unable to keep up with the changing world. This fact arises a feeling of being stressed and depressed. Finally, they look for the opportunity to forget about all of the problems just for a while and they start taking drugs[8].

The adolescent feels the stress coming from the fact that he or she cannot own or try many items and goods because they are treated by adults as, the so called, forbidden fruit. Such a dilemma arises from the process of bringing up teenagers, and from the certain rules passed to them by parents. A parent forbids something for a child without any logical explanation (a child can't have something because they say so). Often enough, a simple curiosity pushes a teenager into an addiction, e.g.: he or she tastes alcohol and checks the effects of it[9]. The same situation

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[7] I. Grzegorzewska, *Doświadczenie życiowe jako źródło zdrowia lub zaburzeń w przebiegu rozwoju dzieci i młodzieży*, in: *Zdrowie , stres choroba w wymiarze psychologicznym*, H. Wrona-Polańska (ed.), Kraków 2008, p. 137.

[8] R. Portman, *Dzieci…*, op. cit. p. 24.

[9] C. Atkin, *Effects of televised alcohol messages on teenage drinking*, "Journal of Adolescents Health Care" 11/1990, p. 13.

repeats when it comes to choosing food. If a teenager is reminded constantly of harmful effects of eating crisps while the others eat them, he or she eats them secretly being stressed that they will be caught red-handed in spite of their parents' prohibition. On the other hand, eating too much crisps causes obesity. It has its reflection into judging oneself in the view of someone who is fat or overweight. According to it, one comes to the conclusion that nobody accepts them or wants to stay in touch with. Peers laugh at such a teenager and do not treat him or her seriously. He or she is perceived as a worse and hopeless person, who it is not even worth making friends with[10].

A long-lasting stress causes the risk of depression which may lead to a psychoactive substance addiction[11]. Depression may result in a constant mood of sadness which can be followed by the lack of joy of life. A person who falls ill with it is depressed all the time, nothing can make him or her happy and such mood is shared by others. With the passing time, this state can be worsened and last for most of the day or even for years. Then, a teenager suffers from manic episodes and hallucinations. In addition to this, some weather factors such as coldness, chill, a lot of rainy days also influence and deepen such symptoms. Bad weather conditions cause a lack of willingness to live and face everyday problems. What is more, a man becomes a drug addict to cope with everyday life and to stop and heal health problems. The drugs seem to be the remedy to feel better and regain a good mood but in fact they cause a drug addiction[12].

The depression appears when a young person gives up the contact with peers and starts to skip classes which they previously considered nice and interesting. The loneliness is the result of a teenager's solitude from others and it is because of the fact that their friends avoid them. A young man is not eager to make new friends and to maintain the relationship with others. Being an outsider fulfils their ambitions and is perceived as a form of completion of the aim of being a human[13].

A situation when a person does not show any sign of frustration and other emotional problems, and tries to hide them is also one of the symptoms of depression. At the same time, a despair and lack of willingness to life appears. This state is an existential emptiness. A person becomes an introvert and struggles

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[10] I. Izdebska, *Rodzina, dziecko, telewizja. Szanse wychowawcze i zagrożenia telewizji*, Białystok 2001, p. 29.

[11] A. D. Hart, C. Hart-Weber, *Depresja nastolatka,* Poznań 2007, p. 64.

[12] Ibidem, p. 98–99.

[13] S. Atkinson, *Jak wydobyć się z depresji*, Warszawa 1989, p. 190.

with failures and dilemmas on his or her own. In the process, aggression appears which, as far as women are concerned, may be suppressed. As for men, the aggression may be manifested by certain actions. A pent up anger causes the activation of very strong emotions which are not shown to others. When a person blames himself or herself of everything, the depression is worsened[14].As a result, people seek the remedy in psychoactive substances thanks to which they become more integrated with society because they regain the courage, safety and ambitions. As a result, the world becomes more positive without any negative aspects.

The stress and, later, depression cause frustration and listlessnesswhich may turn into a strong psychoactive substance addiction. This leads to suicidal attempts. If a young person cannot count on anybody and there are too many problems, the suicide seems to be the only solution. A low self-esteem is the reason for it; everything is hopeless, I hate myself, I do not accept myself, I am not reliable and I have nothing to offer. What is more, a conviction appears: it would be better if I were dead and did not exist[15].

The luck of need for being successful, which appears with time, is another symptom of depression. People's lives are accompanied by a feeling of laziness, sadness. They feel lack of satisfaction and self-discipline and panic attacks appear. The everlasting sadness is evoked by a lack of alternative for a better tomorrow. This condition has been lasting since childhood and it worsens as a person gets older. This situation is worsened by taking psychoactive drugs, which instead of having therapeutic role, they very often deepen the state of depression since they are taken against the doctor's advice. A teenager does not control taking the drugs as he is addicted[16].

Work as a solution to a teenager's addiction

Human labour is an effort that is necessary to exist. Its aim is to achieve certain physical, mental, personal and social benefits. On one hand, it is a duty and human choice, on the other hand – an assured profit, salary and effort. What is more, it brings some consequences for a man and for a population[17]. That is why, employees are obliged to have certain knowledge of a job. They must constantly learn and enrich their knowledge and an inborn ability of acquisition definitely

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[14] L. P. Frankel, *Kobieta i depresja*, Gdańsk 2002, p. 32–33.

[15] S. Atkinson, *Jak wydobyć…*, op. cit., p. 105–106.

[16] E. Woydyłło, *Bo jesteś człowiekiem. Żyć z depresją ale nie w depresji*, Kraków 2012, p. 51–52.

[17] J. Wilisz, *Teoria pracy. Implikacje dla pedagogiki pracy*, Kraków 2009, p. 18–19.

helps to get it. It happens thanks to logical, intuitive, creative and practical think-ing. The last one is connected with some agility and using methods, materials and instructions in order to improve qualifications. The certificates are issued by local councils. The employees desire being appreciated by their employers and, at the same time, noticed according to their qualifications in their country or abroad[18]. Today's world became a big global village by its opened borders, where the flow of people and their jobs is easy to notice.

First of all, a job is a source of dignity and value for a human being. It gives them the basis for developing own morality if it is performed honestly and con-scientiously. Thanks to own dignity the human is a value for and by themselves. The sense of dignity is the most important criteria for people to be dealt with by other people and society. In case it is threatened, it needs to be defended and fought for with the use of all strengths. Therefore, because of that and a human value is the aim not a source, a subject or an item. The human dignity is a part of the essence of humanity[19]. It is the core of sensitivity and good. A young person, who grows up with these values, realises that he or she cannot break the law. All the efforts that they put into any activity completion are good for them and the whole society. It is a kind of good, which other people participate in. While doing any job, in a teenager creates sensitiveness and respect for themselves and for oth-ers. All the actions taken are useful to overcome their own weaknesses, lifting up and mastering to overbear their disadvantages. In difficult life moments such as reaching for psychoactive substances, they will overcome them by the value and joy of work they have inside[20].

Nowadays, we constantly experience a lack of speech culture. We are exposed to swear words and other vulgarisms. Young generation is accustomed to using them in speech and threat them not only as something natural in speech but also as something obvious. The utterance of words and building logically and gram-matically correct sentences provokes humanity and teaches the opportunity of interaction between people. Then, the speech culture and a native language are developed. A young person is motivated to speak and write according to conven-tionally accepted rules. He or she learns the rules of social communication. For them, the native language is a very important aspect of conveying information

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[18] B. Baraniak, *Metody badania pracy*, Warszawa 2009, p. 73.

[19] A. Olczyk, *Etos ludzkiej pracy. Refleksje nad nauczaniem Jana Pawła II*, Częstochowa 2004, p. 43.

[20] Cz. S. Bartnik, *Praca jako wartość humanistyczna*, in: *Praca a kultura*, M. Kowalczyk (ed.), Lublin 2005, p. 50–51.

about the world, their interests and work. The work creates a new dimension of culture and implies a new look on it. It is also a challenge for them and, as time goes by, it shows them that it is an invaluable gift and eternal virtue encouraging teenagers to reflect deeply on their lives. The work, which becomes a part of their lives and co-exists with a speech range, particular words, gives them more understandable for people humanistic dimension. That is why, there is no valuable work without a correct language but without a cultural language the value of human effort and labour cannot be mentioned[21]. Such an approach to the native language which creates the culture motivates a young person to notice the possibility of self-development and talents realization.

An average teenager, depending on his or her own culture which is developed thanks to their own effort and work, notices the ability to help others. The feeling of being a volunteer which means a free-will sacrifice for others appears[22]. The volunteer has a strong sense of importance of what he or she does, and thanks to this they build the image of a sensitiveness for other people's needs. They do not get any financial gratification or benefits such as salary for their voluntary work for the old or people in need. They are interested in a human being and they want to change their personal, material and moral situations. They notice the sense of their commitment and they feel satisfaction of their social lives. Everything they do is a huge sacrifice which is determined by solidarity and selflessness. They share their existence with others want to offer a part of themselves[23]. A voluntary worker decides to take his or her actions because they see unhappiness of other people. They perform certain actions according to their abilities and skills. They also work for addicted people. Looking at their situation they become more sensitive to their addiction but it can be a warning for them about the consequences of taking psychoactive drugs. Moreover, if they have been addicted, thanks to the work for such people, they are really eager to give them help to get out of this addiction[24].

Work means for an average human a constant improvement of qualifications so it is not surprising that teenagers must develop a sense of resourcefulness and comprehensiveness. What is more, a professional will always be treating

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[21] Ibidem, p. 60–61.

[22] D. Pietrowski, *Wolontariat w Polsce – nowe spojrzenia na pracę społeczną*, Roczniki Naukowe Caritas, R.V 2001, p. 31.

[23] M. Górecki, *Wolontariat*, in: *Elementarne pojęcia pedagogiki społecznej i pracy socjalnej*, D. Lalak, T. Pilch (eds.), Warszawa 1999, p. 335.

[24] T. Kamiński, *Praca socjalna i charytatywna*, Warszawa 2004, p. 70–71.

problems in a complex way. That is why, his or her brain must associate different facts quickly and analyse arisen problems effectively. Their knowledge cannot be restricted only to one problem but it must be complex and comprehensive. While working, they have to make quick decisions which may prevent dangerous accidents or disasters. If they work among various people, they are expected to be able to coordinate the actions and analysis of given information. A young person has acquired such skills which demand having a good memory - a quick memorising of once-heard information. While working, details of a performed duty are very important. It is commonly believed that some people have talents to do this or that job because they like it, appreciate it and want to be the best at their profession. If that happens, the people perform their duties with a great passion. They do not waste time to relax with the use of drugs which are perceived as something totally strange. If they notice that a lot of people count on them and they are expected to present certain solutions, they try their best to complete their duties[25]. G Kranas says – 'The higher a job stands in a virtues hierarchy and the more important it is, the bigger sense of loss is present while losing the job'[26]. Therefore, in present employment situation, where it is so hard to find a job one must constantly care about it, do their best and should not let an employer think that they do not fulfil their duties correctly. The reason to make a young person redundant may be only a presumption that he or she is taking any drugs. That is why, it is not surprising that a teenager caring about his or her job and image does not let anyone notice that they are, e.g.: drug addicts. Therefore, while improving qualifications it is crucial to work out a habit of a multiple repetition of the same task. Then an automatism appears which is evoked by constant qualifications improvement. This habit leads to certain routines at work. Contrary to a habit, a routine is a mechanism which aims at a certain task completion. Those two abilities, mentioned above, have their reflection in a skill. It is a type of a performed action and a quick working pace directed to correctness and higher efficiency. To achieve it some workshops and trainings in a work place or outside it aim at eliminating workers' weaknesses and implementing them to constant and better responsibility for taking actions and managing other people[27].

A teenager raising his or her educational needs at work is at risk that education instead of helping them may become a threat. Using a virtual reality too often may lead not only to a crisis of social bounds but also to a man destruction

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[25] J. Wilsz, *Teoria pracy…*, op. cit., p. 237–238.

[26] G. Kranas, *Organizacja, praca, bezrobocie*, Warszawa 1999, p. 29

[27] B. Baraniak, *Metody…*, op. cit., p. 35.

who becomes isolated in his own world. This situation may cause an impulse to spend a lot of time in the cyberspace and neglect other vocational and personal duties. That is why, it is very important to raise children in such a way that they could use technological gadgets in a competent and wise way and implement in them such advantages thanks to which the children could the control over new technological gadgets. A person who can reconcile his or her own sake with the good sake of a bigger group of people is able to cooperate with others. They are responsible for the future of their own homeland, a country, where they live and which they work for[28].

Work is a difficulty, effort and sacrifice for others because of a certain idea and virtue. Apart from that, it is also a free time and relaxation. Therefore, it is a great art of having a right ability to make use of it all. At first, a temptation of a total relaxation from work appears with the use of drugs, hazard, alcohol or other psychoactive substances. That is why, a meaning of rest after work and understanding that the work is the introduction to active engagement in possibility of spending a free time is very crucial. A good and responsible worker, who is a teenager, will definitely consider an aspect of caring about his or her physical appearance. Besides, doing professional or amateur sport becomes trendy nowadays. Physical exercise develops a strong will and a slim body. It also teaches to defend one's value and how to say 'no' in different situations. Sport is the introduction to self-development and self-control. It gives opportunity to create an own personality and own world. Moreover, the sport influences building personal and moral examples for teenagers. A young man sees in an extreme sportsman the examples to follow. He becomes an authority and a guide for a teenager. The teenager notices that nowadays, you can live your life without any psychoactive substances which are available widely and which are an easy temptation to destroy one's health and life[29].

The work develops in the teenager a sense of responsibility for himself and his family he wants to have. He decides what the new social group will be like and how he will fulfil his values and duties. The main duties of the new social group are assuring a welfare and wellness, a procreation, raising up children and their future concern, and parental duties fulfilment. That is why, the work is a family life ally and contributes to human society development[30].

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[28] M. Sztaba, *Głos w dyskusji na temat potrzeby wychowania społecznego współczesnej polskiej młodzieży*, in: *Młodzież, a kultura życia*, F.W. Wawro (ed.), Lublin 2008, p. 337–338.

[29] T. Nowacki, *Praca ludzka. Analiza i pojęci*, Radom 2008, p. 21.

[30] A. Olczyk, *Etos…*, op. cit., p. 191.

Conclusion

The work is something natural for a human being and it is hard to imagine not developing his or her humanity in a certain profession. Unfortunately, a teenager or present civilisation diseases very often stand in the way to it. Those obstacles are stress and depression. They paralyse a person especially a young one, who is at the beginning of his or her way of life and they make a lot of important decisions. Nevertheless, the way of life is frequently determined by parents, school, in which they learn, teachers and friends. It is very crucial if either they will be formed correctly in the aspect of education and parental guidance, or the feeling of depression and stress will be worsened. As the time goes by, in the result of a further existence the condition mentioned above may lead to the use of psychotropic and psychoactive substances in order to forget about failures and sad experiences. That is why, a useful remedy to prevent a teenager from getting into the world of addictions is work. The work develops a sense of dignity, independence and also forces to improve qualifications. What is more, it teaches to use the free time well and not to waste it. The work becomes the value, which everyone should care about not to lose it.

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Zarządzeniem Rektora nr R/Z.0201-25/2013 z dnia 22 lipca 2013 r. w sprawie zmian w strukturze organizacyjnej Wydziału Pedagogicznego, został powołany Instytut Pracy Socjalnej. Od 1 września 2013 r. jego siedzibą jest budynek Uniwersytetu Pedagogicznego na osiedlu Stalowym 17 w Krakowie.

W Instytucie prowadzone są studia pierwszego stopnia (licencjackie) z zakresu pracy socjalnej na specjalnościach: asystent rodziny oraz asystent pomocy instytucjonalnej. W roku akademickim 2014/2015 zostały uruchomione studia drugiego stopnia (magisterskie). W ramach studiów są prowadzone trzy specjalności: opieka nad dzieckiem i rodziną, asystent osoby starszej i niepełnosprawnej, aktywizacja i poradnictwo społeczne.

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