



THE ACADEMY
OF MANAGEMENT
AND ADMINISTRATION
IN OPOLE

Education
and social
rehabilitation

- TWO ROADS
ONE GOAL

(European contexts)

EDITED BY
MIROSŁAW KOWALSKI
SŁAWOMIR ŚLIWA
EWA KOWALSKA

OPOLE 2014

Education and social rehabilitation
– TWO ROADS, ONE GOAL
(European contexts)



**The Academy of Management
and Administration in Opole**

**Education and social rehabilitation
– TWO ROADS, ONE GOAL
(European contexts)**

Edited by

**Mirosław Kowalski
Sławomir Śliwa
Ewa Kowalska**

Opole 2014

Reviewer

professor ordinarius Zenon Jasiński

Editorial commite

Marian Duczmal (chairman)

Radmila Burkovičová

Wojciech Duczmal

Stanisław Kaczor

Franciszek Antoni Marek

Zenona Maria Nowak

Jurii Shcherbiak

Sławomir Śliwa

Cover design

Janina Drozdowska

Managing editors

Agnieszka Jakutajć-Zalewska

Maria Szwed

ISBN 978-83-62683-60-4

978-83-7511-208-5



WYDAWNICTWO INSTYTUT ŚLĄSKI Sp. z o.o.

45-082 Opole, ul. Piastowska 17, tel. 77 454 01 23

e-mail: wydawnictwo@is.opole.pl

Contents

Challenges to education and social rehabilitation	7
Part I	
Education	
MARIUSZ JĘDRZEJKO, MIROSLAW KOWALSKI Education science in the era of acceleration and great changes – how to face challenges of the future?	11
WIESLAW SIKORSKI, ANETA SIKORSKA Social pedagogue skills communication and therapy	25
MARIUSZ DROŹDŹ Education or business – faces of contemporary electronic media	37
Part II	
Social rehabilitation	
MONIKA SZPRINGER, MARIAN FLORCZYK, MIROSLAW KOWALSKI The problem of violence of young people towards the elderly, perceived by the adult inhabitants of the świętokrzyskie voivodeship	59
PETER JUSKO Probation service and mediation in criminal justice in the Slovak Republic	71
PETER PAPŠO Social work with convicts enforcing a custodial sentence in the Slovak Republic	87
PETER PAPŠO, DOMINIKA KADLUBEKOVÁ Possibilities of post-release services in the Slovak Republic	113
SŁAWOMIR ŚLIWA The attitudes of society to people with criminal records and social readaptation	128

Challenges to education and social rehabilitation

One can observe and experience the cyclical nature of the process socio-educative in the basic needs and fundamental projects for the development of personality, from the outside and the inner world of the individual. Therefore, the representatives of science and researchers of social life have to face the problems with which earlier generations of thinkers and practitioners of social life had struggled. This fact should not, however, suppress the will to engage with new energy and by using new tools and techniques for diagnosis, understanding and explaining of what we are as a people. And why again and again we need to work out a lot for these values, which explain the sense of the taken way.

Therefore, to write this book we invited people from different scientific communities, who normally deal with issues of education and social rehabilitation.

The aim of this study is presenting various problems in the field of education and social rehabilitation of what society has to deal. Continuous changes in the educational and social impact on making permanent quest to answer the question in what direction we are going and what we have before us a challenge. In the individual chapters, the authors share their thoughts and insights on continual changes in education, social life or reeducation of socially maladjusted.

Mariusz Jędrzejko and Mirosław Kowalski in their article accentuate the risks which are inherent to technological acceleration. According to the authors humanities and social sciences, despite the fact that developing dynamically, it is not fully able to deal with it. Despite the fact that the people involved in teaching know a lot of, however, with a few exceptions, we can see weak impact of this knowledge on the socio-political practice, as evidenced by the authors.

The next chapter wrote by Wiesław Sikorski and Aneta Sikorska is an attempt to show how large a role has the process of communication in social pedagogue work. In this article we take a look at ideas professional competence desired for educators. An important issue is to present the work as a social pedagogue are useful therapeutic skills.

Mariusz Drożdż in the next chapter raises a very important issue related to the influence of mass media on society. He accentuates the role that schools should play in preparing children and young people to receive the content, which often is not perceived by young people. According to the author is very important tasks are standing before to modern schools and families in shaping the culture of receiving media content. Young recipient should be given the opportunity to choose the material, highlighting what is important to combine the various facts, read the inten-

tions of the authors of programs, recognizing the positive elements, distinguishing fact from fiction and evaluation.

Part II begins the article wrote by Monika Szpringer, Marian Florczyk and Mirosław Kowalski concerns the problem of violence young people against older people. The authors draw attention to the growing phenomenon of violence against elderly people, which is still taboo. Therefore postulate continuous research, the monitoring of this phenomenon, and most importantly help victims of violence. Presented in this chapter studies that have been carried out on a large group of respondents, are very interesting cognitively. The authors also note the low public awareness about violence against seniors.

Peter Jusko in his article shares perceptions on probation and mediation in Slovakia. Based on the analysis he shows how in recent years in Slovakia increased demand for mediation and the use of probation. Data are shown detailing regions. Undoubtedly a valuable supplement article is providing social and psychological aspects of mediation.

The next chapter describes the methods of social work with persons who are imprisonment in Slovak Republic. Peter Papšo in-depth presentation of the capabilities and limitations of working with prisoners. It also includes very interesting results of research conducted in prisons and detention centers in Slovakia. In particular, are very important conclusions, which postulates author.

In the next chapter wrote also by the Peter Papšo and Dominika Kadlubeková reader can find information about post-penitentiary assistance for former inmates in Slovakia. The authors present legislation and the various forms and methods of helping former prisoners. In particular, they underline how important it is to support the process of social reintegration.

The last chapter is a complement of the previous one. Sławomir Śliwa shows how the convicts are perceived by society in Poland. The results suggest that the public still uses the stereotypes that hinder the process of social reintegration. At the end of the chapter author presents a few suggestions on how we can effectively influence the process of non-institutional social rehabilitation.

Recapitulating, it can be concluded that this publication presents the changes that occur in the education and social rehabilitation.

We hope that this book will be useful for people dealing with every day practice of teaching, as well as inspire researchers to take on challenges in the field of education and social rehabilitation.

Editors

PART I
Education

MARIUSZ JĘDRZEJKO*
MIROSLAW KOWALSKI**

Education science in the era of acceleration and great changes – how to face challenges of the future?

Keywords: media education, social education, health education

Abstract

This article concerns the risks which are inherent to technological acceleration. These processes are still more difficult to master and understand by an average human, as a result of which he/she hopes for their wise explanation.

The most crucial task of educational sciences is promoting such an educational model which would favor the world's humanization, perfecting a human and interpersonal relations, striving to shape life which would be "more human". It suggests more active resistance against impersonal educational models that reduce a human to the role of an article.

The impact of knowledge on the socio-political practice should be more visible in everyday life.

All the diagnoses of the contemporary human, as well as studying his relations with other people, investigating his professional sphere, his education and various difficult situations display, that the feature of the 21st century is constant acceleration and increase of risk areas characterized, according to Ulrich Beck by four essential traits: delocalization (spatial, temporal, social), incalculability, irreversibility, uncompensability¹. Macroeconomic and technological processes accelerate, as well as socio-political changes, fashion changes and production organization, it has been happening in such a pace, that culture has fallen behind technology novices (civilization). These changes equally concern cell phones (each new model has an already planned successor), people's contribution in the global trade

* Prof. PhD, mariusz@cps.edu.pl

** Prof. PhD, M.Kowalski@ipp.uz.zgora.pl

¹ U. Beck, *Weltrisikogesellschaft. Auf der Suche nach der verlorenen Sicherheit*, Frankfurt am Main 2007, p. 103–1014.

(children at 6–9 years of age have become the standard customers), and experiencing the most tragic evil (children – soldiers in Africa, children – victims of Israeli soldiers in the Gaza Strip). These processes are still more difficult to master and understand by an average human, as a result of which he/she hopes for their wise explanation. Unfortunately, in the 21st century, more and more frequent sources of such explanations are not contemporary Platos, Augustines, or Aristotles, but “Uncle Google” with its “information mud”.

A human partaking in the great acceleration experiences also chances to learn new theories, explanations and knowledge and to acquire multi-level education according to increasingly higher standards (even as recently as 25 years ago the number of post-graduate students amounted to 2600, in the academic year 2011/2012 this number increased to over 40 thousand)². At the same time, an individual is a participant in the global village (93% of Poles at the age of 18–24 years use the Internet every day³, and an average countryman spends 29.3 hours a week in front of the net – we rank the fifth in the EU countries⁴). But there is also other data showing “acceleration” – every third Polish teenager at the age of 17–18 has used marijuana or hashish, and as far as marijuana and LSD uses are concerned, Poles hold the second place in the EU countries⁵, almost 20% of Polish children know from their own experience what a divorce is⁶, over 800 thousand experiences a father or a mother addicted to alcohol.

The data presented is only a slight fragment of knowledge about great chances and threats facing a human living in the 21st century. A dichotomous character of the modern times should be presented – although we are better and better educated, we take even more risks (during the weekend when this text was being written, the police stopped over 1000 drunk drivers on Polish roads); though we possess newest technologies, more and more often we use them against one another (for example cyber-bullying, hackers, cyber-crime); though we allocate still more resources to prevention and healthcare, we observe more social pathologies, disorders and ill individuals. Thus, we ask – is the thesis that the picture of the contemporary world is the image of continuous failures of social, humanist and medical sciences justified? And, maybe, it is on the contrary – contemporary

² Quoted after: Szkoły wyższe i ich finanse, http://www.stat.gov.pl/gus/5840_1177_PLK_HTML.htm (10.09.2014) and “Nauka i Technika w 2012 roku”, http://www.stat.gov.pl/gus/5840_2243_PLK_HTML.htm (10.09.2014). These were social and humanist sciences that convinced the authorities that investment in education was an investment in the nation’s welfare and a chance for its development.

³ Compare. Report “Polscy Internauci 2013”, Center for Public Opinion Research 2013.

⁴ Compare. Report “Europe Digital Future in Focus 2013”, comScore, London 2013.

⁵ See: Report ECMDDA 2013, Lisbon 2013.

⁶ In 2011 as many as 64 594 couples divorced, including 37 692 couples being parents and in 2013 over 66 thousand divorces were noted, http://www.csopoid.pl/statystyka_rozwodow.html (10.09.2014). In comparison to the year 1990 the number of divorces increased three times.

social and humanist sciences provide us with a reliable image of the world and credible studies which... we do not know how to use?

* * *

If we assume that “the change” is one of the key features of the centuries turn and the first fourteen years of the 21st century certifies, that each consecutive change generates potentiality and risk of the subsequent one, then really the last two generations experience the constantly changing world. It is also necessary to notice that the pace and scope of the social, economic and technological changes inhibit their research recognition and the afterthought over the process consequences. Another feature of modernity fosters this process – variety of approaches, as a result of which, more frequently the timeless, universal truths do not apply, but there occurs “multitude of truths”. This post modernist (post modern) trend – still more and more fashionable in social and humanist sciences – introduced the notion of “change” into the areas so far perceived as appointed, uniform and undisputed⁷, which results in the variety of answers to the question: “How to live?”, while some of these answers are in apparent or in hidden contradiction to the key social and moral norms⁸. Social and humanist sciences do not fully cope with this challenge.

Deep transformations in culture and social life follow this difficulty because we become participants in a great moral revolution, which is sometimes imposed (an example can be the disputes over the Warsaw “rainbow”, which for some is a badge of equality and for others – homosexuality). Let us also notice that a part of “moral revolution” process is an attempt at questioning a traditional family model as a relationship of a man and a woman (different perception of a marriage has already entered legislatures of some EU countries). Similarly, in the name of “correctness” in social sciences, we increasingly give up calling phenomena, which are pathological and deviant openly as deviations and pathologies, and the minorities rights – it especially refers to sexual minorities – become warrant for the majority, which constitutes a barrier to properly evaluate certain behaviors in the perspective they deserve⁹. May the above presented remarks be related to the

⁷ Post-modernists have a specific, almost unprecedented so far attitude towards the truth. They proclaim far reaching doubt in possibility of recognition the truth about the human and the world essence and about the sense of existence. The manifestation of this doubt is the process of human drifting apart from institutional religions and increasing malevolence towards worldview ideologies. The point is, however, not in radical rejection of the truth, but in questioning its assurance, so in creating an individual in his/her essence insecure, wobbly, vulnerable to subsequent changes and modifications.

⁸ See: S. Opara, *Jak żyć? Wykłady z etyki*, Warszawa–Pułtusk 2014, p. 212–225.

⁹ Displacement of church institutions from the public life (especially the Catholic church) and so far unknown frontal attack on this institution under a cover of revealing anomalies existing within it

condition of social and humanist sciences, especially to the one represented by the social education author? The theses and remarks presented in the further part of the paper are an attempt at answering this and other questions, referring mostly to the scope of authors' interests – social education and psychopathology.

Between scientific study, lack of courage and absence

Despite numerous critical remarks, social and humanist sciences have been developing dynamically, which is proven by a multitude of scientific publications, research, reports and debates. What is more, these sciences, especially sociology, psychology and educational sciences provide reliable research of social trends, disorders, reports of social changes and also the state of social health. Last years, on the grounds of these sciences – outstanding works of timeless character were published – for instance output of Manuel Castells¹⁰, Darin Barney¹¹, Charles Jonscher¹², referring to digital technologies and the Internet influence on social life and human development; influence of mass media on social changes and new norms promotion by Jan van Dijk¹³; analyses of new and old risks influence on individuals, social groups and whole societies initiated by works of Ulrich Beck¹⁴; studies of commercial societies and inappropriate understanding of freedom included in works of Erich Fromm; expressed on numerous planes, sociological studies by Anthony Giddens¹⁵; considerations over the place of a human in the world of growing meaning of technology and technique by Richard Barbrook¹⁶; already iconic research by Howard Becker over subculture changes, or influence of new consumption models on socio-economic changes and psychological contexts of human functioning by George Ritzer¹⁷. New research fields indicating interesting perspectives in perception of such realms as education in digital

proceeds according to the same principles. It happens with almost total passivity of the representatives of social and humanist sciences.

¹⁰ See: M. Castells, *Spoleczeństwo sieci*, Warszawa 2011.

¹¹ See: D. Barney, *Spoleczeństwo sieci*, Warszawa 2008, p. 35–47.

¹² See: Ch. Jonscher, *Życie okablowane*, Warszawa 2001, p. 293–326.

¹³ J. van Dijk, *Spoleczne aspekty nowych mediów*, Warszawa 2010, p. 219–264.

¹⁴ See: U. Beck, *Spoleczeństwo ryzyka. W drodze do innej nowoczesności*, Warszawa 2002; M. Kowalski, D. Falcman, *Świadomość aksjologiczna i podmiotowość etyczna (analizy i impresje)*, Kraków 2011; M. Kowalski, D. Falcman, *Edukacyjne kierunkowskazy. Refleksje o współczesnej teorii pedagogicznej*, [in:] *Edukacja alternatywne w XXI wieku*, red. Z. Melosik, B. Śliwerski, Kraków 2010.

¹⁵ See: A. Giddens, *Socjologia*, Warszawa 2004.

¹⁶ See: R. Barbrook, *Przyszłości wyobrażone*, Warszawa 2007, p. 73–88.

¹⁷ G. Ritzer, *Magiczny świat konsumpcji*, Warszawa 2012.

society are also worth noticing (G. Hüther, U. Hauser¹⁸; M. Spitzer¹⁹), influence of post-modernist social models on societies and family stability (studies by Henryk Kiereś, Zbigniew Gaś and Marek Dziewiecki), or neuro-didactics. And, still it is not a complete list.

However, a question appears, which is the axis of the further discussion – if we know so much, if we so reliably project pitfalls of modernity – then why cannot we change the surrounding world in accordance with scientific indications? This trend is getting more and more explicit, which we present in the following theses:

- education science (including the Polish one) generates still new rehabilitation programs, at least under the name of “creative rehabilitation”, and despite that, the results of rehabilitation process in penal and tutelary-educational institutions are unimpressive – is it science or practice that fails?;

- psychology constructs long-term programs of therapists education, while results of both chemical addiction therapy (mainly alcoholism and drug addiction treatment) and behavioral addictions therapy are faint – don't the increasingly complex therapies bring the opposite results?;

- family education science presents another hundreds of researches concerning the vital role of this social unit, but the feature of the modern, Latin Europe is dynamic increase in divorces rate, as a result of which in some countries 30–40% of children live out of classic family – why is education afraid of entering into substantive dispute with advocates of partnership relations and homosexual marriages?;

- work education science boasts with numerous studies concerning the meaning of work in human development, and, in front of our eyes, new forms of slavery arise (illegal employment of workers, immigrants' exploitation) or new form of work pathology (workaholism, gray zone, work without a contract) – why don't education, sociology and psychology protest against these degenerations?

As it seems there are two main reasons – the first is that most of social and humanist sciences function in their closed world, without any real impact on decision-making processes; the second – the main actors of changes (especially the world of politics and influential managers) not only do not take advantage of these sciences, but in the process of their own education they did not have opportunities of reliable studies in these fields. It is the result of considerable trend to decrease the role of such sciences as philosophy, education science, psychology, anthropology or sociology in the process of educating the main players managing state mechanisms, regional and local ones. The decisive and increasing roles in these

¹⁸ G. Hüther, U. Hauser, *Wszystkie dzieci są zdolne*, Słupsk 2004.

¹⁹ M. Spitzer, *Cyfrowa demencja*, Słupsk 2013.

spheres are played by graduates from faculties of management, economy, finance and modern technologies.

For many a reader the above remark may sound unreliable, but in the Polish perspective it is empirically verified, for example: ethics, social education and psychology are „the margin of the margins” in the education of future physicians and healthcare managers, which may be one of the reasons for low professional ethics in these environments and low level of psychology and law education of policemen may be the source of numerous pathologies and degenerations in these services. On the other hand, hermeticity of legal professions is the key source of multi-level clientelism, greed and lack of human, personal dimension recognition. The objectionable insufficiencies of social and humanist education in many professions are, however, nothing in comparison with practice of absence of afterthought necessarily resulting from the great achievements of these sciences in such areas as early education and vocational education. What if the educators have for years proved the faulty educational model, with special emphasis on an unfinished change connected with introduction of junior high school level, when the Polish Ministry of Education makes further errors, even these connected with educational supervision. Rickety voices of protest, most often on the margins of local media or in professional press cause that these sciences – mainly educational science – play a diminishing role in shaping of social models. Return to the real impact requires undertaking a sharp criticism of reality and this involves an inevitable conflict with authority, which according to the authors, the substantial part of the world of science is afraid of or, simply put, avoids it at all costs²⁰. Meanwhile, in the face of multiple destructive processes and social de-hermetisation, this conflict is necessary, what is reflected in the subsequent theses:

- despite the growing range of higher education (in Poland in 2013 there were reported 6.65 million people with higher education, which constituted 17.5%) we do not observe adequate social changes, for example in form of higher social culture, health or environment awareness;

- together with increase of allocated resources for social prevention, the number of therapists and rehabilitation centers, the issue of addictions in Poland grows, which translates into around a million of addicted individuals (mainly young ones) requiring medical, psychological and educational assistance (which encourages

²⁰ One of the reasons is the fact that a share of the Polish science and higher education has become a beneficiary of faulty ideas, for example through functioning of dozens of mean universities, where education is a fiction and granting the MA degree to thousands of people is a harm both for those people and for the state. Some part of educational professorship also bear responsibility for such a state through allowance for popular till recently practice of double, triple and quadruple contracts. In the near future we will experience consequences in the form of uneducated Masters reaching for higher and higher posts in the professional hierarchy of local government, state and private institutions.

a question – what kind of benefit for us is constituted by the fact that during the last 25 years the number of educators in Poland increased sixfold and the number of psychologists – ninefold? Or – what is the real value of their education and psychology skills?).

Another factor may be the absence of social sciences representatives in the most important debates over modernity, which although are carried out during hundreds, if not thousands of scientific conferences, they do not have any real influence on the social surrounding. What is characteristic for the elites of the Polish educators and psychologists is avoidance of taking axiology stands in arguments taking place in our country. These are usually arguments over important, though controversial matters, namely all the topics connected with immoral (and sometimes illicit) behaviors of celebrities and pop culture icons, secular ideologisation of schools, disputes connected with homosexuality and new family models or marijuana legalization. The few taking a strict, scientific stand are here: Zbigniew Lew Starowicz, Jacek Kurzępa, Urszula Dudziak, Czesław Cekiera, Zbigniew Gaś and already quoted Henryk Kiereś and Marek Dziewiecki. It is, however, interesting that there is an increasing trend in social sciences environment of promoting post-modernism advocates' voices, some of them undertake activities in media (Magdalena Środa, Kazimiera Szczuka, Małgorzata Fuszara, Katarzyna Hall).

On the crossroads

There are areas, where social and humanist sciences took the challenge to carry out a reliable overview of the social condition in its numerous manifestations (research on corruption and clientelism by Maria Jarosz and Andrzej Zybortowicz; socio-economic contexts of suicide by that same Maria Jarosz and Brunon Hołyst; influence of digital technology development on interpersonal relations and social condition by Janusz Morbitzer and Janusz Gajda; family condition by Stanisław Kawula; role and goals of rehabilitation by Andrzej Baładynowicz and Lesław Pytka; multidimensional social changes by Zbyszko Melosik and Andrzej Radziejewicz-Winnicki), but, as it has already been mentioned, there is a problem with taking advantage of these works in practice. Thus, we know but this knowledge does not influence the expected change, which is among others, the reason for the weak influence of social sciences on socio-political life practice. This remark is justified as only a few Polish educators undertake attempts at gaining active impact on the public space through media – the exceptions to that rule are Bogusław Śliwerski²¹, Jacek Kurzępa, Marek Konopczyński and Mariusz Jędrzejko. The situation looks slightly better in sociology and psychology, but

²¹ B. Śliwerski, *Problemy współczesnej edukacji: dekonstrukcja polityki oświatowej III RP*, Warszawa 2009.

comparing to political scientists' and economists' activities, those three fields of science are definitely on the defensive:

- representatives of social sciences remain on the margin of new ideologies discussions. These ideologies aim at marginalization of the Church and the Christian tradition;

- education science does not exist – besides few exceptions – in the struggle for the Polish school identity and its ability to really influence shaping attitudes of the young generation;

- social education is practically absent in the disputes with moral relativism, which may be recognized as one of the most prominent contemporary hazards;

- education and psychology sciences initiate important social debates in a marginal frequency, for instance these connected with ethical side of digital technologies development.

As far as numerous research, being analyzed mainly in scientific circles emphasizes trends dangerous for the wider social condition, as the studies presenting the wide public opinion with possible consequences of these phenomena, visible only in the long perspective, do not emerge:

- educational and psychological studies show that, for example a visible increase of alcohol consumption in the young generation and growing accessibility of alcohol products – but there are no crucial delegations for the authority coming from the world of researchers and practitioners to change this state. Science rather takes photographs of the reality than changes it;

- despite hundreds, if not thousands individual studies of developing phenomenon of young people intoxicating themselves, neither education science, nor psychology made an effort to introduce ideas of preventive and legal solutions in this area – as a result of which, the wide knowledge that we have about these processes does not apply in social practice (groups advocating marijuana legalization are much more active);

- we are able to identify main risks connected with uncontrolled presence of children in cyberspace, but we cannot force educational authorities to implement efficient prevention and education programs;

- media education has worked out effective concepts of technological assistance for education starting from primary school level, but in this regard the Polish school as it was, so it is in the mid-20th century;

- health education co-operating with nutrition sciences scientifically describes optimal models of children and youth nutrition, but these circles do not produce the expected projects in order to obstruct mass (in Poland) manufacture of junk foods, which commonly advertised, have become the most popular sweets and drinks.

As it seems, one of the visible features of the scientific achievements coming from sciences discussed here is that they are generally in vain, which entitles to formulate a thesis that an essential part of the scientific reflection is a “science for the science’s sake”. It provokes a question about the goals of scientific recognition, role and the real influence of the scientific world on transforming social reality.

Searching for a place occupied nowadays by education science, the science attributed the role of a practical disciple, our attention is drawn to individualization of the scientific life. It concerns not only education science, but here it is especially visible. The key question is – are there still in Poland any great education schools, as it was the case in the past. These schools were created by Kazimierz Twardowski, Maria Grzegorzewska, Stanisław Jedlewski, Otto Lipkowski, Czesław Czapów, Stanisław Kawula, Bronisław Urban. Aren’t the rearmost “schools” – psycho-educational formed by Czesław Cekiera (to which the author qualifies), psycho-social created by Lidia Cierpiałkowska, education towards values started by Krystyna Chałas and sociology of the social change initiated by Maria Jarosz? Going further, it is worth asking a question (maybe a seditious one): how many followers and what legacy will be left after those, who assign themselves significance of the contemporary “demiurges”?

As far as we have great and outstanding individualists in education science, as it is more and more difficult to define any schools which can be the aftermath of more general individualization trends in numerous walks of human life. It may be one of causes for which the contemporary social²² and humanist sciences have less to say in decision-making processes than economic and technical sciences. Yet another point is creating the field of financial interests out of some areas of social and humanist sciences, which occurs especially where there are created legal frames for all types of certificates and requirements for supplementary courses and trainings. It is the example of extreme commercialization of science, quite often moving towards pathological forms.

Nevertheless, there exist also objective factors displaying increasing complexity of social issues and many observed disorders have multi-factor sources (we live in the times when the simple problems have finished), what inhibits translating scientific research into social practice.

The courage of debate

Social education (similarly to social psychology, sociology of education and rehabilitation pedagogy) has all the necessary grounds to become one of the most dynamic sciences with great importance for social practice (mainly for prevention

²² One of the great weaknesses of the education science is a faint link and lack of joint studies with medical sciences.

and education). In order to make it happen it should enter with its achievements into public debate and in many cases it should boldly initiate such a debate. To achieve this it needs clear signposts and brave “drivers”.

The scope of this paper subject prevents raising all the spheres where we notice the need of educational activities increase, hence at the end, we focus our attention on challenges connected with moral revolution and post-modernism expansion.

Any success of educational upbringing and comprehensive development has an opportunity only when the upbringing serves universal values, these are, on the other hand, inseparably connected with Christian tradition whose importance in the Polish perspective is impossible to overestimate. Meanwhile, education especially at school will face consecutive attempts at promoting secular upbringing, with a negative attitude towards religion, or even a point-blank antireligious one. It is necessary to notice that a secular upbringing excludes any links of education and religion, contradicting first of all, transcendental point of reference and human destiny. It implies that it practically eliminates dualism between this what is natural and this what is supernatural and further, it aims at dissemination of thesis, according to which the highest value, measure and aim are constituted by a human²³. This process is being realized together with great social engineering, in which the most important places are occupied by consumerism and hedonism. Placing a human on the top of the ladder is to be a foundation of the great idea of freedom. We make this remark, as still more often education research seems not to notice these processes and the extreme humanism proclaiming a deformed idea of God – the Absolute, transforms into a new religion – human deification²⁴. In such a perspective, the human image in which he/she is “the measure of everything” leads to deformation of humanism and it is the humanism which is one of the key messages of social sciences.

In the meantime – what escapes a humanist reflection – being a fragile, unstable and casual being, vulnerable to mistakes and errors, neither a human individual nor a social group can become a model of humanity apogee. There is a need for a goal and an exemplar which would exceed what a human is and would indicate who a human could and should be²⁵. Hence, education faces an important question: “How to explain during upbringing of the young generation, which had been for a long time associated with religion and for two thousand years with Christianity, the escalating phenomenon of secular, non-religious education, rejecting transcendental dimension of a human being, shaping a consumer attitude towards life, in which biological, material and utility values are being brought to

²³ Compare: Z.J. Zdybicka, *Religia a kultura* [in:] *Religia w świecie współczesnym: zarys problematyki religiologicznej*, red. H. Zimoń, Lublin 2000, p. 169; P. Mazanka, *Źródła sekularyzacji i sekularyzmu w kulturze europejskiej*, Warszawa 2003, p. 69.

²⁴ Compare: J. Krasicki, *Przez wiarę i nadzieję ku cywilizacji miłości*, Sandomierz 1987, p. 213.

²⁵ Compare: Z.J. Zdybicka, *Religia a kultura...*, p. 177.

the forefront in the hierarchy of values? It seems that the primary cause for such a state lies in philosophical ideas and dominating sciences²⁶.

Looking for challenges of education and other social sciences which could revive their rank and influence on social changes, it is worth drawing attention to the fact that the more and more preferred education models – which can be called an impersonal education, as they are concentrated on impersonal values – are gaining in importance, which will lead to even stronger marginalization of education, directing it only on shaping practical skills and not on forming a human being by giving him/her the ability to differentiate between good and evil.

Contemporary social and family education face countless challenges, among which the ability to stop negative social trends will gain in meaning. One of these trends will be (it is) a scientist – technical standard of secular upbringing, in which an individual is reduced to a level of an article, submitted to technology operation, as a result of which he/she becomes a system regulated by manufacturing and utility aims. Such a hazard will accumulate together with modern economic and technological trends development, where an individual is reduced to the role of a strongly elated consumer. In the model mentioned above, the most important value is not a human, his/her inner life, personal values, but impersonal values, such as: science, progress, technology, manufacturing, consumption. As a result, a new trend of humanity emerges (spiritual wealth – therefore “to be” – and recognition of the outside world in its real aims and intentions) is being replaced by a model in which the most important is possession, to possess as much as possible, therefore – “to have”. Such an education model becomes a source of a serious threat for a human him/herself through shaping a consumer lifestyle, limiting personal freedoms, through imposing frames of mind and behavior forms by the means of social communication²⁷.

Conclusions

Social sciences have at their disposal all the necessary tools and procedures to form insightful and reliable diagnoses. This, what is characteristic for the contemporary socio-political and economic life, especially for the state practice is the official acceptance for these sciences achievements and the covered, limited introduction of them. This is a kind of “legitimized” and almost common arrogance towards the science and the scientists, who are generally agreed as far “as principles are concerned”, and then, hiding behind factors of mainly economic nature (and now, more frequently behind EU legislature), solutions introduced are often anti-humanist (while evaluating social sciences efficiency, it is worth to remember about this determinant).

²⁶ Compare: *ibidem*, p. 170.

²⁷ Compare: *ibidem*, p. 172.

As it seems, in spite of these barriers – more and more numerous – the most crucial task of educational sciences is promoting such an educational model which would favor the world's humanization, perfecting a human and interpersonal relations, striving to shape life which would be “more human”. It suggests more active resistance against impersonal educational models that reduce a human to the role of an article. Without it, more often, a man will be a target of various socio-technical and ideological manipulations²⁸. Another goal is a bolder criticism – taking into account scientific arguments – of modernity pitfalls, especially those connected with questioning the truth²⁹, the natural law and the value of life³⁰. In this plane, education science should also be ascribed a task to show a true face of the new education models referring to the culture and morality of post-modernism (post-modernity)³¹, which are closely related to hedonism and permissiveness³².

Searching for an answer on a question: if the social and humanist sciences in the increasingly technological society fail, we cannot provide an unambiguous answer. However, we can state that failures are more and more frequently the result of our own abandonments and lack of courage.

Thus, at the end of these considerations, let us remind that a human, being of psycho-physical nature, which is a “spirit in a matter”, thanks to the ability to reflect upon him/herself and his casual condition is capable of reflecting upon the world in order to explore and develop it. This afterthought appeared together with philosophy and, as Henryk Kiereś writes: “Thanks to it, a human crossed the threshold of mythology thinking and founded culture on experience and reason as well as defined necessary conditions for culture dialogue. Hence, philosophy became a foundation for the European culture. But philosophy experienced also an error which turned it into pseudo-philosophy – a false wisdom”³³. This trend may

²⁸ See: A. Bławat, *Antypedagogika. Postmodernistyczne zakwestionowanie wychowania*, [in:] *Postmodernizm: wyzwanie dla chrześcijaństwa*, red. Z. Sareło, Poznań 1995, p. 41.

²⁹ Questioning of the assurance of the truth extensively contributes to weakening of the existing authorities and one of the reasons for it is a common dissemination of the “alternative” knowledge based on half-truths and falsifications. The special influence is exerted by new digital technologies through so called “information mud”. Various viewpoints, theories and controversial attitudes transferred in this information avalanche are presented besides theses thoroughly scientifically justified and beside values supported by the centuries-long tradition.

³⁰ S. Morawski, *W mrokach postmodernizmu. Rozmyślenia rekolekcyjne*, [in:] *Dokąd zmierza współczesna humanistyka?*, red. T. Kostyrko, Warszawa 1994, p. 33.

³¹ Compare: Z. Bauman, *Dwa szkice o moralności ponowoczesnej*, Warszawa 1994, p. 49.

³² Everything is permitted unless it is an expression of a human free will and nobody is obliged to verify an individual's own vision of life by searching for intersubjective values – thus each life orientation, each manner and lifestyle gets the right to be absolutely respected. Compare: S. Morawski, *W mrokach postmodernizmu...*, p. 35; Z. Sareło, *Postmodernizm w pigułce*, Poznań 1998, p. 30.

³³ H. Kiereś, *Człowiek i cywilizacja*, Lublin 2007, p. 6.

be weakened by the social and humanist sciences, however it will probably not be possible to subvert it, by expanding their real influence on great social processes and human attitudes.

Social sciences, if they are to restore their dynamism, should also take a unequivocal stand towards other key problems of modernity (graph 1).



Graph 1. The key problems of the contemporary human at the beginning of the 21st century

Bibliography

- Barbrook R., *Przyszłości wyobrażone*, Warszawa 2007.
- Barney D., *Spółczesność sieci*, Warszawa 2008.
- Bauman Z., *Dwa szkice o moralności ponowoczesnej*, Warszawa 1994.
- Beck U., *Spółczesność ryzyka. W drodze do innej nowoczesności*, Warszawa 2002.
- Beck U., *Weltrisikogesellschaft. Auf der Suche nach der verlorenen Sicherheit*, Frankfurt am Main 2007.
- Bławat A., *Antypedagogika. Postmodernistyczne zakwestionowanie wychowania*, [in:] *Postmodernizm: wyzwanie dla chrześcijaństwa*, red. Z. Sareło, Poznań 1995.
- Castells M., *Spółczesność sieci*, Warszawa 2011.
- Cekiera C., *W obronie zdrowia i życia*, Białystok 2011.
- Dijk J. van, *Spółczesne aspekty nowych mediów: analiza społeczeństwa sieci*, Warszawa 2010.
- Giddens A., *Socjologia*, Warsaw 2004.
- High schools and their finance, http://www.stat.gov.pl/gus/5840_1177_PLK_HTML.htm (10.09.2014).
- Hüther G., Hauser U., *Wszystkie dzieci są zdolne*, Słupsk 2004.
- Jonscher Ch., *Życie okablowane*, Warszawa 2001.
- Kiereś H., *Człowiek i cywilizacja*, Lublin 2007.
- Kowalski M., Falcman D., *Edukacyjne kierunkowskazy. Refleksje o współczesnej teorii pedagogicznej*, [in:] *Edukacja alternatywna w XXI wieku*, red. Z. Melosik, B. Śliwerski, Kraków 2010.
- Kowalski M., Falcman D., *Świadomość aksjologiczna i podmiotowość etyczna (analizy i imprese)*, Kraków 2011.
- Krasicki J., *Przez wiarę i nadzieję ku cywilizacji miłości*, Sandomierz 1987.

- Kwieciński Z., *Pilne kwestie naprawcze systemu edukacji*, Warszawa 2013.
- Mazanka P., *Źródła sekularyzacji i sekularyzmu w kulturze europejskiej*, Warszawa 2003.
- Morawski S., *W mrokach postmodernizmu. Rozmyślania rekolekcyjne*, [in:] *Dokąd zmierza współczesna humanistyka?*, red. T. Kostyrko, Warszawa 1994.
- “Nauka i Technika w 2012 roku”, [http: //www.stat.gov.pl/gus/5840_2243_PLK_HTML.htm](http://www.stat.gov.pl/gus/5840_2243_PLK_HTML.htm) (10.09.2014).
- Report ECMDDA 2013, Lisbon 2013.
- Report “*Europe Digital Future in Focus 2013*”, comScore, London 2013.
- Report “*Polscy Internauci 2013*”, Center for Public Opinion Research, Warszawa 2013.
- Ritzer G., *Magiczny świat konsumpcji*, Warszawa 2012.
- Sareło Z., *Postmodernistyczny styl myślenia i życia*, [in:] *Postmodernizm: wyzwanie dla chrześcijaństwa*, red. Z. Sareło, Poznań 1995.
- Sareło Z., *Postmodernizm w pigułce*, Poznań 1998.
- Spitzer M., *Cyfrowa demencja*, Słupsk 2013.
- Śliwerski B., *Problemy współczesnej edukacji: dekonstrukcja polityki oświatowej III RP*, Warszawa 2009.
- Zdybicka Z.J., *Religia a kultura*, [in:] *Religia w świecie współczesnym: zarys problematyki religijologicznej*, red. H. Zimoń, Lublin 2000.

WIESŁAW SIKORSKI*
ANETA SIKORSKA**

Social pedagogue skills communication and therapy

Keywords: social pedagogy, skills communication, therapy

Abstract

The article concerns the role of communication skills needed in the work of the social pedagog. The authors depict how important are social skills, especially those related to communication, pedagogs' and therapists' work. The paper presents different concepts and views on the preparation and aptitudes they should have social pedagogs.

Later in the article the authors describe some therapeutic skills such as: the skill of reacting, solicitude and acceptance, empathic understanding, the skill of observation, the skill of listening ora the skill of speaking, which are important in work.

In the practice of their professional activity, social pedagogue should contribute to realisation of a number of detailed goals related to social work. Accordingly, D. Rybczyńska and B. Olszak-Krzyżanowski¹ distinguish six goals of this type:

1. Securing basic living conditions to those who are deprived of them – life-saving aim.
2. Satisfying needs that cannot be realized by persons themselves within the framework of other institutions – compensatory aim.
3. Minimizing the negative influence of factors which cannot be diminished or removed – protective aim.
4. Reaching a more satisfying level and quality of living through offering support in solving problems, overcoming difficulties – promotional aim.
5. Strengthening the ability of groups and local communities to develop and solve their own problems in a self-reliant way.

* Prof. PhD, sikorski@uni.opole.pl

** MA, sikorska.aneta@interia.pl

¹ D. Rybczyńska, B. Olszak-Krzyżanowski, *Aksjologia pracy socjalnej*, Katowice 1999.

6. Effective organisation of various forms of aid and their management.

In the opinion expressed by K. Wódcz², the above-mentioned goals are realised in the everyday professional activity of social pedagogues, which manifests itself in their undertaking such tasks as:

- making an analysis and evaluation of phenomena that give rise to the need for social benefits;
- providing information, offering advice and aid in solving life problems to individuals or groups in need of such;
- inducing social activity and inspiring self-aid generating tasks;
- co-participation in inspiring, working out, implementing and developing social programmes;
- revealing, analysing and interpreting social needs and problems that exert an influence on shaping proper interpersonal relations;
- cooperation with other professionals, institutions and organisations that aim at perfecting the already existing solutions in the area of social work;
- participation in various forms of mastering and raising the level of professional qualifications;
- initiating new forms of providing aid;
- initiating and participating in studies of social problems (diagnosis of needs).

Irrespective of the formal-theoretical manner of framing the tasks of social work, it appears interesting to make a presentation of those that should be carried out in the everyday professional work by representatives of the trade. The most important tasks to realise by a social pedagogue include the following:

- very good knowledge of the area of activity and knowledge of problems and needs of individuals, families and social groups residing in them;
- designing and carrying out social activities;
- elaboration of social prognoses, mainly for the needs of local communities;
- controlling and foreseeing effects of aid that was rendered or declined;
- prophylaxis and early prevention;
- selection and searching for backgrounds and individuals requiring aid;
- providing various forms of aid, making use of social work;
- inspiring the client to being active;
- making persons (requiring it) self-reliant;
- running mediation and negotiation in the interest of the client;
- proper policy in the scope of granting benefits;
- self-realisation in the profession;
- active participation in different forms of professional upgrading;
- propagating social work in the local area.

² K. Wódcz, *Praca socjalna w środowisku zamieszkania*, Katowice 1998.

Among the skills that a social pedagogue should possess, one can list functional and instrumental ones. The first group includes the following: selflessness and honesty, respecting the dignity of other people, displaying the attitude of helpfulness, the ability to self-control oneself, make a critical evaluation of one's own conduct, communicative skills, empathy and objectivism. The instrumental skills, on the other hand, include such skills as: diligence, conscientiousness, inner discipline, decisiveness and consistency, truthfulness, responsibility, personal culture and tactfulness, discretion and organisational skills. With respect to the tasks that are carried out, each social worker should also master the following skills:

- methodical,
- social,
- application of law,
- pointing to specialist institutions competent to deal with problems relating to social aid,
- managerial,
- taking decisions and executing quick social intervention,
- application of scientific knowledge in practice,
- making use of technology while performing social work³.

In order that a social pedagogue could carry out the above-mentioned tasks and goals in an effective way, and also develop necessary skills, and achieve personal satisfaction, as well as act towards satisfaction of others, it is indispensable that they should additionally possess therapeutic skills. As I. Dąbrowska-Jabłońska⁴ says “continuing education, perfecting one's professional skills and upgrading ought to be written in the occupation of social pedagogue's as inseparable elements of the profession”. In the same way therapeutic skills should be developed both during studies and training courses or workshops. A social worker will not turn a professional therapist thanks to that, yet the quality of their work with clients will definitely be raised on a higher level as a result. Going even further, P. Sikora⁵ postulates that voluntary workers who decide to help “others” by taking up jobs in the area of social work should have professional knowledge and skills as well.

The therapeutic skills that can be of vital use to a social pedagogue are mainly those of careful observation, listening and speaking, and reacting towards a closer getting to know the client, their expectations and problems, in order to direct

³ *Praca socjalna – pomoc społeczna: materiały i studia*, red. K. Kwaśniewski, Katowice 1998.

⁴ I. Dąbrowska-Jabłońska, *Kształcenie i doskonalenie zawodowe pracowników socjalnych*, [in:] *Pracownik socjalny. Wybrane problemy zawodu w okresie transformacji społecznej*, red. J. Brągiel, A. Kurcz, Opole 2002.

⁵ P. Sikora, *Wolontariat istotnym elementem kształcenia pracowników socjalnych na poziomie akademickim – między służbą a egocentryzmem*, [in:] *Wolontariat i samopomoc – podstawowe wyznaczniki solidarności w społeczeństwie ryzyka*, red. P. Sikora, Opole 2007.

those in need towards overcoming difficulties on their own, offering support to them or doing a broadly understood social work. The therapeutic skills of a social pedagogue can make it easier for the very client himself to properly recognise their emotions, thoughts and behaviours which they display. They also concern the ability to understand and comfort others, as well as that to make use of crises and to turn them into positive actions.

The skill of reacting

The specific nature of aiding the client or solving their problems requires that a social pedagogue should react in an appropriate way, especially that they should act in a genuine manner (being congruent, true to themselves), be caring and accepting, as well as empathic.

Genuineness

This feature is meant to make it easier for a social pedagogue to actually communicate the feelings and emotions which they are truly experiencing at the very given moment. Then, each action on their part is in accordance with what they are saying. Messages passed through the verbal channel and the non-verbal one (“body language”) are highly compact, and – in consequence of that – much more credible. At the same time, all the steps that a social pedagogue makes are perceived to be sincere, and – what is of paramount importance – to be based on actual beliefs. All in all, this leads to the situation where their authority grows much stronger in a visible way and so does their status of being not only social workers, but also efficient and convincing communicators. The social pedagogue’s conduct, classified as truly genuine, free from unclear and vicious remarks or insinuations, causes all their actions to be recognized as appropriate, fully serving the clients’ purposes. It is also then that conclusions or suggestions resulting from them are more readily and enthusiastically accepted and applied in practice – within the family environment, as well as outside it⁶.

A social pedagogue, who is in contact with their clients, is indeed able to achieve a lot by means of “themselves”, that is not only as a functionary that provides formal assistance, but also as a person who is willingly contacted by those in need, without any apprehensions or lack of trust on their side. The openness in expressing their motives, being a response to the clients’ problems, which results from the social pedagogue’s genuineness, may make the “functionary” more communicative and may cause their feelings and emotions to become clearer to those coming to seek help. In consequence, there follows a faster circulation of information in both directions – from the social worker to the client and the other

⁶ J.W. Aleksandrowicz, *Psychoterapia*, Warszawa 2000.

way round. The client, realizing that the social worker who is taking care of the former openly shows feelings and attitudes, normally responds by taking the same approach, the more so as the object of their mutual relation is the hardships affecting the very client himself/herself. Thus, the social worker's genuineness is additionally strengthened, treated in a more direct and profound way.

The attitude of genuineness on the part of a social pedagogues should then result from their readiness to express all lasting feelings and experiences, which are called on in contacts with clients. It is also essential that the workers should accept them even irrespective of the fact that they may take the form of positive or negatives attitudes. It is particularly important in the case of the latter, when the social pedagogue does not experience full acceptance or empathy, that they are aware of the feelings and are able to express them. If they do otherwise, that is assess them to be "unprofessional", compromising him as a social worker, revealing streaks of effusion, straightforwardness, or unfairness, then they will probably give in to the temptation of putting on a "mask" of a professional who is infallible, omniscient and who reacts with a cool distancing approach of a professional⁷.

Solicitude and acceptance

An important therapeutic skill of a social pedagogue is the ability to form an emotional attitude towards the client, which is based on solicitude and acceptance, yet – simultaneously – is free from entering into closer intimacy. The conduct of the social pedagogue can be more effective when they extend a genuine, warm feeling towards the client and offer sincere, deep, human kindness.

Solicitude is understood here as a conduct devoid of excessive interference in the right to be independent, to negate ways of thinking, experiencing and reacting. It is only then that one can attain the state of acceptance, the attitude of approving of client's good and bad sides, or all the features which he/she possesses. It is unacceptable to appreciate some features and depreciate others, to praise some of the client's feelings and to question others. It turns out, at the same time, that it is much easier for most social pedagogues to accept negative feelings rather than positive ones, since they can hardly believe that people with often serious life problems are capable of developing truly positive emotions.

Empathic understanding

The third – apart from the genuineness and consideration and acceptance – factor which can determine the effectiveness of a social worker is their empathic understanding of what the client feels and of what he/she virtually means. It is hard to imagine doing the social pedagogue's job without possessing the ability to

⁷ C.R. Rogers, *Terapia nastawiona na klienta. Grupy spotkaniowe*, Wrocław 1991.

understand emotional states displayed by the client in a penetrating and sensitive manner, or being unable to read the messages behind them. It is only then that the social pedagogue is able to help the client concentrate on what the latter is going through at the given moment.

Empathy, in social work, means readiness to sensitively react to changes in client's meanings and feelings, and to express the feelings which his/her experiences evoke. The social worker must both know how to react in an appropriate way to the client's emotions and be able to use them effectively for the purpose of the assistance rendered to the latter. The social worker must not let it know to the client (e.g. through his own behaviour) that they are worried by what the client communicates to them; they must be able to perceive what the client is afraid of without any prejudices or apprehensions. Moreover, they must, at the same time, point out to him/her the possibilities of coping with the situations which give rise to worries, control his/her reactions in such a way that the latter should be capable of arriving at fuller awareness of the meaning of his/her own conduct, or experience it in a more profound manner, and – as a result – have an influence on his/her behaviour. What is meant here by this is the expectation that the client, upon being instructed by the social pedagogue on the possible meanings contained in his/her experiences or manifested feelings, while penetrating deeper and deeper into himself/herself, would be able to develop the skill of concentrating on what he/she is feeling at the given moment and, thus, could – with openness and ease – go through his/her experiences in a fuller way. In this understanding, empathy is meant to lead to a more or less advanced real identification, on the part of the social worker, with their client, which – in practice – may result in the appearance of much better conditions for a better getting to know the latter, to a stronger and more direct feeling of what he/she is going through.

In consequence, the growing potential of understanding the client can considerably raise the level and effectiveness of the social pedagogue's influence. The empathic understanding of the client's utterance may – at the same time – take on the form of a non-specific factor exerting an influence in the process of overcoming his/her problems. Being not only the source of obtaining orientation as regards models of the client's dysfunctional behaviour, but also that of showing acceptance, kindness and warmth, as well as open communication between the parties, it can accelerate and make the process of removing difficulties more dynamic. It can to a great extent, too, contribute to counteracting and removing, in the client, the dislike of sorting out his/her own problems⁸.

A social pedagogue – like a therapist – must possess some specific personality traits that make them persons on a high level of maturity, inclined – as K. Horney⁹

⁸ C.R. Rogers, *Terapia nastawiona na klienta...*

⁹ K. Horney, *Nerwica a rozwój człowieka*, Warszawa 1978.

puts it – “towards people”: sensitive to the client’s needs, being able to respect the particularly understood deontology of the social worker, unwritten ethical principles that prevent them from wronging the client, from questioning and ignoring his/her rights.

The skill of observation

Observation is to serve both the social pedagogue and the client equally as a procedure of continuing mutual verification of the progress in overcoming problems reported by the client. This observational mutuality leads to the situation in which discussing a problem can go on without words: the exchange of gestures, the specific non-verbal code worked out during individual meetings encourage the client to share his/her problems in a freer way. This is particularly valuable in the case of the so-called “psychological idioms”, that is inner states, the expressing of which is not possible by means of words. This is most essential in cases in which it is the “psychological idioms” that are responsible for the development of situations being the subject of social work. The observed non-verbal message can constitute the key moment here to overcome difficulties¹⁰.

The therapeutic observation is expected to serve the purpose of cognition and description of concrete facts perceived in the client’s behaviour. In view of the above requirement one should avoid accepting any assumptions in advance, ones that would determine the nature of making further observation or modify their content. It should be considered inadvisable, or even harmful, to categorically evaluate the client’s behaviour by means of different features and psychic properties (e.g. the client is classified as sociable, conceited, cynical). Such judgements are very often erroneous and usually result from casual, improvised or inadequate observations made by the social worker. One ought to avoid generalised determinations of features and psychic qualities, especially at the first stage of the observation, which should basically focus on registering concrete facts. While carrying out an observation, one should concentrate on assessment of both negative and positive behaviours. Only such an approach can guarantee that the observation will prove an effective technique which delivers many-sided, sober and objective data on the client¹¹.

An observation carried out by a social pedagogue cannot be restricted to learning about behaviours only; it should be aimed at discovering different relations and regularities which concern dependences between particular reactions or groups of them and the content of psychical experience, physiological processes going on in the organism, previous life experience, and currently present conditions in the given environment. The observation directed towards seizing the

¹⁰ K. Gail, *Umiejętności terapeutyczne nauczyciela*, Gdańsk 2003.

¹¹ J.C. Czabała, *Czynniki leczące w psychoterapii*, Warszawa 2007.

above-mentioned relations and regularities permits to recognise possible patterns of the client's behaviour, including factors determining them, in a more effective and many-sided way. Interpretation of the behaviour, which is supported by a comprehensive observation, is of vital practical importance while analysing the causes of problems, especially those that are reported by the client, of which he/she is aware to a greater or lesser extent. This principle is also meant to prevent social workers from making abuses which can come from the inclination, in many of them, to use schemata while assessing the (non-verbal) messages obtained from the observation.

A skilful carrying out of an observation by a social pedagogue can, to a considerable degree, make meetings with the client more efficient; in particular, it can contribute to strengthening the stability of the obtained effects. It turns out that it is taking into account the principles of therapeutic observation, as well as the usage of non-verbal messages (e.g. those expressed with a gesture or a touch), which result from it, that favours a longer-lasting remembering of the social worker's utterances (suggestions) on the part of the client. Stressing these utterances by means of a well-chosen tone of voice (logical accent), or backing them up with suitable movement of the hands (gesticulation) are much more valuable than a raw verbal message. Here, we come to deal with the phenomenon of a mutual observation, with the client and the social pedagogue observing each other. This is an element that distinguishes the therapeutic observation from a classical, psychological or pedagogical ones; the two other types being designed to be one-sided explorations¹².

The consciousness of carrying out an observation causes the social pedagogue to show a greater care (closer control) of the choice of forms of non-verbal communication. In this way they avoid making accidental, yet frequently disturbing the dialogue with the client, non-verbal reactions. Simultaneously, the social pedagogue comes across as more reliable and pragmatic, since the client is a sensitive observer, particularly at the stage of getting acquainted with and "getting used to" the social pedagogue.

The skill of listening

The skill of interpreting vocal signals (the vocal features of someone's voice) may prove helpful to obtain fairly solid information on the client's personality. It turns out that the natural voice is a valuable pointer to a person's personality. G.W. Allport and H. Centril – the pioneers of research into the relationship between the paralanguage and personality – unanimously agree that the voice clearly transmits apt and exact content relating to the internal and external features. They add, at the same time, that the features of the sound, which contain vocal

¹² W. Sikorski, *Psychoterapia grupowa różnych pokoleń*, Warszawa 2002.

signals, are fairly precise measures of significant parameters of personality such as: dominance-submission and introversion-extraversion. In the case of the first dimension, it has been proved that voice is more expressive than mimics in forming evaluations concerning dominance of a given person; in turn, the face plays a more important role (than vocal signals) in forming evaluations related to likings¹³. Therefore, a social pedagogue who listens carefully to the client's paralinguage can, with high probability – establish which of them manifests the tendency towards dominating, and which is rather submissive.

A social pedagogue who listens carefully to the ways of accentuating certain words flowing from the client's mouth, can fairly precisely recognize the latter's true intentions or thoughts. A sentence that sounds the same can express totally different things in dependence on which word becomes stressed. For example: "I don't identify myself with my husband's problems" will change its meanings along with changes in the placement of accents. When the first part is emphasised ("I don't identify ..."), the meaning can be read as follows: "Somebody else may identify with them but not me". When the accent is shifted and laid on the word "my", the reading can be as follows: "I do understand problems of others, but not those of my husband". In turn, stressing the word "problems" suggests the following message: "I don't identify myself only with his problems". It is easy to notice that each change in the accent is accompanied by semantic re-formulation of the message.

Research into medical doctors' communication proved that the more anger there was felt in the voice of a doctor commenting on their work with patients with drinking problems, the harder it was for them to get their patients to stick to the regime of the therapy. Simultaneously, it was observed that the tone of voice that was demonstrated during speaking about patients fully corresponds to that with which the doctor turns to the patient. Additionally, it was also noticed that doctors whose vocal signals contained the lowest level of boredom, proved the most faithful and professional, as regards the standards of the profession (deepened survey, precise diagnosis, etc.) and were found to be the most reliable at informing their patients about the illness and the course of the treatment. It was found out as well that the patient's satisfaction from the doctor's assistance is the highest when the latter's utterance is perceived to be kind and warm, and when the components of the paralinguage – especially the tone of voice – are explicitly associated with stronger anger and boredom. Hence, there follows a simple yet slightly surprising conclusion: a conglomerate of positive verbal content and more negative features of the voice appears to shape the suitable degree of engagement and concern on the part of the doctor that is expected by the patient¹⁴. In the same way a social

¹³ D.G. Leathers, *Komunikacja niewerbalna*, Warszawa 2007.

¹⁴ M. Argyle, *Psychologia stosunków międzyludzkich*, Warszawa 1999.

pedagogue ought to display their care for creating such a combination: to attract verbally and to slightly oppose it by means of vocal signals carrying a negative sound. It is most vital here that this kind of inconsistency arising between the verbal expression and the para-verbal one should be practised in a sensible manner and only when there are clear reasons of social work nature to do so. Obviously, such moments come when all kinds of impasse occur in the course of the work, like the client's wish to break the contact with the social pedagogue.

On the other hand, a social pedagogue who wants to read their clients' emotions from paralinguistic messages must make allowances for the fact that certain emotions are easier to recognise and others are much harder to work out. For example, it was experimentally established that anger is identified accurately in 63% of the cases, whereas pride merely in 20%. Some other emotions that are relatively easy to identify are the following: vexation, grief, happiness, liking, joy and hatred. On the contrary, it turns out much harder to recognise ones such as: satisfaction, fear, jealousy, love and shame. In typical situations – those resulting from everyday contacts – joy, grief and anger are identified with less effort than fear and repulsion. Certain difficulty with proper assignment of concrete meanings to given vocal signals may derive from similarities between certain emotional states. This concerns mistaking, e.g. fear for irritation, pride for satisfaction, or love for sadness. Among many reasons why there appears a similar model of errors, learning to differentiate emotional states that are close to one another on the basis of the context is mentioned as typical of the individual's development. Therefore, while getting in touch with a given signal that is void of its situational context, man (here: the receiver) could develop serious problems with classifying similar emotional states¹⁵.

The skill of speaking

The manner in which vocal signals are presented is of huge importance to the effectiveness of its interaction. In social work it can take on the form of non-specific factor favouring a growth in the social pedagogue's credibility in their clients' eyes. Moreover, it can positively influence the amount of content remembered by them, as well as the scale of transformation of attitudes induced in them. Practically, the whole of the research into this problem convinces that a low standard of the manner of speaking clearly decreases the probability of reaching the intended goal; still, a high standard of representation does not, out of itself, induce expected changes in the attitudes, but raises the possibility of their occurrence.

The following paralinguistic behaviours support a proper presentation of messages:

¹⁵ M. Argyle, *Psychologia stosunków międzyludzkich...*

- taking care of the fluency of speaking;
- proper choice of voice parameters (intensity, speed, articulation and tone of utterance) suited to the communication skills of the given client, that is they have to be adjusted to the latter and also to the conditions of social work;
- frequent changes in the scale of loudness, speed, tone and articulation of the voice; otherwise – if the parameters are kept on the same level – the client may perceive, in the social pedagogue's voice, some kind of monotony and boredom with what they are talking about;
- changes of the voice should not be rhythmical or run according to some fixed pattern, since the client can stop perceiving them as changes, which can – on the whole – weaken the message;
- hyper-correctness of the paralinguage should be avoided, since too precise an articulation is as harmful to presentations as bad elocution;
- while trying to change voice parameters (e.g. broaden its range, vary its sound and force) one has to remember to relax one's body; if a social pedagogue speaks in a too silent way, it can be helped just by relaxing the body as it aids in opening the throat and the upper part of the chest, as well as improves the working of the vocal cords¹⁶.

A social pedagogue and a therapist

Like a therapist, a social pedagogue needs to be a sensitive observer recording all changes occurring in the client's behaviour, at least those that result from the problems which are reported or being solved. They must then be able to detect more significant changes appearing in the client's reactions, ways of communicating – including both “the language of the face”, gestures, interactive distancing oneself and “paralinguage”. Like a therapist, again, a social worker should be able to recognise the quality of the client's psychic life, reach for the past of the latter, and also penetrate his/her current experiences and understand them accordingly; they ought to influence the client not only verbally, but also with a direct, cheerful and kind conduct, where communication with him/her is full of openness, warmth, smile, a variety of gestures and looks which confirm acceptance, or express an acceptable level of criticism, genuineness of good intentions and understanding.

Bibliography

- Aleksandrowicz J.W., *Psychoterapia*, Warszawa 2000.
Argyle M., *Psychologia stosunków międzyludzkich*, Warszawa 1999.
Czabała J.C., *Czynniki leczące w psychoterapii*, Warszawa 2007.

¹⁶D.G. Leathers, *Komunikacja niewerbalna...*

Dąbrowska-Jabłońska I., *Kształcenie i doskonalenie zawodowe pracowników socjalnych*, [in:] *Pracownik socjalny. Wybrane problemy zawodu w okresie transformacji społecznej*, red. J. Brągiel, A. Kurcz, Opole 2002.

Gail K., *Umiejętności terapeutyczne nauczyciela*, Gdańsk 2003.

Horney K., *Nerwica a rozwój człowieka*, Warszawa 1978.

Leathers D.G., *Komunikacja niewerbalna*, Warszawa 2007.

Praca socjalna – pomoc społeczna: materiały i studia, red. K. Kwaśniewski, Katowice 1998.

Rogers C.R., *Terapia nastawiona na klienta. Grupy spotkaniowe*, Wrocław 1991.

Rybczyńska D., Olszak-Krzyżanowski B., *Aksjologia pracy socjalnej*, Katowice 1999.

Sikora P., *Wolontariat istotnym elementem kształcenia pracowników socjalnych na poziomie akademickim – między służbą a egocentryzmem*, [in:] *Wolontariat i samopomoc – podstawowe wymiary solidarności w społeczeństwie ryzyka*, red. P. Sikora, Opole 2007.

Sikorski W., *Psychoterapia grupowa różnych pokoleń*, Warszawa 2002.

Wódz K., *Praca socjalna w środowisku zamieszkania*, Katowice 1998.

MARIUSZ DROŹDŹ*

Education or business – faces of contemporary electronic media

Keywords: education, mass communication, mass media, consumption, culture, perception, influence, school, television, information, computer, world wide web, social media

Abstract

At present human being is surrounded by the loads of information coming from the TV, computer, tablet or a smartphone screen. Their perception is not accompanied by the skill in selecting and estimating of its values and reality. The world seems to be different to different people depending on the map that was drawn by their authors: journalists and editors.

Modern education is a – in the computer language – more linear than before. The information that is reaching us is very fragmented and only an educated man can no longer choose the ones that are important to him. An aim in itself of the communication becomes a pleasure and a quest of pleasure. Our whole culture turns into a show-business, and people start to like it.

At the same time more and more time that children spend in front of a screen brings us to the conclusion that the electronic media is for many young people not only the main source of information, but also the educational content, and media figures are a role model.

There are very important tasks for the modern school and family of shaping the culture of receiving the content transmitted by the mass media. Young recipient should get the ability to make the selection of material, highlighting what is important to connect together the various facts, read the intentions of the authors of programs, recognizing the positive elements, distinguishing fact from fiction, and evaluation.

School in the modern world of information

The rapid expansion of computer science, electronics, rapidly deepening globalization of the material goods production, as well as trade, population movements blending cultures, information and numerous other changes resulted in the emergence of new areas of educational tasks. Today they are three basic tasks before a modern man: ensuring a child's development, ensuring continuation of cultural development and preparing young generations to continuous improve-

* PhD, mariusz_drozd@wp.pl

ment in order to adapt to changing social, technical, economic and cultural post-industrial civilization¹. Zygmunt Markocki adds that the modern education faces two important and new tasks: preparing people to drive further development of civilization and getting ready to life in a world of chaos and threats². Therefore, the traditional training programs, concentrated on the content of autonomous disciplines, must give place to the programs being developed in a view of the present and the future and focus on the individual abilities of pupils. A person should have the ability to self-knowledge and self-direction skills and deepen his co-existence with humans. A major role in this process is played by the mass media, whose influence on youth socialization is indisputable, but which can also be regarded as a partner in the process of teacher education. However, it depends on how children and young people benefit from them, or they can consciously choose programs and receive the content shown on the screen, and if they know how to use the acquired knowledge in this way in the educational process. Stanisław Juszczyk stated that “both before the modern school, and a family face the tasks of preparing young people to navigate in the chaotic world of information and a culture of receiving the benefits from the screen contents”³. Educator, using modern electronic media is required to sensitize a student to the critical reception of delivered content and warn against the dangers threatening the development of student’s personality and a culture of receiving the content transmitted by the mass media. Young recipient, in turn, should gain the ability to make selection of the material, highlighting the essential, joining together various facts, reading the intentions of the authors and radio programs, recognising positive elements and distinguish a fact from a fiction.

TV, computers and smartphones in a global marketplace

Producers of the programs say that – based on the statistics of audience – they give people what they expect. This applies, however, only the programs that are offered to them. These numbers than talk about what could or should be offered. I do not know how the audience would react to other suggestions. Karl Popper in an interview with the director of one of the TV stations in Germany found out that it should be guided by the principle of democracy, that is, “what is popular”. According to surveys most watched programs are full of sensationalism, sex and violence. Viewers even more demanding of their more often these ingredients

¹ A. Zając, *Czy pedagogika i edukacja powinny uwzględniać prawo Moore’a rozwoju mediów*, [in:] *Media a edukacja*, red. W. Strykowski, Poznań 1997, p. 332–333.

² Z. Markocki, P. Tyrała, *Zmienność w edukacji*, Słupsk 1999, p. 35.

³ S. Juszczyk, *Wartości humanistyczne w edukacji medialnej*, [in:] *O nowy humanizm w edukacji*, red. J. Gajda, Kraków 2000, p. 271.

appear in the programs the station. And because TV producers know best how to do such programs, and that they are just the easiest way to attract the audience, rejected proposals more difficult. Merely on adding programs for certain quantities peppery content. And so it seems the leadership of the television that the problems have been resolved. This phenomenon has been going on for years, since he appeared on television: “Add pepper to deteriorating course to be able to swallow things disgusting or uneatable”⁴.

John Fiske wrote that communication is the central activity of our culture. Without communication, every culture has to die⁵. Charles Cooley more than a hundred years ago, said that communication is a kind of mechanism by which human relations exist and develop, and produced by the human mind symbols are transmitted and stored in time⁶. Since communication is a part of human life, he can not do without it.

Modern man has been enjoying the benefits of communication via electronic media for several generations. On the threshold of the third millennium, alongside film and television broadcast, media appeared but the new means of communication in the form of movies, video games and other content from Internet and displayed on the screen of the laptop, tablet or mobile phone. The new technologies have also increased forms of direct and indirect media communication, to which in the last century apart from a post office was mainly used a phone.

Visual media are a source of permanent education, while presenting problems of the past, as well as the alleged future, they are often overlooked by the school. In addition to providing entertainment, they develop interest, inform and educate about the world of a modern man. They make the viewer is not alone, and life through TV screen seems to be easier. It is important to viewers, however – as emphasized by Mirosława Wawrzak-Chodaczek – to be familiar with the resources of available content, to be able to reach them and to be aware of what to select⁷.

In the 30’s of the last century, T.S. Eliot in a religious mystery *Bedrock* asked: “Where is the knowledge that you turned into the news?”. Since then, the amount of information flooding the man began to grow exponentially. In today’s world each day there are 4000 characters coming to us. We have to choose those that are most relevant for us⁸. Nobody during his life is able to read not only what was printed, but possibly even the same titles of books, and perhaps the names of magazines, not to mention the names of articles put up for sale on supermarket

⁴ J. Condry, K. Popper, *Telewizja, zagrożenie dla edukacji*, Warszawa 1996, p. 47.

⁵ J. Fiske, *Wprowadzenie do badań nad komunikowaniem*, Wrocław 1999, p. 16.

⁶ B. Dobek-Ostrowska, *Podstawy komunikowania społecznego*, Wrocław 2002, p. 12.

⁷ M. Wawrzak-Chodaczek, *Kształcenie kultury audiowizualnej młodzieży*, Wrocław 2000, p. 19.

⁸ G. Sartori, *Homo videns: telewizja i post-myślenie*, Warszawa 2007, p. 19–20.

shelves. The stream of the information flowing to the user makes each subsequent has less and less time to get his attention. Only the shortest and the simplest have a chance to break through the ever denser mesh of signals. This information is increasingly atomized with no relation to the other. Each one is designed to get attention as effectively as possible. Then it could disappear. This causes chaos in which it is difficult to see the order. World on the TV is getting closer, but at the same time it is becoming more and more indifferent to the viewer.

Media vs education

The researchers in the 60's said that we learn both at school and beyond. One of the first scholars for whom this statement was insufficient was Marshall McLuhan. In his opinion school was a typical quality of the nineteenth century. The twentieth century is the era of home education, where the teacher is the media, because the family is determined by the mass transmitters. School can be criticized because it severely restricts the freedom of a student, and even under the threat of violation of law, school is forcing millions of children to spend precious hours of their lives in classrooms, which tells them to "memorize" facts, which future usefulness is highly problematic⁹. The school is a not voluntary institution of an action repressive attack on the new developing personality. An liberation of this action is a deep entrance into the world, which guarantee the means of communication, especially television and so it owes its dominance among institutions of education. According to McLuhan, the impact television influence, because of its rich educational potential, can not still remain widely unnoticed¹⁰.

Through the television a man both meets real life and forgets about it. McLuhan said that every television broadcast in some way deforms the presented world and at the same time it is our major source of knowledge about the world. For the process of education of the young generation parental home and school compete with the rapidly developing media. Full of color, movement and aggression, fantasy creations presented to young people, create the illusion that their life is active. In fact, that makes young people become helpless. Media will serve as a "friend" for those who have difficulty developing relationships with peers and siblings whose parents and little to occupy them. Unfortunately they increase their difficulty in dealing with the environment. It may be noted that the ease of contact with electronic media impoverishes the perception of the world. At the same time creating the illusion of reality, often replaces it. And they do it more accurately.

⁹ A. Toffler, *Szok przyszłości*, Poznań 2003, p. 401.

¹⁰ M. McLuhan, *Wybór pism*, Warszawa 1975, p. 191.

New games and interactive programs allow people to pseudo contact with reality by simulating different reactions of a man and the world around him. The viewer sitting in front of the screen, can take part in a social life without getting up from the chair. In recent years the number of such viewers are getting bigger. Television programs, computer games and the whole offer coming from the internet replace natural experience of people. Since only a few can say that their daily life is interesting, and for most of us is monotonous, not to say boring, moving images on the screen can make this life more colorful. It is difficult to predict the consequences that will result in the change of our lifestyle.

The contents of many games and electronic programs can trigger aggressive action, alienation and anxiety. According to McLuhan a man establishes a broad contact with the world through the television. In 21st century we should say it concerns computers, tablets, smartphones and other devices. Unfortunately, although a man has the ability to break out of dependency and relationships specific to small local communities, it also reduces his social activity. For two reasons: on the one hand the greater amount of time spent on watching pictures on a screen reduces the amount of time for any activity, on the other hand entering the surreal world of para-social contacts replace the contacts in reality. Television and other media can also have an escapist impact on the recipient. These efforts can meet the man on the way to escape in the imaginary unreal world, or by the possibility of inauthentic entry of a man in the affairs of other people.

Social networks

Prior to the television, the human vision has evolved in two directions: managed to magnify small things (such as using a microscope), and to zoom in things that are in the distance (using telescopes). According to prof. Sartori the television has allowed us to watch everything without leaving our site. Then the technological progress has created a virtual reality (cyber era, multimedia), in which we have to deal with a number of media and that the means of communication is just the media. This virtuality, or simulation, further expands the capabilities of the real world, but it is not part of it. Television storms the relationship between seeing and understanding, because so far the world and all the taking place events were told us or described. Today they are displayed, and the story is fully complementary to the images at most. This means that TV is no longer just a means of communication, but a tool of bringing up. The biggest problem is the fact that television educates people who do not read, lazy mentally softened by passive watching, able to live in computer games¹¹.

¹¹ G. Sartori, *op.cit.*, p. 19–20.

World Wide Web, abbreviated as WWW, called by some the world cobweb. is referred to as a “global network, which we use as a library, a newsstand, a phone book or our own publishing house”¹². Internet allows users to make free voice calls and observing the caller via webcam, as well as pay talks with the owners of mobile phones or landlines via VoIP technology. One of the most popular internet communicator offering these capabilities is the Skype service. This service, created by the Swedish and Estonian programmers, is based on peer-to-peer networks. In addition to voice calls and follow-caller, Skype allows “features of direct exchange of text using hand-typed messages and file transfers”¹³.

With the development and usage of the Internet, a new type of communication appeared, which led to the development of new relationships between people. First of all, the internet offers great opportunities for cheaper, global and rapid communication¹⁴. Popularization of Internet caused interest of the global business, large multinational companies and owners of increasingly concentrated media companies. These concerns may block an uncomfortable for them content and promote those that increase sales and consumer lifestyle. In addition, globalization, which is responsible for the growing disparity in the material and educational societies, contributes to limiting access to information, and hence to social exclusion.

For each person, especially young who’s need of interpersonal relationships is crucial, communicating with other people acts in a full range of features and is satisfactory. Today, the main tool for interpersonal communication has become a mobile phone, its enriched with interactivity mutation – a smartphone, and a tablet, laptop and desktop computer. These means often replace real “face to face” contact of communication process participants. Since the frequency of contacts decreases and the need for association of people is still the same, this need is being met through forums, groups and chat rooms on the Internet. Founded in the last decade social networking sites in the network include all these forms of communication.

Very versatile formula expressing the definition of communication is in the words: “Communication is a process of communication between individuals, groups or institutions. Its purpose is to exchange ideas, share knowledge, information and ideas. This process takes place at different levels using a variety of means and produces certain effects”¹⁵.

Communicating via the Internet has a very specific nature. Both interaction and communication via the medium are of an indirect nature. This communication

¹² Z. Bauman, *Żyjąc w czasie pożyczonym: rozmowy z Citlali Rovirosa-Madrazo*, Kraków 2010, p. 11.

¹³ <http://pl.wikipedia.org/wiki/Skype> (1.06.2013).

¹⁴ M. Adamczyk, *Internetowe love story*, “Wprost” 1999, nr 51, passim.

¹⁵ B. Dobek-Ostrowska, *op.cit.*, p. 16.

is not a “face to face”. The contact is based on visual stimuli because it occurs by reading the messages on computer or laptop screen. “New technologies make it possible to communicate on the network using the voice as in a conversation on the phone and make eye contact with webcams. Cameras allow you to communicate non-verbally, eg they allow access to facial expressions or pantomime”¹⁶. However, most Internet users interact with others through the written word. Communication over the Internet are characterized by the following features:

- the lack of physical contact: contact relies heavily on the sense of sight;
- anonymous people come into contact. Visitors can reveal information about themselves, but do not need to do that;
- the liquidity of the identity: Internet makes it possible to “play” a different role, pretending to be someone other than the fact;
- overcoming spatial limitations: it is possible to communicate with people of similar interests, even living in remote corners of the world;
- the availability of multiple contacts: the ability to maintain contact with many people and making choice;
- equality of status: you can not know what is someone’s race, what religion, what profession, whether or not he/she is dressed in branded clothing, to which social class he/she belongs etc.;
- the option of archiving the history of contact: you can save yourself all the correspondence, along with dates and times of contacts;
- the possibility of asynchronous, which means that the communication does not have to be done on a regular basis;
- greater control over exposure: the Internet controls when and how to respond to whom, how to present himself¹⁷.

To sum up the characteristics of online communication means there are three especially important: verbalisation, indirectness and writing.

An important role in communication via the Internet play graphic symbols so-called emoticons. These symbols “reflect the feelings, attitudes and gestures, which either cannot be represented in the form of the text, or it is very difficult”¹⁸. These symbols can sometimes be flexible. “Emoticons significantly diversify and enrich the conversation on the network”¹⁹. Symbols can take a look of a face

¹⁶ A. Słysz, B. Arcimowicz, *Przyjaciele w internecie*, Gdańsk 2009, p. 17.

¹⁷ Ibidem, p. 17–18.

¹⁸ <http://socjologia.wlanet.pl/psychologia/?prog=metody> (1.06.2013).

¹⁹ A. Słysz, B. Arcimowicz, *op.cit.*, p. 22.

eg :-), a colon, a hyphen and a bracket by tilting the head can symbolize a smiling face on the screen that represents the sign: ☺ .

Zygmunt Bauman cites a study carried out in 2010 in Denmark, which showed that 80% of pupils in the last nine class of the primary school every day sends at least 5 e-mails. 90% of the students claimed that they look to the Internet niche social network sites²⁰. This suggests that virtual reality begins to replace what is true.

Both the Internet and mobile phone as a smartphone create a new model of communication, which includes the features of the different levels of communication (interpersonal, group and mass communication). This process can be called “media coverage of the Internet” or “internatizing of media” because it exposes the multimedia and interactive features of the new model of communication²¹.

Virtual life is not separated from the real, supplements it. In recent years, studies have shown that about 90% of young people use the Internet every day looking for information and using social networks. Half of young people spend their time playing games on the net. For some young users the Internet is increasingly important to satisfy the need to maintain relationships with others replacing real contacts. This has a variety of threats. In contrast, the impact of the medium on older users is defined as unambiguously positive²².

As some studies have shown, shy, insecure and feeling unloved and unappreciated people with low self-esteem statistically spend more time online social networking. They are also trying at all costs to acquire as many friends as it extends, that convince them of their attractiveness²³. But what is interesting, according to the research conducted by psychologists at the University of Waterloo in Canada: Amanda Forest and Joanne Wood, “people with low self-esteem, even though they try, usually they fall out on Facebook at very favorable light”²⁴. “However, Web friends can reduce shyness [...] among others by showing approval, giving positive reinforcement, teaching and learning taking compliments other social skills through encouragement and stimulation to act”²⁵. Such activities may foster “a more daring behavior in the real world, provided that the person (a surfer) does

²⁰ Z. Bauman, *Żyjąc w czasie pożyczonym...*, p. 278.

²¹ L. Fortunati, *Mediatization of the Net and Internetization of the Mass Media*, “Gazette” 2005, No. 67, p. 27–44.

²² Y. Czen, A. Persson, *Internet use among young and older adults: relation to psychological well-being*, “Educational Gerontology” 2002, No. 28, p. 731–744.

²³ Ch. Böhmert, *Jak czytać facebook?*, “Charaktery” 2012, nr 10, p. 38.

²⁴ Ibidem.

²⁵ A. Słysz, B. Arcimowicz, *op.cit.*, s. 38.

not limit his attention to online acquaintance²⁶. However, it is worth emphasizing that “the Internet for the timid can not be the only source of attention and lack of experience in direct relationship may exacerbate shyness²⁷”.

Taking into account the development of a child, the role of peer friendship is constantly evolving. While for children aged 5 to 7 years just companions to play are friends²⁸ in late childhood (8–12 years old) the important elements of friendship are being together (through leisure activities), intimacy and liking²⁹. The biggest change in the meaning of friendship occurs generally in 13-years old. Young people in this age begin to treat friendship as a deeper and more enduring relationship, which is important not only to share thoughts, feelings and secrets, but also to mutual understanding. They more often turn out to others (especially friends) with support and comfort when it’s needed. When you browse the various forums and portals, you will find that children and young people really are looking for support, they share their problems and promote others³⁰.

The study, published by Hanna Tomaszewska, showed that 33.7% of Warsaw’s youth communicates directly via phone and new messaging tools usually with colleagues, and more than two times less (14.9%) with their parents. Among high school students the contacts made via the Internet dominate (22.8%). There is talking on cell phones in the second place, and only the third there are direct “face to face” contacts. All other age groups interact most often without a communicators³¹.

For young people even temporary absence with the mobile phone results in a loss of sense of security, and some of them feel addicted to “cells”³². Making contacts with mediated communication make it possible to disclose unknown hitherto personality traits and building the image far different from reality. A greater sense of control provided with the information and anonymity of the Internet contacts allow you to create yourself in the person you want to be and not what you are.

²⁶ Ibidem.

²⁷ B. Szmiągalska, *Rola Internetu w biegu ludzkiego życia*, [in:] *Całe życie w sieci*, red. B. Szmiągalska, Kraków 2008, p. 7–18.

²⁸ A. Birch, T. Malim, *Psychologia rozwojowa w zarysie: od niemowlęstwa do dorosłości*, Warszawa 2004, passim.

²⁹ J. Dunn, *Przyjaźnie dzieci*, Kraków 2008, passim.

³⁰ A. Słysz, B. Arcimowicz, *op.cit.*, p. 30.

³¹ H. Tomaszewska, *Komunikacja młodzieży w dobie społeczeństwa medialnego jako wyzwanie dla więzi międzypokoleniowych*, [in:] *Audiowizualność, cyberprzestrzeń, hipertekstualność: nowoczesne konteksty edukacji*, red. L. Jakubowska-Malicka, A. Kobylarek, M. Pryszmont-Ciesielska, Wrocław 2009, p. 195–196.

³² Ibidem, p. 197–201.

Another important observation is how to use new means of communication. Although the elderly are using them to transmit information, young people need them to be in constant contact. With the class created in the portal consisting of a group of people (friends) can be mutually supportive and helping. Online social networks created within the websites are also the integration of people and groups who have limited contact with each other. An illustration of this phenomenon can be integration of the Polish community in Germany and in London on a Polish social network *nasza-klasa.pl*³³.

Internet, as a socioactive substance is becoming an alternative and, in part by competing for the “real world” a social environment that creates new institutions, culture, etc., and to which migrates more and more human energy³⁴. According to research conducted by Millward in May 2008, 53% of Poles is aware of the social networking sites, and 31% of them use them; therefore of the 13 million Polish users 75% uses social networking sites³⁵.

On the home page of Facebook (*www.facebook.com*) in the left column there is the inscription: „Facebook helps you connect and share with the people in your life”³⁶.

On *Nasza-klasa* (*www.nk.pl*) bears a short but very significant entry: “Meeting place”³⁷.

In turn, on the main Twitter page it states: “Welcome to Twitter. Start a conversation, explore your interests, and be in the know”³⁸.

Social networks are also called as social networking or web-based platform. Definitions sites are close to each other. One of them says that social networking is an online platform that allows registered users to communicate with the selected group of friends. Another definition defines social media as a communication channel to allow interaction between Internet users using technologies such as blogs, forums, discussion groups, wikis, podcasts, e-mails, instant messaging, VoIP, share music, video and photos³⁹.

The most famous in the world of social media are: MySpace, Facebook, Bebo, Skyrock Blog, Hi5, Twitter, Orkut, Friendster, Google+, LinkedIn, CyWorld. It is estimated that worldwide there are more than 200 sites of online communities.

³³ Ibidem, p. 149.

³⁴ K. Krzysztofek, *Okno na e-świat*, [in:] *Wielka sieć. E-seje z socjologii Internetu*, red. J. Kurczewski, Warszawa 2006, p. 31.

³⁵ Ibidem, p. 161.

³⁶ <https://www.facebook.com/> (2.06.2013).

³⁷ <http://nk.pl/> (29.05.2013).

³⁸ <https://twitter.com/> (29.05.2013).

³⁹ <http://socialmedia.pl/social-media-lekcja-1/> (1.06.2013).

Online social networks have become an indispensable component of modern life. The largest of them, Facebook has at last official figures more than 900 million active users around the world⁴⁰. In March 2010, Facebook had over 400 million users. During the three years their number has doubled. On Facebook, during just one year there were more than 200 million registered users.

The popularity of this giant among sites can make an impression on everyone. Radio needed 38 years to attract 50 million listeners, television – 13 years to get as many viewers and the Internet users has gained the number of users just during four years. Comparison of these data may surprise many. “There are more than 7 billion people that monthly visits Facebook. Most of the time (405 minutes) Internet users spend the month on this website”⁴¹.

And what is the situation of portals in Poland? In 2010, two issues of the bi-weekly “Komputer Świat” published articles on the subject. The number 3 has an article entitled *Time for Facebook*. Admission to the article read: “More and more people are changing homely Nasza-klasa to international Facebook. Let’s try and we put out on the water! PC World will tell you how to use the site and what is necessary to be careful”. There is for example posted in this article, that Facebook is international: we can keep in touch with the whole world. In Facebook, you will find additional attractive programs, such as popular game FarmVille. Facebook offers many opportunities to read and publish content using cell⁴².

The article published in issue 22 entitled: *Which one is better?* This article contains the answers to three basic questions: what is the social network, what they are and which service you choose. On the ring came out: “nk and Fb”.

Final verdict was 6:2 in favor of Facebook. Comparison summary: “Facebook won the duel decisively. It is in nature a global services and has a lot more users than nk.pl. Users worldwide contribute to the development of this portal functionality, for example by creating the application. Once upon a time nk.pl aimed to allow contact with people with current or already finished school. Now the service wants to expand the user base, but the changes in the functioning of the computer are, according to the Computer World, too small. The new members of nk.pl may also be discouraged by fees for certain function”⁴³.

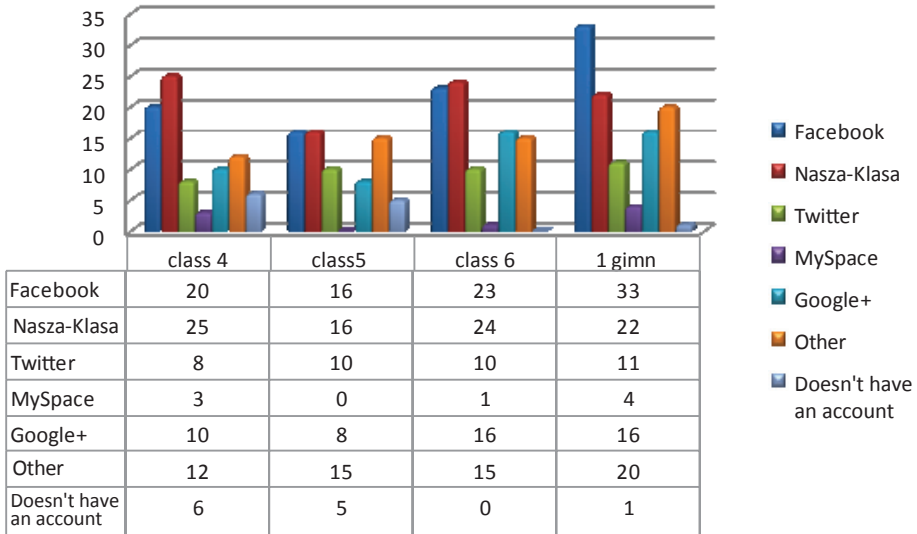
A research carried out in 2013 in one of polish town shows what social networks were popular.

⁴⁰ Ch. Böhmert, *op.cit.*, p. 36.

⁴¹ <http://socialmedia.pl/plemiona-spolecznosciowe-w-jaki-sposob-korzystamy-z-social-media/> (1.06.2013).

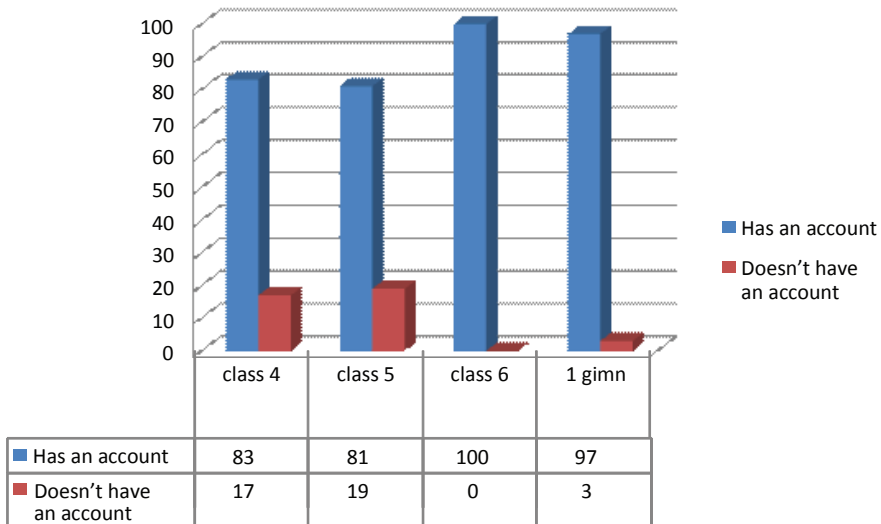
⁴² *Czas na Facebook*, “Komputer Świat” 2010, nr 3, p. 44.

⁴³ *Który lepszy?*, “Komputer Świat” 2010, nr 22, p. 67.



S o u r c e: K. Stanik, own research⁴⁴.

Graph 1. Students' accounts on different sites

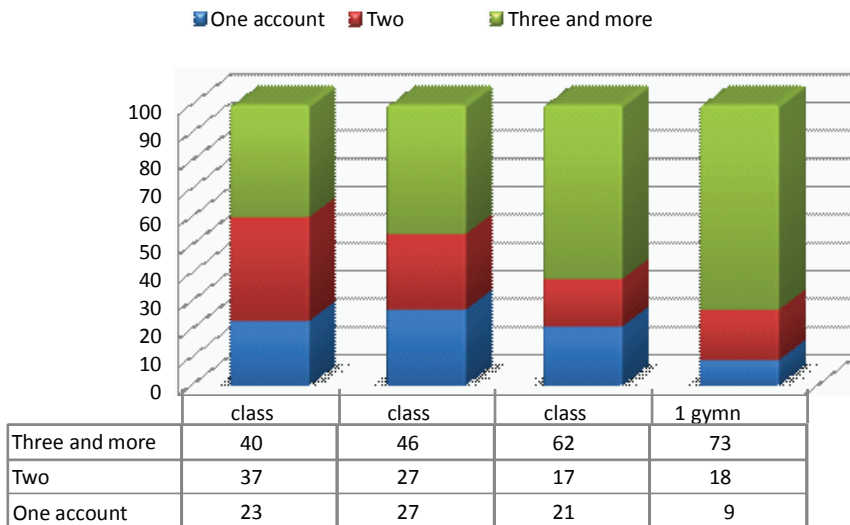


S o u r c e: K. Stanik, own research⁴⁵.

Graph 2. Percentage of students that don't have network's accounts (%)

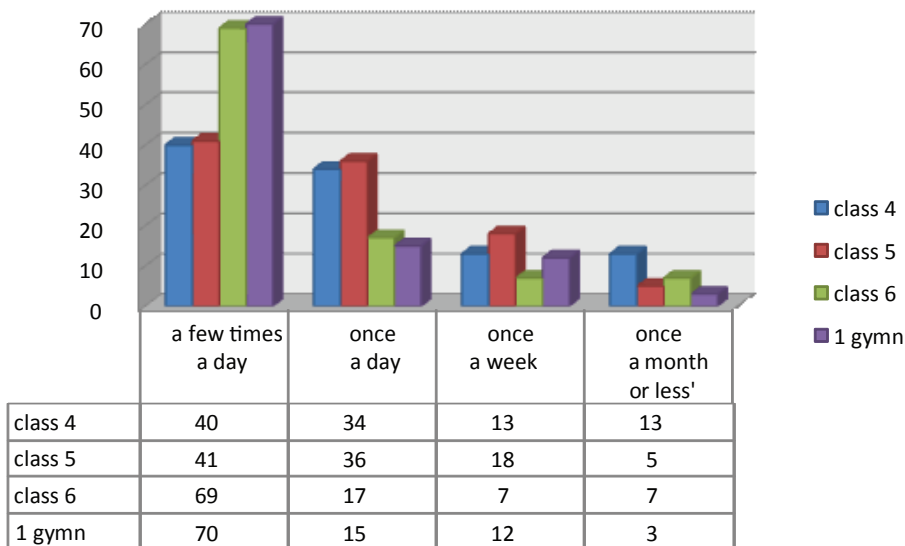
⁴⁴ K. Stanik, Portale społecznościowe a relacje interpersonalne młodzieży na podstawie badań przeprowadzonych w Czerwonice-Leszczynie, unpublished research to a bachelor's thesis at WSZiA in Opole, Opole 2013, p. 35.

⁴⁵ Ibidem.



Source: K. Stanik, own research⁴⁶.

Graph 3. Number of students' accounts (%)

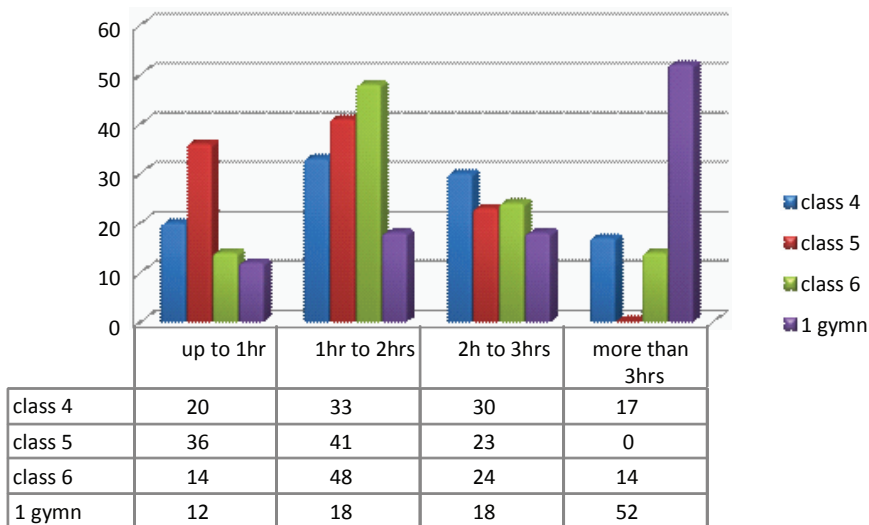


Source: K. Stanik, own research⁴⁷.

Graph 4. Frequency of visits to social networks (%)

⁴⁶ Ibidem, p. 37.

⁴⁷ Ibidem p. 40.



S o u r c e: K. Stanik, own research⁴⁸.

Graph 5. The amount of time spent daily at the internet (%)

What are the reasons for the success of social networking sites? You can replace a number of factors:

- “a way of communication, which forces the tool or machine”⁴⁹;
- the direction of transmission of information; anyone can post or comment in the social media, the line between an author and a reader is blur or invisible;
- they are available to everybody and usually free, so everyone can create;
- “they quickly provide information – anyone can be a journalist, just be in the right place at the right time just having for example a mobile phone with access to the Web”⁵⁰;
- the created contents is durable, it can be indefinitely processed, edited, cited and it is virtually impossible to remove;
- they are virtually impossible to control, and most of its contents form the users and they decide what will be published, which will be read, and what will be changed.

The biggest reason why people of all ages establish profiles on online platforms is the need for contact with others, and these sites provide just that. Scientists say

⁴⁸ Ibidem, p. 41.

⁴⁹ Ch. Böhmert, *op.cit.*, p. 37.

⁵⁰ <http://socialmedia.pl/social-media-lekcja-1/> (1.06.2013).

that the public revealing and exposing himself serves “the experience of intimacy with other people”. When respondents were asked why the use of websites like Facebook, most responded that this was due to the desire to maintain close contact with friends⁵¹.

The main objective of social networking is making virtual communities with other users⁵². Having a profile on the portal, sometimes called a visiting card, you can post a post in it at any time. The post is a kind of message. With a few words entered on a keyboard and with one click you can share with a group of friends their thoughts and feelings. In this way, a message may appear in a moment in the tens or hundreds of friends on the site. This way of publishing information “seems almost designed to achieve the goal of establishing and maintaining knowledge of using social media”⁵³.

Having a Facebook profile meets an important need to meet new people. A student carrying a study conducting in 2013 in south-western Poland asked young people directly, “what’s giving you the having of co many friends in Facebook?”. He received the following answer: “There are a lot of my friends that I never saw in my eyes. I just talk to them online, and I practice English ;)”. In turn, one of the guys said: “honestly... with half of them I didn’t speak but I have them for peace of mind or simply in a sense of self appreciation”. So, even if these two statements of young Internet users confirm the considerations set out in this section of the study that the reasons for having a profile on a site is directly related to exposure to second human being⁵⁴.

In 2012, a group of scientists led by Ryota Kanai of London University College showed a relationship between the length of the list of Facebook friends and the density of neurons in specific brain structures. Researchers using MRI have studied the brains of 125 active users of social networking and have observed an increased density of nerve cells in the three areas of the brain. Two of these areas are of great importance in the process of memory. Especially the area of smell (one of the three areas of the brain) is assigned – on the basis of previous studies – a significant role in remembering faces and assign them names. And most interestingly, these three areas are relevant only in the case of virtual contacts. However, the mechanism of their interaction has not been known, yet⁵⁵.

Having a profile on the online platform satisfies the need for a voice communication. Teenagers especially happy to share network events from their life inform

⁵¹ Ch. Böhmert, *op.cit.*, p. 37.

⁵² A. Słysz, B. Arcimowicz, *op.cit.*, p. 27.

⁵³ *Ibidem*, p. 37.

⁵⁴ K. Stanik, *op.cit.*, *passim*.

⁵⁵ Ch. Böhmert *op cit.*, p. 37.

it almost live, not ashamed at the same time quite spicy details⁵⁶. Some people have the impression that some Internet users want to present themselves on portals in a better light than it actually is. Generally, however, research suggests that users of social networking sites provide a realistic picture of themselves. It was showed in 2010 by scientists led by Mitja Backa of Münster University. They analyzed more than 200 profiles of American and German teenagers. Based on the experience they had on their profiles, they assessed personality owners. The results were clear: online profiles reflect a realistic, not the idealized, picture of yourself⁵⁷. Compared to previous generations, today's youth can not only in a bigger amount decide of themselves – it must decide for themselves, as it faces the necessity of choice, not knowing what to decide, because the criteria are not clear and can not be predicted in advance effects. Socially given up data patterns of life course are becoming less clear. In its place there is a space that gives not only the perspective of success, but the possibility of the “fall”. For this reason, young people are accompanied by continuing uncertainty about the validity of chosen options and it is a permanent state⁵⁸.

As shown by Anna Andrzejewska and Joseph Bednarek the influence of the virtual world is increasingly affected by the processes of education and upbringing. After earlier euphoria associated with the development of information and digital technology, the field of human become not only the scope of its business, but also the area of education, training and research. The socio-economic effect of the emergence and development of the global society is its division and expansion of unemployment and educational problems⁵⁹.

Most of the dangers of the virtual world is caused, according to Bogdan Suchodolski, by new technologies, which, being the product of scientific and technical civilization, remains ambivalent in relation to the civilization of man. Since the dissonance between them is growing, the catalog of adverse effects and the risks of fact multimedia and the latest – virtual – is expanding⁶⁰.

During the post-modern times a conscious man – a voter – has become a user who uses, but does not consume. Its main ideology, writes Bauman, becomes

⁵⁶ Ibidem, p. 36.

⁵⁷ Ibidem, p. 38.

⁵⁸ R. Leppert, *Pomiędzy nowoczesnością a ponowoczesnością*, [in:] *Audiowizualność, cyberprzestrzeń, hipertekstualność: ponowoczesne konteksty edukacji*, red. L. Jakubowska-Malicka, A. Kobylarek, M. Pryszmont-Ciesielska, Wrocław 2009, p. 30.

⁵⁹ A. Andrzejewska, J. Bednarek, *Człowiek w obliczu zagrożeń wirtualnego świata* [in:] *Audiowizualność, cyberprzestrzeń, hipertekstualność: ponowoczesne konteksty edukacji*, red. L. Jakubowska-Malicka, A. Kobylarek, M. Pryszmont-Ciesielska, Wrocław 2009, p. 37–38.

⁶⁰ B. Suchodolski, *Badanie nowego człowieka*, [in:] *Edukacyjna kultura przyszłości*, red. I. Wojnar, Warszawa 2006, passim.

spending consumerism that generates profits for systems where it is functioning⁶¹.

The gap left by the aware man/consumer fill up gadgets or symbols receiving any form of industrial society⁶². A postmodern society man continually buys and uses items, replacing them with new ones every few years. As an example can serve mobile phones and computers, especially laptops. These items are periodically replaced, which is dictated by fashion trends and modernization rather than real needs.

Education, which not only helps to develop people's career but it helps to work better in practice is a subject to fashion for the use. The utility of education, however, does not meet all the expectations of the user, and at the same time it does not fit in reflective and critical awareness and the ability to understand the reality. Education has become a commodity, and the user is not interested in amending the surrounding reality, but merely adapting to it. Because users are forced to cope with labor shortages they have "become hostages in the world that they can not understand, but they want very much to take part in it"⁶³. Such education in the service of utility gives competence and satisfaction, but isn't conducive to reflexivity and deprives perspectives. Deprived of the ability to influence their own reality meets user needs by continuing their consumption, which becomes the only activity.

Jean Baudillard in 1994 considered a virtual and interactive communication as depersonalizing phenomenon with disastrous consequences for the human kind⁶⁴. The scholar notes that as a result of the growing number of human and mechanical extensions together with the technological advances the human body becomes a swarm of objects forming a fractal structure. By immobilizing the man in front of his computer its both gets motor and mental impairment. Another researcher of the television – Rainer Patzlaff found that computer, television and telephone cause increasing loneliness and even imprisonment in a loneliness. Recent studies of social psychologists have shown that the result of free time on the use of multimedia causes chronic stress and lack of time. Consequently, this leads to a rejection of reality and of anxiety. This fear also causes exposing in the media not a normal life, but the unusual, sensationalism and violence, to what prob-

⁶¹ P. Rudnicki, *Użytkownik i ponowoczesność – rozważania o użyteczności i nieświadomości*, [in:] *Oddziaływanie „agresywnych” gier komputerowych na psychikę dzieci*, red. A. Gała, I. Ulfik, Lublin 2000, p. 51–60.

⁶² J. Baudillard, *Spoleczeństwo konsumpcyjne – jego mity i struktury*, Warszawa 2006, p. 141.

⁶³ Ibidem, p. 57–59.

⁶⁴ J. Baudillard, *Świat wideo i podmiot fraktalny*, [in:] *Po kinie?... Audiowizualność w epoce przekazników elektronicznych*, red. A. Gwóźdź, Kraków 1994, passim.

lematic and negative. This adds a sense of danger. The viewer begins to consider anomalies for a standard⁶⁵.

Moreover, the picture begins to dominate the text. According to John Berger, in any type of pre-existing societies, humanity became the face of such a high concentration of images and visual messages⁶⁶. It brings a new situation that a growing number of people exempt from thinking. As Giovanni Sartori noticed, the words that require greater intellectual engagement prefer images, do not require thinking. As a result, the excess of view impoverishes our understanding, expressing thoughts and interpersonal verbal contacts⁶⁷.

At the end I'd like to quote the words of Zygmunt Bauman, who said that: "education took on different forms in the past and proved that it can adapt to changing circumstances, by proposing new goals and develop new strategies. [...] The current change is not like the previous ones. At none of the existing corners of history teachers did not have to deal with the challenge comparable to that enjoyed by presenting them with today's breakthrough. We just have never been in such a situation. We have yet to learn the art of living in a world saturated with information overload. And to even worse art to apprenticeship others to live in such conditions"⁶⁸.

Bibliography

- Adamczyk M., *Internetowe love story*, "Wprost" 1999, nr 51.
- Andrzejewska A., Bednarek J., *Człowiek w obliczu zagrożeń wirtualnego świata*, [in:] *Audiowizualność, cyberprzestrzeń, hipertekstualność: ponowoczesne konteksty edukacji*, red. L. Jakubowska-Malicka, A. Kobylarek, M. Pryszmont-Ciesielska, Wrocław 2009.
- Baudillard J., *Spoleczeństwo konsumpcyjne – jego mity i struktury*, Warszawa 2006.
- Baudillard J., *Świat wideo i podmiot fraktalny*, [in:] *Po kinie?... Audiowizualność w epoce przekazników elektronicznych*, red. A. Gwóźdź, Kraków 1994.
- Bauman Z., *44 listy ze świata płynnej nowoczesności*, Kraków 2011.
- Bauman Z., *Żyjąc w czasie pożyczonym: rozmowy z Citlali Rovirosa-Madrzo*, Kraków 2010.
- Berger J., *Obrazy reklamowe*, [in:] *Nowe media w komunikacji społecznej XX wieku*, red. M. Hopfinger, Warszawa 2002.
- Birch A., Malim T., *Psychologia rozwojowa w zarysie: od niemowlęctwa do dorosłości*, Warszawa 2005.
- Böhmert Ch., *Jak czytać facebook?*, "Charaktery" 2012, nr 10.
- Condry J., Popper K., *Telewizja, zagrożenie dla edukacji*, Warszawa 1996.
- Czas na Facebook*, "Komputer Świat" 2010, nr 3.

⁶⁵ R. Patzlaff, *Zastygłe spojrzenie: fizjologiczne skutki patrzenia na ekran a rozwój dziecka*, Kraków 2008, p. 53–59.

⁶⁶ J. Berger, *Obrazy reklamowe*, [in:] *Nowe media w komunikacji społecznej XX wieku*, red. M. Hopfinger, Warszawa 2002, p. 475.

⁶⁷ G. Sartori, *op.cit.*, p. 26.

⁶⁸ Z. Bauman, *44 listy ze świata płynnej nowoczesności*, Kraków 2011, p. 165.

- Czen Y., Persson A., *Internet use among young and older adults: relation to psychological well-being*, "Educational Gerontology" 2002, No. 28.
- Dobek-Ostrowska B., *Podstawy komunikowania społecznego*, Wrocław 2002.
- Dunn J., *Przyjaźnie dzieci*, Kraków 2008.
- Fiske J., *Wprowadzenie do badań nad komunikowaniem*, Wrocław 1999.
- Fortunati L., *Mediatization of the Net and Internetization of the Mass Media*, "Gazette" 2005, No. 67.
<http://nk.pl/> (29.05.2013).
<http://pl.wikipedia.org/wiki/Skype> (1.06.2013).
<http://socialmedia.pl/plemiona-spolesznosciowe-w-jaki-sposob-korzystamy-z-social-media/> (1.06.2013).
<http://socialmedia.pl/social-media-lekcja-1/> (1.06.2013).
<http://socjologia.wlanet.pl/psychologia/?prog=metody> (1.06.2013).
<https://twitter.com/> (29.05.2013).
<https://www.facebook.com/> (2.06.2013).
- Juszczak S., *Wartości humanistyczne w edukacji medialnej*, [in:] *O nowy humanizm w edukacji*, red. J. Gajda, Kraków 2000.
- Krzysztofek K., *Okno na e-świat*, [in:] *Wielka sieć. E-seje z socjologii Internetu*, red. J. Kurczewski, Warszawa 2006.
Który lepszy?, "Komputer Świat" 2010, nr 22.
- Leppert R., *Pomiędzy nowoczesnością a ponowoczesnością*, [in:] *Audiowizualność, cyberprzestrzeń, hipertekstualność: ponowoczesne konteksty edukacji*, red. L. Jakubowska-Malicka, A. Kobylarek, M. Pryszmont-Ciesielska, Wrocław 2009.
- Markocki Z., Tyrała P., *Zmienność w edukacji*, Słupsk 1999.
- McLuhan M., *Wybór pism*, Warszawa 1975.
- Patzlaff R., *Zastęgle spojrzenie: fizjologiczne skutki patrzenia na ekran a rozwój dziecka*, Kraków 2008.
- Rudnicki P., *Użytkownik i ponowoczesność – rozważania o użyteczności i nieświadomości*, [in:] *Oddziaływanie „agresywnych” gier komputerowych na psychikę dzieci*, red. A. Gala, I. Ulfik, Lublin 2000.
- Sartori G., *Homo videns: telewizja i post-myślenie*, Warszawa 2007.
- Słysz A., Arcimowicz B., *Przyjaciele w internecie*, Gdańsk 2009.
- Stanik K., *Portale społecznościowe a relacje interpersonalne młodzieży na podstawie badań przeprowadzonych w Czerwionce-Leszczynie*, unpublished research to a bachelor's thesis at WSZiA in Opole, Opole 2013.
- Suchodolski B., *Badanie nowego człowieka*, [in:] *Edukacyjna kultura przyszłości*, red. I. Wojnar, Warszawa 2006.
- Szmigielska B., *Rola Internetu w biegu ludzkiego życia*, [in:] *Cale życie w sieci*, red. B. Szmigielska, Kraków 2008.
- Toffler A., *Szok przyszłości*, Poznań 2003.
- Tomaszewska H., *Komunikacja młodzieży w dobie społeczeństwa medialnego jako wyzwanie dla więzi międzypokoleniowych*, [in:] *Audiowizualność, cyberprzestrzeń, hipertekstualność: ponowoczesne konteksty edukacji*, red. L. Jakubowska-Malicka, A. Kobylarek, M. Pryszmont-Ciesielska, Wrocław 2009.
- Wawrzak-Chodaczek M., *Kształcenie kultury audiowizualnej młodzieży*, Wrocław 2000.
- Zajac A., *Czy pedagogika i edukacja powinny uwzględniać prawo Moore'a rozwoju mediów*, [in:], *Media a edukacja*, red. W. Strykowski, Poznań 1997.

PART II

Social rehabilitation

MONIKA SZPRINGER*
MARIAN FLORCZYK**
MIROSLAW KOWALSKI***

The problem of violence of young people towards the elderly, perceived by the adult inhabitants of the świętokrzyskie voivodeship

Keywords: education, body and health, responsibility, upbringing, children and youth

Abstract

This article concerns the problem of violence young people against older people.

The phenomenon of violence towards the elderly is a growing social phenomenon, which still remains a specific taboo. Therefore, it should still carry analyses, monitoring and surveys of the issue are required, with the aim of publicising, efficiently preventing and, above all else, helping the victims of the violence.

Authors presented studies that have been carried out on a large group of respondents. The study, performed by means of a questionnaire, was conducted in the group of 791 dwellers of Kielce, of which there were 389 women and 402 men.

According to the definition introduced by the World Health Organisation, violence towards the elderly is a single or repeating act which causes or bears the risk of causing an intentional or unintentional harm of an elderly person, cared for or looked after by another person who – due to one's role and function – is supposed to provide the sense of security to the senior¹. "As a general term, maltreating the

* Prof. PhD, mszprin@poczta.onet.pl

** PhD, mflorczyk@episkopat.pl

*** Prof. PhD, M.Kowalski@ipp.uz.zgora.pl

¹ B. Tobiasz-Adamczyk, *Osoby starsze i niepełnosprawne jako kategoria osób szczególnie narażonych na przemoc*, [in:] *Przemoc w rodzinie wobec osób starszych i niepełnosprawnych: poradnik dla pracowników pierwszego kontaktu*, red. D. Jaszczak-Kuźmińska, K. Michalska, Warszawa 2010, p. 33–46.

elderly refers to non-accidental situations, in which an old person experiences physical or psychological harm and is deprived of one's physical needs as a result of actions (violence) or negligence of duties (negligence) by their caregivers or relatives². Maltreatment comes in many forms, among which the most frequent are: physical harm, psychological oppression, financial abuse as well as refusal to provide conditions for decent existence/inhuman treatment³.

The phenomenon of violence towards the elderly is a growing social phenomenon, which still remains a specific taboo. Hence, analyses, monitoring and surveys of the issue are required, with the aim of publicising, efficiently preventing and, above all else, helping the victims of the violence⁴. It seems that the standards in Western countries should be followed, as the literature published in the Great Britain and the United States provides comprehensive information in this field⁵.

Due to their physical weakness, senior citizens are a group of people who rely on the help of other people. Being dependant on such support of relatives or caregivers in senior citizens' homes, old people are often exposed to and experience psychological and physical abuse. When this happens, they are usually unable to resist because of their poor health condition, their concern of losing dwelling and care, or they are simply ashamed to admit to being victims of abuse⁶. The physical or psychophysical incapacity of the elderly sets the perception of them as being socially useless. As they live according to certain routines, which are supposed to guarantee their peace of mind, they become an "easy target" for their abusers. The already-mentioned physical indisposition of the elderly goes along with the fact that culprits can reach them fairly easy. The violence towards senior citizens, often helpless and lonely ones, is usually associated in Poland with a desire of financial gain and it constitutes an enormous problem⁷.

Very frequently, the culprits of violent acts towards the elderly are young, often under-aged individuals. Motivated by a chance of financial gain, they resort not only to thefts and extortion, but also to murders and, what is terrifying, rapes of their victims. In case of juvenile offenders, their cruelty towards the victims

² K. Browne, M. Hurbert, *Zapobieganie przemocy w rodzinie*, Warszawa 1999, p. 29–30.

³ Ibidem.

⁴ B. Tobiasz-Adamczyk, *Osoby starsze i niepełnosprawne...*, p. 44–46.

⁵ C. Thomas, *The first national study of elder abuse and neglect: contrast with results from other studies*, "Journal of Elder Abuse and Neglect" 2012, No. 12, p. 1–14; I. Aboderin, N. Hatendi, *International Perspectives on Elder Abuse*, London 2013, p. 122–133.

⁶ R.L. Beaulaurier, L.R. Seff, F.L. Newman, *Barriers to help-seeking for older women who experience intimate partner violence: a descriptive model*, "Journal of Women & Aging" 2008, Vol. 23, No. 3/4, p. 231–248.

⁷ E. Sygit, R. Ossowski, *Przemoc wobec osób starszych ze względu na ich wiek, płeć i wykształcenie*, "Gerontologia Polska" 2008, t. 16, nr 3, p. 164.

displays a growing trend, whereas the age of young culprits lowers, as reflected in the police statistics⁸.

Brutality and abuse do not just affect an old person, but also involve other family members who could be in a position to prevent a culprit from his or her violent actions. From the global perspective, the problem of murders of the elderly, particularly women, is gaining attention and is broadly discussed in both a growing number of scientific articles but also large-volume monographs⁹.

Not just financial savings of the seniors, but also lack thereof can be a cause for violence. In such cases, however, the culprits are usually unemployed or poorly-paid individuals, who vent their frustration and anger by harassing members of their families, particularly those weakest ones¹⁰.

Sometimes, the violence towards the elderly is the consequence of not being able to cope with the role of a caregiver, which triggers an internal resistance and objection against providing care¹¹.

Considering the types of violence and abuse against the elderly, the literature distinguishes six forms of such behaviour: physical harm, psychological and emotional oppression, sexual abuse, negligence, ageism.

Physical harm is typically means inflicting physical pain, including beating, tugging, forcing medicines, aggressive force-feeding and giving drinks, restraining movements. The results of the physical abuse are marks on a body or weight loss. Unfortunately, documenting of such violence (medical examination) is usually quite difficult for seniors¹².

Psychological and emotional oppression appeals to victims' fear and it includes verbal acts, such as name-calling, threats, humiliation, criticising and other forms

⁸ Z. Brożek, *Dziecko agresywne – napastnik czy ofiara?*, "Niebieska Linia" 2004, nr 6, p. 14. See: A. Nowocień, M. Szpringer, *Przestępczość młodzieży jako wyzwanie dla teorii i praktyki społecznej*, [in:] *Spoleczna zmiana, przestrzeń, sprawiedliwość – interdyscyplinarny wymiar nauk*, red. M. Szpringer, Kielce 2014, p. 97–114; M. Kowalski, *Między kształtowaniem zdrowia społecznego a wychowaniem (kilka refleksji z filozoficznego namysłu nad resocjalizacją w czasach ponowoczesnych)*, [in:] *W poszukiwaniu optymalnych oddziaływań pedagogicznych w środowisku lokalnym*, red. F.A. Marek, S. Śliwa, Opole 2011, p. 15–41.

⁹ See more: P. Brownell, J. Berman, *Homicides of older women in New York City: a profile based on a secondary data analysis*, [in:] *Evidence-based practice manual: research and outcome measures in health and human services*, eds. A.R. Roberts, K.R. Yaeger, New York 2004.

¹⁰ J. Mazur, *Przemoc w rodzinie. Teoria i rzeczywistość*, Warszawa 2002, p. 39–50; M. Kowalski, M. Drożdż, *Przemoc i zdrowie w obrazach telewizyjnych. Edukacja przez codzienność telewizyjną*, Kraków 2008.

¹¹ J. Mazur, *Przemoc w rodzinie. Teoria...*, p. 39–50.

¹² B. Tobiasz-Adamczyk, *Osoby starsze i niepełnosprawne...*, p. 45.

of triggering emotional distress. Inflicting no scars or bruises, emotional abuse still leaves lasting marks in victims for many years to come¹³.

Sexual abuse, meaning sexual intercourses with the elderly against their will, is a controversial yet, unfortunately, an occurring phenomenon¹⁴. The issue is more frequently elaborated by Western authors and it has been studied – at least for the last decade – as a particular, but important type of abusing the elderly¹⁵.

Already mentioned and widespread in Poland, the phenomenon of financial abuse of the elderly includes actions that exploit unawareness and helplessness of victims, and it leads to taking over their goods and possessions, e.g. title of ownership or rights, by changes in last will, acts of donation or sales agreements, which were made or concluded as a result of fraud, extortion or in another illegal and unlawful manner¹⁶.

Another listed type of abuse – ageism – is defined in dictionaries as a “prejudice against the elderly based on negative stereotypes”¹⁷. Seniors often experience this phenomenon and, in a way, it usually comes down to age-related discrimination.

The last, yet one of the most common forms of violence towards the elderly is negligence (active or passive). It comprises failure or refusal to provide seniors with life-essential elements, such as food, water, clothing, personal hygiene, medicines, as well as the sense of safety or other necessary items, which is supposed to be responsibility duty of caregivers¹⁸. It may be abandonment, but also the sense of abandonment, experienced by an old person¹⁹.

Table 1

Age of the studied population

Age	Woman		Men		Total	
	N	%	N	%	N	%
15–19	19	5.0	44	11.0	54	6.8
20–24	159	41.0	52	13.0	246	31.1

¹³ J. Mazur, *Przemoc w rodzinie. Teoria...*, p. 47. See: M. Kowalski, *Television as a Health Value Carrier: Word of Illusion – World without Health?*, “The New Educational Review” 2009, Vol. 18, No. 2, p. 253–261.

¹⁴ B. Tobiasz-Adamczyk, *Teoretyczne wyznaczniki przemocy wobec osób starszych*, [in:] *Przemoc wobec osób starszych*, red. B. Tobiasz-Adamczyk, Kraków 2009, p. 25–26.

¹⁵ P.B. Teaster, K.A. Roberto, J.O. Duke, M. Kim, *Sexual abuse of older adults: preliminary findings of cases in Virginia*, “Journal of Elder Abuse and Neglect” 2000, No. 12, p. 1–16.

¹⁶ B. Tobiasz-Adamczyk, *Osoby starsze i niepełnosprawne...*, p. 45.

¹⁷ M.J. Yaffe, B. Tazkarji, *Understanding elder abuse in family practise*, “Canadian Family Physician” 2012, Vol. 58, No. 12, p. 1336–1340.

¹⁸ B. Tobiasz-Adamczyk, *Teoretyczne wyznaczniki...*, p. 26.

¹⁹ M.J. Yaffe, B. Tazkarji, *Understanding elder...*, p. 40.

cont. tab. 1

Age	Woman		Men		Total	
	N	%	N	%	N	%
25–29	82	21.0	64	16.0	153	19.4
30–34	35	9.0	89	22.0	108	13.6
More than 35	94	24.0	153	38.0	230	29.1
Total	389	100.0	402	100.0	791	100.0

To conclude the theoretical introduction to the research section of this article, it must be stressed that the precise assessment of the scale of the abuse towards the elderly is not possible due to a significant number of undisclosed incidents. Hence, while the issue is discussed and evaluated, particularly in statistical terms, one must remember about a “grey area” of the problem, that is, violent incidents not which have not been identified and reported.

The aim of the study was to analyse the phenomenon of violence of young people towards the elderly, occurring in the area of Kielce. The study, performed by means of a questionnaire, was successfully conducted in the group of 791 dwellers of Kielce, of which there were 389 women and 402 men.

The age structure of the surveyed group is varied, which lets to perceive the phenomenon of violence in the perspective of a multi-generation population. The most numerous age groups were 20–24 years in women and 35 years and more in men, respectively. The smallest age group in both women and men were the respondents between 15 and 19.

Table 2

Marital status of the respondents

Marital status	Women		Men		Total	
	N	%	N	%	N	%
Single	183	47.0	109	27.0	315	39.8
Married	171	44.0	239	59.5	391	49.5
Divorced	23	6.0	43	10.8	62	7.8
Widowed	12	3.0	11	2.7	23	2.9
Total	389	100.0	402	100.0	791	100.0

The most numerous groups in women were single and married ones (47% and 44% respectively). Out of surveyed men, the majority was married (59.9%). Only 2.9% of all the respondents were widowed. Also small was the group of the divorced (7.8%).

Table 3

The occurrence of violence in the area of Kielce in the opinion of the respondents

Replies	Women		Men		Total	
	N	%	N	%	N	%
Yes	129	33.3	98	24.3	238	30.1
No	53	13.6	32	8.1	92	11.6
Difficult to say	207	53.1	272	67.6	461	58.3
Total	389	100.0	402	100.0	791	100.0

The questionnaire contains the reply “difficult to say”, which was included intentionally and aimed not as much at assessing the scale of the phenomenon, but rather at measuring the interest in it. By choosing this reply, more than a half of the respondents (58.3%) indicated that they might not be aware of the occurrence, significance and problematic nature of this issue. This could be the consequence of a lack of knowledge about it and, what follows, inability to identify the phenomenon properly. The minority of respondents – just 30.1% – claims that the phenomenon of violence against the elderly does occur in the area of Kielce. This allows to assume that the issue, perceived as a problem, is indeed present.

Table 4

The occurrence of violence only in specific circles in the opinion of the respondents

Replies	Women		Men		Total	
	N	%	N	%	N	%
Yes	88	22.7	65	16.2	161	20.4
No	301	77.3	337	83.8	630	79.6
Total	389	100.0	402	100.0	791	100.0

The term “specific circles” should be understood as, among other things, pathological families, families with alcohol-related problems, sects and others. Of all the respondents, 22.7% of women and 16.2% of men are convinced that the violence only occurs in specific circles, whereas the majority of the people surveyed – 79.6% – claim that violence may affect anyone, regardless of the social environment in which one currently resides.

Table 5

The occurrence of the violence when no physical marks are visible on victims' bodies, in the opinion of the respondents

Replies	Women		Men		Total	
	N	%	N	%	N	%
Yes	342	87.9	348	86.5	690	87.2
No	47	12.1	54	13.5	101	12.8
Total	389	100.0	402	100.0	791	100.0

Only 12.8% of the respondents associate violence with actions which leave physical marks, whereas the significant majority – 87.2% – rightly notice that violence is not just acts of physical aggression, but all deeds affecting rights and well-being of other people. Hence, violence comprises all acts causing physical and psychological distress, including negligence and sexual abuse.

Table 6

Negligence as one of the form of violence, in the opinion of the respondents

Replies	Women		Men		Total	
	N	%	N	%	N	%
Yes	265	68.2	207	51.4	491	62.1
No	124	31.8	195	48.6	300	37.9
Total	389	100.0	402	100.0	791	100.0

Considering the replies to the previous question, it is peculiar that as much as 37.9% of the respondents do not find negligence to be a type of violence. It is the consequence of an insufficient knowledge, but also disinterest in the phenomenon.

Table 7

The occurrence of advertisements or radio broadcasts about the violence, in the opinion of the respondents

Replies	Women		Men		Total	
	N	%	N	%	N	%
Yes	112	28.8	152	37.8	254	32.1
No	277	71.2	250	62.2	537	67.9
Total	389	100.0	402	100.0	791	100.0

The conducted study reveals that only 32.1% of the respondents have noticed a violence-addressing content in media. The problem of insufficient knowledge about the violence could be a consequence of inadequate involvement of the media in counteracting the phenomenon. More advertisements, radio broadcasts or TV programmes would surely increase the social awareness in this respect.

Table 8

The most typical victims of violence in the opinion of the respondents

Victims of violence	Women		Men		Total	
	N	%	N	%	N	%
Grandparents	306	78.8	326	81.1	630	79.6
Father	124	31.8	152	37.8	269	34.0
Mother	236	60.6	250	62.2	484	61.2
Father-in-law	65	16.8	76	18.9	138	17.5
Mother-in-law	82	21.2	87	21.6	169	21.4
Other	47	12.1	54	13.5	100	12.6

The results are not totted up to 100%, as the respondents could provide more than one reply.

The conducted studies reveal that the most frequent victims of violence are the elderly (79.6%), followed by mothers (61.2%). The category “other” comprises such replies as “neighbours”, “children”, “anyone can be a victim”, “in-laws”, “teachers”.

Table 9

Required interventions of the police in violence-related situations, in the opinion of the respondents

Replies	Women		Men		Total	
	N	%	N	%	N	%
Yes	371	95.5	348	86.5	729	92.2
No	18	4.5	54	13.5	62	7.8
Total	389	100.0	402	100.0	791	100.0

As indicated in the studies, 92.2% of the respondents think that the main tasks of the police should be providing safety and protection of life, health and belongings of the violence victims. They also acknowledge the necessity of the police intervention in violent situations. On the other hand, a small percentage of the respondents (7.8%) decided that the police should not intervene when the elderly experience violent behaviours, but that such situations should be resolved within a family.

Table 10

Violence towards the elderly being a private matter, in the opinion of the respondents

Replies	Women		Men		Total	
	N	%	N	%	N	%
Yes	35	9,1	41	10,2	77	9,7
No	354	90,9	361	89,2	714	90,3
Total	389	100.0	402	100.0	791	100.0

The majority of the respondents (90.3%) expressed that violence is not a private matter between a victim and a culprit. Given the data, it may be assumed that 714 out of 791 people surveyed would be interested in other person’s suffering and would provide some sort of help. It is disturbing, though, that 77 respondents, that is nearly 10%, would be indifferent, paying no attention to the problem.

Table 11

*Reactions to seeing people who are violent towards the elderly,
in the opinion of the respondents*

Reaction	Women		Men		Total	
	N	%	N	%	N	%
Passivity	71	18.2	108	27.0	179	22.6
(Silent) approval	78	20.0	121	30.0	199	25.2
Intervention	175	45.1	108	26.8	283	35.7
Other	65	16.7	65	16.2	130	16.5
Total	389	100.0	402	100.0	791	100.0

The replies of respondents varied. A slight majority (35.7%) of the people surveyed, with a distinct prevalence of women, declared that they would react and intervene in some way if they witnessed violent behaviour against the elderly. Unfortunately, both “passivity” and “silent approval”, chosen by 22.6% and 25.2% of the respondents respectively, practically mean no reaction whatsoever while witnessing a violent deed. After summing up those replies, the obtained result amounted to 47.8%, thus, in other words, the majority of respondent admitted they would refrain from any action against violence towards the elderly if they found themselves being witnesses of such.

Table 12

The most frequent reasons for violence in the opinion of the respondents

Reasons for violence	Women		Men		Total	
	N	%	N	%	N	%
Abuse of alcohol and other substances	342	87.9	326	81.1	729	85.4
Mental disease	171	43.9	174	43.2	346	43.7
Unemployment and no regular income	200	51.5	195	48.6	399	50.5
Toil of constant care	182	46.9	206	51.3	384	48.5
Releasing emotions/abreaction	182	46.9	250	62.2	413	52.4
Other	12	3.0	–	–	15	1.9

The results are not totted up to 100%, as the respondents could provide more than one reply.

The replies about the reasons of violent behaviours show that the respondents indicated at abuse of alcohol or other substances by culprits as the most common cause for aggression. This reply was ticked by the majority (85.4%) of the people surveyed. More than a half of them claimed that violence is triggered by the need

of abreaction or culprit's unemployment or lack of regular income, which suggests that economic factors determine violence. There were also quite numerous responses – more than 40% – indicating at culprit's mental disorders or the burden of everyday care as the reasons. The category “others” comprise such replies as: “for fun”, “fatigue” or “helplessness”.

Table 13

Provoking behaviours of victims as a reason that trigger violence, in the opinion of the respondents

Replies	Women		Men		Total	
	N	%	N	%	N	%
Yes	152	39.1	179	44.3	331	41.8
No	237	60.9	223	55.7	460	58.2
Total	389	100.0	402	100.0	791	100.0

As much as 41.8% of the respondents acknowledged as fair the concept of victims provoking violence with their behaviour, whereas more than a half (58.2%) negated it. In the latter group, more women than men (60.9%) claimed that it is the culprit only who is responsible for violent deeds, regardless of the circumstances.

Table 14

Justification of certain forms of violence in the opinion of the respondents

Replies	Women		Men		Total	
	N	%	N	%	N	%
Yes	146	37.6	183	45.5	329	41.5
No	243	62.4	219	54.5	462	58.5
Total	389	100.0	402	100.0	791	100.0

In the present reality, no aggression should be excused. Still, as much as 41.5% of the respondents, with men prevailing, decided that some forms are justifiable. The following reasons were provided, among others, as possible grounds for choosing the “yes” reply: “some incidents could have been one-time only” or “when it applies to mentally ill persons”.

Conclusions

1. In Kielce, violence is not noticed clearly, though the replies “difficult to say” disclose lack of awareness rather than negate the occurrence of violence.

2. The knowledge of Kielce inhabitants about the violence of young people towards the elderly is poor. Insufficient education of the society may be indicated as one the reasons. The role of mass media seems to be important. However, in their violence-stigmatising campaigns, the media do not reach their recipients to a satisfying enough extent, which would allow to improve knowledge and sensitise to violence-related problems, including the violence towards the elderly.

3. The majority of Kielce inhabitants are convinced that the violence is related to the social environment and milieu. A good number of respondents claim that the violence occurs regardless of social or economical status, age or gender.

4. Given the insufficient knowledge about the violence toward seniors, it is recommended to introduce educational measures that would considerably improve the awareness of the problem.

Bibliography

- Aboderin I., Hatendi N., *International Perspectives on Elder Abuse*, London 2013.
- Beaulaurier R.L., Seff L.R., Newman F.L., *Barriers to help-seeking for older women who experience intimate partner violence: a descriptive model*, “Journal of Women & Aging” 2008, Vol. 23, No. 3/4, p. 231–248.
- Browne K., Hurbert M., *Zapobieganie przemocy w rodzinie*, Warszawa 1999.
- Brownell P., Berman J., *Homicides of older women in New York City: a profile based on a secondary data analysis*, [in:] *Evidencebased practice manual: research and outcome measures in health and human services*, eds. A.R. Roberts, K.R. Yaeger, New York 2004.
- Brożek Z., *Dziecko agresywne – napastnik czy ofiara*, “Niebieska Linia” 2004, nr 6.
- Kowalski M., *Między kształtowaniem zdrowia społecznego a wychowaniem (kilka refleksji z filozoficznego namysłu nad resocjalizacją w czasach ponowoczesnych)*, [in:] *W poszukiwaniu optymalnych oddziaływań pedagogicznych w środowisku lokalnym*, red. F.A. Marek, S. Śliwa, Opole 2011, p. 15–41.
- Kowalski M., *Television as a Health Value Carrier. Word of Illusion – World without Health?*, “The New Educational Review” 2009, Vol. 18, No. 2, p. 253–261.
- Kowalski M., Drożdż M., *Przemoc i zdrowie w obrazach telewizyjnych. Edukacja przez codzienność telewizyjną*, Kraków 2008.
- Mazur J., *Przemoc w rodzinie. Teoria i rzeczywistość*, Warszawa 2002.
- Neglect, Abuse and Violence Against Older Women*, New York 2013.
- Nowocien A., Szpringer M., *Przestępczość młodzieży jako wyzwanie dla teorii i praktyki społecznej*, [in:] *Spoleczna zmiana, przestrzeń, sprawiedliwość – interdyscyplinarny wymiar nauk*, red. M. Szpringer, Kielce 2014, p. 97–114.
- Sygit E., Ossowski R., *Przemoc wobec osób starszych ze względu na ich wiek, pleć i wykształcenie*, “Gerontologia Polska” 2008, t. 16, nr 3, p. 163–168.
- Teaster P.B., Roberto K.A., Duke J.O., Kim M., *Sexual abuse of older adults: preliminary findings of cases in Virginia*, “Journal of Elder Abuse and Neglect” 2000, No. 12, p. 1–16.

Thomas C., *The first national study of elder abuse and neglect: contrast with results from other studies*, "Journal of Elder Abuse and Neglect" 2012, No. 12, p. 1–14.

Tobiasz-Adamczyk B., *Osoby starsze i niepełnosprawne jako kategoria osób szczególnie narażonych na przemoc*, [in:] *Przemoc w rodzinie wobec osób starszych i niepełnosprawnych: poradnik dla pracowników pierwszego kontaktu*, red. D. Jaszczak-Kuźmińska, K. Michalska, Warszawa 2010, p. 33–46.

Tobiasz-Adamczyk B., *Teoretyczne wyznaczniki przemocy wobec osób starszych*, [in:] *Przemoc wobec osób starszych*, red. B. Tobiasz-Adamczyk, Kraków 2009.

Yaffe M.J., Tazkarji B., *Understanding elder abuse in family practice*, "Canadian Family Physician" 2012, Vol. 58, No. 12, p. 1336–1340.

PETER JUSKO*

Probation service and mediation in criminal justice in the Slovak Republic¹

Keywords: mediation, the probation service, criminal justice, communication, legislation

Abstract

Chapter deals with problems of probation and mediation as part of the criminal system in Slovakia. At the beginning defines the probation and mediation service as a whole, including a review of the cases made in recent years in different regions. The second part of the chapter focuses on legislative regulations of probation and mediation services in the Slovak Republic. Then describes the social and psychological aspects of probation and mediation, including social communication and communication skills, conflict theory, conflict resolution strategy and typology of personality. In conclusion, the chapter devoted identification of selected indicators on the current state of probation and mediation activities in Slovakia.

Characteristics of probation service and mediation

Probation service is considered to be a type of penalty carried out at large. “In the continental legal system, it is mainly linked with a suspended sentence, the imposition of supervision on the offender and other conditions, to which the offender at large must adhere. In the Anglo-Saxon legal system, probation service has a tradition of binding over: meaning to bind the offender to the promise that he will meet the given conditions, e.g. he will present himself to the court and live duly, also tied to the form of suspended sentence”². In this context, probation service can also include conditional discharge, called parole, together with the imposition of other obligations. Currently, given the diversity of legal systems and also the nature of social services, one can meet with different definitions and opinions on probation service. According to the United Nations definition, it is a method of

* Doc. PaedDr. PhD, peter.jusko@umb.sk

¹ This chapter has been processed within the project: KEGA 025UMB-4/2014 “Probácia a mediácia ako súčasť vysokoškolskej prípravy študentov pomáhajúcich profesií”.

² D. Doubravová, L. Ouředníčková, P. Štern, *Příručka pro probaci a mediaci*, Praha 2001.

treating a chosen group of offenders within the framework of a suspended sentence, when supervision is imposed along with providing individual advice and other support services. In a broader sense, work concerning community service sentences, and other sentences and measures containing forms of individual work with the offender leading to the fulfilment of specific obligations and the conditions of a probationary period is considered to be a probation service as well. "The term probation service also includes specific activities carried out before the final decision of the court or the prosecutor, usually directing the preparation of documents needed for such a decision. An example of this is processing the reports on the accused, the aggrieved person, and their current living conditions"³. The term "probation service" is used in several contexts to denote the state, the system and the process. As a state, it denotes the status of a person who was given a suspended sentence, who is not the free citizen on one hand, but on the other, is not serving a penalty of imprisonment. As a system, it is an organisational part of criminal justice and, as a process, it denotes a set of functions, activities and services, e.g. the supervision of the convicted or helping the convicted. Resulting from the previous definition, in this context we can talk about three basic components. The first component is the mandate for probation officers that comes from legal system and as such is a result of court decisions. The second component is based on the fact that the surveillance and supervision are the main working methods in probation cases, and finally the fact that probation measures are carried out in a given community in contrast to the custodial sentence. In legal terms, probation service is an alternative criminal sanction allowing a sentence's probation for a probationary period while defining certain duties, and the convicted must be subject to the supervision of a probation officer. It is a system that includes a wide variety of activities related to searching for possible solutions to criminal conflict, preparing appropriate documents and the execution of penalties and measures carried out at large.

The probation process is one of social reintegration, a person's new socialization. There are many influences and factors involved in the creation, socialization and cultivation of a personality and all these are envisaged in the probation service. The main emphasis is on the intentional influences we regard as the purposeful appealing of a group or an individual to another group or individual; this activity can be carried out in various forms, not only by personal contact or educational influence, but also self-education⁴. The activity of a probation and mediation officer is based on the effective combination of several social activity components; the goal of this activity is to fulfil two basic functions – to supervise and to help. To fulfil these goals, the probation officer can use two basic mechanisms of profes-

³ I. Šándor, *Projekt probačnej a mediačnej služby*, "Justičná revue" 2002, Vol. 54, No. 6/7, p. 753.

⁴ V. Kmec, *Mládež ako subkulturálna skupina v globalizovanej spoločnosti*, Prešov 2009, p. 70.

sional appeal – social supervising and social help. Within the framework of the probation activity aimed at mainly protecting society's interests, the task of the probation and mediation officer is to monitor the offender's conduct during the probation period, encourage his personal development and the sense of responsibility to himself and to society and, if needed, guide his conviction and lifestyle in accordance with social norms. The probation officer also informs the court about the conduct of the offender during the probation period and issues written reports about the cooperation between him and the offender⁵. Personal, family and other social problems are often the reasons (though only indirect) for committing crimes. The solution to these problems and the stabilization of the offender's social situation can significantly decrease the risk of recidivism. This is the goal of helping. The help is useful, respected and pleasant, because it is based on the cooperation of equal partners. Help is a continuous invitation to dialogue.

The number of probation services assigned in the SR is slightly increasing. The year 2011 was an exception, because the number of offenders on probation dropped by 213 compared to the previous year. However, the number of officers has been declining since 2010, when 116 probation and mediation officers carried out these activities. In 2013, only 78 probation and mediation officers were active, marking a 67% drop since 2010.

The following table summarizes the number of assigned probation services for 2010–2013 in individual regions of Slovakia.

Table 1

The number of probation services assigned during 2010–2013

Region	Year			
	2010	2011	2012	2013
Bratislava	1 339	2 528	2 466	2 434
Trnava	313	400	485	551
Trenčín	582	179	270	279
Nitra	566	500	496	626
Žilina	853	894	606	648
Banská Bystrica	1 445	953	1 036	927
Prešov	1 523	784	1 180	1 240
Košice	530	700	662	574
Overall	7 151	6 938	7 201	7 279

⁵ M. Storoška, *Stav probácie na Slovensku*, [in:] *Súčasnosť a perspektívy probácie a mediácie*, eds. S. Michančová, R. Dolanská, Prešov 2010, p. 68.

In 2013, probation and mediation officers were assigned by district courts to a total number of 7,279 probations, resulting in almost 94 probations per officer. When compared to 2010, one probation and mediation officer was responsible for little less than 62 probations. We can see a significant increase in the number of probations per officer. The highest amount of probations with a total number of 2,434 were assigned in the Bratislava Region, the Prešov Region following with 1,240 probations, then the Banská Bystrica Region with 927 probations, the Žilina Region with 648 probations, the Nitra Region with 626 probations, the Košice Region with 574 probations, the Trnava Region with 551 probations, and the lowest number of probations assigned in the Trenčín Region, with 279.

From the total number of 7,279 probations assigned, a little less than 75% (5,454) are the suspensions of custodial sentences with probation supervision. The second most frequent penalty imposed was the penalty of compulsory labour with a total number of 726, a little less than 10%. The least frequent penalty was the penalty of house arrest imposed in 49 cases.

The largest share of all completed probations represents the suspension of a custodial sentence with probation supervision – more than 78%. The penalties of compulsory labour follow with 450 completed cases. House arrest is the least frequently imposed penalty, with 29 sentences completed.

Speaking about mediation in criminal law, we should know that it is considered to be and presented as an alternative and non-authoritative form of out-of-court resolution between the accused and the aggrieved, aimed at the collective seeking of a suitable solution satisfactory for the both sides that will mitigate or reduce the currently existing conflict by means of mutual communication. According to the Recommendation of the Council of Europe concerning mediation in penal matters, mediation can be generally defined as the process allowing persons concerned in an offence to participate actively, freely and with guaranteed confidentiality in the solution under the guidance of a neutral third person. The aim is to alleviate communication and support the mutual agreement of both sides regarding the rules of the reconciliation and restoration of relations.

Mediation can be divided into two subgroups:

- a) mediation in pre-trial phase – can be initiated by the legal representative of a minor, the accused, aggrieved person, investigator, prosecutor and lawyer;
- b) mediation after indictment – can be initiated by the legal representative, the accused, aggrieved person, lawyer, chairman of the board, a single judge.

The instruction (consent) to the mediation from the prosecutor, chairman of the board or single judge must not be directed toward the method and the result of the mediation's execution.

A mediation in criminal proceedings can result in⁶:

a) Suspension of Prosecution – in criminal proceedings for offences in which the law provides a custodial sentence of no more than five years the prosecutor may, with the consent of the accused, and after bringing charges prior to an indictment on a proposal from the policeman or without it, suspend the prosecution. In such a case, the accused must make a declaration that he committed the offence for which he is being prosecuted, with no reasonable doubts about his declaration being made freely, seriously and clearly. He must, at the same time, compensate for damages if there were any, or make an agreement with the aggrieved person about compensation for damages or take other measures necessary for compensation.

b) Court Settlement – in criminal proceedings for offences for which the law provides a custodial sentence of no more than five years the prosecutor may, with the consent of the accused and the aggrieved, decide to approve the court decision and halt the existing prosecution. If the mediation results in a court settlement, the accused must make a declaration that he committed the offence for which he is being prosecuted, with no reasonable doubts about his declaration being made freely, seriously and clearly. The accused must compensate for damages if there were any, take other measures necessary for compensation, or remedy any injury caused by the criminal offence and deposit cash in the court account and the prosecution office account designed for a specific addressee for generally beneficial purposes, in the pre-trial phase. This amount of money is adequate concerning the seriousness of the criminal offence committed.

Activities carried out by the mediator belong to the basic principles of mediation in criminal matters⁷:

The Mediator:

- studies the case, prepares systematically for work with the case, plans the procedure carefully,
- defines the rules and monitors compliance,
- prepares, with the consent of all interested parties, the schedule of sessions and is responsible for their structure and compliance,
- maintains strict confidentiality,
- is impartial in his activities, allowing everyone the same room for expression,
- conducts the conversation, helps the parties reach a mutual understanding, asks questions,

⁶ V. Cehlár, *Aplikačná prax procesu probácie a mediácie na Slovensku*, [in:] *Súčasnosť a perspektívy probácie a mediácie*, eds. S. Michančová, R. Dolanská, Prešov 2010, p. 57.

⁷ *Ibidem*.

- makes communication easier, clarifies statements and opinions,
- does not express his personal opinion, does not accuse, does not decide, does not judge,
- analyses and classifies the information in order to handle a conflict in the easiest way,
- seeks common ground, separates confidential information, makes information public,
- oversees that no forbidden elements emerge in the process of mediation (dishonouring, defamation, manifestations of prejudice against another person, aggression),
- provides information to all parties during mediation, directs them toward the future of their mutual benefit,
- encourages the parties, their responsibility for seeking a solution (remedy),
- makes the interim evaluation of every single session as well as the final evaluation of mediation process.

A successful mediation results in drawing up an agreement between the accused and the aggrieved, which includes a declaration from the accused that he committed the crime and the form of compensation for damages; in case of a court settlement the agreement includes the name of the organisation to which the funds designated for generally beneficial purposes are to be sent. It can include the declaration that the aggrieved is not asking for compensation for damages, etc. Every interested party, i.e. the aggrieved, the accused, the probation and mediation officer, lawyer, prosecutor, chairman of the board and single judge receives a copy of the agreement.

In 2013, the total number of mediations assigned was 2,601. The following table summarizes the assigned mediations during the years 2010–2013 in individual regions of the SR. The highest number of mediations (746) was assigned in the Košice Region. The Žilina Region follows with 690 mediations, and then the Banská Bystrica Region with 282. The Trenčín Region comes fourth with 284 mediations, the Prešov Region 274, the Trnava Region 229, the Bratislava Region 71 and the last region, with the lowest number of mediations assigned, is the Nitra Region (25).

Table 2

Number of mediations assigned in the SR in 2010–2013

Region	Number of mediations assigned for a year				Overall
	2006	2007	2008	2009	
Bratislava	253	99	81	71	504
Trnava	191	255	218	229	893

cont. tab. 2

Region	Number of mediations assigned for a year				Overall
	2006	2007	2008	2009	
Trenčín	363	281	300	284	1 228
Nitra	56	35	8	25	124
Žilina	619	869	719	690	2 897
Banská Bystrica	387	466	347	282	1 482
Prešov	246	341	227	274	1 088
Košice	1 116	1 439	813	746	4 114
Overall	3 231	3 785	2 713	2 601	12 330

The number of mediations assigned is slightly decreasing. While in 2010 a total of 3,231 mediations were assigned, in 2013 it was only 2,601 – a little less than 81% of the mediations assigned in 2010. However, the number of mediations per officer is increasing. While there were a little less than 28 mediations per probation and mediation officer in 2010, the number of mediations rose to almost 34 mediations per officer in 2013.

The greatest share of mediations assigned in 2013 (1,931) was by the prosecution office, 465 mediations from the court, 117 from the police, and 89 from the initiative of the accused/the aggrieved. The number of completed mediations was 2,724, the most common reason for completion being a court settlement (1,087 cases). The amount of money placed in cash for generally beneficial purposes was €234,285,51, the amount intended for municipalities and other legal persons was €108,080,325. The amount of money intended for the aggrieved under the special law was €124,978,275.

Legislative regulations of probation and mediation services in the Slovak Republic

Probation and mediation activities in criminal justice in the Slovak Republic are currently regulated, particularly through the Act of the National Council of the Slovak Republic No. 550/2003 Coll. on probation and mediation officers and by the Statute of the Council for mediation and probation. Related standards also include Act No. 300/2005 Coll. Criminal Code, Act No. 301/2005 Coll. Code of Criminal Procedure, Act No. 528/2005 Coll. on service of a compulsory work sentence and Act No. 5/2004 Coll. on employment services.

Act No. 550/2003 Coll. defines the function of probation and mediation in matters heard in criminal proceedings. Under this Act, probation and mediation is performed by probation and mediation officers. The probation and mediation

officer performs the activity of a civil servant with the court as his office. The Ministry of Justice of the Slovak Republic manages and directs probation and mediation activities conceptually and methodologically. For this purpose, the Minister of Justice of the Slovak Republic establishes the Council for Probation and Mediation as his advisory body, composed of judges, prosecutors, probation and mediation officers, representatives of state administration bodies and experts on theory and practice; details of the composition and principles of its activities determines a charter issued by the Minister of Justice of the Slovak Republic.

Probation for the purposes of this Act means the organisation and supervision of the accused, indicted or convicted, the control of a non-custodial sentence including obligations or restrictions, supervision over the conduct of the accused during the probationary period of conditional discharge from imprisonment, helping the accused during the probationary period and during the monitoring of non-custodial sentences, to lead an orderly life and comply with the conditions imposed by the prosecutor or the court decision in criminal proceedings. Mediation means arbitrating a non-judicial resolution of the dispute between the aggrieved and the accused. Mediation is performed only with the consent of the accused and the aggrieved. If the accused is minor, the consent of his legal representative is necessary.

The probation and mediation officer helps to find a way in which a criminal case may, when its nature allows it, be heard in one of the specific forms of criminal proceedings, to issue and properly execute the punishment unconnected with imprisonment, or to substitute arrest with other appropriate measures. For this purpose, the probation and mediation officer procures documents concerning the accused with regard to his family, social and work environment, creates conditions for issuing the decision of a criminal prosecution suspension or approval of a court settlement, carries out actions toward reaching an agreement between the accused and the aggrieved over compensation for damages or removing an injury by the criminal offense, supervises the conduct of the accused during the probationary period and supervises the enforcement of non-custodial sentences. The officer also performs other necessary actions in criminal proceedings.

The probation and mediation officer acts, within the scope of his function, under a copy of the final judicial decision, which implies an obligation to perform probation, or on the written order of the chairman of the board, single judge or prosecutor in a pre-trial phase. In appropriate mediation cases, the probation and mediation officer carries out actions without such instruction, in particular under the initiative of the aggrieved or accused, while informing the competent law enforcement authority in writing without undue delay. Carrying out mediation requires the written consent of the chairman of the board or a single judge or prosecutor in the pre-trial phase. In the course of probation and mediation, the probation and mediation officer is empowered to obtain information and knowledge

about the person accused and the opinions of the aggrieved relevant for the court's decision or prosecutor.

Law enforcement authorities inform the probation and mediation officer about cases suitable for mediation implementation and, particularly in proceedings against juvenile offenders, proceed in such a way that mediation can be used from the act of indictment.

The probation is carried out by a probation and mediation officer of the district court in whose district the accused or convicted, on which the probation supervision was imposed, resides. If appropriate, the probation and mediation officer in the performance of the probation and mediation proceeds in cooperation with social security bodies, schools and educational institutions, healthcare facilities, registered churches and religious societies, civil associations, foundations and other institutions providing charitable services.

During the probation and mediation process, the probation and mediation officer is empowered to address the state and municipal authorities, and other legal and natural persons for necessary data. These persons are obliged to comply with the request of the probation and mediation officer without undue delay.

If the subject of the criminal proceedings is in custody or serving a sentence of imprisonment, or if the accomplice or the aggrieved is in custody or serving a sentence of imprisonment, the probation and mediation officer proceeds in the exercise of his duties in cooperation with the Judiciary Guards and Prison Wardens Corps, and the relevant law enforcement body. If such a person is in collusive custody, the written consent of the competent law enforcement authority is required for a visit.

A Slovak citizen who fulfils the requirements under the Civil Service Act, gained a master's degree by completing a legal, pedagogical, or other social science study program may be appointed as a probation and mediation officer. The probation and mediation officer must participate in a training.

The Statute of the Council for Mediation and Probation defines the status, scope of activities, composition and method of the Council's proceedings, as well as the rights and obligations of its members. The Council is a permanent advisory, professional and initiative body of the Minister of Justice of the Slovak Republic. The Council for Probation and Mediation discusses the development strategy of probation and mediation, and expresses the attitude towards the proposals for the application of specific measures for its implementation and prepares and submits information, reports and suggestions related to the implementation of probation and mediation development strategies to the Minister. It also comments on the conceptual plans and proposals of the Ministry of Justice of the Slovak Republic in the field of probation and mediation, submits initiative proposals for the field of probation and mediation to the Minister, discusses the essential documents relating to the field of probation and mediation, and approves the Statute of the Council.

The Council is composed of a President, a Vice-President, and other members. It is chaired by the Minister. The Vice-President and other members of the Council are appointed and dismissed by the Minister from among the judges, prosecutors, probation and mediation officers, government body representatives, and experts on theory and practice. In justified cases, the members of the Council may be represented by the representative chosen by them, at Council meetings. A member of the Council may resign his membership by written notification to the Chairman of the Council. If appropriate, other invited persons participate at the Council meeting. The President of the Council directs the Council work, convenes the Council, directs discussions, proposes the agenda and approves the record of Council proceedings. The Vice-President of the Council represents the President of the Council during his absence within the scope of obligations and the rights of the President of the Council. He co-operates with the office of Minister, organizationally and administratively secures the preparation of Council meetings, is responsible for the preparation of materials to be submitted to the Council discussion, ensures the creation of Council discussion minutes (which shall be forwarded to the President and the members of the board within 5 days from the date of the Council meeting), and prepares a draft of the Council action plan. The members of the Council participate in Council meetings with their voting rights, expressing their opinions to the material discussed in the Council, submitting materials, suggestions, and information to the Council.

The meetings of the Council are held according to the Council planned activities. Meetings are convened and chaired by the President of the Council, who also determines the time and agenda of the Council. The Council conducts its deliberations on the basis of the approved agenda and generally discusses the written materials sent by the Vice-President, in cooperation with the office of the Minister, to the members of the Council no later than 5 days before the meeting's scheduled date. As an advisory body, the Council and the members of the Council make recommendations. A quorum exists at a meeting of the Council if a majority of the members is present. The Council adopts conclusions or recommendation usually by consensus. If fundamentally different or contradictory views on individual items of the Council agenda were expressed by different members of the Council, the Council adopts a recommendation by a vote. A proposal is adopted if it obtains votes from the absolute majority of the present Council members. In the case of a tied vote, the chairman has the casting vote.

Social and psychological aspects of probation and mediation

Mediation in penal matters has significant social and psychological aspects. Psychology and social work are in fact the disciplines that have contributed the largest share to the emergence of mediation. Moreover, if we perceive media-

tion as a method of communication, the role of these disciplines is irreplaceable. Mediation draws inspiration mostly from a systemic approach.

Social work and psychology are already present in the education of future probation and mediation officers. Future mediators obtain information primarily from the following areas⁸: social communication and communication skills, social group, conflict theory, conflict resolution strategy, personality typology. Take a closer look at each of these areas.

Social communication and communication skills

A mediation situation itself, seeking the reconciliation of two parties by their joint participation, is characterized by a certain degree of tension, anxiety, discomfort and emotions. The role of the mediator is to manage this tension and help both parties handle it; it is often necessary for the mediator to help the parties overcome barriers, help them speak freely, and facilitate their communication. However, it is important for the mediator not only to master these social skills, but also to be able to teach these skills to their offenders if necessary. Since the mediator is to bring the parties to a reconciliation and mutual agreement, it is necessary that both parties express the problem and that an offender can offer a plea for forgiveness and that the victim is able to accept this plea. Such a situation is not easy for a person in communication with close people, let alone in an unfamiliar environment with strangers. The mediator should therefore be able to detect problems the offenders have in referring to the whole situation and should make this situation as easy as possible. This does not mean that the mediator speaks instead of the offender and the victim, but that he shows the method they can handle it. The mediator should not forget that it is also important and necessary for the offender to cope with his actions and that he should forgive himself. Thus, the work of the mediator should be directed this way. Regarding communication skills, it is necessary to develop not only skills in verbal and nonverbal communication, but the mediator must develop his sensitivity for language, active listening, feedback, and empathy. The mediator carries out his work by means of communication; hence the success of mediation depends to a large extent on the communication skills of the mediator himself. As previously stated, communication skills are also important for offenders to help them solve their conflict; hence it is necessary for the mediator to develop his offenders' communication skills as the situation requires.

Social Group – status, role and leadership

During training the mediator should gain knowledge of the principles of working with a group as the majority of the work is performed simultaneously with

⁸ K. Levická, *Probácia a mediácia ako psychologický fenomén*, [in:] *Súčasnosť a perspektívy probácie a mediácie*, eds. S. Michančová, R. Dolanská, Prešov 2010, p. 118.

both parties. He should gather information about dominance and submissiveness, about different statuses and roles offenders can perform. He should be prepared for the fact that his primary mission is to organise the communication between the parties in order to reach a mutual understanding.

Conflict theory, conflict resolution strategy

It is necessary that the mediator passes on the knowledge gained during his training to offenders. He should be able to point out that conflicts are a normal part of human life, and that a conflict is not necessarily a tense and negative situation. The mediator should teach offenders appropriate ways to resolve not only the current conflict, in respect of which the parties are meeting, but all other future conflicts.

Typology of personality

It is essential that the mediator handle the basics of personality psychology and realize that each offender is unique and requires a different approach. It is necessary for the mediator to identify the personality type and to try to understand the offender as he is. Knowledge of personality psychology can help the mediator motivate offenders to work together.

We can say that psychology and social work were, at the very beginning of mediation, special methods of resolving conflicts. The specific techniques used in mediation confirm this fact. These techniques include empathic understanding, active listening and questioning⁹. In the context of active listening, other techniques are emphasised, such as encouragement, clarification, paraphrasing, mirroring, summarization, appreciation, etc. Moreover, mediation in criminal cases often emphasises that it is a specific procedure, combining legal and also non-legal aspects, mainly psychological and social.

Although it is still not usual in our republic, psychologists and social workers are a routine part of a multidisciplinary team providing probation services abroad. As part of professional social and psychological work the following are mainly provided:

- Crisis Intervention – a social worker or psychologist provides services in cases of detention and assists offenders in coping with their situation, often working with their family, especially in the case of juvenile offenders. Crisis intervention is used also in cases of an attempted suicide during custody, violent conflicts between offenders in custody, and in the case of an escalation of an offender's existing mental problems. Although probation services in our conditions are not as focused on offenders in custody as, for example, in the USA, we cannot exclude the possibility of extending them in the future.

⁹L. Holá, *Mediace. Způsob řešení mezilidských konfliktů*, Praha 2003.

- Individual Psychotherapy – mainly short-term psychotherapy provided to individuals.

- Group Psychotherapy – focuses mainly on the training skills needed for decision-making processes and problem solving, and also on the issue of the appropriate expression and processing of emotions related to custody and trouble with the law. A part of group psychotherapy may also be the exposure of crime and violence as well as work with addictions and sexual problems¹⁰.

Part of the probation officer's work is probation supervision, through which the officer checks on the conduct of the person out on parole or given a suspended sentence during normal civilian life. This period is accompanied by a high stress rate with difficulties arising from failure in personal and professional relationships after the offense's commission. In this situation, the probation officer should be able to work not only with a particular offender so as to cope with this situation, but should contribute to the adaptation of his private relations and so on. Knowledge in social work and psychology seems to be necessary for a probation officer's work in connection with the need to convince potential employers to allow people who committed offenses to remain employed or to hire people released on parole.

Probation service and mediation are challenging professions with many stressful factors. The biggest sources of stress for probation and mediation officers are legislative measures ("loopholes in laws") and a great amount of administrative work. Unfortunately, probation and mediation officers do not have any influence on these factors, particularly with regard to applicable laws. Surprisingly, the impossibility of career progression adds another stress to the work of probation and mediation officers.

Identification of selected indicators on the current state of probation and mediation activities in Slovakia

For a better understanding on the importance and possibilities of probation and mediation activities in the Slovak Republic, we have chosen probation or protective supervision, the penalty of compulsory labour, the institute of electronic monitoring, suspended sentence with probation supervision, conditional discharge from imprisonment, conditional waiving from protective care with the imposition of probation supervision, and probation programs as the indicators concerning the current state of probation and mediation activities in Slovakia.

In particular, probation service involves the probation supervision of alternative modes of punishment, or the inspection of duties and restrictions performance. The

¹⁰ K. Levická, *Probácia a mediácia...*, p. 120.

term “probation supervision” is terminologically stabilized, but this concept is legally termed “protective supervision”. Supervision is exercised mostly in consultations with the accused. If a person who has had protective supervision imposed does not seek the probation and mediation officer himself, he should be invited in writing. The probation and mediation officer prepares for the first meeting thoroughly, i.e. studies a mandate from the court, the verdict, an extract from the judicial record or possible court decisions from previous crimes, reports of previous sentences of alternative modes of punishment, and the like. During the first session, the probation and mediation officer instructs the convict on the probationary terms and makes him sign a copy of the instructions, summarizing the conditions of supervision. A copy is retained by both, the probation and mediation officer as well as the accused, so as to have a summary of the probation information constantly at hand. It is necessary for an officer to use words the accused will understand, i.e. avoid using too many professional terms, and give the accused the chance to ask about possible uncertainties. After initial contact, the accused must be aware of his responsibilities and limitations as well as of possible penalties for non-compliance and violations¹¹.

The sentence of compulsory labour is regulated by Act No. 528/2005 Coll. on service of the sentence of compulsory work on the amendment of Act No. 5/2004 Coll. on employment services. The penalty of compulsory labour is an alternative to the sentence of imprisonment. It allows the offender of less serious offenses to atone for the act committed through his own charitable activities. As part of the compulsory labour sentence, the convicted is required, to the extent determined by the court, to perform work in favour of the State, the higher territorial unit, municipality or organisation. The execution of a sentence of compulsory work ends with an immediate written notice of the work provider to the probation and mediation officer. The officer then draws up, within thirty days, the written report on the course of the sentence for the chairman of the board.

Under the criminal code, it is possible to issue the penalty of house arrest. The court can impose house arrest on the offender for up to one year. Paragraph 2 states that “during the execution of home arrest, the convict shall be obliged, for the period of time determined by the court, to stay in his dwelling and premises adjacent thereto, lead a regular life and, if ordered by the court, submit himself to supervision by means of electronic monitoring devices”.

During the execution of home arrest, the convict may leave his dwelling only upon a previous consent given by a probation and mediation officer or an authority responsible for overseeing the convict via technical devices, and only on the grounds of urgency and for a period no longer than necessary. This period of time shall be included in the calculation of the overall sentence.

¹¹ M. Lulei, J. Záhora, L. Kurilovská, *Comparative study of probation and mediation in Switzerland and Slovakia – implication for practise*, [in:] *Výchovné a probačné programy v sociálnej práci v trestnej justícii*, eds. E. Vajzerová, M. Špániková, Dolný Kubín 2013, p. 91.

Establishing the basis for electronic monitoring, its potential can be used in the future even for prisoners placed in open compartments during imprisonment when leaving the facility; it can also be considered as a reduced risk in the granting extraordinary permissions to leave the compartment or permit leaving the enclosed compartment of the correctional facility. With help and information gained from neighbouring countries it is also possible to use electronic monitoring in cases of prisoners out on parole, resulting in a significantly positive effect regarding court decisions when considering the risk of recidivism. These findings allow us to assume that even in Slovakia the percentage of parolees could increase. The stabilization in the development of prisoner numbers will be achieved through the introduction of electronic monitoring, not only by issuing a greater amount of house arrest sentences and alleviating imprisonment by enforcing the penalty at home by means of electronic monitoring, also due to the expected increase in the number of paroled prisoners¹².

The suspension of an imprisonment is based on the original French “je donne ma parole”, which loosely translates as “I give my word”. In today’s judicial system, the term is commonly used for a situation where the offender is released from imprisonment on the condition that he promises (gives his word) that he will submit to the given conditions for some time after release¹³. The courts of the Slovak Republic may impose a suspended imprisonment sentence if the imprisonment sentence does not exceed three years, if it simultaneously issues a ruling on a probationary supervision over the offender’s conduct imposed for the probationary period. When imposing probationary supervision, the court decides on a probationary period of one to five years. At the same time, the court issues a ruling on the restrictions and obligations attached to the probationary supervision.

The institution of conditional discharge can be found in the criminal code. The discharge means that the offender can be released from imprisonment before the whole punishment is executed. The court decides on a conditional discharge only on the initiative of the prosecutor, the director of correctional institution in which the punishment is being executed, and the director of the detention facility, on the initiative of a civil association, or the convict himself. The court decides on the initiative through the resolution against which the complaint is admissible, having a suspension effect. In the resolution of a convict’s conditional discharge the court sets a parole period of not less than one and not more than seven years and can also impose appropriate restrictions or obligations.

A protective measure that can be imposed only upon a juvenile offender as well as upon a person who is, by law, not criminally liable due to age, is pro-

¹² Ibidem, p. 97.

¹³ P. Štern, L. Duředníčková, D. Doubravová, *Probace a mediace. Možnosti řešení trestních činů*, Praha 2010, p. 102.

tective re-education. The main objective of this protective measure is to reduce juvenile delinquency. If a person over twelve and under fourteen years of age commits a certain offence for which the law permits life imprisonment, the court may impose protective re-education through civil proceedings; the court may do the same when necessary to ensure the proper re-education of a person under fourteen years of age who committed an act, otherwise considered a criminal offence¹⁴. Protective re-education is provided in special re-educational institutions; if, however, the inmate's health condition makes it necessary, it is provided in a medical institution. Health care is provided in a medical institution in the case of the mental or physical illness of minors.

The application of probation programs in practice is one of the main ideas of restorative justice and the principle of ultima ratio. It stresses the re-socialization process and specific work with an offender, where the primary target groups of probation programs are individuals who have committed an offence for the first time and minors¹⁵. Probation programs are a special type of social programs. Their purpose is to make contact with the offender, determine the risk of recidivism, and define ways that would lead to the offender's correction.

Bibliography

- Cehlár V., *Aplikačná prax procesu probácie a mediácie na Slovensku*, [in:] *Súčasnosť a perspektívy probácie a mediácie*, eds. S. Michančová, R. Dolanská, Prešov 2010, p. 46–63.
- Doubravová D., Ouředníčková L., Štern P., *Příručka pro probaci a mediaci*, Praha 2001.
- Holá L., *Mediace. Způsob řešení mezilidských konfliktů*, Praha 2003.
- Ivor J., Záhora J., *Základy rekodifikovaného trestného práva*, Bratislava 2005.
- Kmec V., *Mládež ako subkulturná skupina v globalizovanej spoločnosti*, Prešov 2009.
- Levická K., *Probácia a mediácia ako psychologický fenomén*, [in:] *Súčasnosť a perspektívy probácie a mediácie*, eds. S. Michančová, R. Dolanská, Prešov 2010, p. 117–126.
- Lulei M., *Current Developments of Probation and Social Work in Slovakia – Theoretical Enthusiasm and Practical Scepticism*, “Revista de Asistentă Socială” 2010, Vol. 9, No. 3, p. 59–68.
- Lulei M., Záhora J., Kurilovská L., *Comparative study of probation and mediation in Switzerland and Slovakia – implication for practise*, [in:] *Výchovné a probačné programy v sociálnej práci v trestnej justícii*, eds. E. Vajzerová, M. Španíková, Dolný Kubín 2013, p. 85–137.
- Šándor I., *Projekt probačnej a mediačnej služby*, “Justičná Revue” 2002, Vol. 54, No. 6/7, p. 751–757.
- Štern P., Ouředníčková L., Doubravová D., *Probace a mediace. Možnosti řešení trestních činů*, Praha 2010.
- Storoška M., *Stav probácie na Slovensku*, [in:] *Súčasnosť a perspektívy probácie a mediácie*, eds. S. Michančová, R. Dolanská, Prešov 2010, p. 64–82.

¹⁴ J. Ivor, J. Záhora, *Základy rekodifikovaného trestného práva*, Bratislava 2005, p. 59.

¹⁵ M. Lulei, *Current Developments of Probation and Social Work in Slovakia – Theoretical Enthusiasm and Practical Scepticism*, “Revista de Asistentă Socială” 2010, Vol. 9, No. 3, p. 54.

PETER PAPŠO*

Social work with convicts enforcing a custodial sentence in the Slovak Republic¹

Keywords: social work, correctional facility, detention facility, prisoner, imprisonment

Abstract

Chapter describes social work with convicts enforcing a custodial sentence in the Slovak Republic. Devoted to methods of social work with prisoners, its possibilities and limits. It also brings a number of research findings from research conducted in correctional facilities and detention facilities in Slovakia.

Offenders who committed a crime, were convicted, and are currently enforcing their custodial sentence, are among the target groups of social work. In other words, we are discussing social work in penal institutions.

Social work in penal institutions of the Slovak Republic abides by the Regulation of the Ministry of Justice of the Slovak Republic (hereinafter referred to as MJ SR) No. 368/2008, which issues the Regulations of Custodial Sentence Enforcement and by the Ordinance of the Director General of the Judiciary Guards and Prison Wardens Corps No. 60/2008 on social work in the Judiciary Guards and Prison Wardens Corps. As stated by the regulation, “the goal of social work with convicts in penal institutions is the mitigation of social problems or the elimination of their possible causes and the preparation of the convict for release from custody”². M. Jůzl³ characterises the purpose of social work with convicts in a very similar way. He claims that social work is focused primarily “on the convicts’ smooth

* PhDr. PhD, peter.papso@umb.sk

¹ This chapter has been processed within the project: KEGA 025UMB-4/2014 “Probácia a mediácia ako súčasť vysokoškolskej prípravy študentov pomáhajúcich profesií”.

² Vyhláška MŠ SR č. 368/2008, § 27.

³ M. Jůzl, *Penitenciární pedagogika jako sjednocující platforma pedagogiky sociální a speciální*, [in:] *Sociální pedagogika ve střední Evropě, současný stav a perspektivy*, eds. Z. Bakošová, E. Jarosz, Brno 2009, p. 299.

transition to an orderly civil life". According to the Regulations of Custodial Sentence Enforcement, the social worker, in the course of his work, is obliged to cooperate with the Judiciary Guards and Prison Wardens Corps, as well as other organisations that can have a positive impact on the resolution of convicts' social problems. As for penal institutions, his work is focused on the counselling and practising of social skills oriented on pro-social behaviour support and the change of a convict's attitude and actions⁴. These are just some of the activities carried out by the social worker in the correctional facilities (hereinafter referred to as CF). His range of work also covers social diagnostics, documentation maintenance, the realisation of different methods and procedures of social support and their effect on the convict (Ordinance of the Director-General of the Judiciary Guards and Prison Wardens Corps No. 60/2008 on social work in the Judiciary Guards and Prison Wardens Corps)⁵.

For the convict, the social worker represents a connection to the free world outside the prison. He is his counsellor willing to listen to his problems and interested in finding solutions together. He helps him to arrange various formalities, such as pension application, finding accommodation after release from custody, re-establishing lost contact with his immediate family, etc.⁶.

The first thing every convict realises after being sentenced to the enforcement of a custodial sentence is the loss of social contact, not only with his family, but also with his neighbourhood. This loss is caused by the fact that the convict himself leaves a familiar environment and also by the deliberate termination of contact by the convict's family and friends, often due to shame. We can already notice the need of a social worker intervening in the situation who, in such a case, visits the convict as well as his family, talks to them and tries to be their "connecting bridge". This role of the social worker is crucial in the initial phase of imprisonment. Once the convict has lost all social contacts (separation from his parents, separation from his wife, which often results in a divorce shortly afterwards, loss of contact with children, etc.), it can have a harmful effect on his emotional side that results in the convict becoming emotionally frigid. That can significantly hinder his return to society, where he should live without any sign of recidivist behaviour after release from custody.

However, to be able to work with the convict in any way, the social worker has to get to know his personality and individual attributes first. He obtains this kind of information during the introductory interview with the convict, being at the

⁴ Vyhláška MŠ SR č. 368/2008, § 27.

⁵ Rozkaz generálneho riaditeľa Zboru väzenskej a justičnej stráže, č. 60/2008 o sociálnej práci v Zbore väzenskej a justičnej stráže.

⁶ I. Poracká, *Sociálna práca a jej úskalia*, "Zvesti Zboru väzenskej a justičnej stráže" 2004, roč. 36, č. 2, p. 21.

same time their first contact. By means of this interview, the social worker is trying to find out all the necessary details about his offender's situation or, if need be, what social problems could occur with the convict in the short term. After ascertaining and evaluating all the facts, he informs the convict about the possibilities of further cooperation and solving the stated problems. For further cooperation, the creation of a relationship based on mutual trust between the social worker and the convict is crucial. Such a relation is often very difficult to establish. The convict cannot perceive the social worker as just another employee representing the necessary evil, but as a person who can and wants to help him. There has to be a sense of mutual acceptance, the social worker's empathy and assertiveness present in this relationship to ease the initial tension. If the social worker does not succeed in establishing such a relationship, the convict refuses to cooperate, resulting in inaction concerning the solving of problems and the deepening of already existing problems or the development of new problems.

As we have already seen, a social worker also performs the social diagnostic in penal institutions. To perform it, he uses the method of a structured interview based on:

- discovering the causes of the convict's social problem;
- discovering the facts about the convict's social background;
- mapping the roles in which the convict failed in the course of his life;
- completion of the convict's anamnestic data;
- assessment of skill dynamics and the ability to participate in solving the given problem⁷.

The social worker, in cooperation with the convict, prepares a social support procedure based on the introductory interview and social diagnostics. It has to be personalised, i.e. adapted specifically to each convict's personal characteristics and his specific problem.

If we consider the diagnostics and private counselling to be individual methods of work with convicts, group methods are the most important ones for the development of a convict's social skills. They employ the convict in mutual interaction with other members of the group he has to function in. However, these are specific groups consisting almost completely of fellow convicts; therefore we can assume that most of them lack social skill. For that reason, this kind of training employs two methods. The first method is modelling. It is based on the creation of fictitious situations from real life that the convict could go through after being released from custody and would have to put up with. The second method is training, dur-

⁷ Rozkaz generálneho riaditeľa Zboru väzenskej a justičnej stráže, č. 60/2008 o sociálnej práci v Zbore väzenskej a justičnej stráže.

ing which the convict learns how to communicate in a rational and effective way and how to cope with stress and problem situations without causing any conflict.

One of the most common ways how social workers help convicts is social counselling. In the most general terms, according to S. Krupa social counselling is “offering advice, the aim of which is to orientate the citizen by means of meditated information about legal possibilities or by means of direct help with solving his unfavourable social situation”⁸. J. Gabura claims that we are talking about “counselling based on a supportive relationship where the counsellor tries to support his offender’s growth, progress, maturity and better assertion, so that he can orient himself in the world and cope with life much better”⁹. Z. Truhlářová defines counselling in a very similar way. She claims that the aim of counselling is “to teach the offender to deal with a problematic situation in a self-reliant, active and effective way. Another aim is to help the offender assess his own capabilities and decide how to solve his problem. All this help is to be based on the information obtained, provided or mediated by the counsellor”¹⁰. Counselling is therefore a specialised form of providing care to an in order to help the development of his inner potential and optimise his behaviour in certain life situations. The enforcement of a custodial sentence is undoubtedly one of those situations. Social counselling in penal institutions as a part of social work represents one of the most important forms of treatment in the framework of educational procedures.

Counselling provided for penal institutions has a very specific character. We perceive it as an individual educational procedure in the scope of work with convicts regulated by the therapeutic and preventive form of social work. As stated by Š. Strieženec “it addresses the elimination, neutralisation or mitigation of newly-emerged dysfunctional processes and features concerning either an individual or a group, as well as the prevention or at least mitigation of possible consequences, undesirable phenomena, dysfunctional processes, the prevention of the loss of social balance and social sovereignty of individuals and groups, and the prevention of the malfunction of mutual relations towards the social environment”¹¹.

In the prison environment, we distinguish two basic forms of counselling – individual and group counselling. Each form has its own specifications.

If we proceed from what has already been stated before, individual counselling in penal institutions contains a certain amount of information concerning a specific offender, which is very important for the offender himself because it serves,

⁸ S. Krupa, *Podaná pomocná ruka – sociálna pomoc*, Bratislava 2003, p. 5.

⁹ J. Gabura, J. Pružinská, *Poradenský proces*, Praha 1995, p. 13.

¹⁰ Z. Truhlářová, *Sociální poradenství orientované na problematiku rizik mládeže*, [in:] *Riziková mládež v současné společnosti*, eds. Z. Truhlářová, M. Smutek, Hradec Králové 2006, p. 217.

¹¹ Š. Strieženec, *Slovník sociálneho pracovníka*, Trnava 1996, p. 162–163.

among other things, to keep the offender in contact with life outside the prison, with the outer social environment. A social worker is not only the provider of requested information and reports, but also the mediator of various announcements strongly affecting the emotional side of the convict's personality (e.g. illness or death of a close person, child being taken into the welfare system, wife filing for divorce). Provision of this type of information (that can be referred to as traumatising) requires the former preparation of the convict to receive them. This requires professional readiness as well as the personal maturity of the social worker providing the counselling. A. Brozmanová-Gregorová and M. Karasová¹² also demonstrate it by stating that not only meeting the qualification requirements, but also the personal qualities of social workers are a very significant factor of the help's efficiency in terms of social work.

An individual counselling process is equally based on the dynamic interaction between the convict and the counsellor as well as the multi-disciplinarity. The convict receives the information, advice and support to develop his capabilities in favour of his better assertion in society after being released from custody as well as in favour of the amelioration of his relationship to society as such. According to V. Novotná and V. Schimerlingová counselling "mobilises the resources within the offender himself as well as in his environment. It gives him the opportunity to experience something positive that can be employed to ameliorate the problem and his development later on"¹³. The counselling information should be sufficient, relevant, accurate, reliable, objective, updated and intelligible.

The relationship between the convict and the social worker is a very important determinant influencing the quality of the counselling process. It is created gradually, while the social worker gains the convict's trust along with the authority. While building such a relationship, the social worker has to obey some principles of a mutual relationship, such as the individualisation of the convict, the justified expression of the convict's emotions, the recognition of the convict's need to react to his emotions, the recognition of the convict without judging him, the recognition of the offender's right to make his own decisions and the necessity to maintain confidentiality.

Individual counselling in penal institutions is characterised by multi-disciplinarity. It demonstrates itself by the fact that the provision of information, advice

¹² A. Brozmanová-Gregorová, M. Karasová, *Profesijné kompetencie sociálnych pracovníkov a pracovníčok z pohľadu študentov a študentiek*, [in:] *Socialia 2009. "Profesijné kompetencie sociálnych pedagógov a sociálnych pracovníkov v teórii a praxi v Slovenskej republike a v iných krajinách Európskej únie"*, eds. J. Hroncová, I. Emmerová, Banská Bystrica 2009, p. 215.

¹³ V. Novotná, V. Schimerlingová, *Sociální práce a její vývoj a metodické postupy*, Praha 1990, p. 62.

and support proceeds from several disciplines such as social work, educational sciences (especially adult education), psychology, medicine, law, etc.

An agenda is held in penal institutions about the progress of counselling and meeting its objectives. Continuous records are being filed into a re-educational entry of the convict's personal file. They represent a high informative value for workers in direct contact with convicts. They can either be used to verify the correctness of counselling procedures or provide evidence of the attainment or non-attainment of positive changes in the offender.

According to J. Gabura and J. Pružinská group counselling "purposefully uses the rules of group functioning"¹⁴. There are strong communication and interactive bonds present. Its goal is to help convicts cope with the traumatising areas of their lives and help them understand different ways of problem solving. Its goal in penal institutions is to reinforce and develop positive personal changes by means of healthy constructive interpersonal relations and reinforce socially desirable changes in the convict's behaviour and actions after release from custody. This issue has been elaborated by Z. Matula¹⁵. He lists the 5 goals of group counselling:

- 1) organisation of group meetings with a positive atmosphere for open discussion and interaction;
- 2) helping convicts cope with frustration;
- 3) discovering the impact of emotional conflicts on the delinquent behaviour of convicts (if convicts understand the context of their own case and those of others, it could help them ameliorate mutual understanding among the group);
- 4) allowing the convicts to discover how they are perceived by their fellow convicts;
- 5) leading the group members to adopt a more realistic attitude towards life.

We have stated only several methods and techniques of work with convicts that are supposed to result in convicts' successful re-socialization and reintegration into life at liberty. There is always a general rule and it has been pointed out by Peter Jusko: "a social worker working in penal institutions always follows the methodology of social work that allows him to work in a flexible and effective way and, at the same time, recognise the specifics of particular categories of convicts"¹⁶. However, the whole imprisonment issue has to be perceived from a multidisciplinary point of view. As previous subchapters show, the social worker

¹⁴ J. Gabura, J. Pružinská, *Poradenský proces...*, p. 90.

¹⁵ Z. Matula, *Metodické listy 3 – Skupinové metódy a komunitný systém organizácie nápravno-výchovnej činnosti*, Bratislava 1986, p. 32.

¹⁶ P. Jusko, *Sociálna práca s mládežou a sociálnopatologické javy*, Banská Bystrica 2009, p. 115.

is irreplaceable in the re-socialization process, just like an educator, psychologist, doctor and other specialist, in particular specialists from the domain of social sciences. The re-socialization process is promising only if the specialists are willing and capable to communicate and cooperate with each other.

Empirical ascertainment oriented in social work in penal institutions

So far, we have been concentrating on the issue of social work with convicts primarily from a theoretical point of view. In 2012, we carried out a research during which some areas of social work with convicts were confronted on an empirical basis. The research concentrated on social work with convicts undergoing a custodial sentence and prisoners on remand. We focused primarily on the frequency of benefiting from social work with respondents, its specialisation, methodology, respondents' satisfaction with the work itself and its overall importance for the successful integration of convicts into society after release from custody. The representative sample consisted of 100 respondents – 50 respondents from a correctional facility (CF) and 50 respondents from a detention facility (hereinafter referred to as DC).

The frequency of benefiting from social worker's support by convicts and prisoners on remand

The first area of research we paid attention to was the frequency of benefiting from a social worker's support by convicts and prisoners on remand. Our first hypothesis pointed to it, too. The frequency of benefiting from a social worker's support is higher in a CF than in a DC.

We can divide our respondents' answers regarding this area into 5 frequency areas. The first area is the one of non-benefiting from a social worker's support. Second area is for respondents who have so far benefited from a social worker's support only once over the entire period. The areas to follow are the "once a year", "once a month" and "once a week", ones. We found out that only 50% of convicts and prisoners on remand benefit from a social worker's support. The majority of respondents benefiting from a social worker's support (17%) do so once a year. 16% of the respondents, which is only one respondent less than the previous group, benefits from a social worker's support once a month. 12% of the respondents benefit from a social worker's support once a week and 5% of the respondents benefited from a social worker's support only once over the entire period they spent in the penal institution. The collected data is presented in the contingency table 1.

Table 1

Frequency of benefiting from a social worker's support according to respondents

Institution	DC		CF		Total	
	No	%	No	%	No	%
Does not benefit	29	58	21	42	50	50
Once over the entire period	2	4	3	6	5	5
Once a year	7	14	10	20	17	17
Once a month	5	10	11	22	16	16
Once a week	7	14	5	10	12	12
Total	50	100	50	100	100	100

In our hypothesis, we assumed that the CF respondents' frequency of benefiting from social worker's support would be higher than the DC respondents. The comparison of institutions in the area of research is presented in table 1. We could initially assume that the data is in favour of the hypothesis stipulated, because in DC, more than half of the respondents (58%) does not benefit from a social worker's support at all, while in CF, it is only 42% of respondents. In frequency area "once a week", DC had a slightly higher frequency (14% of respondents) than CF (10% of respondents). However, CF had a higher frequency in all the other frequency area. In the "once a month" frequency area, CF had 12% of respondents benefiting from a social worker's support to DC's 10% of respondents. In the "once a year" frequency area, CF had 20% of respondents benefiting from a social worker's support to DC's 14% of respondents. In the "once over the entire period" frequency area, CF had 6% of respondents benefiting from a social worker's support to DC's 4% of respondents. Despite all these results, we cannot consider our hypothesis to be confirmed. Since the differences were not significant, we calculated the p-value of the Student's t-test with the result $p = 0.263423$. The p-value exceeded 0.05, therefore we have to state that we found no statistically significant difference between the frequency of convicts benefiting from a social worker's support between the convicts in CF and prisoners on remand in DC, therefore our hypothesis remains unconfirmed.

However, we will mention more of the ascertained facts related to a social worker's support provision in penal institutions. We are very interested in the circumstances under which the respondents ask the social worker for this kind of help. As we have already stated before, more than half of the respondents do not benefit from a social worker's support. That is why we are about to work with no more than 50 respondents who stated that they belong to one of the frequency areas. The majority of respondents stated that they approached the social worker because of the contact with their family, more precisely their children. This group consisting of 15 respondents represents 30% of the total number. The second most frequently stated reason to approach the social worker (11 respondents, which

stands for 22%) was the need for help in the area of maintenance obligation. As we have already stated in the theoretical subchapters, the convicts and prisoners on remand are assigned to work activities, therefore the guarantee of a job motivated 9 respondents (18%) to benefit from a social worker's support. Five respondents (10%) stated that since their life is limited to the penal institution only, they consider the social worker to be their source of information about life outside. Three respondents (6%), all of them from a CF, benefited from a social worker's support to receive some advice about their possibilities after being released from custody, because they were reflecting on their life at liberty. From the point of view of the potential rate of successful return to a life at liberty, we consider their behaviour very positive, for it is evidence of their interest in their social adaptation. Two respondents (4%) stated that they benefit from a social worker's support to obtain the necessary documents, but the reality is that they also benefit from this support because it could help them get a conditional discharge. The least frequent reasons for respondents to approach a social worker were help with solving an accident at work, an attempt to help a fellow convict (without further specification) and help with obtaining necessary documents after the death of a family member. Each of these options was stated by one respondent (2% of the total number). The results are presented in the diagram 1 for added clarity.

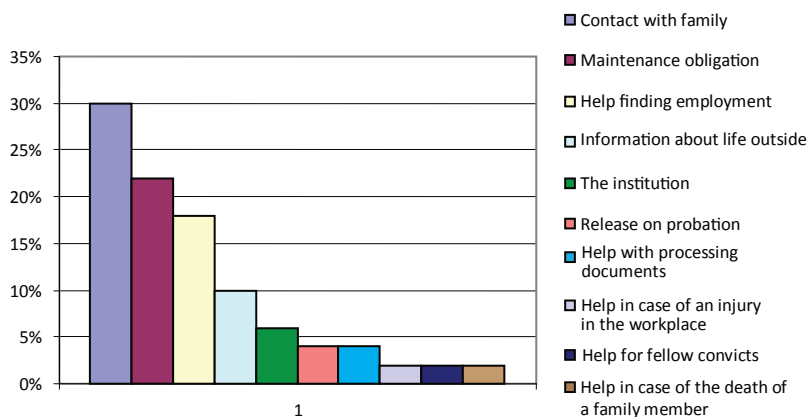


Diagram 1. CF and DC respondents' reasons for seeking the help of a social worker

We were interested in whether the results could be affected by the relations of convicts and prisoners on remand with their families, for the two most frequently stated reasons for benefiting from a social worker's support were related to the respondents' families (contact with family and support obligation). Therefore, we were trying to find out whether the respondents have families, more precisely what is their marital status and whether they have children, as along with how they evaluate the relationship with their family. We discovered that our repre-

sentative sample consisted of 67 single, 19 married and 14 divorced men. None of the respondents was a widower. In the CF, 34 respondents (68%) were married, 8 (16%) were single and 8 (16%) were divorced. In the DC, 33 respondents (66%) were married, 11 (22%) were single and 6 (12%) were divorced. 71 respondents had children (35 respondents from the CF and 36 respondents from the DC) and as little as 29 respondents have no children (15 respondents from CF and 14 respondents from DC). In terms of family relationships, we discovered that 81 respondents consider their family relationships to be good, 39 respondents being from the CF and 42 from the DC. 11 respondents chose the “rather good” option (7 respondents from the CF and 4 from the DC) and 6 respondents chose the “rather bad” option (4 respondents from the CF and 2 from the DC). Only two respondents chose the “bad” option, both being from the DC (diagrams 2, 3 and 4). We can see that from the convicts’ point of view, family relationships are not disrupted despite the accusation or conviction of a family member. This fact shows that approaching a social worker in order to benefit from his support concerning a respondent’s family is not affected by negative family relationships but by the respondent’s interest in their families. This could have a positive re-socialization effect on convicts and prisoners on remand.

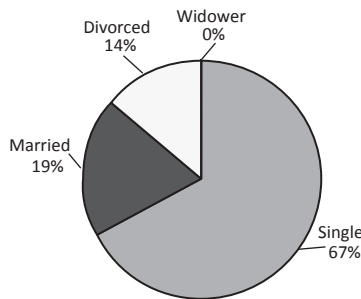


Diagram 2. Marital status of CF and DC respondents

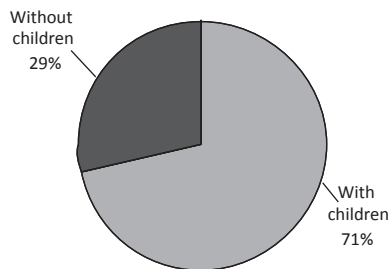


Diagram 3. Parenthood of CF and DC respondents

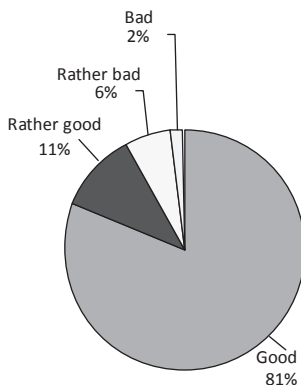


Diagram 4. Family relationships of CF and DC respondents

While trying to find out all the data stated above, we discovered another interesting fact – a substantial number of convicts and prisoners on remand with children were single. It would therefore be interesting to find out whether it can be the presence of children that affects the positive perception of family relationships, in other words the perception of children as a connecting bridge between the convict or prisoner on remand and his family. Data providing answers to this question is presented in the contingency table 2.

Table 2

The family relationships of the respondents from the CF and the DC according to their marital status and presence of children

Family relationships	Good		Rather good		Rather bad		Bad		Total	
	No	%	No	%	No	%	No	%	No	%
Single with children	33	40.74	1	9.09	0	0	0	0	34	34
Single without children	28	34.57	0	0	4	66.67	1	50	33	33
Married with children	9	11.11	1	9.09	0	0	0	0	10	10
Married without children	6	7.41	3	27.27	0	0	0	0	9	9
Divorced with children	4	4.00	3	27.27	0	0	0	0	7	7
Divorced without children	1	1.23	3	27.27	2	33.33	1	50	7	7
Widower with children	0	0	0	0	0	0	0	0	0	0
Widower without children	0	0	0	0	0	0	0	0	0	0
Total	81	100.0	11	100.0	6	100.0	2	100.0	100	100.0

The table demonstrates that the presence of children affects the respondents' family relationships. It is also demonstrated that most of the respondents who consider their family relationships to be good have children. In all the categories, single, married or divorced, the respondents with children have higher values than the others. In the "single" category, the ratio of respondents who have children to those respondents who do not is 40.74% to 34.57%. In the "married" category, the ratio is 11.11% of parents to 7.41% of respondents with no children. In the "divorced" category, the difference between the two groups is 3.71% in favour of respondents with children. On the other hand, we observe different results with respondents who stated that their family relationships are rather bad or bad. Both respondents who chose the "bad" category have no children, as well as the respondents from the "rather bad" category. We are aware that these results may not be directly connected to the hypothesis we are trying to verify, but they certainly are very interesting in terms of the adjustment of the re-socialization process.

Before we can proceed to the verification of the second hypothesis, we will specify in what period since the beginning of the enforcement of a custodial sentence or since the admission to custody did the respondents contact a social worker for the first time. We will once again proceed from the group of 50 respondents who stated that they have contacted the social worker. The majority of respondents, 31 in total (62%), contacted a social worker immediately after they began to enforce their sentence or after the admission to custody. Five respondents (10%) contacted a social worker during the first month and the same number of respondents did so during the first six months. Eight respondents (16%) contacted the social worker after one year spent in the penal institution and one respondent (2%) contacted a social worker after 4 years from the beginning of his sentence. A graphical representation of the data is presented in the diagram 5.

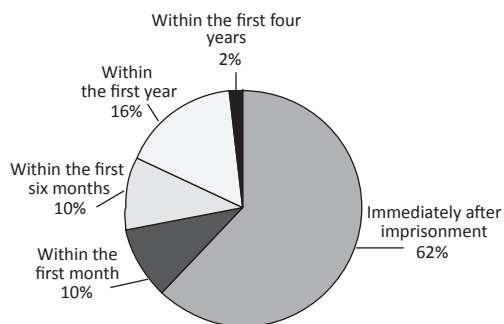


Diagram 5. Time of CF and DC respondents' first contact with a social worker

The data presented can indicate that the convicts had been looking for help from the beginning of their sentence or their admission to custody, because it

helps them to cope with the frustration and, as a matter of fact, with adapting to the penal institution's environment.

Convicts' preferences regarding methods of social work

Social workers in penal institutions use various methods in their work. These can be methods focused either on individual work with convicts or on work within a group of convicts. It is necessary to adjust the use of specific methods in regard to specific situations. All these methods are justified and have set particularities and objectives. However, it is best if we can adjust them to the needs of convicts. If at least a part of the basis for re-socialization work stems from convicts' opinions and requirements (with regard to legislation), it can lead to their increased participation in the re-socialization process, thus making the process itself more effective. The second part of our research was therefore focused on convicts' preferences regarding methods of social work. Our second hypothesis presumed that, within the research sample, the group of respondents with preferences for individual methods of social work would prevail over the group with other preferences. This presumption stems from the fact, already mentioned in the theoretical section of our work, that social workers often deal with the convicts' individual issues primarily concerning their families. Elaboration of previous section confirmed this statement.

Respondents within this particular part of our research were asked to answer the question "Which methods of social work do you find most suitable?". They could choose one of the following options: "individual", "group", "both equally", "neither", and "I don't know". The collected data is presented in the contingency table 3.

Table 3

Preferences regarding methods of social work in respondents from CFs and DCs

Institution	CF		DC		Total	
	No	%	No	%	No	%
Individual	21	42	18	36	39	39
Group	2	4	7	14	9	9
Both equally	9	18	3	6	12	12
Neither	1	2	3	6	4	4
I don't know	17	34	19	38	36	36
Total	50	100	50	100	100	100

We can conclude that data presented in the table 3 confirm our hypothesis. Truly, most of all respondents from both institutions chose the possibility of individual methods of social work. Specifically, it was 39% of respondents. Even though our hypothesis was confirmed, the results were very narrow, since 36% of respondents chose the option "I don't know". This data is both logical and interesting because of one and the same reason. If we looked at the above mentioned findings that almost 50% of respondents have not yet sought out the help of a social worker, we could presume that the amount of respondents who chose the "I don't know" option in the question of methodical preferences would be similar. We can justify this fact with the option proposed that 2 respondents of those who have not yet sought help from a social worker, but have chosen one of the offered options (besides "I don't know"), chose the option "neither", which is possibly the reason why they are not planning to seek help in the future as well. Furthermore, 12 respondents within this category are planning to seek the help of a social worker and therefore have chosen one of the offered options based on their (future) methodical preference. The third most frequent answer, although with a significant gap, was that respondents prefer both methods equally. However, only 12% of respondents chose this option. Group methods were suitable for 9% of respondents and 4% chose the possibility "neither". In order to acquire the greatest amount of information possible, we also asked what types of methods convicts had in mind when answering the previous question. From 9 respondents that chose the option of group methods, 4 mentioned group therapy and 5 respondents did not specify their answer. In case of individual methods of social work, 12 respondents (30.77% of those who chose "individual") did not specify their answer, but all of those who did (27 – 69.23%), mentioned private counselling, because it provides a great amount of intimacy for sorting out personal issues and shows a great deal of personal approach that is also beneficial. These answers also confirm our motivation for formulating our research hypothesis. In an environment where the privacy of an individual is as severely disturbed as it is in penal institutions (we do not express a disagreement with the disturbance of privacy in a post-release environment, on the contrary, we consider it natural and often necessary, especially in the context of security), the individual approach is significantly more appreciated and could be considerably beneficial for the re-socialization process.

We used the contingency table when assessing the data in order to be able to compare preferences regarding methods of social work between respondents from the CFs and DCs. We can see that data acquired in both institutions is significantly similar and that no significant differences were recorded. 34% of respondents chose the option "I don't know" in the CF, while the number of the same responses in the DC was 38% (4% higher). The most frequent answer shows that individual methods are preferred by 42% of the CF respondents and 36% of the DC respondents. The most significant difference between institutions was in

the case of “both equally” (12%) chosen by 18% of the CF respondents and only 6% of the DC respondents. The difference in the case of the “group” option was 10% (14% in the DC and only 4% in the CF), and in case of the “neither” option, indicating the convicts’ passivity, it was 4% with 2% of the CF respondents and 6% of the DC respondents choosing this option. As mentioned above, there is no significant difference in methodical preferences between the two institutions. This statement is also confirmed by our calculation of the p-value of the Student’s t-test. We calculated that $p = 0.051199 > 0.05$. Based on this, we observe that there is no significant statistical difference in preferences regarding methods of social work between CF and DC institutions.

During the verification of this hypothesis we learned that the most preferred methods of social work are the individual methods. However, these require a sufficient amount of time for the social work with the offender. Therefore, we also asked the convicts whether they think that social workers have enough time to work with them. This question had an unambiguous answer – no. We can see this in the contingency table 4.

Table 4

Perspectives of CF and DC respondents regarding the amount of time social workers have for their offenders

Institution	CF		DC		Total	
	No	%	No	%	No	%
Yes	4	8	15	30	19	19
No	40	80	24	48	64	64
I can't tell	6	12	11	22	17	17
Total	50	100	50	100	100	100

As presented in the table, the answer pointing out the insufficient amount of time social workers have for their offenders was the most frequent in both institutions. The CF with 80% of respondents choosing this option showed more distinct results than the DC, with “only” 48%. In spite of this difference, this option was most frequent in this institution. The total amount of convicts that perceive the time as insufficient is therefore 64%, i.e. more than half of all convicts. The time delimited for offenders is perceived as sufficient only by 19% of all respondents with 30% of respondents being from the DC and 8% from the CF. 17% of respondents (22% in the DC and 12% in the CF) chose the option “I can’t tell”. The fact we learned during interviewing a CF employee, that there is only one social worker for the whole institution with a capacity of 749 convicts, repleted up to 98.66%, only supports the presented results. This situation is also typical for other penal institutions in Slovakia.

The influence of convicts' satisfaction with providing social work on its application to social adaptation after release from custody

The third area of our research was the influence of the respondents' subjective satisfaction with the approach of social workers and their possible future interest in their services. In our third hypothesis, we presumed that the subjective satisfaction of convicts with the approach of social workers positively determines their interest in their services during their social adaptation process after release. Before we move on to the verification of our hypothesis, we present the results showing whether our respondents even consider social work in post-release conditions necessary. We learned that from the total amount of 100 respondents from both institutions, 69% consider the possibility of contact with a social worker during their imprisonment necessary. Only 19% of respondents consider this possibility unnecessary and 12% of respondents were not able to express their opinion on this topic. If we look at the situation in each institution individually, we will find out that in the DC, contact with a social worker is considered necessary by 62% (31) of the respondents, unnecessary by 22% (11) of the respondents, and 16% (8) of the respondents were not able to express their opinion on this topic. Similar results were recorded within the CF where 76% (38) of the convicts considered contact with a social worker necessary, 16% (8) did not consider it necessary and 8% (4) were not able to express their opinion. We present these results via the diagrams 6, 7 and 8.

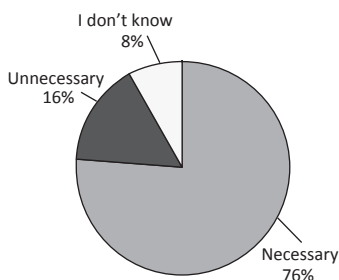


Diagram 6. CF respondents' need for contact with a social worker during their imprisonment

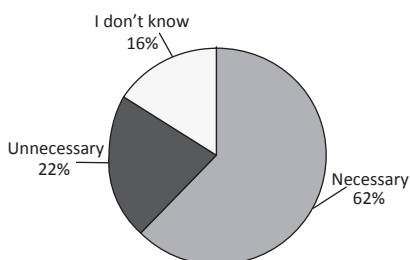


Diagram 7. DC respondents' need for contact with a social worker during their imprisonment

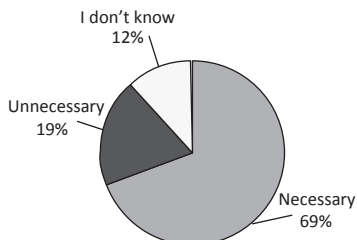


Diagram 8. Both CF and DC respondents' need for contact with a social worker during their imprisonment

It is interesting that 69% of all respondents expressed a positive attitude towards the necessity of contact with social worker in spite of the fact that only 50% of all convicts in our research sample have already sought out such help. This means that 12 respondents have not yet sought out help of a social worker, but plan to do so in the future, and 15 respondents who have not yet sought out help stated that it may be necessary for others, even if not for them. The most frequent justification for need of contact with a social worker can be considered the better adjustment to post-release conditions, help with dealing with the new situation, help with contact concerning family and friends, and help with the assertion of one's rights. The most frequent justification for the negative attitude towards contact with a social worker can be considered the convicts' fatalism (they perceive their situation as determined by fate and do not believe that anyone could help them with anything), as well as the fact that a social worker does not have enough time to help their offender completely. However, we have already mentioned that.

Next we will try to find a causal connection between the convicts' subjective satisfaction with the help of a social worker and the respondents' interest in the future help of a social worker in the process of adapting to a new civil environment. In order to verify this hypothesis, we must consider the connection between two aspects of a social worker's help related to the process of social adaptation after release from custody.

Since the important part of the social adaptation of released convicts is their preparation for release during their imprisonment (especially the last phase), the first aspect is the convict's potential interest in help from a social worker prior to release. Before we try to find the connection between the satisfaction and this aspect, we would like to mention that from 50 respondents who have already sought out the help of a social worker, 21 (42%) were satisfied, and 29 (58%) were not satisfied, mostly because of the already mentioned lack of time.

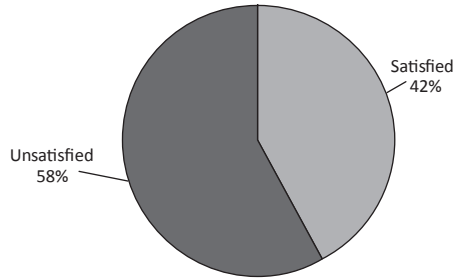


Diagram 9. Respondents' satisfaction with help provided by a social worker

The other component of this relationship is the convict's plan to seek the help of a social worker before release. To sum up, 44 (44%) respondents from both institutions plan to seek this kind of help, and 56% do not plan to do so (diagram 10).

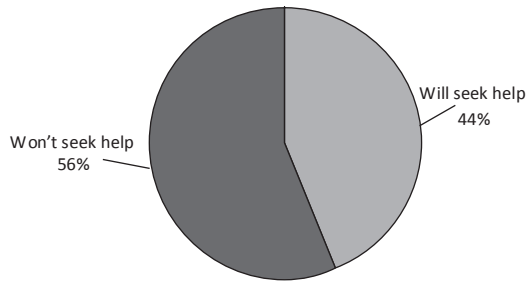


Diagram 10. Respondents' plans to seek the help of a social worker before their release from custody

However, in order to be able to verify our hypothesis, we need to present the connection between these two aspects via the contingency table 5.

Table 5

The connection between the provided help of a social worker and plans to seek this help before release from custody

Plans to seek SW	Are planning to		Are not planning to		Total	
	No	%	No	%	No	%
Satisfied	19	43.18	2	3.57	21	21.00
Not satisfied	8	18.18	21	37.50	29	29.00
Have not sought out	17	38.64	33	58.93	50	50.00
Total	44	100.00	56	100.00	100	100.00

Table 5 shows that the respondents' subjective satisfaction with the help of a social worker has an influence on their choice to seek it before their release. This statement is supported by the fact that from those planning to seek help before release, 43.18% of respondents were satisfied with previous help from social workers. On the other hand, there were only 3.57% of those not planning to seek help. We recorded reverse results among those respondents who had a negative experience with the help of a social worker, or consider it to be negative. This shows that in comparison with the previous group, the number of those who do not plan to seek help before release within this group is higher (37.5%), and only 18.18% of respondents within this group plan to seek this help. There is also a group of respondents who have not yet sought out the help of a social worker. There were 38.64% of respondents without previous experience with a social worker within the group of those who plan to seek the help, and 58.93% of respondents without previous experience among those who do not plan to do so. Even though there is an obvious causal connection between the previous satisfactory experience with the help of a social worker and plans to seek this help again before release, we used the calculation of the p-value of the Student's t-test with the result of $p = 0.000152 < 0.05$ to further confirm our statement. We can see that the difference is statistically significant.

The second aspect we will be focusing on within this area is the aspect of planning to seek the help of a social worker after release, i.e. during the period of post-release services. Before we move on to the examination of causal connections, we would like to mention that exactly a half of our respondents plan to seek the help of a social worker after release (diagram 11).

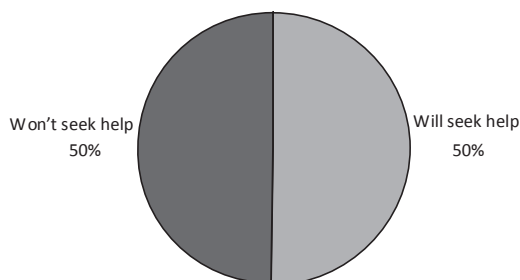


Diagram 11. Respondents' plans to seek the help of a social worker after their release from custody

We can see the slight difference between the plan to seek the help of a social worker after release and the plan to seek such help before release. This result is related to the fact that while the respondents concerned have considered the help of a social worker during their imprisonment unnecessary, they welcomed help after release in form of post-release services and temporary accommodation.

Data pointing out the connection between previous subjective satisfaction with the help of a social worker and its future use during the period of post-release services is shown in the contingency table 6.

Table 6

The connection between satisfaction with the provided help of a social worker and plans to seek such help after release

Plans to seek SW	Are planning to		Are not planning to		Total	
	No	%	No	%	no	%
Satisfied	21	42	0	0	21	21
Not satisfied	10	20	19	38	29	29
Have not sought out	19	38	31	62	50	50
Total	50	100	50	100	100	100

We can see that plans to seek the help of a social worker during the period of post-release services are also influenced by previous subjective experience with this kind of help. This statement is supported by the fact that respondents with previous satisfactory experience are planning to seek this kind of help after their release from custody. Among those planning to seek the help of a social worker, only 20% of respondents had previous unsatisfactory experience, and the amount of respondents with unsatisfactory experience who do not plan to seek such help in the future is 38%. We need to mention that 38% of respondents without previous experience with this kind of help within the group of those who plan to seek it after release, and 62% without previous experience among those who do not consider such help necessary.

The results presented in this section show that previous subjective experience with the help of a social worker has a positive influence on a convict's decision to seek such help during the period of their social adaptation. Therefore, we consider our hypothesis confirmed.

Convicts' perception of issues related to social adaptation after release from custody

The last area of our research is focused on the convicts' perception of issues related to the process of social adaptation after their release within our research sample. Therefore, our fourth hypothesis is that, within our research sample, there will be a prevalence of respondents who will realize there are issues related to their social adaptation following their release over those who do not realize this fact.

When collecting data that could confirm our hypothesis we asked our respondents whether they think they will be able to successfully integrate back into society after release. We also focused on another aspect we deem the most important in the context regarding the prevention of recidivism and that is the convicts' opinion regarding their chances of finding employment. It is the inability to find employment after release, leading to a poor social situation, that can serve as a potential impetus for former convicts to relapse in order to provide for themselves.

Firstly, we will focus on our respondents' opinions regarding their chances of asserting themselves on the employment market. We learned that 52 respondents are conscious of employment issue. The most frequent reason is the fact that they were convicted. The second most frequent reason they consider responsible for their inability to find employment is their insufficient qualification, or educational level. In spite of these facts, a significant number of respondents expressed the belief that they will be able to find employment. Specifically, we are talking about 39 respondents. They justified their answers by claiming they would seek employment with old acquaintances, or friends. Some of them believe they would continue in their previous employment and 4 respondents plan to become self-employed. Nine of all respondents have not yet thought about their employment after release. Since we worked with a research sample of 100 respondents all numbers are equal with the percentage within every individual category. The results are presented in the diagram 12 as well.

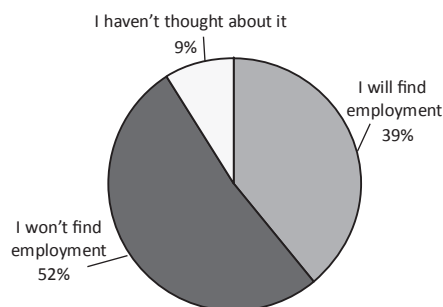


Diagram 12. CF and DC respondents' opinion regarding their chance of asserting themselves on the employment market

We offer a more elaborate overview of respondents' opinions regarding their assertion on the employment market by dividing their answers according to the institution (table 7).

Table 7

*Respondents' assertion on the employment market
after release from the CFs and DCs*

Institution	CF		DC		Total	
	No	%	No	%	No	%
Successful	18	36	21	42	39	39
Unsuccessful	27	54	25	50	52	52
Have not thought about it	5	10	4	8	9	9
Total	50	100	50	100	100	100

The table 7 shows that the number of respondents convinced of their successful assertion on the employment market is slightly higher in the Detention Centre than in the Correctional Facility. More specifically, 21 (42%) of DC respondents and 18 (36%) CF respondents answered positively. On other hand, the respondents who answered negatively were prevalent in the CF, more specifically, 54% of respondents. In the DC, 50% of respondents answered negatively. The least significant difference between institutions was recorded in the option "I have not thought about it" (2%) with 5 CF respondents and 4 DC respondents choosing this option.

When asking about respondents' opinion on their social adaptation after release, we learned that, similarly to the issue of employment, most of the respondents were sceptical about their successful social adaptation. As shown in the chart G13, 54% of respondents chose a negative answer, while 43% are convinced about their successful social integration without recidivism, and 3% have not yet thought about this issue. All three were CF respondents. From those convinced about their successful integration into society, there were 29 DC respondents (58% of DC respondents) and only 14 CF respondents (28%). On the other hand, respondents sceptical about their future social adaptation were prevalent in the CF. This sceptical opinion was shared by 33 respondents (66%) within the sample of 50 CF convicts. In the DC, it was only 21 (42%) of respondents. Differences between institutions in the described area are presented in the table 8. The most frequent reasons for choosing the negative option is the fact that release from custody often leads to a poor social situation and their previous conviction is a stigma society usually takes into consideration, resulting in rejection.

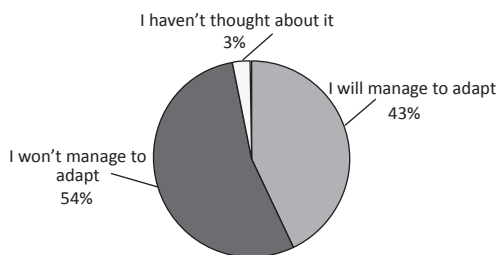


Diagram 13. CF and DC respondents' opinions regarding their successful social adaptation after their release from custody

Table 8

The CF and DC respondents' opinion on their chance of successful integration into society after their release

Institution	CF		DC		Total	
	No	%	No	%	No	%
Successful	14	28	29	58	43	43
Unsuccessful	33	66	21	42	54	54
Have not thought about it	3	6	0	0	3	3
Total	50	100	50	100	100	100

Since most of respondents have chosen the negative option in both examined aspects, we can state that our hypothesis was confirmed.

Regardless of our attitude towards our hypothesis, we would like to point out one more fact that appeared during our previous assertion of empirical data. Both examined aspects showed slightly more positive results in the DC respondents. This may be the result of the fact that there is a greater number of those only charged with crime in the DCs, and therefore we can presume a smaller number of recidivists within the research sample. In order to support this statement, we present the amount of recidivism within our research sample. The total amount of recidivism within the research sample was 57%. However, it was significantly greater with the CF than the DC respondents. While in the DC it was 30% of respondents, in the CF it was 84% (diagram 14). More elaborate information on recidivism within our research sample is presented in the table 9.

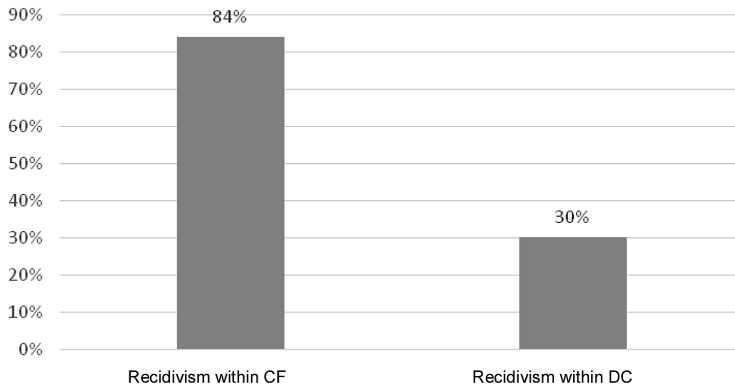


Diagram 14. The amount of recidivism in the CF and DC

Table 9

Amount of recidivism in the CF and DC

Institution	CF		DC		Total	
	No	%	No	%	No	%
Count Convicted/charged						
1	8	16	35	70	43	43
2	21	42	5	10	26	26
3	10	20	5	10	15	15
4	6	12	2	4	8	8
5	2	4	2	4	4	4
6	1	2	1	2	2	2
7	0	0	0	0	0	0
8	1	2	0	0	1	1
Do not remember	1	2	0	0	1	1
Total	50	100	50	100	100	100

This comparative table also shows the fact that there is a greater amount of recidivism within the CF with only 16% being convicted for the first time. On the other hand, the amount of respondents convicted or charged for the first time in the DC was 70%. This fact could be the reason for a slightly more positive results in the DC respondents.

Based on the above mentioned results, we propose several recommendations that could improve the quality of the implementation of social work with convicts. Specifically:

- Increase the number of social workers within penal institutions. We consider this recommendation crucial. It could be implemented via changes in legislation that would determine the maximum number of convicts per one social worker and

also suggest possibilities of inspecting whether these institutions are abiding by the designated numbers.

- In relation to the first suggestion, decrease the number of offenders per one social worker in post-release conditions.

- Increase the interest of those charged and convicted in counselling related to their release from custody. Since re-socialization is mostly based on the principle of community, during group therapy it is necessary to emphasize the possibility of counselling during the period of release from custody and addressing issues related to this period.

- Based on the results of our research, include the children of convicts into the re-socialization process as a motivational element for their own re-socialization. The already mentioned Family Literature Project was based on a similar recommendation.

- Focus mainly on private counselling within the framework of social work with convicts. However, this is conditional upon the implementation of our first recommendation.

- Increase the chance of assertion on the employment market for people released from penal institutions. This could be secured either by the removal of the standard requirement of submitting an applicant's criminal record (or at least the assessment whether the particular criminal act is in any connection to the requirements of the particular position), or by creating employment possibilities specifically for former convicts.

- Provide the public with more information about the post-release environment and the issue of imprisonment in order to remove prejudices towards convicted people.

All the mentioned recommendations for implementation are based on the results acquired via our research. The fact remains that the amount of focus on post-release social work is still insufficient, whether it is in the context of science and research, or authorities in charge. If we want to achieve the fundamental purpose of imprisonment, we must accept and implement social work as a valid part of the re-socialization process.

Bibliography

Brozmanová-Gregorová A., Karasová M., *Profesijné kompetencie sociálnych pracovníkov a pracovníčok z pohľadu študentov a študentiek*, [in:] *Socialia 2009*. "Profesijné kompetencie sociálnych pedagógov a sociálnych pracovníkov v teórii a praxi v Slovenskej republike a v iných krajinách Európskej únie", eds. J. Hroncová, I. Emmerová, Banská Bystrica 2009.

Gabura J., Pružinská J., *Poradenský proces*, Praha 1995.

Jusko P., *Sociálna práca s mládežou a sociálnopatologické javy*, Banská Bystrica 2009.

Jůzl M., *Penitenciární pedagogika jako sjednocující platforma pedagogiky sociální a speciální*, [in:] *Sociální pedagogika ve střední Evropě, současný stav a perspektivy*, eds. Z. Bakošová, E. Jarosz, Brno 2009.

Krupa S., *Podaná pomocná ruka – sociální pomoc*, Bratislava 2003.

Matula Z., *Metodické listy 3 – Skupinové metody a komunitný systém organizácie nápravno-výchovnej činnosti*, Bratislava 1986.

Novotná V., Schimerlingová V., *Sociální práce a její vývoj a metodické postupy*, Praha 1990.

Papšo P., *Resocializácia odsúdených vo výkone trestu odňatia slobody*, Banská Bystrica 2011.

Poracká I., *Sociální práce a jej úskalia*, “Zvesti Zboru väzenskej a justičnej stráže“ 2004, roč. 36, č. 2.

Rozkaz generálneho riaditeľa Zboru väzenskej a justičnej stráže, č. 60/2008 o sociálnej práci v Zbore väzenskej a justičnej stráže.

Strieženeč Š., *Slovník sociálneho pracovníka*, Trnava 1996.

Truhlářová Z., *Sociální poradenství orientované na problematiku rizik mládeže*, [in:] *Riziková mládež v současné společnosti*, eds. Z. Truhlářová, M. Smutek, Hradec Králové 2006.

Vyhláška MŠ SR č. 368/2008.

PETER PAPŠO*
DOMINIKA KADLUBEKOVÁ**

Possibilities of post-release services in the Slovak Republic¹

Keywords: post-release services, imprisonment, convicts, social reintegration, methods of post-release services

Abstract

Chapter describes possibilities of post-release services in the Slovak Republic. It defines post-release services, describes its legislation defining as well as the various methods and procedures for its implementation. Also points to its importance for future life convicts after imprisonment.

In any society, however advanced it may be, are individuals who interfere with its rules and norms transformed into laws. In other words, they commit offences we can characterize as acts dangerous to society, whose features are in the criminal code. In order for any particular offence to be considered as a crime, two conditions must be fulfilled at the same time – a danger to society (physical condition) and a characteristic stated in the criminal code (formal condition). It means that an offence dangerous to society that does not show any feature in the criminal code is not seen as a criminal offence. And an offence that otherwise shows signs of any of the facts in the law referred to as a criminal offence, but does not reach the required degree of danger (for example the amount of damage, the rate of injury, etc.), is not a criminal offence. They are included within the concept of offence, for which it is possible to give penalties, but not by depriving liberty. Society defends itself against crime in various ways, the most frequent being, that on one hand society eliminates criminals from its midst and on the other hand, it tries to re-educate and align them with accepted social values so that they can once again live a fulfilling life as independent and responsible citizens. It is the form of enforcing a sentence involving the deprivation of liberty. According to Raszk and

* PhDr. PhD, peter.papso@umb.sk

** MA, dominka.kadlubekova@umb.sk

¹ This chapter has been processed within the project: KEGA 025UMB-4/2014 “Probácia a mediácia ako súčasť vysokoškolskej prípravy študentov pomáhajúcich profesií”.

Hoferk the sentence has seven basic functions: pecuniary, regulatory, preventive, restorative, educational, moral, and repressive².

In correcting offenders, a great emphasis is placed on the post-release treatment of sentenced persons during their enforcement, aimed at their reentering society. It is a summary of activities aimed at achieving the purpose of a penalty, which is, protecting society from offenders, preventing the offender from further criminal activities, teaching him to lead a normal life, and also operating educationally on other members of society. In order to achieve this goal, it is necessary to carry out a number of measures during the performance of a custodial sentence. It is important to appropriately distinguish the prisoners in the context of external differentiation (according to the distribution regarding the facts of the offence and the degree of danger to society, to various surveillance degrees), as well as in the framework of internal differentiation (placing them into opened, half-opened and closed wards, with a different range of rights and limitations). In addition, it is necessary to compile a quality treatment program specified to a particular convict given the prospect of his correction. Subsequently, a variety of methods influence the convicted. These can be divided into general and special.

General curative-educational methods are ones “**applied to all convicts, although with a certain degree of differentiation essential due to different prisoner categories**”³. It means that we can generally call them group methods for working with the condemned. The goal is to achieve that the convicted meet their obligations and comply with the provisions of constitutional law, which regulates the life and activities of the convicted. In order to achieve this desired condition, specific disciplinary methods of remuneration and punishment are used.

These methods include cultural awareness in institutes, involving a wide range of activities the convicted participate in, such as various forms of education, sports and other activities, leisure time activities, the organization of various discussions and lectures on different topics, the development of creative abilities (painting, making artistic objects...), as well as religious activities (services, sacraments, confessions...). The working classification of convicts is also a general curative-educational method. It is of great importance in terms of re-education because with work convicts can achieve the necessary qualification and requirement for the successful integration into life once at liberty.

On the contrary, special curative-educational methods focus more on individual work with convicts, their goal to eliminate various personality disorders, as well as their social relations that led to their delinquent behaviour. In their application, it is important to know the the convict’s personality, which we have already mentioned. Here we include a variety of individual counselling, psychotherapeutic, reeducational, and sometimes special-pedagogical practices. However, for their

² T. Raszková, S. Hoferková, *Kapitoly z penologie I*, Hradec Králové 2013, p. 40.

³ P. Vantuch, *Základy nápravně – výchovné činnosti*, Brno 1987, p. 28.

application a multidisciplinary approach is required. The authors A. Fábry and I. Novák⁴ emphasise, in particular, the interconnection of the pedagogical, psychological and sociological sciences in penal practice. Knowledge from these sciences has led to the creation of applied science disciplines such as psychology and penal pedagogy, which mainly use special curative-educational methods. We also cannot forget that penal social work has an indispensable role.

From the perspective of rehabilitation, the work with convicts following release from the custodial sentence does not, or should not, end. It is necessary to realize that in addition to the resocializing action by the institute's employees (social worker, psychologist, educator and others), the convict's personality is negatively influenced also by other convicts, which can take him deeper into a criminal sub-culture and, in particular, socially isolate him from the majority of society even more. In this context Bučko⁵ speaks about cultural shock, which has a number of phases. In the first phase, it is the initial contact of a man with a new culture, his enthusiasm for new things and experiences. In the second phase, however, there comes a period of confusion and disorientation. The parolee comes into contact with the different behaviour, values and attitudes of people more and more often, becoming increasingly visible between him and the new culture. A sense of inner anxiety starts to prevail and the man feels he is different, isolated. A sense of alienation and depression begins to deepen, leading to the disintegration of personality. The third phase is the return to criminal life and recidivism – the result of the previous two phases. The offender may take recourse to searching only persons from his own culture. He must decide whether to break away from his behaviour or return to the old way of life, resulting in the actual enforcement of a sentence again. The decision depends on the intensity of his experiences and flexibility, strength and assistance from his surroundings. The last two phases of cultural shock are a continuation of a man's life who is able to resist the old criminal life culture. These stages are characterised by reaching for the ability to communicate in a new environment and the growth of personal adaptability, by developing a healthy mechanism for coping with situations in a new environment and exploring a new way of life's everyday meaning. The fact is that many times after parole the ex-convict has nowhere to go, his family ties significantly weaken or completely cut off during the sentence; he does not have accommodation, sometimes even no identity document. Concerning work, the released is highly disadvantaged, the requirements of employers usually set up in a way that due to a criminal record it is almost impossible for him to find employment.

A summary of the above circumstances, therefore, many times results in the convict re-offending, whether due to the loss of ability to work in society or searching for a solution to the offender's poverty. After the enforcement of a custodial

⁴ A. Fábry, I. Novák, *Základy penológie*, Bratislava 1995, p. 18–22.

⁵ L. Bučko, *Na ceste k oslobodeniu: základy misiológie*, Nitra 2003.

sentence and release, the person faces many problems due to social exclusion, making him a part of the most threatened and rejected social group – a result of placing society in a punitive mode against persons lawfully convicted due to law violations in force of *res judicata*.

No doubt the released needs aid and guidance in his social adaptation following a prison sentence, and that is what post-release programs should ensure. According to I. Emmerová⁶ it is “**the most effective way of preventing re-offending**” Fábry⁷ considers post-release programs “a set of specific measures by the public authorities or social, charitable and other organisations aimed at the completion of the convicts’ rehabilitation and assistance with their re-integration into society after parole, eligibility from the performance of protective measures restricting personal freedom in order to prevent their relapse into crime”. Therefore, we understand a post-release program as a systematic activity leading to mental, moral and social support for persons released from prison with the aim of completing their undergoing rehabilitation and helping them lead a normal life in mass society.

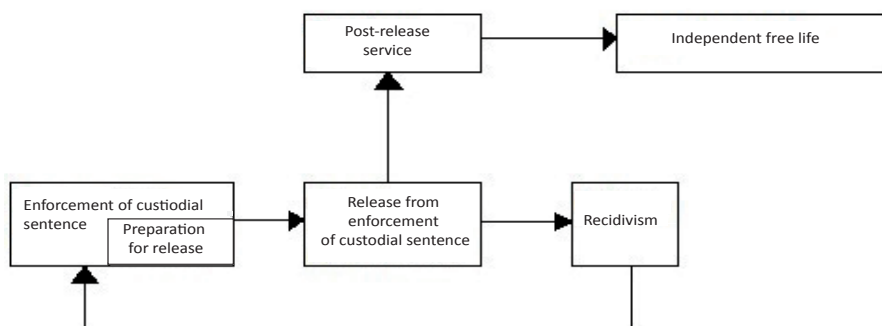
The boom in this type of care, as Fábry⁸ states, occurred after the Second World War. The conclusions of the the Second United Nations Congress on the Prevention of Crime and the Treatment of Offenders held in 1960 in London significantly contributed to the development of post-release programs. Here in the Minimum Standard Rules, Article 64, the idea that a society’s obligation does not end with the release of an offender from care was entrenched; therefore, essential services must be provided by public or private organisations or institutions authorised to provide appropriate, effective care to eliminate prejudice against the released and help them reintegrate into society. During the Socialist era in former Czechoslovakia there was an intense discussion about the need to build up a coherent and functional system of post-release services. Attempts to complete it occurred especially in the 1970s, when the law on protective surveillance was adopted. There have also been various wide-ranging scientific events in the interest of post-release services, but in spite of them, no such system has been created so far.

If we would like to widely point out the importance of post-release services regarding the inclusion of the convict into life on the basis of the above mentioned, along with taking into account the rate of re-offending among parolees, we could create it schematically as follows:

⁶ I. Emmerová, *Penitenciárna a postpenitenciárna starostlivosť*, [in:] J. Hroncová, I. Emmerová, M. Walancik, *Pedagogika sociálnej starostlivosti*, Banská Bystrica 2011, p. 153.

⁷ A. Fábry, *Úvod do penológie*, Bratislava 2006, p. 147.

⁸ *Ibidem*.



Scheme 1. Inclusion of the convict into life

Post-release services have their legislative amendment. In their analysis, we can rely on various legislative standards, and in particular on Act No. 305/2005 Coll. on the protection of children and social custody, Act No. 448/2008 Coll. on social services, Act No. 300/2005 Coll. Criminal Code, Act No. 301/2005 Coll. Code of Criminal Procedure, Act No. 550/2003 Coll. on probation and mediation officers. We can primarily divide post-release services from the point of view of its forms into:

- a) forced post-release services,
- b) voluntary post-release services.

Forced care must be clearly defined by law, the court, ordered by public authorities, its resources mostly protective measures and the offender obliged to follow it. On the other hand, voluntary care is based on the offender's free decision. This is carried out by mainly non-governmental, religious and charitable organisations, and its resources are mostly educational, advisory, socio-therapeutic, preventive, and charitable, among other activities.

The previous distribution shows the diversity of post-release service providers, but in the broadest sense, providers may be state and non-state institutions, organisations and private persons. In terms of forced care we can mention in particular the Institute of Probation and Mediation Service where higher court officials are working: probation and mediation officials. When it comes to voluntary care, there are a number of providers, in particular non-state actors providing care, for example, in the form of shelters, halfway houses, and also in the form of advisory activities, etc.

Social guardianship also has an important place in post-release services. It is regulated in Act No. 305/2005 on the protection of children and social custody, which defines it as "a set of measures to eliminate, mitigate and prevent the deepening or recurrence of mental, physical and social development disorders of a child and person of full age and the provision of assistance, depending on the

severity of the disorder and the situation a child or adult person is in”⁹. Similarly, L. Lešková¹⁰ defines social custody where the job of a curator is focused on the solution of the problems raised, even searching for adequate solutions to neutralize or completely eliminate problems along with the offender. According to the Act on the social protection of children and social guardianship, social custody is provided to a person:

- after the release from a custodial sentence or remand,
- if he is a participant in mediation or probation,
- if he uses drugs or is dependent on drugs,
- after discharge from institutional care or protective custody,
- if he was released from a medical facility for the treatment of addictions,
- if he was released from a medical facility for the resocialization of drug addicts,
- if he asks for help in an adverse life situation¹¹.

Social custody is provided to children as well as to persons of full age, but the basic difference is that while the adoption of these measures for children is not subject to his consent and the consent of his legal guardian, social guardianship for natural persons is subject to the consent of an adult, and the interest of such a person, which classifies social custody as a voluntary form of care.

Given the topic, we will focus on the category of natural persons of full age, where the law defines several activities related to work with the convicted that social guardianship should carry out. These are:

- maintaining written and personal contact with a natural person during the enforcement of a custodial sentence, the remand and cooperation in his re-education and solving his personal, family and social problems, in particular maintaining and strengthening family ties;
- participation in the preparation of the natural person to be released from a custodial sentence or remand;
- helping the natural person after release from the enforcement of a custodial sentence or facilitating the return to family and employment, finding housing and ways to continue further training and in dealing with personal and relationship problems;
- encourage the natural person to actively search for a job and with the acquisition or maintenance of skills and abilities;

⁹ Zákon NR SR č. 305/2005 o sociálno-právnej ochrane detí a sociálnej kuratele, v platnom znení, § 1/3.

¹⁰ L. Lešková, *Sociální kurátor pro děti v polích sociální práce – teorie a praxe*, [in:] *Od teorie k praxi, od praxe k teorii*, Hradec Králové 2012, p. 600.

¹¹ Zákon NR SR č. 305/2005 o sociálno-právnej ochrane detí a sociálnej kuratele, v platnom znení, § 18/1.

- the recommendation and the mediation of help from specialised institutions to natural person of full age;
- offering participation in social reintegration programs and others organised by public authorities, municipalities, local authorities and accredited bodies;
- encouraging a natural person of full age to participate in self-help groups aimed at resolving personal and relationship problems¹².

From the above-mentioned it is clear that, in addition to other areas, social guardianship in Slovakia works with the convicted during, as well as after, the enforcement of a custodial sentence; however, it focuses on the people released from prison. The work of the probation officer with such a person focuses on several areas. The first is social counselling focused mainly on providing information on a solution to social circumstances. As Šavrnichová states, it may be provided at three levels – basic, expert and specialised¹³. Social guardianship should also help offenders return to their families, if they have any.

Regarding social guardianship E. Šípošová¹⁴ emphasises the importance of an expert's first contact with the offender. Practice proves that a probation officer can help establish a better cooperation with the offender, because he has already created a relationship with him during custody. An essential prerequisite for effective work with the offender is to know him, and at the same time to distinguish and take into account the peculiarities of each category of convict (men, women, adolescents). Post-release services must therefore be highly individual with respect to the offender's uniqueness, specificity, and offender needs. In a supportive relationship, it is necessary to choose an agreeable approach. The empathy, motivation and mobilisation of an offender to rely on the expert's support in dealing with his current situation also plays an important role. During his work, the provider of the post-release service therefore uses the methods and techniques of distribution, clarification, ventilation and encouraging, focusing on the offender's information provision and guidance offender. Especially during the interview, the expert gains objective information about the offender, while at the same time observing his motor manifestations, emotions and sociability.

As I. Pipíšková¹⁵ warns, from the point of view of practice, care is one of the most problematic areas, requiring a perceptive expert capable of taking advan-

¹² Ibidem, § 19.

¹³ M. Šavrnichová, *Sociálne poradenstvo pre rodinných príslušníkov závislého klienta v kontexte spoluzávislosti*, Ružomberok 2011, p. 65.

¹⁴ E. Šípošová, *Sociálna práca po výkone trestu odňatia slobody*, "Sociálna politika a zamestnanosť. Mesačník Ústredia práce, sociálnych vecí a rodiny a Ministerstva práce, sociálnych vecí a rodiny" 2008, č. 6.

¹⁵ I. Pipíšková, *Sociálna kuratela*, "Sociálna politika a zamestnanosť. Mesačník Ústredia práce, sociálnych vecí a rodiny a Ministerstva práce, sociálnych vecí a rodiny" 2008, č. 2.

tage of all the methods, techniques and forms available in the work with such offenders. An important role of the probation officer is to provide not only social, but educational advice for convicts and accompany him when selecting continuing education. After parole, the condemned often have only a limited amount of money and find themselves in hardships. The reason is that for several years or decades they have lived in social isolation, so they often do not know how to solve their problem. The probation officer also helps them to apply for deprived people's benefits or, for example, look for a job or shelter if the offender does not have accommodation.

In addition to the above-mentioned, the probation officer can provide allowance for resocialization to quicken the rehabilitation process after release from a custodial sentence and help the offender solve problems. The allowance for resocialization is used for personal documents, security equipment, necessary things for personal use, travel or accommodation for the period needed. The convict, whose punishment via the deprivation of liberty or remand lasted more than 30 consecutive days, may ask for it while also having to apply for the protection of children and social guardianship for inclusion into life. The request must be made within eight working days from the date released from a sentence involving the deprivation of liberty. Its amount is maximally 40% of the subsistence level amount. It does not have to be in the form of cash. If it is more suitable for its purpose, its material, or combined form, may be used¹⁶. A probation officer decides its amount and provision. Even though the allowance for resocialization is one of the primary instruments that help the probation officer establish and maintain a supportive relationship with the released, the role of the Institute of Social Guardianship for Natural Persons of Full Age cannot be confused or reduced to the payment of an allowance only.

It is obvious that social guardianship can be very important for the convict's social adaptation following parole. However, it is important to remember its role is not only to provide accommodation, a job and other de facto completed solutions for this target group. As Baková points out, repeatedly punished persons would rely only on the probation officer¹⁷ and not feel the need to participate in solving their unfavourable social situation. Social guardianship should therefore be only a sort of cornerstone on which the released can build his future without having to commit crime, assisted by erudite and capable professionals – probation officers.

In addition to social guardianship probation and mediation also has its place in post-release services. As D. Květenská states¹⁸, this has two main areas of activity:

¹⁶ Zákon NR SR č. 305/2005 o sociálno-právnej ochrane detí a sociálnej kuratele, v platnom znení, § 70.

¹⁷ D. Baková, *Reflexia histórie a súčasnosti sociálnej práce vo väzniciach*, [in:] *Sborník II. studentská konferencie na téma Sociální práce v zařízeních výkonu trestu*, eds. M. Hudečková, S. Petrovičová, J. Škrvnová, Hradec Králové 2012, p. 20.

¹⁸ D. Květenská, *Sociální práce a represe*, [in:] *Socialia 2009*, Banská Bystrica 2009, p. 227.

probation (supervision) and mediation (conflict resolution). According to Juska¹⁹, its primary mission is “the effective mediation and resolution of conflicts associated with criminality and the effective enforcement of an alternative punishment with an emphasis on the interests of the victims, the protection of society, and crime prevention”. In terms of post-penitentiary care, however, the probation institute is important, the care provided in a forced form Probation is defined in Act No. 550/2003 on probation and mediation officers, under which it is to be construed as:

- the organisation and supervision of the accused, indicted or convicted;
- control over a prison sentence;
- supervision of the convict’s conduct during the test period for conditional release from the enforcement of a sentence involving the deprivation of liberty;
- help for the accused with leading an ordinary life and conforming with the conditions imposed by a decision of the public prosecutor or the Court in criminal proceedings²⁰.

Probation is ordered by the court, while calling for it in the case of an imprisonment substitution by guarantee, an imprisonment substitution by promise, and in the case of conditional release from the enforcement of a custodial sentence. In practice, it is performed by probation and mediation officers, Jusko²¹ summarising their tasks as:

- the mediation of alternative dispute resolutions;
- the establishing of the condemned’s responsibilities during the trial (probation) period. In this context, we accept the so-called probation supervision, aimed at reducing the risk of committing further crimes and reintegrating the convict into society (i.e. resocializing effect of probation supervision);
- ensuring cooperation with the competent national and municipal authorities, especially in connection with community work, regarded as an alternative penalty to imprisonment;
- participation in the collection of documents needed for a court decision, for example information about the accused’s family and his social and professional background.

In spite of the diversity of service providers’ methods, their common effort is to help the offender overcome a difficult period immediately after the enforcement of a custodial sentence, aiming to ensure his reintegration into society and to avoid committing crime again. Work with this group of offenders is, according

¹⁹ P. Jusko, *Sociálna práca s mládežou a sociálnopatologické javy*, Banská Bystrica 2009, p. 186.

²⁰ Zákon NR SR č. 550/2003 Z.z. o probačných a mediačných úradníkoch, § 2.

²¹ P. Jusko, *Probačná a mediačná služba ako forma sociálnej práce v trestnej justícii*, [in:] *Acta Universitatis Matthaei Belii – Pedagogická fakulta: Zborník vedeckovýskumných prác*, č. 7, Banská Bystrica 2003, p. 120.

to V. Antol²², truly challenging. It requires competence, a flexible adaptation to the situation, the ability to solve problems quickly and to choose the appropriate solution. These attributes place many requirements on the personality of the professional – the provider of the post-release service. It is not only his expertise, but also his personality, patience, empathy, openness, trust, and ability to listen actively that is important. A crucial feature of post-release service providers is the ability to view an offender without prejudice, as well as the ability to eliminate bias in mass society.

The link between social custody for natural persons of full age and probation supervision is close, because their mutual cooperation contributes to the effective control of the imposed obligations as well as to the motivation of the offender concerning socially acceptable behaviour.

A survey we implemented through a conversation with two probation officers and two officials who have worked with this target group for approximately eight years, showed that the cooperation of such subjects was most intense at the beginning of the probation institute's creation. In that time, they clarified their powers, because they work with the same target group, however, in a different way. Experts agreed that they co-operate mainly in the implementation of social programs, training and other educational programs the convict was ordered to by the court. Cooperation, however, is not payable because the probation officer may, in this context, ask another institution for cooperation. Proceeding from practical experience with the implementation of social lessons for such offenders, E. Vajzer²³ states that it is not advisable for people who:

- have expert reports in a criminal file, confirming, among other things, below-average intelligence;
- have a psychiatric diagnosis;
- did not complete primary education or obtained primary education at schools for students with special needs;
- are foreigners and do not speak Slovak, or are speaking or hearing-impaired.

For certain categories of persons Vajzer²⁴ further recommends replacing social training with a more effective method in the form of educational programs (lectures, interviews, training, reading literature with feedback, watching educational programs with a discussion), psychological counselling, or psychotherapy.

²² V. Antolová, *Sociálna kuratela plnoletých fyzických osôb*, "Sociálna politika a zamestnanosť. Mesačník Ústredia práce, sociálnych vecí a rodiny a Ministerstva práce, sociálnych vecí a rodiny" 2006, č. 11, p. 7–9.

²³ E. Vajzerová, *Skúsenosti z práce s trestanými osobami v mimovládnej organizácii Edukos*, [in:] *Zručnosti, Partnerstvo, Sieť v práci s trestanými osobami. Zborník z medzinárodnej konferencie*. Ružomberok 2011, p. 150.

²⁴ *Ibidem*.

An important aspect of problematic cooperation is the obligation of probation officials to maintain confidentiality, except for the police, the prosecutor and court investigator. Probation officials are convinced that even when they are confronted with approximately 120 to 130 offenders annually searching for their help of their own accord, their competences in terms of powers are not sufficient and an obligatory provision of social custody to natural persons of full age would make a fundamental change in the current situation.

On the basis of efficiency requirements on post-release services, the work of the probation officer with a parolee can be divided into three basic stages. Lešková states them as follows:

Stage 1 – social work prior to the arrival of the offender from the Institute for the enforcement of a custodial sentence.

Stage 2 – the arrival of the offender and his decision-making process, the need for assistance from the employment office.

Stage 3 – assistance to the offender, i.e. the intervention of the probation officer²⁵.

None of these stages should be omitted because effective post-release services should be understood as a continuous process in the gradual achievement of the goals, specific in each of the stages. From the point of view of continuity and going through the stages of care immediately after the enforcement of a custodial sentence, the post-release care is evaluated by professionals as incoherent. Probation officers work only with voluntary offenders – it implies that their intervention and further work with the offender in this case depends only on a voluntary decision. A forced form of post-release services, in other words, probation and probation supervision is, of course, obligatory for each offender, but as probation officials confirm, when the period of time for which the probation supervision ordered by the court is over, there is no work with the offender. The same offender can again become subject to the intervention of the probation and mediation officer, and in the case of re-offending following parole he is once again ordered to probation surveillance or probation. Probation officers do not have competences outside of this institute – they work with him only during the period ordered by the court.

Even though an offender can take advantage of other, voluntary forms of assistance after release, such as counseling, psychological intervention, temporary accommodation, and the provision of necessary clothing, in Slovakia there is no comprehensive system of services intended for the reintegration of the released into society.

²⁵ L. Lešková, *Postpenitenciárna starostlivosť sociálneho kurátora pred príchodom klienta z výkonu trestu odňatia slobody a z výkonu väzby*, [in:] L. Lešková, *Nové prístupy k riešeniu penitenciárnej a postpenitenciárnej starostlivosti – Zborník z vedeckej konferencie*, Košice 2011, p. 62.

Besides the charting of post-release services from the point of view of experts, we interviewed nine offenders after release, who are generally characterised by experts as a highly heterogeneous group, confirming the diversity of exploration samples. Seven offenders out of nine were released conditionally from custodial sentences, two were under the enforcement of a custodial sentence all the time ordered by court, and their average age was 39 years. The educational structure of the offenders was equally diverse, with the basic education of five respondents and the completed or incomplete secondary education of three offenders. They had been using the help of experts on post-release services for various periods of time – from the first visit to probation supervision lasting two years. All offenders were first-time offenders, and the offences committed also differed. They had been convicted for theft, bodily harm, threats under the influence of addictive substances, violation of hamsocne, threatening and endangering the moral upbringing of youth. The experts agree that offenders differ significantly in terms of personality and behaviour. Some are naive, honest, kind, and there are also offenders who advocate their criminal activity or constantly deny it. Occasionally they encounter aggressive or angry offenders. These offenders came through difficult life situations and many times, while coping with problematic situations during or after the enforcement of a custodial sentence, they acquired bad manners and techniques. Offenders are often insufficiently socialised, resulting in their inadequate responses to a social environment. They often do not realise or do not want to admit the cause of their disturbed relationships. The methodology of the work with them must therefore be coherent and planned, the motivation playing an important role in this process. Their negative experiences are acquired under the influence of the original or current social environment, so there is a need for their social reintegration. C. Határ²⁶ defines it as “[...] the reintegration of a man into society (and its microstructure), or the learning and re-internalizing of the social rules for the optimal functioning of the individual in the social system”.

According to K. Kopřiva²⁷, in the relationship between the offender and provider of post-release service it is important to note that both parties have their own, unique, internal micro-world, where they live in the same situation differently, a significant characteristic for mutual understanding. The preservation of autonomy limits is equally important: do not take the competences of offenders, do not succumb to compulsion. It is important to keep in mind that the offender is connected with the environment, in particular with the people he has significant relationships with, that largely affect his feelings and behavior.

The interesting thing is that not only offenders of voluntary, but even offenders of forced forms of post-release services consider it effective. The main positive

²⁶ C. Határ, *Sociálna andragogika. Kapitoly z teórie a metodiky sociálno-edukačnej starostlivosti o dospelých*, Nitra 2012, p. 71.

²⁷ K. Kopřiva, *Lidský vztah jako součást profese*, Praha 2013.

aspect each of them points out is the feeling of psychological support from the side of the professionals. The educational effects of professionals reminding them to lead a normal life have been proven as a significant motive. Resulting from the talks, the relationship between the convicted and professionals has proven to be a significant feature. Even experts agree that a fundamental attribute of a good professional relationship is the confidence of the offenders you are trying to get as far as the nature of the case allows and also respects. A mutual confidential relationship is considered the most important, because without the creation of a relationship between the subject and object of post-release services, it is not easy to achieve positive results in the process. If the offender feels confidence and acceptance, the possibility of his active involvement in the process of rehabilitation, reintegration and his own correction is higher.

Probation curators confirmed that the effectiveness of voluntary post-release care lies in its focus on assistance and support as demonstrated by positive feedback from offenders. Probation officials see the effectiveness of the institute, in particular, in regular checks and reiterating obligations, as well as in the fact that the majority of offenders will prove to be well during the trial period of conditional release.

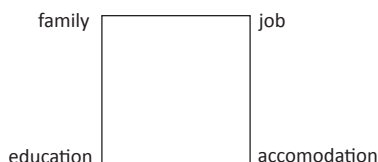
During the interviews with the released from the enforcement of a custodial sentence, we focused on the subjective perception of the offender's life situation after release. The investigation showed that immediately before release from the enforcement of a sentence involving the deprivation of liberty, offenders had diverse concerns about their current life situation. The most common concerns are, however, subject to an extramural relationship, a relationship outside the environment of a penalty involving the deprivation of liberty (from fears of divorce to concerns about re-admission to the place they live) and employment. In addition to the probation supervision imposed by the court as well, the offenders were ordered to find employment, but at the time of the interview were not employed by anyone. The interesting thing is that despite the fact that eight of the nine offenders were unemployed, up to seven of the nine evaluated the quality of their life as positive. When looking at their needs after parole, we found out that they need, in particular, employment, housing, and independence from relatives. From interviews, it is clear that immediately following release the convicted were helped by family members who, as post-release service providers have a specific position. L. Suchá²⁸ stresses the importance of family. She states that a family with a member who is an ex-convict should focus on his new family arrangement, the incorporation into the family's everyday life and into society, work on its relations with the convict and try to forgive him. The family should also give him a chance to regain his role and its resulting obligations. Help and support from a part of the family can significantly influence the socio-adaptation process after the release of

²⁸ L. Suchá, *Špecifická práca s rodinou ktorá má člena vo/po výkone trestu (a ich teoretické deficity)*, [in:] *Od teorie k praxi, od praxe k teorii*, Hradec Králové 2012, p. 590.

a convict enforcing a custodial sentence. However, for the family of such a citizen it is often necessary to prepare for its new role as a care provider, because we have to perceive it as aid from the side of other care providers, especially in the area of post-release consulting.

Proceeding from the survey results, we state that the successful social reintegration of persons after the enforcement of a custodial sentence is the equivalent of four pillars:

- family as a care provider in the sense of social class and family ties we can count on,
- a job as financial security in the convict's own life,
- education, especially further education,
- and last but not least, living or relatively stable accommodation in a place where the released can return.



Scheme 2. The basic pillars of social reintegration

The more support the released has, the bigger the chance of successful social reintegration to mass society with no possible re-offending.

Fábry²⁹ states that neither the prison sentence nor the post-release service is an end in itself. Forms of forced post-release service are law enforcement methods, but they function mainly as prevention. The task of the provider of post-release service is the completion of the offender's correction and help with his reintegration into society, so it also protects society against new crimes and thus becomes one means of crime prevention. Crime control is currently unimaginable without the norms of post-release care. It implies that the importance is growing, because post-release care may be an important method of especially overcoming the first year after parole, when offenders are vulnerable, particularly due to the isolation in this institution. The issue of post-release care is really wide and important in the prevention of re-offending. Nevertheless, it still lacks our society's adequate attention. For example, the options of voluntary post-release care are limited to a small number of organisations. Even if such organisations exist, their activities are often affected by low financial possibilities. However, investments in post-release care should not be deemed as a loss, because they can prevent a recurrence of the offender's imprisonment, which is more expensive.

²⁹ A. Fábry, *Úvod do penológie...*

Bibliography

Antolová V., *Sociálna kuratela pľnoletých fyzických osôb*, "Sociálna politika a zamestnanosť. Mesačník Ústredia práce, sociálnych vecí a rodiny a Ministerstva práce, sociálnych vecí a rodiny" 2006, č. 11, p. 7–9.

Baková D., *Reflexia histórie a súčasnosti sociálnej práce vo väzniciach*, [in:] *Sborník II. študentská konferencie na téma Sociální práce v zariadení výkonu trestu*, eds. M. Hudečková, S. Petrovičová, J. Škvrnová, Hradec Králové 2012, p. 16–25.

Bučko L., *Na ceste k oslobodeniu: základy mistológie*, Nitra 2003.

Emmerová I., *Penitenciárna a postpenitenciárna starostlivosť*, [in:] J. Hroncová, I. Emmerová, M. Walancik, *Pedagogika sociálnej starostlivosti*, Banská Bystrica 2011.

Fábry A., *Úvod do penológie*, Bratislava 2006.

Fábry A., Novák I., *Základy penológie*, Bratislava 1995.

Határ C., *Sociálna andragogika. Kapitoly z teórie a metodiky sociálno-edukačnej starostlivosti o dospelých*, Nitra 2012.

Jusko P., *Probačná a mediačná služba ako forma sociálnej práce v trestnej justícii*, [in:] *Acta Universitatis Matthaei Belii – Pedagogická fakulta: Zborník vedeckovýskumných prác*, č. 7, Banská Bystrica 2003.

Jusko P., *Sociálna práca s mládežou a sociálnopatologické javy*, Banská Bystrica 2009.

Kopřiva K., *Lidský vztah jako součást profese*, Praha 2013.

Květenská D., *Sociální práce a represe*, [in:] *Socialia 2009*, Banská Bystrica 2009.

Lešková L., *Postpenitenciárna starostlivosť sociálneho kurátora pred príchodom klienta z výkonu trestu odňatia slobody a z výkonu väzby*, [in:] L. Lešková, *Nové prístupy k riešeniu penitenciárnej a postpenitenciárnej starostlivosti – Zborník z vedeckej konferencie*, Košice 2011, p. 60–67.

Lešková L., *Sociální kurátor pro děti v polích sociální práce – teorie a praxe*, [in:] *Od teorie k praxi, od praxe k teorii*, Hradec Králové 2012.

Papšo P., *Resocializácia odsúdených vo výkone trestu odňatia slobody*, Banská Bystrica 2011.

Pipíšková I., *Sociálna kuratela*, "Sociálna politika a zamestnanosť. Mesačník Ústredia práce, sociálnych vecí a rodiny a Ministerstva práce, sociálnych vecí a rodiny", 2008, č. 2.

Raszková T., Hoferková S., *Kapitoly z penologie 1*, Hradec Králové 2013.

Šavrnochová M., *Sociálne poradenstvo pre rodinných príslušníkov závislého klienta v kontexte spoluzávislosti*, Ružomberok 2011.

Šípošová E., *Sociálna práca po výkone trestu odňatia slobody*, "Sociálna politika a zamestnanosť. Mesačník Ústredia práce, sociálnych vecí a rodiny a Ministerstva práce, sociálnych vecí a rodiny" 2008, č. 6.

Suchá L., *Špecifická práce s rodinou ktorá má člena vo/vo výkone trestu (a ich teoretické deficity)*, [in:] *Od teorie k praxi, od praxe k teorii*, Hradec Králové 2012.

Vajzerová E., *Skúsenosti z práce s trestanými osobami v mimovládnej organizácii Edukos*, [in:] *Zručnosti, Partnerstvo, Sieť v práci s trestanými osobami. Zborník z medzinárodnej konferencie*. Ružomberok 2011.

Vantuch P., *Základy nápravne – výchovné činnosti*, Brno 1987.

Zákon NR SR č. 305/2005 o sociálno-právnej ochrane detí a sociálnej kuratele, v platnom znení.

Zákon NR SR č. 550/2003 Z.z. o probačných a mediačných úradníkoch.

ŚLAWOMIR ŚLIWA*

The attitudes of society to people with criminal records and social readaptation

Keywords: social rehabilitation, prisoners, imprisonment, public attitudes, social readaptation

Abstract

This article applies to research on public attitudes towards prisoners. The results show how the prisoners are seen by society in the context of the social rehabilitation process and interpersonal contacts with inmates.

The research was conducted on a sample of 157 persons selected by the snowball. The method of diagnostic survey, questionnaire technique.

In conclusion, there are practical applications for the process of social inclusion.

Introduction

Imprisoned people are usually perceived as the “Others”. Criminal’s etiquette functions both in prison and in the community in which the imprisoned wants to live after his release. It is hard to atone for the deeds of the past and certainly the local community does not help with this. Readaptation of prisoners is a process which should involve various institutions, such as social relief centres, centres of social integration, etc. However, to be effective, the rehabilitation does not depend only on the institutions or the criminals, but also, and perhaps above all on the people with whom former criminals have contact when they are out of prison.

Please note that imprisoned people, as a result of punishment and its execution, are exposed to problems that they cannot solve both in prison and after their release.

Penitentiary isolation does not favour social reintegration, and even intensifies exclusion and sometimes contributes to the disorganization of emotional bonds and livelihoods¹.

* PhD, s.sliwa@poczta.wszia.opole.pl

¹ K. Linowski, *Oblicza współczesnej opieki postpenitencjarnej*, “Resocjalizacja Polska” 2012, nr 3, p. 168.

Criminal's etiquette in relation to the former prisoner is so strongly fixed in the minds of people who exist in a social environment (especially very close) that staying in such an environment instead of having a positive impact on the change in the functioning of the unit, strengthens the belief of former prisoner of his "destiny" as a criminal. It perpetuates their criminal identity, and sometimes the only solution is to integrate with the criminal subculture².

As a court's result about a decision of imprisonment, the convict stays for specified time in prison, and often after several years in prison, he returns to society. But the return to society, in many cases, is much more difficult than staying in prison. The convict returns to the new reality, which, under current conditions, changes very quickly. He meets with the rejection from society. The public attitude towards convicted is characterized by suspicion, particularly evident in situations where the convicted looks for a job³. Such a person when subjected to a process of stigmatization, creates a negative self-image, which can affect her further behaviour⁴.

People who are released from penitentiary institutions are exposed to social exclusion and marginalization. Seen, by the society, through the prism of deviant stereotypes, former criminals are potential perpetrators of next crime. Their staying in prisons is seen as a time where the convicted can "improve" their skills⁵.

It should be emphasized that the factors hindering the process of social reintegration are primarily⁶:

- the difficulties associated with employment. It consists of the situation on the labour market, often low-skilled former convicts, and also employers' lack of confidence in them;
- lack of support from family and dysfunctional family environment;
- criminal environment's impact after release;
- difficulties in adapting to life in the freedom, which result from anxiety accompanying this return to the old environment and socio-cultural changes;

² A. Fidelus, *Stygmatyzacja byłych skazanych w kontekście uwarunkowań procesu readaptacji społecznej*, [in:] *Stereotypy w pedagogice, pracy socjalnej i resocjalizacji*, red. E. Kantowicz, A. Leszczyńska-Rejchert, Toruń 2012, p. 202–203.

³ B. Post, *Reakcje społeczne wobec osób skazanych na karę pozbawienia wolności*, [in:] *Opinia publiczna i środki masowego przekazu a ujemne zjawiska społeczne*, red. B. Hołyst, Warszawa 1981, p. 191–194.

⁴ B. Hołyst, *Kryminologia*, Warszawa 2004, p. 995.

⁵ K. Pawełek, *Powrót więźniów do społeczeństwa nie jest łatwy*, [in:] *Niebanalny wymiar resocjalizacji penitencjarnej*, red. S. Przybyliński, Toruń 2010, p. 176.

⁶ W. Ambrozik, *Readaptacja społeczna i reorganizacja środowisk lokalnych jako warunek skuteczności oddziaływań resocjalizacyjnych*, [in:] *Resocjalizacja*, t. 2, red. B. Urban, J.M. Stanik, Warszawa 2009, p. 188.

- tendency to use the psychoactive substances;
- too frequent control by the institutions of public order, which stigmatizes the former prisoners.

However, according to A. Szymanowska there are five main factors that can hinder the social re-integration:

- neurotic disorder manifested as an understated self-esteem, inability to resist peer pressure, and high levels of anxiety;
- identification with behavioural standards and patterns of a criminal subculture; the variable is applied as an additional factor, which can be defined as prisonisation, or adaptation to prison life;
- inability to control their reactions and ease emotional tension (impulsiveness and a tendency to aggression), as well as poor health and a tendency to alcohol;
- lack of the trained profession, and lack of education, and lack of support of the family;
- tendency to use the others⁷.

Survey methodology

Z. Skorny claims that the objectives of the research can be divided into theoretical-cognitive and practical-implementation goals. The objectives of the theoretical cognition are associated with learning a particular category of phenomena and the detection of their relationship, dependency and regularity. The objectives of the practical and implementation are combined using the results of research in educational activity, production, social, cultural or other forms of human activity⁸.

The diagnosis on public opinion towards the convicts was the aim of the theoretical and cognitive research, and the practical and implementation goal was to develop practical recommendations for the process of social inclusion.

The research' problem was included in the question: What are the respondents' attitudes towards prisoners?

The research used method of diagnostic survey, questionnaire technique. A questionnaire to test attitudes and their severity against the imprisoned people (created by K.B. Melvin, L.K. Gramling and W.M. Gardner) was used. The individual statements of the questionnaire were classified into the following factors⁹:

⁷ A. Szymanowska, *Czynniki sprzyjające i utrudniające readaptację społeczną recydywistów*, [in:] *Wykonywanie kary pozbawienia wolności w Polsce – w poszukiwaniu skuteczności*, red. H. Machel, Gdańsk 2006, p. 190.

⁸ Z. Skorny, *Prace magisterskie z psychologii i pedagogiki*, Warszawa 1984, p. 65.

⁹ S. Korczyński, *Przygotowanie pracy dyplomowej z pedagogiki*, Warszawa 2013, p. 276–277.

1. Distancing in relations with other prisoner (statement number: 1, 3, 5, 7, 9, 12, 13, 14, 15, 16, 17, 18);
2. Respecting of prisoners' feelings (statement number: 2, 4, 6, 8, 10, 11, 19, 21, 23, 25);
3. Not assigning the prisoners to have permanent and negative character traits (statement number: 20, 22, 24, 26, 28, 30, 32, 34);
4. Possibility for prisoners to change themselves (statement number: 27, 29, 31, 33).

The test was selected by non-probabilistic technique called "snowball method". In the snowball method, the researcher collects data about several members of the surveyed population, and then asks for information about the other members of the studied population. The term "snow ball" refers to the process of accumulation, because each person gives the information about the others¹⁰.

In the research process, students of pedagogy were asked to fill out the questionnaire and then were given two other copies of the questionnaire. Each person gave a research tool to his friend, and then to the next person.

The research was conducted from February to June 2014.

Characteristics of participants

The study involved 157 people, including 106 women (67.5%) and 51 men (32.5%). The largest group consisted of people aged 26–35 years (42.7%), and the least numerous people aged 56 years and older (3.8%).

Table 1

Age of respondents

Age	Number	Percentage	The cumulative percentage
Aged up to 25	33	21.0	21.0
26–35	67	42.7	63.7
36–45	36	22.9	86.6
46–55	15	9.6	96.2
Aged 56 or more	6	3.8	100.0
Total	157	100.0	

Source: Own survey.

People with higher education were the biggest group taking part in the study – 63 people (40.1%). 44 respondents (28%) had incomplete higher education,

¹⁰ E. Babbie, *Badania społeczne w praktyce*, Warszawa 2004, p. 206.

39 people (24.8%) secondary education, 10 people (6.4%) basic vocational education and 1 person with primary education.

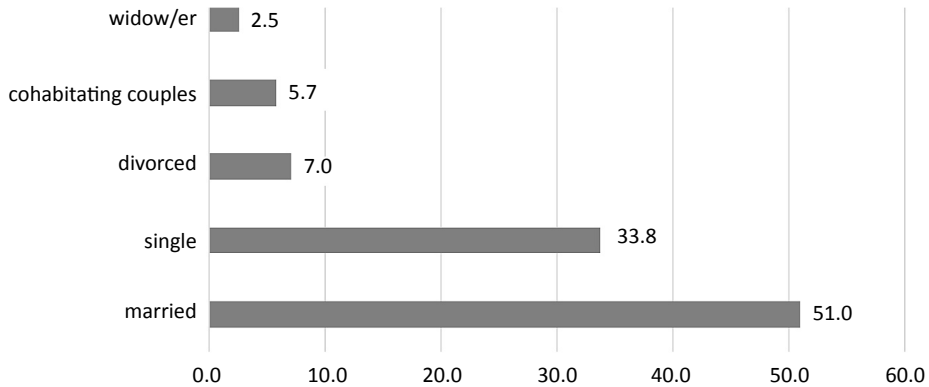
Table 2

Level of education

Education	Number	Percentage	The cumulative percentage
Primary	1	0.6	0.6
Vocational	10	6.4	7.0
Secondary	39	24.8	31.8
Incomplete higher education	44	28.0	59.9
Higher education	63	40.1	100.0
Total	157	100.0	

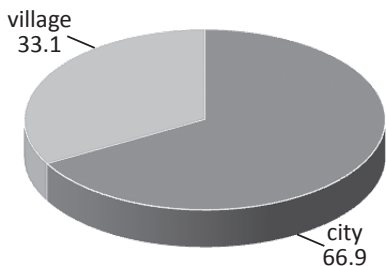
Source: Own survey.

More than half of the respondents are married people (51%). Another very numerous group consisted of respondents who were single (33.8%). Divorced people represented 7% of the respondents, cohabitating couples 5.7% and widow/er of 2.5%.



Source: Own survey.

Chart 1. Marital status (%)



Majority of the respondents came from city (66.9%).

Source: Own survey.

Chart 2. Place of residence (%)

Results of survey

More than half of the respondents believed that the prisoners are different from most of the ordinary people. 21.7% of the respondents stated that the prisoners differ to a higher degree, 32.5% lesser degree and 12.7% had no opinion. A statistically significant difference was also noticed. Women thought so more often.

Table 3

Statement: prisoners different from most of the ordinary people

Statement		Gender		All
		woman	man	
Definitely yes	the number of	27	7	34
	% of gender	25.5	13.7	21.7
	% of total	17.2	4.5	21.7
Rather yes	the number of	38	13	51
	% of gender	35.8	25.5	32.5
	% of total	24.2	8.3	32.5
Rather not	the number of	18	13	31
	% of gender	17.0	25.5	19.7
	% of total	11.5	8.3	19.7
Definitely not	the number of	9	12	21
	% of gender	8.5	23.5	13.4
	% of total	5.7	7.6	13.4
I have not sentence	the number of	14	6	20
	% of gender	13.2	11.8	12.7
	% of total	8.9	3.8	12.7
All	the number of	106	51	157
	% of gender	100.0	100.0	100.0
	% of total	67.5	32.5	100.0

$$x^2 = 10.472, df = 4, p = 0.033, V_c = 0.258.$$

S o u r c e: Own survey.

Even more people, 70.1% said they do not trust the prisoners (31.2% to a higher degree and 38.9% to lesser degree). 22.3% of the respondents did not agree with the statement and 7.6% (12 people) were unable to clearly answer this statement. On that basis, it can be concluded that as the respondents do not trust the imprisoned, the future employers will have less confidence too. If former prisoners after serving their sentences are not trusted, the perpetuating belief that they are useless, will be certainly greater. The only way to earn money will be “easy and illegal”.

Table 4

The respondents' relationship of trust towards prisoners

Statement	Number	Percentage	The cumulative percentage
Definitely yes	49	31.2	31.2
Rather yes	61	38.9	70.1
Rather not	27	17.2	87.3
Definitely not	8	5.1	92.4
I have not sentence	12	7.6	100.0
All	157	100.0	

Source: Own survey.

38.9% of the respondents were of the opinion that it should not be expected too much from the prisoner (8.3% to a higher degree and 30.6% a lesser extent). However, 47.1% are negative opinions. It can be seen that most of the surveyed assess the prisoners well. However, these are only declarations, and it is not known what would the actual relations between respondents and prisoners look like.

53.2% of the respondents, to the question if in the presence of the prisoner one must be on guard, answered in the affirmative (19.2% to a higher extent and 34.0% to a lesser extent). Nearly one third of respondents had different opinion. It was also observed that more often women were afraid of prisoners.

Table 5

Fear of the prisoners and gender

Statement		Gender		All
		woman	man	
Definitely yes	the number of	18	12	30
	% of gender	17.1	23.5	19.2
	% of total	11.5	7.7	19.2
Rather yes	the number of	43	10	53
	% of gender	41.0	19.6	34.0
	% of total	27.6	6.4	34.0
Rather not	the number of	22	8	30
	% of gender	21.0	15.7	19.2
	% of total	14.1	5.1	19.2
Definitely not	the number of	11	8	19
	% of gender	10.5	15.7	12.2
	% of total	7.1	5.1	12.2
I have not sentence	the number of	11	13	24
	% of gender	10.5	25.5	15.4
	% of total	7.1	8.3	15.4
All	the number of	105	51	156
	% of gender	100.0	100.0	100.0
	% of total	67.3	32.7	100.0

$\chi^2 = 11.621$, $df = 4$, $p = 0.020$, $V_c = 0,273$.

Source: Own survey.

On the other hand, nearly half of the respondents did not agree with the statement that prisoners always try to take advantage of others (18.5% to a higher extent and 28.0% to a lesser extent). According to the surveys, the society thinks that the prisoners should rather be closely and strictly supervised. 54.1% of the respondents agreed and only 27.4% thought differently.

Nearly one third of respondents believed that prisoners respect only the law of violence and over the course of time their demands are greater. However, more than half of the respondents had different opinion.

Most of the respondents did not believe what the prisoners say (44.6%).

Table 6

The belief in what prisoners say according to the surveyed

Statement	Number	Percentage	The cumulative percentage
Definitely yes	27	17.2	17.2
Rather yes	43	27.4	44.6
Rather not	32	20.4	65.0
Definitely not	21	13.4	78.3
I have not sentence	34	21.7	100.0
All	157	100.0	

Source: Own survey.

Over 38% of respondents claimed that the prisoners are not able to keep their jobs, however 41.1% had different opinion. 55.4% answered that they would not let their children to have contact with the former prisoner. It is observed that this is the same group of people who judge the prisoners negatively. About 20% of people abstained from clear statement. As in the previous analysis, it can be seen that some people were still not convinced how to assess the prisoners. If these people have a positive experience in dealing with former prisoners, their attitude towards prisoners will be positive. If it is a negative contact, this attitude will be completely different.

Most of the answers – 42% (including 17.2% to a higher degree and 24.8% to a lesser degree) indicate that the surveyed are rather not convinced that the prisoners are bad.

When it comes to respecting feelings by the prisoners, 54% of respondents did not agree with the statement that not many prisoners are actually dangerous (27.4% to a higher degree and 26.8% to a lesser degree). 31.2% had different opinion (6.4% to a higher degree and 24.8% to a lesser degree). On the basis of these answers, it can be concluded that over half of the respondents perceived the prisoners rather stereotypically. According to their opinion, prisoners are “different” dangerous people and the others should be afraid of them.

What may be perceived as positive, is the fact that nearly half of the respondents (17.4% to a higher degree and 31.0% to a lesser degree) declared that they may like somebody who was in prison. Only 32.3% of respondents had different opinion. More than a half of respondents (52.3%) admitted that prisoners are good people. Nearly as many people as mentioned earlier declared that they may spend their free time with prisoners (12.7% to a higher degree and 37.6% to a lesser degree). Nearly half of respondents (48.7% including 14.1% to a higher degree and 34.6% to a lesser degree) claimed that some of them can trust prisoners. Nearly one third of respondents had different opinion. Slightly less – 44.6% of respondents claimed that prisoners are able to convert to better (7.6% to a higher degree and 36.9% to a lesser degree).

However, over 40% of respondents would not like prisoners as their neighbours (21.0% to a higher degree and 21.7% to a lesser degree). Over one third of the surveyed had different opinion.

More than half of respondents claimed that prisoners are “neither worse nor better than the others” (24.8% to a higher degree and 28.0% to a lesser degree). 28% had different opinion and 19% did not declare clear answer. Slightly less – 44.9% of respondents were convinced that most of prisoners demonstrate values similar to the others (12.7% to a higher degree and 31.8% to a lesser degree). One third of the surveyed had different opinion and as earlier 23% did not give the clear answer.

This category consisted mainly of the answers concerning the perceiving of the prisoners’ abilities to love. 58% of respondents claimed that most of prisoners are able to love (16.6% to a higher degree and 41.4% to a lesser degree). More than 17% did not give the clear answer.

Table 7

Prisoners’ ability to love

Statement	Number	Percentage	The cumulative percentage
Definitely yes	26	16.6	16.6
Rather yes	65	41.4	58.0
Rather not	27	17.2	75.2
Definitely not	12	7.6	82.8
I have not sentence	27	17.2	100.0
All	157	100.0	

Source: Own survey.

Over 73% of the surveyed stated that prisoners have the same feelings like the others (40.8% to a higher degree and 32.5% to a lesser degree). The statistically significant difference is shown in this case. It indicates the fact that younger people more often claim that prisoners have feelings.

Table 8

The observance of prisoners' feeling and age

Statement		Age					All
		to 25 years	26–35 years	36–45 years	46–55 years	56 and more	
Definitely yes	the number of	17	29	11	4	3	64
	% of gender	51.5	43.3	30.6	26.7	50.0	40.8
	% of total	10.8	18.5	7.0	2.5	1.9	40.8
Rather yes	the number of	10	26	12	3	0	51
	% of gender	30.3	38.8	33.3	20.0	0.0	32.5
	% of total	6.4	16.6	7.6	1.9	0.0	32.5
Rather not	the number of	1	4	3	4	0	12
	% of gender	3.0	6.0	8.3	26.7	0.0	7.6
	% of total	0.6	2.5	1.9	2.5	0.0	7.6
Definitely not	the number of	3	7	6	0	3	19
	% of gender	9.1	10.4	16.7	0.0	50.0	12.1
	% of total	1.9	4.5	3.8	0.0	1.9	12.1
I have not sentence	the number of	2	1	4	4	0	11
	% of gender	6.1	1.5	11.1	26.7	0.0	7.0
	% of total	1.3	0.6	2.5	2.5	0.0	7.0
All	the number of	33	67	36	15	6	157
	% of gender	100.0	100.0	100.0	100.0	100.0	100.0
	% of total	21.0	42.7	22.9	9.6	3,8	100.0

$$\chi^2 = 37.579, df = 16, p = 0.002, V_c = 0.245.$$

S o u r c e: Own survey.

Slightly less number of respondents claim that prisoners need love and support like the other people (29.9% definitely yes and 39.5% rather yes). Nearly half of the surveyed think that the attempt of prisoners' rehabilitation is not a waste of time and money (23.6% to a higher degree 24.8% to a lesser degree). 23.6% had no opinion and only 28.0% had different opinion. Many of respondents trust the rehabilitation process. However, the available data indicates that 20% of prisoners over the period 2010–2012 were recidivists¹¹.

The surveyed do not claim that prisoners think about themselves (total: 41.4% including 27.4% of not clear answers). The respondents from the rural environment were more likely to assess prisoners positively ($p = 0.037$).

¹¹ <http://www.isws.ms.gov.pl/pl/baza-statystyczna/opracowania-wieloletnie> (26.07.2014).

Table 9

The observance of prisoners and place of residence

Statement		Place of residence		All
		city	village	
Definitely yes	the number of	15	1	16
	% of place of residence	14.3	1.9	10.2
	% of total	9.6	0.6	10.2
Rather yes	the number of	24	9	33
	% of place of residence	22.9	17.3	21.0
	% of total	15.3	5.7	21.0
Rather not	the number of	25	18	43
	% of place of residence	23.8	34.6	27.4
	% of total	15.9	11.5	27.4
Definitely not	the number of	11	11	22
	% of place of residence	10.5	21.2	14.0
	% of total	7.0	7.0	14.0
I have not sentence	the number of	30	13	43
	% of place of residence	28.6	25.0	27.4
	% of total	19.1	8.3	27.4
All	the number of	105	52	157
	% of place of residence	100.0	100.0	100.0
	% of total	66.9	33.1	100.0

$$x^2 = 10.199, df = 4, p = 0.037, V_c = 0.255.$$

Source: Own survey.

51% of respondents thought that prisoners do not think and act in the same way. It must be indicated that 27.4% of the surveyed could not choose appropriate answer. Nearly half of them stated that prisoners are not bad (26.8% to a higher degree and 29.3% to a lesser degree). 22.3% had different opinion. Many people claimed that prisoners are not bad – 58.6% (26.1% to a higher degree and 32.5% to a lesser degree). 20% of respondents were not able to give their opinion.

More than 56% of respondents thought that prisoners are able to change (26.1% definitely yes and 29.9% rather yes) and over 19% again could not answer the question.

Most of respondents claimed that prisoners are victims who need help (46.5%). 31.8% had different opinion and 21% gave not clear answer. More than one third of the surveyed stated that prisoners under the influence of poor prison conditions are even worse. Nearly the same number of respondents had different opinion.

Over 43% of respondents answered that prisoners cannot be rehabilitated and only one third of the surveyed had different opinion. It is astonishing to note that 52.9% of the answers were opposing to free the prisoners who behave well. Only

20% of respondents agreed to this idea. Despite the positive opinions concerning prisoners in different fields, the respondents perceive punishment as a factor which disciplines prisoners.

Practical conclusion

Character traits that hinder the process of social rebuilding among the prisoners, who leave penitentiary institutions, include: long criminal career, lack of family support, lack of self-criticism, inability to create relationships, alcohol addition, lack of guilt feeling, disrespectful attitude to moral norms, lack of family, high rate of unemployment in the place of living, lack of faith in own means, low self-esteem, low mental level, suggestiveness and ease to be influenced by the environment¹², negative attitude of local community towards people leaving prison. In addition, prisoners often create demanding attitudes and helplessness¹³.

The convict, after serving his sentence, has to consider the justness of his previous role as a offender. He needs to understand the reasons of his bad behaviour and show his readiness to change. The next level includes looking for different role and implementation into the actions which will manifest potentials necessary in his change. Finally, the former prisoner must initiate the adoption process of his own activities based on his revealed potentials. Moreover he needs to change his opinions and create new social identity which enables undertaking new social roles different from those from the past¹⁴.

However, in order to enable prisoner's change, the society should also change and proper conditions which minimise the possibility of returning to commit another crime. When it comes to social changes, it may be very difficult goal to achieve. It is definitely easier to create proper conditions for prisoners, in order to return and act social roles in accordance with moral and legal standards.

According to the research, distancing in the relations between respondent and prisoner and belief in change for better were the biggest problem for the surveyed. It was observed that about 20% of respondents did not have definite attitude towards prisoners. These were people who could not define how they perceive prisoners. There are several options which may make the process of re-building easier.

¹² A. Kieszkowska, *Problemy readaptacyjne osób opuszczających placówki resocjalizacyjne*, "Probacja" 2009, nr 2, p. 100.

¹³ W. Ambrozik, *Czynniki społecznej readaptacji byłych przestępców*, [in:] *Resocjalizacja*, t. 2, red. B. Urban, J.M. Stanik, Warszawa 2009, p. 191.

¹⁴ E. Pindel, *Ułatwienie i trudności na drodze do readaptacji społecznej po karze pozbawienia wolności*, [in:] *Resocjalizacja. Zagadnienia prawne, społeczne i metodyczne*, red. A. Jaworska, Kraków 2009, p. 102.

Social economy

Social economy can be defined as a branch of social activity which does not belong to market and country¹⁵. It is also defined as an area of public activity which through the economical and public activities is used in: vocational and social integration for people threatened by social marginalisation, creating jobs, performing social services (general interest)¹⁶. The entities of social economy characterise with their main aim that is not gaining profits from the invested capital. Generally things are created by and for those who will use them in order to satisfy their and general needs. They are managed in accordance with the rule one member, one vote. These are flexible and innovative things which are based on discretionary participation, membership and commitment¹⁷. The following possibilities can be observed in entities of social economy¹⁸:

- creating jobs for people affected or threatened with social exclusion,
- creating high quality social services, especially those indicating social character,
- building social capital,
- rationalizing of public expenditure,
- developmental and bottom-up modernisation of classic assumptions of the welfare state.

The social cooperative is a kind of social economy's entity. It shall work for¹⁹:

- social reintegration of its members meaning the activities designed to rebuild and keep the abilities of participation in social community life and acting social roles in jobs or place of living,
- vocational reintegration of its members meaning the activities designed to rebuild and keep the ability to work on their own – and these activities are not performed by the social cooperative in the course of their business.

¹⁵ M. Małecka-Łyszczek, Z. Wesołowski, Modele współpracy podmiotów ekonomii społecznej z administracją publiczną, p. 9, www.ekonomiaspoleczna.pl (28.05.2014).

¹⁶ *Krajowy Program Rozwoju Ekonomii Społecznej*, Warszawa 2013, p. 20.

¹⁷ A. Pacut, *Kontynentalny model ekonomii społecznej*, [in:] *Wokół ekonomii społecznej*, red. M. Frączek, J. Hausner, S. Mazur, Kraków 2012, p. 79.

¹⁸ "Trudno zatrudniałni": *Identyfikacja grup docelowych dla działań w obszarze ekonomii społecznej w Małopolsce*. [Aut.]: M. Frączek a.a., [in:] *Ekonomia społeczna w Polsce: osiągnięcia, bariery rozwoju i potencjał w świetle wyników badań*, red. A. Giza-Poleszczuk, J. Hausner, Warszawa 2008, p. 234.

¹⁹ J. Brzozowska, J. Kluczyńska, A. Sienicka, *Spółdzielnia socjalna*, p. 4, www.ekonomiaspoleczna.pl (28.05.2014).

Social Integration Centre/ Social Integration Club

The Act on Social Employment provides creating social integration centres (SIC) which are new form of social economy projects. The status of the social integration centre is granted for a three year period by voivode, on the basis of marshal's opinion. SIC may be created by non-governmental organisations and local governments (separate organisational and budget units)²⁰.

The provisions of Act on Social Employment concern, inter alia, the released from prisons, people having difficulties with integration with the environment, within the meaning of the regulations on social assistance.

SIC carries out vocational and social reintegration through the following services²¹:

- skills training which allows to perform social roles and achieve social positions available for people who are not threatened with social exclusion;
- acquisition of professional skills and apprenticeship, retraining or enhancing the professional qualification;
- life planning education and satisfying individual needs, especially by possibility of obtaining incomes through employment or economic activity;
- education in rational money management.

R. Parol claims that the process of re-building should have several dimensions²²:

- social and interpersonal through re-building social relations and return to respecting social rules;
- cultural – through participation in creating culture and using it;
- spiritual and moral, psychological – through re-building and striving for good value system in everyday life, development of aspirations and setting goals;
- vocational – through acquiring higher vocational qualifications, upgrading vocational skills and active job-search;
- civil – co-responsibility for the community.

Voluntary service in institutions

The change of social attitudes may be achieved by showing that prisoners are people who represents social attitudes. It is possible thanks to rehabilitation programs which involve prisoners to work as volunteers in different institutions.

²⁰ T. Sadowski, *Ekonomia społeczna w Polsce – nowe perspektywy w przeciwdziałaniu wykluczeniu społecznemu*, "Rynek Pracy" 2005, nr 3, p. 20.

²¹ Ustawa z dnia 13 czerwca 2003 r. o zatrudnieniu socjalnym, Dz.U. 2003 nr 122, poz. 1143.

²² R. Parol, *Klub integracji społecznej – analiza potrzeb społecznych potencjalnych uczestników zajęć*, [in:] *Probacja i resocjalizacja instytucjonalna*, red. H. Kupiec, Szczecin 2010, p. 100.

“WHAT – prisoners at the hospice”, “DUET” or the programme “BONA” are the best examples.

Prisoners from Gdańsk-Przeróbka Penitentiary work at hospice. They wear yellow hospice shirts and have become an integral part of that place. Not all patients know about it. It is important that they help people who cannot live without others’ aid, they work where they are needed. It also important for prisoners to experience their job²³.

“DUET” program is based on readaptation of prisoners addicted to alcohol, through work with disabled young people. Participants of the program – prisoners from Kraków-Podgórze Detention Centre – work for free 40 hours a week as caretakers for the mentally and physically disabled. Their aim is to help DPS workers in their everyday duties. Prisoners go to Social Welfare Home under the agreement of employing workers for free on the basis of “DUET” program. Working with disabled people heads to teach them how to be independent and the aim of prisoners is to accompany their wards in everyday activities and participate in therapeutic activities. Prisoners duties include: meals control, daily dressing, help in accompanying their wards to and from school, supporting their wards in doing their duties, participation in therapeutic activities of artistic or sport-recreational nature²⁴.

“BONA” rehabilitation program is carried through in “Zameczek” Social Welfare Home for disabled children. It is implemented by women form Lubliniec Penitentiary. These women work in “Zameczek” for 6 hours every six days, taking care of the children and helping the staff in their duties. Prisoners mainly take care of the children suffering from cerebral palsy and Down’s Syndrome. They work very hard not only physically but mentally as well. Their job requires everyday companionship with the disabled and ability to react instantly. Their duties involve feeding, dressing, carrying, walks and participation in rehabilitation activities. The prisoners take part in all forms of work organised by DSP “Zameczek”²⁵.

Voluntary work in hospices or social welfare homes influences not only prisoners but also institution workers, patients and their families or prison staff. It also influences social surrounding. Institutions for the disabled or elderly have many financial problems. Thanks to prison volunteers, above mentioned institutions may carry out renovation or cleanup work. Through the free employment of prisoners, the stereotypes concerning the image of prisoner, tolerance or acceptance are broken²⁶.

²³ ms.gov.pl/Data/Files/_infoImport/aktual/Informacja_Prasowa_8_06.rtf / (14.07.2014).

²⁴ Ibidem.

²⁵ Ibidem.

²⁶ J. Cegielska, *Wolontariat więźniów*, “Przegląd Więziennictwa Polskiego” 2009, nr 64/65, p. 16.

Public and employers' awareness

The stereotype of criminal is firmly established in our quite punitive and strict society. These patterns are connected mainly with unawareness of life and function of this group. They are also based on TV reports and observance of differences between this group and the rest of society in the meaning of normative aspect²⁷. The research indicates that prisoners claim that even half of them will return to prison²⁸. It is hardly surprising that the society judges prisoners strictly. Despite the fact that according to the research, prisoners are better perceived by respondents than by themselves. The phenomenon of social inclusion must be started from society and finished among the units returning to it.

Bibliography

Ambrozik W., *Czynniki społecznej readaptacji byłych przestępców*, [in:] *Resocjalizacja*, t. 2, red. B. Urban, J.M. Stanik, Warszawa 2009.

Ambrozik W., *Readaptacja społeczna i reorganizacja środowisk lokalnych jako warunek skuteczności oddziaływań resocjalizacyjnych*, [in:] *Resocjalizacja*, t. 2, red. B. Urban, J.M. Stanik, Warszawa 2009.

Babbie E., *Badania społeczne w praktyce*, Warszawa 2004.

Brzozowska J., Kluczyńska J., Sienicka A., Spółdzielnia socjalna, p. 1–16, www.ekonomiaspoleczna.pl (28.05.2014).

Cegielska J., *Wolontariat więźniów*, "Przegląd Więziennictwa Polskiego" 2009, nr 64/65, p. 15–18.

Dymowska M., *O potrzebie działań antydyskryminacyjnych w pracy kuratorów sądowych*, [in:] *Stereotypy w pedagogice, pracy socjalnej i resocjalizacji*, red. E. Kantowicz, A. Leszczyńska-Rejchert, Toruń 2012.

Fidelus A., *Stygmatyzacja byłych skazanych w kontekście uwarunkowań procesu readaptacji społecznej*, [in:] *Stereotypy w pedagogice, pracy socjalnej i resocjalizacji*, red. E. Kantowicz, A. Leszczyńska-Rejchert, Toruń 2012.

Hołyst B., *Kryminologia*, Warszawa 2004.

<http://www.isws.ms.gov.pl/pl/baza-statystyczna/opracowania-wieloletnie> (20.05.2014).

Kieszkowska A., *Problemy readaptacyjne osób opuszczających placówki resocjalizacyjne*, "Probacja" 2009, nr 2, p. 99–100.

Korczyński S., *Przygotowanie pracy dyplomowej z pedagogiki*, Warszawa 2013.

Linowski K., *Oblicza współczesnej opieki postpenitencjarnej*, "Resocjalizacja Polska" 2012, nr 3, p. 153–172.

Małecka-Lyszczek M., Wesołowski Z., *Modele współpracy podmiotów ekonomii społecznej z administracją publiczną*, p. 1–64, www.ekonomiaspoleczna.pl (28.05.2014).

Pacut A., *Kontynentalny model ekonomii społecznej*, [in:] *Wokół ekonomii społecznej*, red. M. Frączek, J. Hausner, S. Mazur, Kraków 2012.

²⁷ M. Dymowska, *O potrzebie działań antydyskryminacyjnych w pracy kuratorów sądowych*, [in:] *Stereotypy w pedagogice, pracy socjalnej i resocjalizacji*, red. E. Kantowicz, A. Leszczyńska-Rejchert, Toruń 2012, p. 240.

²⁸ A. Wojnarska, *Percepcja kary pozbawienia wolności przez różne grupy zawodowe i społeczne*, [in:] *W poszukiwaniu optymalnego modelu więzienia resocjalizującego*, red. Z. Jasiński, D. Widelak, Opole 2010, p. 113.

Parol R., *Klub integracji społecznej – analiza potrzeb społecznych potencjalnych uczestników zajęć*, [in:] *Probacja i resocjalizacja instytucjonalna*, red. H. Kupiec, Szczecin 2010.

Pawełek K., *Powrót więźniów do społeczeństwa nie jest łatwy*, [in:] *Niebanalny wymiar resocjalizacji penitencjarnej*, red. S. Przybyliński, Toruń 2010.

Pindel E., *Ułatwienie i trudności na drodze do readaptacji społecznej po karze pozbawienia wolności*, [in:] *Resocjalizacja. Zagadnienia prawne, społeczne i metodyczne*, red. A. Jaworska, Kraków 2009.

Post B., *Reakcje społeczne wobec osób skazanych na karę pozbawienia wolności*, [in:] *Opinia publiczna i środki masowego przekazu a ujemne zjawiska społeczne*, red. B. Hołyst, Warszawa 1981.

Sadowski T., *Ekonomia społeczna w Polsce – nowe perspektywy w przeciwdziałaniu wykluczeniu społecznemu*, „Rynek Pracy” 2005, nr 3, p. 11–26.

Szymanowska A., *Czynniki sprzyjające i utrudniające readaptację społeczną recydywistów*, [in:] *Wykonywanie kary pozbawienia wolności w Polsce – w poszukiwaniu skuteczności*, red. H. Machel, Gdańsk 2006.

“Trudno zatrudniałni”: *Identyfikacja grup docelowych dla działań w obszarze ekonomii społecznej w Małopolsce*. [Aut.]: M. Frączek a.a., [in:] *Ekonomia społeczna w Polsce: osiągnięcia, bariery rozwoju i potencjał w świetle wyników badań*, red. A. Giza-Poleszczuk, J. Hausner, Warszawa 2008.

Ustawa z dnia 13 czerwca 2003 r. o zatrudnieniu socjalnym, Dz.U. 2003 nr 122, poz. 1143.

Wojnarska A., *Percepcja kary pozbawienia wolności przez różne grupy zawodowe i społeczne*, [in:] *W poszukiwaniu optymalnego modelu więzienia resocjalizującego*, red. Z. Jasiński, D. Widelak, Opole 2010.