

Clinical Social Work Journal

by International Scientific Group of Applied Preventive Medicine
I - GAP Vienna, Austria

This journal brings authentic experiences of social workers, doctors and teachers working for the International Scientific Group of Applied Preventive Medicine I-GAP Vienna in Austria, where they have been preparing students for the social practise over a number of years. Our goal is to create an appropriate studying programme for social workers. A programme which would help them to fully develop their knowledge, skills and qualification as the quality level in social work studying programmes is increasing along with the growing demand for social workers.

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Few words from the Editor-in-Chief

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Our students want to grasp theoretical knowledge and also practical models used in social work. It is our obligation to present and help students understand the theory of social work as well as showing them how to use these theoretical findings in evaluating encountered social situations, setting the right goals and planning their projects.
This is a multidimensional process integrating many levels. Students must respect client's individuality, value the social work and ethics. They must be attentive to their client's problems and do their best in applying their theoretical knowledge into practice.

It is a challenge to deliver all this to our students. That is also why we have decided to start publishing our journal. We prefer to use the term 'clinical social work' rather than social work despite the fact it is more wide spread.

There is some tension in the profession of a social worker coming from the incongruity about the aim of the actual social work practice. The question is whether its mission is a global change of society or an individual change within family units. What we can agree on, is that our commitment is to help people reduce and solve problems which are resulting from their unfortunate social conditions. We believe that it is not only our professional but also ethical responsibility to provide therapeutic help to individuals and families whose lives have been marked with serious social difficulties.

Finding answers and solutions to these problems should be a part of a free and independent discussion forum of this journal. We would like to encourage you – social workers, students, teachers and all who are interested to express your opinions and ideas by publishing in our journal. Also, there is an individual category for students' projects.

In the past few years there have been a lot of discussion about language suitable for use in the field of the social work. According to Freud, a client may be understood as a patient and a therapist may be seen as a doctor. Terminology used to describe the relationship between the two also depends on theoretical approach. Different theories use different vocabulary as you can see also on the pages of our journal.

Specialization of social work programmes provides a wide range of education. We are determined to pass our knowledge on the students and train their skills so they

can one day become professionals in the field of social work. Lately, we have been witnessing some crisis in the development of theories and methods used in social work. All the contributions in this journal are expressing efforts to improve this current state. This issue of CWS Journal brings articles on social work, psychology, theology, and many more interesting subjects.

Michal Oláh, PhD.

Peter G. Fedor-Freybergh

Editors

INTRODUCTION OF THE EDITOR, ST. ELIZABETH UNIVERSITY OF HEALTH AND SOCIAL SCIENCES, DEPARTMENT OF SOCIAL WORK

When was your university founded and who are its founders?

St. Elizabeth University of Health and Social work was established as a non-profit institution few years ago. Our long-term objective is helping the European integration of the Slovak republic in the fields of health university education and educating paramedics in social work, public health, nursing,

rehabilitation and laboratory examining methods to work in domestic or foreign state, public, private or church operated institutions and also in missions abroad.

The founder of our University is **prof. MUDr. Vladimír Krčméry, DrSc., Dr.h.c. mult.** The University is a thoroughly recognized private university in Slovakia with the state permission of the government from March 24, 2003.

Since the very beginning of the university, the Department of Social Work has been the biggest with most students enrolled. The Department of Social Work is the biggest provider of education in the field of social work in the whole of Slovakia. The Department provides two studying programs or rather forms of study: daily and external. Head of the Department for external study is prof. Mgr. René Lužica, PhD. Head of the Department for daily study is doc. PhDr. Michal Oláh, PhD.

What is the aim of the University and the Department of Social Work?

Social work is special area of daily practice using special working methods. It helps people to cope with social problems like realization of home care including alternative home care, solution of material shortage, help to the health disadvantaged, elder and unemployed people, work with children with

behavioral disorders, penitentiary and post penitentiary care, work with drug addicts etc.

Our Department prepares students for practical help provided on the level of individuals, groups and communities. This is happening in the time of post-modern and structural changes in the society, when we can see how the understanding of the word "social" is changing. Our teachers are trying to lead the students to answer the questions about the inconsistence of social work as a scientific discipline (according to the absence of tradition) and about the social work as practical searching of the social work's and social workers' place in people's lives. We are trying to promote the professionalizing direction of social work rather that administrational, economical and philanthropical understanding of social work in Slovak society.

What is the practice of your students?

The professional practice is adjusted to the extent, content and form of studying. Generally the practice is divided into four phases. In the first phase our students are required to take a practice in the public social institutions, where they learn how particular authorities of Ministry of Labor, Social Affairs and Family of the Slovak Republic work. The aim of the practice in the second phase is to gain experience from the legal social service institutions. Experiences from the social-juridical protection are gained in the third phase. In the final phase, we require practice delivering an experience of actual social consulting with clients under the supervision of professionals. Our students must take 40 to 80 hours of practice per semester

and they are assessed according to their PPS report and presentation in class, where they present their experience along with personal opinions on previously chosen aspects of the profession.

Do you cooperate with any other university or department with the same subject field? How?

The Department of Social Work of our university closely cooperates with the Association of Educators in Social Work, the Institute of Further Education of Social Workers in Slovakia and some other workplaces in Slovakia, i.e. the Department of Social Work of the Catholic University in Ružomberok or the Department of Special Pedagogy of the University of Prešov in Prešov. Our cooperation consists of common scientific and research activities (project VEGA, conferences, and professional and studying articles, for further reference see www.supervizia.yw.sk).

Let's focus on particularities that make your university stand out.

The particularity of our university results in our aim to focus on humanitarian missions in developing countries. We are the only university to include missiology in the curriculum. The university is carrying more than a dozen of projects in fifteen poorest countries of the world as well as on those places, which suffer from wars and natural disasters. Workers, teachers and students of social work choose the countries,

where the situation is the worst. Because of the poverty in these countries they might become objects of hijacking, robbery or kidnapping. Despite this, many of our workers have spent several years in these conditions.

Our university is also recognized for the quality of teacher. As one of only a few universities in Slovakia we can say that some of our teachers are from abroad, and also we have a Nobel Prize nominee lecturing. Some of our teachers are coming from the centre of war conflicts or the poorest slums directly to classes in front of our students according to the idea of: *"Verba movent, exempla trahunt."*

Another advantage of our university is high accessibility of studying options. We perceive providing education as a service that for people and we are trying to bring it to all regions in Slovakia. In our opinion, education should not be considered elitist, thus we bring the possibility of educational experience for all who fulfill basic admission requirements of the state and our university.

How does the life of students at your University College look?

Students of social work take part in running projects of in the workplaces, which were established by our university or in those, which were established by our partners. Among these, there are: Mea Culpa shelter for the homeless in Bratislava; Institute of Christ High Priest in Žakovce; The Family Shelter of God's Mercy in Bardejov; The Roma Centre of St. Don Bosco also in Bardejov; Sára Salkházi Orphanage in Rutowu,

Burundi; Orphanage of God's Mercy in Seredneje, Ukraine; House for Neglected Children in Perm, Russia; Orphanage of St. Josephine Bakhita of Sudan in Sudan; Shelter for Tortured Women of Hl. Edita Stein and Natalia Tulaszewiecz; and many others.

Our students have the opportunity to meet an active professional from the field of social work and social politics in an open discussion on academic field every two months. There are classrooms in the centre of Bratislava and many cities in Slovakia. Students have direct telephone contacts on all responsible workers of our university in order to fulfill the idea of an "open door" policy we are following. Our students communicate with teachers and other workers via e-mails as well.

Do you cooperate with universities from abroad?

St. Elisabeth University of Health and Social Sciences cooperates with universities in Czech Republic, Germany, Serbia, Ukraine and Romania.

Could you outline what kind of skills and knowledge do your graduates have after finishing St. Elizabeth University of Health and Social sciences?

Our curriculum concentrates on delivering the knowledge and skills which are basic and inevitable in providing practical social work for institutions or individual clients. Also, we put

a lot of stress on organizing and managing development of social work especially in the areas of social prevention, social consulting, social services, social-juridical protection, supervision, mediation, working with professional multidisciplinary teams, cooperation in the social work research, watch, asses and find solutions to serious socio-pathological phenomenon such as unemployment, criminality and poverty.

Studying programme consists of theoretical lectures where students are introduced to methods and theory of social work, psychology, philosophy and ethics, pedagogy, law and sociology as well as some health services subjects. All these are parts of general basic knowledge at our university. Specialist subjects, depending on what field students choose, are focused on getting necessary skills and knowledge from areas of social services, social consulting and prevention, social-juridical protection, planning and developing of social net, organizing and managing system of social help, and managing social care. The tuition includes lectures, exercises, seminars, case studies and trainings of basic social and psychological skills.

How would you describe the system of values St. Elizabeth's University is based on?

Our university is based on the conception of Christian humanism concentrated on the basic principles of Christian social ethics. The university strives to spread St. Elisabeth's message – to serve the sick and poor without looking at their race, nationality or religion. It leads students and teachers to

the principles of Christian ethics and humanism and to believing in protecting the life straight since conception, all the way to natural death. This is our way of fulfilling the message of St. Elisabeth, a great personality of European public health and social work.

General information about the field, form and duration of studying programme

Social work is a multidisciplinary field of scientific knowledge which is focused on identifying social problems – their origin, progress, causes, possibilities of solving these problems; centered on questions of responsibility of state and citizen, optimal range and form of help to individuals, groups and communities.

At our university social work is a single studying programme oriented on preparing professional social workers at all levels. Studying is divided into three standard degrees – first to be the bachelor's degree which may be achieved during 6 semesters, which is usually 3 years; second comes the master's degree in duration of 4 semesters, which is usually 2 years; the third degree is inceptor. Studying social work prepares highly educated social workers who are able to coordinate and provide social care and social services for various groups of people who need social help. Students have the choice of specializing in following areas of social work: social work in health services, social-juridical protection, social work with family, social work with risky clients.

Studying is provided in daily and external form.

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SOCIAL WORK WITH ROMA FAMILIES AS A PREVENTION OF THE CHILD REMOVAL

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Abstract:
The very aim of the presented text is to *formulate goals and themes for the methods of social work with socially excluded Roma families in the Czech Republic.* My suggestions are based on the interviews which I conducted with 17 experts (social workers, Roma pedagogical assistants, Roma activists, teachers and clerics). I talked with them about the living conditions of socially excluded Roma families. While in my previous articles I addressed the analysis of the interviews and described how our conversation partners perceived the

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performance of parental functions, now I would like to address the implications of the research results for the practice of social work. The reason for the formulation of the principles and methods of social work in the Roma families is very important. Effective social work with the families could be prevention of child removal.

Introduction

The very aim of the following text is to *formulate goals and themes for the methods of social work with socially excluded Roma families. In this paper I enlarge on a study whose basic results I have published formerly.* In the background research study, I focussed on analysing interviews conducted with 17 experts (social workers, Roma pedagogical assistants, Roma activists, teachers and clerics) with whom we talked about the living conditions of socially excluded Roma families. The aim of the research was to provide an answer to the question: "*In what ways are parental functions in socially excluded Roma families ensured?*" While in my previous articles I addressed the analysis of the interviews and described how our conversation partners perceived the performance of parental functions, now I would like to address the implications of the research results for the practice of social work.

While being aware that our research relied "only" upon the expertise, experiences and opinions of workers who are in professional contact with families of the type in question and therefore do not necessarily describe objectively the living conditions of socially excluded Roma families, I will now ponder the significance of the suggested conclusions for the potential of children from these families to integrate into the majority society. I will also explore what this means for the formulation of goals and methodology of social work.

The paper is divided into three chapters. In the first one (The performance of parental functions as a precondition for social inclusion of children) I return to the basic results of the research and I formulate possible influences of the studied lifestyle on social inclusion of children. The second chapter (The formulation of goals of social work in the context of research findings) then closely follows from the first one and contains a formulation of goals which, on the basis of the research, can be considered adequate for social work with socially excluded Roma families. In the third chapter (How to realise the set goals: suggestions for practical social work) I consider how to meet the goals in question.

The performance of parental functions as a precondition for social inclusion of children

In the following chapter I recapitulate on the results of the research I referred to in the first part of this book and ponder on the possible implications of the observed state of affairs for social inclusion of children of the families concerned.

Basic care

The primary characteristic of socially excluded Roma families is material deprivation (Navrátil, Šišláková 2004). It manifests itself in a lack of finances, inadequate housing conditions, insufficiencies in hygiene and last but not least, inappropriate nurture. As a result of these conditions, six-year-old children from these families are below the norm set for accepting a child into the first grade. Even if they are accepted, their social integration – both among his/her peers and in relation to meeting requirements imposed by the school system – is hindered. As far as their peers are concerned, effects of stigmatisation are probable, relating to the standard of

clothing, personal hygiene etc. In relation to meeting school responsibilities, problems may be caused by cramped housing conditions, as well as insufficient and inadequate nourishment that might impede the psychological and physical development of the child. Limited conditions for the provision of basic care are probably among the main factors that both in the short and the long term reduce the potential of Roma children to integrate (Sirovátka 2003).

Ensuring safety

The Roma child living in a family affected by social exclusion is confronted with considerable threats from its surroundings (Navrátil, Šišláková 2004). Not uninterestingly, the parents reinforce the child's presumption (stereotype) that the surrounding (mainly majority) world is dangerous. The parents of these children often strengthen their own cultural identity by rejecting the majority culture. A feeling of security and safety is encouraged by an emphasis on (social) belonging to the family and community. In other contexts it became apparent, however, that belonging to the Roma community is regarded in an ambivalent manner – alongside the mentioned emphasis, it is, in certain situations, denied and glossed over. We believe that the feeling of security and safety that is thus imparted to children can be effective at a young age. In the long term it can be a source of tension and uncertainty. These originate in the question "*Where do I really belong?*" There does not seem to exist a satisfying answer to this question, particularly for the adolescent Roma. To have access to the opportunities of modern society can be seen as beneficial, but it means adopting elements of thought and behaviour that are, in fact, those of the majority (which have been, however, marked by his/her parents as dangerous). To be a good Roma (particularly

in the cultural meaning of the word) could be good from the point of view of the possibility to continue the correct (family, traditional) line, but at the same time it means renouncement of the above opportunities. Both can be seen as good and evil (suitable/unsuitable). Both choices bring with them the necessity of sacrifice.

The feeling of security built on the foundation of rejecting the majority lifestyle (culture) can, of course, be an obstacle to the integration of the Roma child even at a young age. Mistrust that he/she may harbour against his/her classmates, teachers etc. may lead to a mutual, albeit groundless intolerance (Navrátil 2000).

Affection

In the families described, children are an important value. Parents have a strong emotional bond although it manifests itself differently to the relationship between parents and children in majority families (Navrátil, Šišláková 2004). It is marked by a more frequent physical contact between the mother and child, spontaneity and higher emotiveness (Šimíková, Bučková and Smékal 2003). From the point of view of the child's integration, this type of relationship to parents is a good foundation but it can have its dark sides. Matějček (1989) labels the downside of a strong emotional bond as blind love. It is not unusual in these families that as a result of this "love" towards the child, fulfilling his/her obligations (such as getting up for school) is not demanded. Such an emotional bond may become an obstacle in the child's integration and a source of his/her failures.

Stimulation

A strong emotional bond and an emphasis on the social cohesion of the family (community) afford the child a very early integration into the life of his/her primary group

(the family and the Roma community). The children from these families develop their social skills that are, even before starting school and in some ways, more developed than non-Roma children of the same age (Navrátil, Šišláková 2004). The character of stimulation also supports the early development of motor functions. The weak aspect of stimulation in such families is the small emphasis on routine and on fulfilling obligations. In consequence, the scant social control that suited the upbringing of children in traditional Roma communities is a model that tends to cause problems in the present day. Children also have a low level of stimulation in the area of intellectual development. Children from socially excluded Roma families often do not learn how to use writing implements, parents do not read them stories and do not teach them to play games. The consequences of insufficient linguistic stimulation are very serious. Children do usually learn the basics of the Czech language with the help of their parents but their knowledge remains elemental (also as a result of the parents' limited knowledge of the Czech language). The forms and character of stimuli supplied to the children by their parents in the families described can be identified as one-sided. From the point of view of children's integration into the school environment, the source of numerous barriers are lower intellectual abilities in particular, and especially an insufficient command of the Czech language as well as an inadequate ability of abstraction.

Education and guidance

The interpretation of time distinctly influences upbringing in socially excluded Roma families. Time does not play the part of an organisational element and so children are not led to carry out activities at regular intervals. The climate of upbringing is marred by disorganisation, low

motivation to overcome obstacles, lack of planning and also xenophobic orientation. The children are disciplined to only a limited degree and rather haphazardly, boundaries are set for them unsystematically and impulsively, and they are very poorly encouraged to respect authority, even parental. If children are punished this tends to be physical punishment, not well thought through, setting few educational goals. As concerns social inclusion of these families, the notion of education is an evident cause of many barriers. While at school and later at the work place, capability for a systematic and punctual activity with the ability to postpone the satisfaction of one's own needs and readiness (strength) to struggle with obstacles is expected, children from socially excluded Roma families are not guided towards any of these competencies (Navrátil, Šišláková 2004). It is in this respect where I suppose these parents remain most in debt to their children.

Stability

In the previous section we touched the theme of the stability of life in socially excluded families in a practical glimpse at the style of upbringing. The material deprivation of the families, however, also affects stability, as we have already mentioned in "Basic care". In addition to these themes there is, however, another important factor that must be addressed in the context of the stability of the family, and that is a collective (family) identity. The Roma living in the families described are "attached" to their family by a tie of a strong family cohesion. It gives them particularly the benefit of mutual solidarity, feeling of belonging and the already mentioned identity. The downside of the social cohesion of the family is a more distinct social control, and a lower degree of individual freedom and autonomy. In the process of cultural and social transition, the cohesion of

Roma families undergoes relativisation (along with other elements of traditional culture). As a result of the modernisation processes, Roma communities face "anomisation", losing their own identity without gaining a new one.

Paradoxically, neither the strong family cohesion nor its gradual infraction facilitate integration of Roma children from socially excluded families into the school environment. The strong family cohesion in the context of Roma culture may encourage attachment to other values than, for example, education. And the weakening of family cohesion automatically carries with it other constructive values, which could become the pillar of a new identity and lifestyle (Navrátil, Šišláková 2004).

The formulation of goals of social work in the context of the research findings

On the basis of the interviews conducted, aware of our limited knowledge, we decided to formulate goals for social work with/in Romany families that, in the context of our findings, seem to be appropriate. I assume that other studies (of which this one is part) will contribute to a more comprehensive view of the necessary goals and possibly of adequate forms of social work. Within this text I shall take only a first, initial step.

Formulation of primary goals

The survey highlighted the reality that in socially excluded Roma families, parental functions are in a number of aspects performed in a way that does not contribute to the support of the social inclusion of the children. Therefore it seems meaningful that social workers should set as one of the main goals of their assisting efforts *the facilitation of performance of parental functions,* or *facilitation of the development of*

motivation and skills for the performance of these functions. In order that the realisation of this goal in the interaction between cultures could be successful it is, however, necessary to stress that all activities must be accompanied with sensitivity towards the Roma culture and a fair understanding of this culture, as well as understanding of the culture and institutions of the majority society.

Formulation of secondary goals

In the life of socially excluded Roma families, xenophobia plays an extraordinarily noteworthy role. It is passed on to children as a self-evident element of life's philosophy and is meant to become part of their identity. If internalised, it is probably an important source of social detachment from the majority. In the context of deteriorating traditional social and cultural models of the Roma minority this can be seen as a power that actively works against integration and that hinders many Roma men from accepting a new (majority) lifestyle. Therefore I consider *weakening the xenophobic stance* as a secondary goal of social work with socially excluded Roma families.

Specific goals

1. *Facilitating development of motivation and skills for the provision of basic care*

   A lack of finances and material deprivation are indisputably a limitation to the realisation of parental functions. Maximisation of family income should therefore be an obvious part of the strategy of fighting social exclusion (by means of social benefits[2] and job mediation). In addition, it is then important to afford

[2] With the current stress on the prevention of misuse of benefits.

the Roma the knowledge and skills they require to live permanently in their flats (as legal owners or tenants). It is also necessary to turn attention to the encouragement of parents' motivation towards an interest in delivering basic care to their children. It is possible to deliver care even under difficult conditions that thus need not automatically lead to the rejection of this function. It is a considerable help, for example, to develop the skill of economic management of money and other income available to the family. It is also necessary to educate Roma mothers about the importance of regular meals and a daily routine for their children. I emphasise that I consider the development of their motivation to implement this knowledge and skills as being of the highest importance (Navrátil, Šišláková 2004).

2. *Facilitating development of motivation and skills for ensuring safety*

Racism and other negative reactions to Roma are, unfortunately, a reality in the Czech society (Navrátil et al. 2003). Therefore I consider it a symptom of the defence mechanism (cultural, social and psychological) that the Roma families in question impart to their children the assumption that the majority world is unsafe. The children's feeling of security and safety should, however, be increasingly more often derived from their awareness of their own value (as the value of an individual with all of his/her idiosyncrasies, including cultural ones) rather than from a feeling of injustice. By this we are not advocating against the traditional bonds of the Roma with their family and community – on the contrary. But it is a question of weakening the pattern of fear and rejection of the majority present in the parent's

upbringing style. Social workers are now presented with the task of finding activities that will support a constructive interaction between Roma and the majority society so that the vicious circle of mutual distrust is broken. This means the invention of such activities that will help replace adverse experiences, prejudices and stereotypes with a healthier picture of an alternative coexistence.

3. *Facilitating development of motivation and skills for stabilisation of affection*

It is an advantage of the families in question that parents feel a strong emotional bond towards their children. Children can benefit from regular physical contact between mother and child, spontaneity and greater emotiveness, and their maturation can be stimulated. Social workers should ensure that this strong emotional bond does not become a hindrance to the children's fulfilling school and other obligations. The main goal for social workers in this matter will therefore be to facilitate the development of the quality of relationships between parents and children, part of which shall be setting expectations from the children and requiring the completion of tasks without this being perceived as an encroachment on their mutual emotional bonds. Special attention must be paid to helping mothers in the acknowledgement of demands of school and their systematic insistence[3]. In this respect, we consider it challenging to find ways whereby the husband (a traditional symbol of

[3] This aspect of parental responsibility is notably linked to motivation of children to education. The attitude of mothers (as persons who deliver education) is, therefore, highly important.

authority) is also drawn into cooperation in questions of education.

4. *Facilitating development of motivation and skills for stimulation*

One deficiency in the area of child stimulation appears to be a low level of social supervision that children are subjected to in the family. An important goal for social workers must, therefore, be to support parents in the setting and obeying of family life rules and in the defining of the child's respective role. We shall address this issue in the following paragraph. Children receive an inadequate degree of stimulation especially in the area of intellectual development. The goal of social work in this direction should be the development of motivation and skill of the parents in guiding the children in the use of writing implements and their assistance in other forms of stimulation for the children (reading stories, playing games etc.). Stimulation of linguistic skills is a thing apart. Parents can only play such a role as their own language level allows. Social workers should, at the very least, strive to assist to motivate the parents in taking interest in the child's linguistic competence. It is inevitable to consider an external form of support in this area (a specialist teacher, coaching, preliminary school year, a Roma teaching assistant, volunteers etc.). An important task is the support of the family in the acceptance of the need of school education as a source of life chances and success, and the motivation of parents to support their child in meeting the demands imposed by the school system.

5. *Facilitating development of motivation and skills in systematic education, guidance and stability of the family environment*

   The social workers' goal in this field shall be to support parents in creating a structured living environment for their children. The reinforcement of the overall motivation of the parents towards a structured organisation of their own lives (this is related, for example, to their job performance) is essential for such an activity to be worthwhile. Also important is the setting of boundaries and distribution of competence among individual family members and the shaping of the internal family social order and value patterns. In this context, it is important to point out that social work must be sensitive in character and cannot be understood as paternalist. Such social work must stem from a deep knowledge of the Roma cultural tradition but must also reflect the current requirements set by the environment that the members of the Roma community and its particular individuals encounter and that they must master.

Contextual goals

Below I shall briefly list goals that are not directly derived from our research conclusions but that in any case I consider closely bound to the main goals. I find it probable that meeting these goals might, at least to some extent, even condition the contextual goals. I proceed from the idea that, together with the above mentioned goals (oriented mainly to the internal family situation), it is at the same time necessary to seek improvement of the Roma living conditions also from the point of view of potential incidence of causes of problems in the environment (structural and institutional aspects). Examples include:

- To support the functioning of crèches and nursery schools that would ensure the same space for Roma children as for children from the majority and other ethnic groups.
- To encourage Roma families to make use of pre-school day-care institutions.
- To introduce adequate instrument that would enhance education and school attendance of Roma children (e.g. a preliminary school year, Roma teaching assistants, evaluation by social workers).
- To seek instruments that would facilitate access of the Roma to the labour market at a local level.
- To find a way for a practical and effective cooperation between relevant authorities and various Roma groups.
- To address the elimination of socially pathological phenomena (today, drug abuse is becoming a topical problem).
- To support the creation of community coalitions or groups committed to solving common problems.

How to realise the set goals: suggestions for practical social work

In the following chapter I explore how to realise the goals for social work that I have identified on the basis of the qualitative research of the life situation in Roma socially excluded families. First I comment selected organisational and methodological aspects of the establishment of the “Family Support Centre” and then I discuss a proposal for a project that I formulate as one of possible activities of the Centre, aiming at alleviating social exclusion of families and at preventing social exclusion of children living in these families. I conclude

with remarks on assessing the life situation in Roma families, with respect to the specific nature of the process of life situation assessment in the case of minority clients.

Family Support Centre

A successful realisation of the proposed goals presupposes the presence of a team of social workers in the very Roma community that faces the risk of social exclusion. A convenient way of securing the presence of such teams in these communities is the establishment of Family Support Centres that shall provide low-threshold social services.

These Centres should serve as a base for qualified social workers whose job shall partly involve fieldwork (active search for clients). Each social worker should supervise a limited number of families, so as to be able to establish a good relationship with them and work with them on an intensive basis (tentatively less than 30 families).

The main task of the social worker should be to carry out qualified assessment of the life situation in the families, design the plan of intervention, mobilise resources, supervise intervention, coordinate actors of intervention (a teacher, psychotherapist, volunteer, doctor etc.) and facilitate the synergy of their mutual action, complete intervention and evaluate its results (see Holland 2004).

It would be beneficial if the social workers were endowed, in respect to granting social benefits, with the same competencies as social workers in city districts and municipalities. Therefore it would be convenient if the Centre was founded at least in cooperation with a city district or municipality which would also set up an office in the Centre (with at least a periodic presence of a mandated official).

In addition to professional counselling, it is beneficial to carry out also other activities targeted at various groups in the Centre (couching children, leisure-time activities for children, concerts of local groups, civic counselling, debates on topical issues, self-support groups etc.). Such activities shall help incorporate the Centre in the life of the community. Not all activities must necessarily be ensured by social workers with a university degree. It is beneficial to recruit volunteers, as well as experts on various problems (a psychotherapist, specialised teacher for children with learning difficulties, speech therapist etc.) to carry out a number of activities (Havrdová, Zamykalová 2001).

It seems appropriate to finance the Centre's activities from multiple resources, with wages being paid by the given city district. The coverage of wages by local authorities is legitimate (problems of the local district are being addressed) and, compared with the coverage of labour costs from grant resources, it guarantees the desirable stability of the personnel. Fluctuation of the personnel in this type of organisation is counter-productive because it impairs stable relations between the social worker and the families he/she supervises. Other (e.g. grant) resources can be used to cover costs of specific projects which the Centre's personnel may identify as beneficial and desirable.

Example of a specific project: training of parents

At the opening of this article I stated that one of the key goals that social workers should pursue in working with socially excluded Roma families is facilitation of performance of parental functions, or facilitation of development of motivation and skills for the performance of these functions. I assume that the fulfilment of this goal should act to prevent aggravation of children's social exclusion, and possibly also of certain socially

pathological phenomena. In the following text I offer an example of a project that aims at fulfilling the above-defined goal.

The objective of the proposed project is to develop parental skills in socially excluded Roma families with children. The aim is to provide parents with an opportunity to acquire necessary knowledge and skills for effective household management and upbringing of children. Within the framework of the project, parents will be offered to participate in workshops that will help them master relevant skills. The workshops will cover the following themes: 1) training in home economics, 2) children's development and its stimulation, 3) communication between parents and children, 4) healthy nutrition and hygiene of children, 5) rules of family functioning, 6) effective searching and applying for a job, 7) entitlements to social benefits and mechanisms of gaining them.

1. Training in home economics: The workshop aims at providing participants with necessary knowledge and skills for managing family finances. Its purpose is to assist families to make a better use of available financial resources in order that the style of home economics did not deepen financial deprivation and poverty.

2. Children's development and its stimulation: The workshop aims at showing to the parents the possibilities how to engage children in household work in an adequate and appropriate manner, and possibly how to further incite their intellectual, emotional and personal growth. Its purpose is to encourage the creation of systematic opportunities for children's participation in the social space of the family and the creation of such a

climate that will become a rich source of stimuli for the child's all-round development.

3. Communication between parents and children: The workshop aims at introducing parents to the particularities of communication between parents and children and at providing them with such skills that will become a basis for a "good communication practice". The purpose of this workshop is, among other things, to elucidate to the parents the traps of communication between parents and children (e.g. blind love, communication of rules and boundaries, see Matějček 1989) that may present great risks.

4. Healthy nutrition and hygiene of children: The workshop aims at familiarising parents with the rules of healthy nutrition and hygiene of children and at providing them with appropriate skills. The purpose of the workshop is preventing diseases (TB, salmonella, hepatitis, presence of parasites etc.) and malnutrition, as well as reducing the health risks resulting from the children's living in poor conditions of socially excluded families and communities.

5. Rules of family functioning: The workshop aims at familiarising parents with tools how to establish clear and consistent expectations (rules), as well as sanctions, in the family, which impart an air of comprehensibility and meaningfulness to the familial and educational environment (especially for the child). The purpose of the workshop is to assist parents in creating such an educational climate that will form an appropriate framework for the development of moral and other personality traits of the child (e.g. identity). Clear rules that the child must obey help fashion such an image of

the world which it does not fear (Matějček 1989; Kovařík 2003).

6. Effective searching and applying for a job: The aim of the workshop is to assist the family in securing basic childcare by providing parents with necessary information and skills that make forms of searching and applying for a job more effective. The purpose of the workshop is to support parents from socially excluded Roma communities in communicating with employers regarding finding and getting a job that would secure them a regular and legal source of income.

7. Entitlements to social benefits and mechanisms of gaining them: The aim of the workshop is to assist the family in securing basic childcare by providing parents with information and skills inevitable for gaining social benefits to which they are entitled on the grounds of their social and economic situation. The purpose of the workshop is to assist the family in coping with one of the major aspects of social exclusion, which is poverty. Poverty has also been identified as one of factors that shape the educational environment in socially excluded Roma families.

Follow-up and other aspects of the project

It is essential to secure support for the project in the community. Such measures are desirable that will encourage motivation to participate in the workshops. It can be both informal and formal forms of motivation. Informal support can include, in the first place, ensuring consent of local leaders and key persons. Among formal sources of motivation I rank for example engaging local

schools in encouraging participation in the workshops, and possibly also conditioning the provision of certain social benefits by participation in the educational programme.

The impact of parental training can be enhanced if the workshop is followed by a programme of social workers' visits in the households, aimed at reinforcing the application of relevant skills in the familial and educational practice. The programme of visits in households can have a form of professional intervention, but can also be ensured by trained volunteers (e.g. programme HomeStart).

Comments on the methodology of life situation assessment among members of minorities

In the context of our thoughts on social work with Roma families we have so far stressed particularly the aspect of social exclusion. However, we must also take account of the fact that the status of the Roma in Czech society is that of a minority group. Therefore we must ask what challenges the so called minority reality (Navrátil, Musil 2000) presents to the methodology of social work.

Some authors believe that social work with members of minority groups can proceed from the traditional methodology (Devore, Schlesinger 1999) which, however, must be adapted in such a way as to respect the minority reality. For example, the seemingly obvious techniques such as establishing eye contact, establishing informal atmosphere, and encouraging free expression of personal worries can, in many cases, go against long-established cultural norms of a number of groups. Some authors aspire to such adaptations, seeking to reformulate traditional procedures with consideration for specific groups (e.g. Šišková 2001).

In the context of social work with the minorities, adequate assessment of the life situation becomes an especially delicate challenge. Navrátil and Musil (2000) pointed out that the assessment and interpretation of the client's life situation are decisive for the social worker's choice of methods through which to facilitate the client's social functioning. The social worker's approach to assessment is then largely governed by the paradigm which he/she explicitly or implicitly endorses[4]. For the most part, advocates of individual conflicting paradigms of social work do accept the presumption that the ultimate goal of social work is to balance the requirements of the environment and the client's ability to handle them (social functioning). However, they differ profoundly in their understanding of the determinants of this balance and the ways of establishing it. When assessing minority clients' life situation, their culture must be perceived as an important intervening variable.

Navrátil and Musil (2000) evaluated individual paradigms of social work in view of their contribution to handling problems of socially excluded minority groups. They state that each of the paradigms has its virtues and thus also its potential, nevertheless, none of them offers such an interpretation of the minority client's life situation that would allow for a sufficiently complex understanding of the factors of his/her social functioning[5].

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[4] *On paradigms of social work see e.g. Payne 1997; Navrátil 2001.*

[5] *The paradigm marked as "therapeutic" is, according to the authors, characterised by an emphasis on the individual and the process of his/her inner maturation. However, it completely abstracts from the structural nexus of the problem and does not provide any guidelines for handling practical problems (e.g. ensuring social benefits). The second paradigm, marked as "socially reformist", regards people's problems from the perspective of disadvantaged groups; its notion of social work is highly ideological; and it deflects from the client's perception of the*

For this reason, I will conclude with an attempt to formulate a broader complex of general factors and questions that must be taken into account when assessing the life situation of members of minority groups and facilitating their social functioning.

General points of departure for the assessment of the life situation of socially excluded Roma families

It follows from the theoretical groundwork for the research (Navrátil 2003) and from other studies (Navrátil, Musil 2000) that in working with the minority client who may be at risk of social exclusion social workers should ask the following questions that refer to corresponding factors of social functioning, or to aspects of the client's life situation:

- What is the minority client's perception of his/her life situation and what problems does he/she himself/herself consider burning?
- What demands imposed by the environment does the minority client find difficult to meet as a result of his/her different culture, and with what problems does it present him/her? What demands is the minority client able to handle either despite his/her different culture or, on the contrary, owing to it?
- What demands imposed by the environment does the minority client find difficult to meet as a result of

problem and of possible solution. The third paradigm, marked as "counselling" is characterised by an emphasis both on individual needs and interpretation of the situation, and on the determinants of the problem within the client's social surroundings; it respects the client's perception of the situation and of the problem. However, the counselling paradigm does not provide a perspective on and methods of intervention into the structural circumstances of social exclusion of minorities.

his/her alienation from and distrust of the majority society and its institutions? With what problems does it present him/her? Whose requirements does the minority client accept with trust and thus strives to meet?

- With what stereotypes about his/her physical and cultural particularities is the minority client confronted and with what problems does it present him/her? What does he/she put such stereotypes down to and what role in his/her life does he/she ascribe to them? What stereotypes might the client face in contact with social workers and what influence can it have on his/her ability to handle the situation?
- Access to what opportunities and possibilities to satisfy the minority client's needs is hindered? With what problems does it present him/her? What specific needs resulting from the values of the minority culture are difficult or risky to meet for the minority client? What opportunities and possibilities to satisfy needs does the client consider accessible?
- Does the minority client face difficulties when claiming his/her wishes and requirements and with what problems does it present him/her? Where does he/she, without any problems, turn to regarding his/her claims and wishes and why?
- Does the minority client suffer from any psychic or relationship problems resulting from his/her experience of a minority status and of a "double identity" and from feelings of alienation etc.? Does this client have any psychic problems that are not directly related to him/her belonging to a minority group? How do both types of psychic problems impact his/her ability to cope with what his/her environment expects of him/her?
- Are there any positive qualities ensuing from the client's cultural traits, personal experience or minority

status that could become a source of his/her better social functioning?

- Are there any very unique, yet important features of the minority client's life situation that need to be taken into account in solving his/her problems?
- What information, findings, services or experience does the minority client need in order to be able to overcome limitations and make use of potential advantages ensuing from his/her life situation? Are these particular pieces of information, findings, services and experience available? Is it possible to mediate them? If not, what needs to be done for it to be possible? Should anything be done in order for the minority client to be able to make use of these opportunities offered to him/her to improve his/her social functioning?
- Do the services that I, as a social worker, can offer to or mediate for the client match his/her own idea of adequate assistance? Or do they impinge upon any cultural or attitudinal constraints? Is it possible to adapt the services that I offer to these possible constraints?

The above list of questions is only a broad outline (each of the factors of social functioning could be broken down and specified in further detail), yet at the same time it is rather itemised. Let this complexity and openness to a more precise breakdown be understood as a warning against mechanical application of the questions above as a "list". Instead, I recommend to ponder the questions, and the concepts from which they stem, over and over, and search for both their pros and the risks associated with their implementation in practical social intervention into the life situation of the minority client.

Conclusion

In conclusion, I find it necessary to remind the reader that this article is part of a series of qualitative studies whose ultimate aim is to identify adequate goals and instruments of social work that could facilitate the fight against social exclusion of Roma families. In this article I brought the first evaluation of the results of a partial research which was presented in the first part of this book. I discussed basic conclusions of the research and formulated possible influences on social inclusion of children. I suggested goals which, on the basis of the research, can be considered adequate for social work with socially excluded Roma families. In the concluding part of the text I outlined possible ways of realising the suggested goals.

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PSYCHOSOCIAL MORBIDITY – AN UNFILLED GAP IN UNDERGRADUATE COURSES OF MEDICINE AND NURSING

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Summary:

Traditionally, the undergraduate higher education courses in medicine and nursery are composed of pre-clinical subjects with more theoretical background and clinical subjects directly related to the organic nature of human diseases. Little information is provided about the psychosocial consequences of serious illness on the patients status, treatment outcome, quality of life and survival. Especially, informations dealing with the psychosocial morbidity (distress, anxiety, depression, hopenessless, lonelessness, social networsk devastation) arising from the patient,s risk perception of a serious disease, are missing. The aim of this paper is to emphasize the need to improve professional competences of doctors, nurses and specialised social workers to provide patients with psychosocial support in their effort to cope with the disease, to improve the patient,s psychosocial status and the caregiver – patient

relationship. In addition, the need of professional social worker,s contribution to psychosocial intervention education of health care students and participation in the treatment of patients with life -threatening diseases is emphasised.

Key words: Psychosocial morbidity, education, graduate,s competences, interventions.

1. The behavioral risk profile.

Patients and family members facing diagnosis of a life-threatening disease (cancer, cardial dysfunction and failure, cerebral stroke, etc.) and expecting a painful long-term treatment, uncerntain recovery and survival, are frequently suffering from anxio-depression syndrome regularly leading to behavioral and cognitive changes deeply influencing patient,s quality of life, treatment outcomes and survival period (Burgess et al., 2005/) . The behavioral risk profile of seriously ill patients is characterised by psychosomatic syndroms including feeling of hopelessness, lonelessness, loss of personality, personal, social, sexual and familiar functioning, insomnia, fatigue, weight loss and social isolation (Schneiderman, 2004). Although the behavioral risk profile of chronically ill patients is frequently discussed in clinical journals, this subject is missing in the majority of medicine and nursery study programs (Lipsay and Wilson, 1993). Since the psychosocial failure has profound consequences onto patients coping ability, treatment acceptance and cooperation prepareness, students should be aquinted with evidence-based cognitive-behavioral approaches to psychosocial needs of chronically ill patients (Bencova et al., 2007). Students have to gain substantional

information about how to deal with psychosocial morbidity, how to detect the unmet needs of psychosocial support of patients and their families, how to encourage patients to cope with the disease and how to avoid the health-threating and life-threatening patient,s social isolation, apathy and fatalism.

2. What should be learned to protect patients from psychosocial morbidity?

In general, there are three approaches that should be emphasized in the higher education curricula:

2.1.) Psychosocial health assessment and intervention

Assessment of psychosocial morbidity and psychosocial intervention (cognitive behavioral therapy) aims to influence problematic and dysfunctional emotions, behaviors and depressive thinking through a goal-oriented systematic procedure of the s.c. cognitive behavioral therapy with three main categories: Information support, emotional support, and instrumental support (Williams and Schneiderman, 2002). The information support in form of counselling by health care and social work professionals is oriented toward reduction of stressful feelings arraising from an inefficient information about the disease and its treatment. Emotional support is attempted at reduction of anxiety and depression through challenging unhelpful thoughts, through improving pesimistic patient,s view on the treatment outcome nad survival by stimulating patient,s willingness to cope with the disease and by improving patient,s social relationships. By means of instrumental

support the health care personell helps patients to orient themselves to find facilities connected with his/her treatment and nursing and to solve social problems arrising from the long-term treatment.

2.2. Communication skills

The empathetic communication with patients and their family members implies not only professional competences but merely the ability to express understanding and patiency in listening of what the patient need to say about his/her concerns. Despite of what we know about the positive influence of empathetic and humanistic style of communication on the patient,s emotional and psychosocial status (Moore, 2004), a routine education and training dealing with communication technology, practice and skills achievement of medical and nursing students is in the time being inadequate. It is well documented (Klein, 2000) that cliniciants tend to loose their empathetic and humanistic principles of communication with patients. During their hectical clinical practice by working in a time-limited stressful environment and under the economic pressure and encouragement to take quick decision, they are loosing previous sensitive relationship to patients, tend to express themselves in a more cynical, cool professional, impersonal and uninterested manner, harming the patient,s health status and quality of life. In this stage, the intervention in the form of communication skills education of professionals is too late. On the other hand, undergraduate students who recieved communication skill training in confrontation with seriously ill patients during their studies believe that trust and sensitive way of listening to patients concerns is a critical aspect of patient,s psychosocial morbidity

assessment (Klein, 2000). Moreover, students being acquinted with evidence-based cognitive-behavioral intervention methods remain capable to fulfil psychosocial needs of patients and to avoid their personal and social isolation and behavioral risk profile development (Williams and Schneiderman, 2002).

2.3. Empathy

Empathy is a critical feature of caregiver-patient communication. It can be defined as an ability to listen to others feelings with appreciation and to understand others concerns. Empathy is one of the most important mechanisms through which one can respond to other,s need without making their burden one,s own.

Empathy was considered as a personal quality impossible to acquire by teaching and learning – either you were born with it, or you were not. However, when empathy is seen as a communication tool, than we have to admit that empathy is teachable and learnable skill (Platt and Keller, 1994).

In the health care, empathy is a critical feature of caregiver-patient relationship. According to Shock (2008), empathy can be teached at the emotional and cognitive instead of affective level: Students should be lead to sensitive empathetical behavior via interviews encouraging the patient to share its concerns with the caregiver (Baumal and Benbassa, 2008)). In an attemt to elicit the patient,s concers, distress, and anxiety, students should be acquinted with basic strategic tools leading to a success, like taking the intereview in a quiety and adequate privacy, listen to patients talk without unneccessary interruption, acknowledge

pacient,s personal and family concerns, emotions and psychosocial needs, encourage patient to express his/her feeling by sensitively asked questions, etc.

3. Most urgent clinical needs of psychosocial intervention education.

The impact of life-threatening diseases, especially cancer and myocardial infarction, on patiernt,s social, emotional and physical functioning can be profound, leading to deep psychosocial disorders including mental disruptions, health consequences and crisis in family and community relationships (Enrich, D., 2003, Kroenke et al.,2005). In cancer education, the need to gain more knowledge about psychosocial motrbidity is enhanced by the fact that due to improved diagnostics and therapy the survival rate of patients with malignant diseases is profoundly increased and the anxiety of recurrence and approaching death, depressions, hopenessless and loss of willingness to cope with the disease of cancer survivors are remaining, influencing not only the patient,s quality of life but having an intriguing influence on the cure outcome and survival (Lipsay and Wilson, 1993)

Within the cancer management a new scientific subject oriented toward the psychosocial intervention needs has been developed and introduced into clinical cancer curricula on prominent universities. This new subject called „psychosocial oncology“ (Carlson and Bultz, 2003, Can.Assoc. Psychosoc. Oncol., 2008) has been integrated into clinical oncology courses as part of the chapter „cancer supportive therapy“. Well educated oncology social workers participate in the medical and health care education by teaching principles of

empathetic communication, cognitive beahvioral therapy and psychosocial intervention technologies and outcomes at the majority of western universities. In addition, highly qualified oncology social workers are members of teams of health care professionals providing cancer patients and cancer survivors with psychosocial care and teaching the subject at health care higher education institutions (Internat.Assoc. Social Worker,s Report to NCI, 2003)

Conclusion.

The meta-analyses of clinical studies clearly demostrated that caregivers with skills in the psychosocial intervention modalities, communication skills and empathetic relationship can effectively lower patient,s scores of pathological psychosocial reflections and increase their optimism, fighting spirit and willingness to cooperate with the health care personnel. There is an urgent need to put more emphasis onto empathetic profile of graduates from medicine and nursery. Empathy is critical to delivering health care, it is a key quality medical universities should promote. Students should be acquinted with sensitive behavioral approach in the caregiver-patient verbal communication based on cognitive and emotional empathy. Lectures on psychosocial assessment and intervention modalities, given by professional social workers should be an integral part of health care study curricula enabling students to recognise patient,s unmet psychosocial needs and to provide them with appropriate psychosocial support intervention.

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TROPICALITY OF THE ENCYCLICAL POPULORUM PROGRESSION IN THE SCOPE OF THE HUMANITARIAN PROJECTS CARRIED BY ST. ELIZABETH UNIVERSITY OF HEALTH AND SOCIAL SCIENCES IN BRATISLAVA.

"Children are the weakest and the most vulnerable. The situation of abandoned children, especially those sick in the soul or body touches us." – these are the words said by Javier Lozano Barragán, who is the president of the Pontifical Council for the Pastoral Care of Health Care Workers, during the interview on the Vatican Radio on the occasion of the 17th World day of the Sick on 11th February 2009. At the interview the cardinal was talking about the suffering of the children without parents as well as those who are being forced to fight like soldiers, being killed in wars, sexually abused or exploited on the labour market. The main challenge in this area that needs to be met is secularization. St. Elizabeth Univerzity of Health and Social Sciences in Bratislava (hereinafter called the university) does its best to carry out intentions of its founder in order to fulfil the aim of the president of the Pontifical Council for the Pastoral Care of Health Care Workers. In the course of humanitarian projects, we try to do everything within our limits and we are constantly looking for new ideas and ways. We act in the area of health as well as in the social area. It is the social question that echoes strongly in society. Unfortunately

social issues can easily become a means of political competition. The term "social" very often becomes the main point of political campaigns, political parties and individual politicians. At the same time we have to realize that there is nothing being so often misused like social feeling and social issues. The term "social question" is frequently used in communication but we can hardly imagine in details what a social question in itself involves. In order for us to understand what the social question is, let us open the *Compendium of the Social Doctrine of the Church,* which says :

The term *social doctrine* goes back to Pope Pius XI.[6] and designates the true creed which is the doctrinal *"corpus"* concerning the issues relevant to society. Starting with Pope Leo XIII and his encyclical *"Rerum novarum"*[7]*,* the social doctrine has developed in the Church through the Magisterium of the Church, that is the Pope and the bishops in communion with him.[8] The Church´s concern for social matters definitely did not begin with that document because the Church has never shown disinterest or unconcern about society,

6 Comp. PIUS XI., encycl. *Quadragesimo anno*: AAS 23 (1931) 179; PIUS XII., Radio message on *50th anniversary of the encyclical „Rerum novarum"*: AAS 33 (1941) 197 , speaks about „catholic social doctrine" and in Exhortation *Menti nostrae*, of 23rd september 1950: AAS 42 (1950) 657 about „social doctrine of the Church". JOHN XXIII. maintains expressions „social doctrine of the Church" (Letter *Mater et magistra*: AAS 53 [1961] 453; *Pacem in terris*: AAS 55 [1963] 300-301) or as well „christian social doctrine" encycl. *Mater et magistra* AAS 53 [1961] 454).

7 Comp. Leo XIII., encycl. *Rerum novarum: Acta Leonis XIII.,* 11 (1892) 97-144.

8 Comp. JOHN PAUL II., encycl. *Laborem exercens*, 3: AAS 73 (1981) 583-584; ID., encycl. *Sollicitudo rei socialis,* 1: AAS 80 (1988) 513-514.

nonetheless *the encyclical „Rerum novarum" is an incentive to start a new path :* grafting itself onto a tradition hundreds of years old, it marks a new beggining together with the significant development of the Church´s teaching in the area of social matters.[9] *In her continuous attention to men and women living in society, the Church has accumulated a rich doctrinal heritage.* It has its roots in Sacred Scripture, especially the Gospels and the apostolic writings, and takes on shape and body beggining from the Fathers of the Church and the great teachers of the Middle Ages, even without explicit and direct Magisterial pronouncements, the Church gradually came to recognize her competence.[10] *The social doctrine is therefore of a theological nature, specifically theological-moral* " because it is the teaching aimed at guiding people´s behaviour" : "This teaching is to be found at the crossroads where Christian life and conscience come into contact with the real world and can be seen in the efforts of individuals, families, people involved in cultural and social life, as well as politicians and statesmen to give it a concrete form and application in history."[11] *The Church´s social doctrine finds its essential foundation in biblical revelation and in the tradition of the Church.* From this source, which comes from above, it draws inspiration and light to understand and guide human experience and history.[12] *A significant contribution to the Church´s social doctrine comes also from human sciences and the social sciences : - no branch of knowledge is excluded in view of that*

9 Comp.. C*atechism of the Catholic Church*, 2421.

[10] PONTIFICIO CONSIGLIO DELLA GIUSTIZIA E DELLA PACE: *Compendio della dottrina sociale della Chiesa.* Libreria editrice Vaticana 2004, p. 47, n. 87.

[11] Ibid, b. 73.

[12] Ibid, b. 74.

particular part of the truth that it may reveal. The Church recognizes and receives everything that contributes to the understanding of man in the even broader, more fluid and more complex network of his social relationships. She is aware of the fact that a profound understanding of man does not come from theology alone, without the contribution of other knowledge to which theology itself refers. *Attentive and constant openness to sciences makes the Church´s social doctrine reliable, concrete and relevant.* Thanks to the sciences, the Church can gain a more precise understanding of man in society, speak to the men and women of her own day the word of God and the faith from which social doctrine flows.[13] The Church´s doctrine has a stable place in the structure of our university. Therefore it cannot be left in the purely theoretical level but has to be converted into practice. In this respect, recognition and understanding the Church´s social doctrine go hand in hand with projects that are caried out by all our employees as well as students and go beyond the gates of our university. This is the reason why in connection with our humanitarian projects we need to know the social encyclical issued by Pope Paul VI *Populorum progressio* well. *Compendium* characterises the encyclical in the following way : "Development is the new name for peace", Pope Paul VI proclaims in his encyclical *Populorum progressio,* which may be considered as a development of the chapter on economic and social life in *Gaudium et spes,* even though it introduces some significant new elements. In particular, the document presents the outlines of an integral development of man and of a development in solidarity with all society : "These two topics are to be considered the axes around which the encyclical is structured. In wishing to convince its receivers of the

[13] Ibid, b. 78.

urgent need for action in solidarity, the Pope presents development as `the transition from less humane conditions to those which are more humane` and specifies its characteristics". This *transition* is not limited to merely economic or technological dimensions, but implies for each person the acquisition of culture, the respect of the dignity of others, the acknowledgment of "the highest good, the recognition of God Himself, the author and end of these blessings". Development that benefits everyone responds to the demands of justice on a global scale that guarantee worldwide peace and makes it possible to achieve a "complete humanism", guided by spiritual values.[14] The best fundamentals for our health and social activities in Kenya and other countries of the African, Asian and Latin-American continents is right the encyclical. There are two projects in Africa I would like to point out called "Street boys" centres of St. Kizit and St. Gianna Beretta in Mihangu (Nairobi, Kenya). The unique mission these centres have is to actualise ideas mentioned in the encyclical of Pope Paul VI as well as the words of cardinal Javier Lozano Barragán. The centres are an asylum for abandoned children who can more likely become criminals.

As the goal of the former colonial system was not to educate the people and make them ready to live independently under changed conditions, the country left in economic imbalance could not govern its own affairs and build its social network. Due to this fact this African country still faces a serious social issue as Pope Paul VI proclaimed in his encyclical *Populorum progressio.* Kenya is the country that has been affected the most, not just with the "modern plague" called AIDS but with the child abandonment. The cause is obvious – social

[14] Ibid, b. 98.

question – a lack of job opportunities, families unable to provide education for their children, poor school attendance, absent social system. There is no simple solution to the mentioned problems. It is not easy to fill in for the missing state social project. In spite of this fact there has been introduced a solution which should be accepted by all the developed countries. Pope Paul VI writes in his encyclical the following:

"Today it is most important for people to understand and appreciate that the social question ties all men together, in every part of the world. John XXIII stated this clearly, and Vatican II confirmed it in its Pastoral Constitution on the Church in the world today. The seriousness and urgency of these teachings must be recognized without delay. The hungry nations of the world cry out to the people blessed with abundance. And the Church, cut to the quick by this cry, asks each and every man to hear his brother´s plea and answer it lovingly. Before We become pope, we traveled to Latin America (1960) and Africa (1962). There We saw the perplexing problems that vex and besiege these continents, which are otherwise full of life and promise. On being elected pope, We became the father of all men and made trips to Palestine and India, gaining first-hand knowledge of the difficulties that these age-old civilizations must face in their struggle for further development. Before the close of the Second Vatican Council, providential circumstances allowed Us to address the United Nations and to plead the case of the impoverished nations before that distinguished assembly. "[15] Social acts of love were present throughout his whole pontificate. His decision to decline to wear his papal tiara, which symbolised the threefold authority of the Pope, was the first step. He

[15] Ibid, b. 3-4.

announced that the tiara would be sold and the proceeds of the sale given to charity for the poor in India. The Pope was very sensitive to people and their problems. He defines his attitude in the above mentioned encyclical : "Today we see men trying to secure a sure food supply, cures for diseases, and steady employment. We see them trying to eliminate every ill, to remove every obstacle which offends man´s dignity. They are continually striving to exercise greater personal responsibility, to do more, learn more, and have more so that they might increase their personal worth. And yet, at the same time, a large number of them live amid conditions which frustrate these legitimate desires. Moreover, those nations which have recently gained independence find that political freedom is not enough. They must also acquire the social and economic structure and processes that accord with man´s nature and activity, if their citizens are to achieve personal growth and if their country is to take its rightful place in the international community."[16]

Our university has taken on this great challenge. Realisation of our humanitarian projects, which are being carried out in various ways and in different countries, is to serve as a testimony that one person is intensively aware of the other one. Pope clearly recognises the cause of poverty – colonialism : its negative and positive aspects, growing discrepancies and disparity among nations, awareness of suppressed classes, civilization clashes and alluring promises of would-be saviours.[17] This is the reason why the mutual cooperation of missionary and humanitarian workers involved in the areas of health, casework and family policy is crucially

[16] Ibid, b 6.
[17] Comp. Ibid, b. 7-.

essential. The advantage of our university is relatively varied educational program – nursing, social work, missionary and charity work etc. All humanitarian projects are focused on entire development of man who they provide help for, this is the reason why we are constantly looking for new more effective ways of the help. The humanitarian project of St.Elizabeth University does not remain only in the health sphere but it goes beyond its borders. We provide an educational program for elementary and secondary schools as well as university tuitions at a branch of our university in Kenya. Six graduates succesfully earned their master´s degrees this year (2009) and one earned a bachelor´s degree. Two of the succesful postgraduates were taken on a doctoral program PhD. These results prove the fruitfulness of the educational program. Some projects developed in students´ theses were a project in the field of postnatal care and a development of community centers for boys and girls. We consider this to be a really great contribution. In this respect, the project of the encyclical *Populorum progressio* written by Paul VI is becoming a reality. "The development cannot be restricted to economic growth alone. To be authentic, it must be well rounded, it must foster the development of each man and of the whole man. As an eminent specialist on this question has rightly said : We cannot allow economics to be separated from human realities, nor development from the civilization in which it takes place. What counts for us is man – each individual man, each human group, and humanity as a whole. "[18] If anybody wanted to argue that it was only a small, negligible help we would agree. However, there is no time to think about how much we have or how many of us there are because "We must make haste. Too many

[18] Ibid, b. 14

people are suffering. While some make progress, others stand still or move backwards, and the gap between them is widening. However, the work must proceed in measured steps if the proper equilibrium is to be maintained.[19] Paul VI foresaw "that economic growth is dependent on social progress, the goal to which it aspires, and that basic education is the first objective for any nation seeking to develop itself. Lack of education is as serious as lack of food, the illiterate is a starved spirit. When someone learns how to read and write, he is equipped to do a job and to shoulder a profession, to develop self-confidence and realise that he can progress along with others."[20] For that reason we cannot implement only social-health aid but along with it we need to improve the development of education. And that is why distance child adoption is a great challenge for people living in developed counties. It is a possibility for wealthy or better-off people to help the child who lives in a condition of absolute poverty by financially assisting him or her with education. And, in this way, they can help to improve and develop social, economic and societal spheres of life. In the case of the relationship between the person who gives and the one who receives, family plays an important role. Family is a key pillar of society which must not be overlooked. The value of family is irreplaceable, even though it has now been widely discredited in society, especially in developed countries of the world. Unfortunately, this attitude towards the importance of family is spreading to countries where we make an effort to be helpful in their development.

Family and clear attitude towards its position in society brings more mutual respect of all the family members,

[19] Ibid, b . 29.
[20] Ibid, b. 35.

reduces the risk of promiscuous behaviour between partners as well as children. "Man is not himself, however, except within the framework of society and there the family plays the basic and most important role. The family´s influence may have been excessive at some periods of history and in some places, to the extent that it was exercised to the detriment of the fundamental rights of the individual. Yet time honored social frameworks, proper to the developing nations, are still necessary for a while, even as their excessive strictures are gradually relaxed. The natural family, stable and monogamous – as fashioned by God and sanctified by Christianity - "in which different generations live together, helping each other to acquire greater wisdom and to harmonize personal rights with other social needs, is the basis of society."[21] Parental question, population growth question and the question of modern plague called AIDS affecting adults equally as children due to their irresponsible behaviour go hand in hand with family matters. Responsible parenthood has to be encouraged. "There is no denying that the accelerated rate of population growth brings many added difficulties to the problem of development where the size of the population grows more rapidly than the quantity of available resources to such a degreee that things seem to have reached an impasse. In such circumstances people are inclined to apply drastic remedies to reduce the birth rate. There is no doubt that public authorities can intervene in this matter, within the bounds of their competence. They can instruct citizens on this subject and adopt appropriate measures, so long as these are in comformity with the dictates of the moral law and the rightful freedom of married couples is preserved completely intact. When the inalienable right of marriage

[21] Ibid, b. 36.

and of procreation is taken away, so is human dignity. Finally, it is for parents to take a thorough look at the matter and decide upon the number of their children. This is an obligation they take upon themselves, before their children already born, and before the community to which they belong – following the dictates of their own consciences informed by God´s law authentically interpreted, and bolstered by their trust in Him."[22] The Pope clearly declares the protection of cultural traditions and warns against materializing the people we help to. He calls for complete humanization and solidarity. The world needs to become the solidary world. But first thing to achieve is solidarity among individuals.

In reference to the encyclical *Populorum progressio* we are pleased to conclude that we carry out our activities according to that document as it was emphasised by John Paul II in *Sollicitudo rei socialis of 30th december 1987.* The same was proclaimed by Paul VI "We are fully aware of the fact that many young people have already responded wholeheartedly to the invitation of Our predecessor Pius XII, summoning the laity to take part in missionary work. We also know that other young people have offered their services to public and private organizations that seek to aid developing nations. We are delighted to learn that in some nations their requirement of military duty can be fulfilled, in part at least, by social service or, simply, service. We commend such undertakings and the men of good will who take part in them. Would that all those who profess to be followers of Christ might heed His plea : "I was hungry and you gave me to eat, I was thirsty and you gave me to drink, I was a stranger and you took me in, naked and you covered me, sick and you visited me, I was in prison

[22] Ibid , b. 37.

and you came to me." No one is permitted to disregard the plight of his brothers living in dire poverty, enmeshed in ignorance and tormented by insecurity. The Christian, moved by this sad state of affairs, should echo the words of Christ : "I have compassion on the crowd. "[23]

Therefore the leaflet of our mission in Nairobi says very clearly and correctly:

The main mission of the centre is to provide boys from the streets with home and the atmosphere of love nad hope by means of a resocialising program which involves education and rehabilitation.

In the past, extended family could take care of abandoned children and orphans, however, due to the AIDS pandemics the strength of an African family, community and tribes has been weakened and its members cannot look after all such children. There are about 60-70 thousand children in the streets of Nairobi. The centres of St.Kizit and St.Gianna Beretta are the places, for children without parents or who found themselves in the streets because of other social reasons, offering protection to abandoned children. Many of those boys were being psychically or sexually abused, were engaged in child labour or went through tribes wars and riots or drug addiction. Moreover, they used to live in very poor conditions for quite a long period of time.

The main objective of the centre is

1. To provide temporary accomodation, balanced diet, formal or informal education for boys at the age between 8-13 years for at least two years. In the course

[23] Ibid, b.74.

of rehabilitation the boys undertake a resocialising program. Through ergotherapy (occupational therapy), which enables boys to participate in the activities of everyday life such as farming, gardening, keeping domestic animals, they try to teach them how to approach to everyday tasks as well as how to understand and live the value of life, friendship and family. The boys undertake special psychological and social guidance along with teaching in spiritual area. The boys show many talents and skill. Their gifts and skills can be further developed thanks to artetherapy, musicotherapy, dramatotherapy and various sport activities and games.

2. To make the boys together with their parents or their legal representatives ready for the integration back into families. In this respect, we encourage visits in families and hold seminars and meetings for family members. For the future, the most important thing to achieve is to sustain and support contact with family members during rehabilitation and to keep encouraging mutual meetings.

Daniel Dian

Abstract: The objective of this paper was to poit out the current message of the encyclical Populorum progressio and its practical use as said in the headline of the paper *Topicality of the encyclical Populorum progression in in the scope of the humanitarian projects carried by St. Elizabeth Univerzity of Health and Social sciences in Bratislava***.** Our university within its economic borders but mainly human resources borders follows its aims and so proves the fact that we can approach to world´s issues in the intentions of Paul VI and John Paul II.

Key words: Populorum progressio; St. Elizabeth Univerzity; humanity

SUPERVISION IN SOCIAL WORK – FROM THE POINT OF VIEW OF SUPERVISEES AND THE ORDERING PARTY

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ABSTRACT

The entry presents some of the conclusions of a survey aimed at supervision in social work, which was made in Czech Republic. Its objective is to offer the readers a view of supervision from the perspective of supervisee and the ordering party and offer some of the thesis' conclusions for reflection and discussion. The entry is aimed to the following 3 areas: use of supervision, knowledge of supervision and experiences with the supervisor's personality and with choosing a supervisor. In the end the author summarises possible impulses for supporting further development of supervision.

SHORT CURRICULUM VITAE OF THE AUTHOR

Mgr. Adéla Michková is a lecturer (at present on maternity leave) at the Department of Supervision and Practical Training of the Faculty of Health and Social Studies, University of South Bohemia České Budějovice and at the same time a postgraduate student. At the department she works as a coordinator and methodologist of field practice, supervisor of field practice and teaches the subject Supervision. She occasionally teaches in courses for possible supervisees and ordering party.

INTRODUCTION

The entry presents some of the conclusions of a research aimed at supervision in social work, which was made in the end of the year 2007 in Czech Republic. The entry treats 3 themes from the above mentioned research: how much is supervision used in Czech Republic, knowledge of supervision among the ordering parties and possible ordering parties of supervision and experience with the supervisor's personality and with choosing a supervisor. The entry aims to offer the readers a view of supervision from the perspective of supervisee and the ordering party and offer some of the thesis' conclusions for reflection and discussion.

METHODOLOGY

The method of inquiry, technique of internet questionnaire was used for gathering the data. The basic set were leaders of organizations which employ social workers, or use the methods of social work in their activities.

The research set consisted of 446 respondents. ¾ of the research set were providers of social services, ¼ organizations from other areas, where social workers also work (state administration and self-government, health care and educational care). The type of organizations included was also monitored in the research set: the majority was Non Governmental Organizations, allowance organizations and regional councils and municipal authorities.

USE OF SUPERVISION IN CZECH REPUBLIC

Out of the whole research set (N = 446) 292, i.e. 65.5% respondents have experience with supervision in their organization. Big differences were found in the use of supervision both between individual types of organizations and regarding the area the organization is active in (see Table no. 1 and Table no. 2). Supervision is clearly used most in Non Governmental Organizations and between the providers of social services. The graph no. 1 shows, that the greatest tendency to implement supervision at this time is at the allowance organizations; 50 out of 75 respondents (i.e. 66.6%) at whose working place supervision is not used now wants to implement it in near future.

The Graph no. 2 shows the time supervision is implemented in the organizations. The results show that:

1/3 of organizations implemented supervision during the last 2 years;

80% of organizations use supervision for less than 5 years;

less than 6% organizations use supervision for 10 and more years.

The gathered data also show, that supervision started to be implemented in bigger scale in Non Governmental Organizations one year before this happened in allowance organizations, regional councils and municipal authorities (in NGO in 2003, in the other two groups in 2004).

The above mentioned data monitor the development in supervision? For how long do the organizations use supervision, how big is the current interest in its implementation and how the individual types of organizations differ. If we look at the development in social work in Czech Republic, we could say that the trends found are completely in accord with it:

It is possible to justly expect the providers of social services to use supervision more than the other groups, especially because of the gradual implementation of Quality Standards in Social Services, where supervision is included. During the first years was supervision even the only form of support mentioned in the methodological materials supporting the implementation of Standards.

The supervision got into NGO sooner and faster than to the other 2 types of organizations mostly thanks to the development of grant funding; the requirement of supervision of the project is part of the grant application. Even though the original goal of supervision as probably meant by the grants' providers was mainly supervision of the realization of the project, in many organizations it is

the first opportunity to introduce case or team supervision for the employees.

Regarding the recent embedding of the Quality Standards in Social Services a compulsory precondition for providing social services, it is also possible to understand the increased interest in implementing supervision in allowance organizations, at present, when the Standards were only of a recommending nature, the allowance organizations had lower motivation to implement supervision than they have now.

The supervision is until now least used in regional councils and municipal authorities – there are now outer stimulations for it (neither positive – supportive, nor negative – commanding), it is only up to the situation at individual workplaces.

The findings of whether the respondents (i.e. leaders of the organizations) themselves work under supervision or whether they only „arrange“ supervision for their subordinates leads to many questions. The gathered data show, that almost 2/3 of respondents work under supervision. But this is very different in individual types of organizations – 73.7% of Non Governmental organizations' leaders, 50.4% of allowance organizations' leaders and only 26.3% of leaders of regional councils and municipal authorities work under supervision. When looking for the explanation of these big differences, we could consider:

- the importance of different interpretation of supervision and its functions: respondents from regional councils and municipal authorities less mention the support function, so they don't have to have such need to arrange supervision for themselves, in Non Governmental organizations

supervision works for longer time, respondents will be probably better informed about the possible benefits of supervision also for the management of the organization;

- influence of different organizational structure of individual types of organization:
- in Non Governmental Organizations it is possible to expect a less hierarchical structure, the leader is often at the same time taking part in the work with clients and as such part of the supervised team;
- in Non Governmental Organizations, the respondents were probably the "highest" who decide how will supervision work in the organization and whom it will be meant for (i.e. could decide about supervision for themselves), respondents from regional councils and municipal authorities were more probably in the position of the "middle management" and they are limited in their decisions by their superiors (also in the decision whether supervision will be arranged in the organization and for which employees it will be meant), it could be more difficult to procure supervision for themselves.

Both a more detailed study of this theme and monitoring of further development would be interesting.

KNOWLEDGE OF SUPERVISION

Knowledge of supervision was assessed on the basis of two criteria:

- whether the respondents understand the term supervision, respective whether they ¨describe supervision in such way, that it is clear its content is in accord with some interpretation of supervision in the area of social work and

- whether the respondents understand the benefits of supervision for the organization, i.e. whether they at least in general understand the benefits of supervision for the organization.

According to these criteria, 296 respondents, i.e. 66.4% of the research set have sufficient knowledge of supervision. The research confirmed the expected fact that knowledge will be much higher in the subset of respondents, in whose organizations supervision takes place (see table no. 3).

Only 1/3 of respondents in whose organizations supervision doesn't take place understand the term supervision. The others either don't understand supervision or understand it only partially. The group more informed about supervision is (quite naturally) more interested in implementing supervision to the organization (79.4% versus 37.4% in the group that hasn't proven knowledge of supervision).

In this context is the fact that only quarter of the respondents, who want to implement supervision have in their opinion enough information necessary for the implementation of supervision, i.e. know, what supervision is and what is its benefit for the organization, but they miss the information about how to implement supervision, where to find supervision, what is their necessary qualification, how much to pay for supervision, etc.

This in my opinion positively shows the prevailing need to increase knowledge about supervision in social work. The existing support is till now more passive: methodical materials in printed or electronic form. I think that education of employees in the area of supervision should be more active. Some supervisors offer in the beginning

of cooperation with an organization seminars for the employees, where they show them the importance of supervision and its course (or they start to formulate the supervision agreement). According to the results Krušinská (2008) quotes in her thesis it is clear, that such seminars make sense. her research shows that more than 70% of employees get some new information at the seminar and more than 65% of employees found the seminar contributive. but still the reach of such seminars is restricted. As was mentioned above, supervisor offers it at the beginning of cooperation with an organization as a start for common understanding of supervision and forming relations with the supervisees. But this requires that he is invited to the organization, i.e. the leader is interested in supervision. This way is impossible in places, where the leader doesn't understand the importance of supervision and isn't interested in it. Other possibility, with a bigger chance to address also those, who aren't yet interested in supervision are short-term courses about supervision[24] offered in a block of other thematic courses within the lifelong education of employees. their goal is to acquaint the participants with supervision, with their role of supervisee or ordering party and to prepare them for individual steps of implementing supervision (formulation of goals of supervision and choice of a suitable form of supervision for them, choice of supervisor, setting the terms and conditions of supervision and making of the supervision contract, motivation of supervisees).

[24] For example the University of South Bohemia České Budějovice, Faculty of Health and Social Studies, in the framework of lifelong learning. Also the Czech Institute for Supervision offers similar courses.

Also the findings about sources of information stated by the respondents are important. Most often mentioned were the seminars (probably primarily aimed at a different theme, but supervision was part of the theme) and more experienced colleagues. Study at a university or college was mentioned quite little as the source of information, 15.6% respondents mentioned this. In the group of respondents, who studied social work, 26.3% mentioned this. The research had no data about when did the respondents study, therefore it isn't possible to asses, whether this low number reflects general low knowledge of supervision in the past (the students haven't met this term in school), or insufficient education at present25. Schools allied in the Association of Educators in Social Work are aware of the need to provide education also in the area of supervision. If we look at the document Minimum Standards for Education in Social Work, we find here the standard subject "Supervision of special working experience" which presupposes supervision provided in school. This standard states that in the subject the student gains theoretical knowledge about supervision and practical experience with supervision as part of the social work profession and as a mean for systematic development of own special competences (Minimum Standards of Education in Social Work). I think that embedding supervision is very needed, but not really well chosen in this way. I think the above mentioned goal of the subject is very ambitious and hard to fulfil in its complexity.

[25] At present I think the competence of the supervisee (to be informed supervisee, be able to arrange supervision and to profit from it) to be a necessary one. In my opinion the student has the right to get basics of this competence during the studies at university or college.

THE SUPERVISOR'S PERSONALITY

The research brought several interesting findings about the personality of the supervisor, which bring up many questions.

Finding a supervisor

The research has shown that finding a suitable supervisor was and still is the most difficult step in implementing supervision in an organization; it is the most often mentioned obstacle (see Table no. 4). This is still true even though at present 2 web address books of supervisors exist., Czech institute for Supervision offers help with choosing and contacting a suitable supervisor and lots of supervisors have their own web sites, which are very easy to find using web search engines. In this context it seems it is a subjective fear of bad choice of supervisor more than a lack of contacts of supervisors. This fear is understandable for the ordering party that for the first time starts cooperation with a supervisor. The ordering party isn't sure that it recognizes a "good" supervisor. Also the fact that the ordering party must contact more supervisors than planned and step back from its requirements (see further)

But the experience from organizations, where supervision already takes place shows, that the organization in the majority of cases has chosen in the respondent's opinion a suitable supervision and it is content with him. 91.5% respondents are at present content with the supervisor in their organization, while the content ratio is significantly higher in those places, where they could choose from several supervisors (see table no. 5).

In future it is possible to think about whether the rate of content with the supervisor, which is quite hight at present), wouldn't decrease. This comes from the fact that respondents have till now quite little experience (mostly only with 1 supervisor, see graph no. 3) and couldn't yet compare differences in approaches and qualities of individual supervisors. in future, when the respondents will be more experienced ordering parties and supervisees, they will be probably much more critical about the supervisors.

Criteria for choosing a supervisor

Respondents, who had the possibility to choose from several supervisors, were asked about the criteria, according to which they have chosen the supervisor. Their preferences are shown in Table no. 6. The respondents clearly prefer for the supervisor to have experience with providing supervision (and prove this experience by references) and know the area he is to supervise. The need to know the area the supervisees work on is a frequently discussed topic among the supervisors. Individual supervisors differ in the opinion whether the supervisor must know the profession (area, region of operation of the organization ...) he supervises. Many of them think it is not necessary to know it, or even that this knowledge prevents the supervisor to efficiently provide supervision. If I together with Kadushin (1992) expect that a good supervisor is the one that is preferred by the supervisees and considered suitable, I must state, that at present the supervisor positively must know the profession he supervises (because such supervisor is positively preferred). The question (also for possible repeated research) is whether the preferences of respondents wouldn't shift in future (to put less

importance to the knowledge of supervised profession). Some supervisors state, that the knowledge of their area require from the supervisor mostly beginners among supervisees, while the more experienced supervisees to the contrary are able to appreciate the supervisor's "different" point of view. Another factor that could change this is the gradual (expected) consolidation of supervision as a method of work26 – supervisees and ordering parties could in future be able to formulate their requirements and to distinguish when these requirements will be fulfilled by supervision and when it is important for the supervisor to know the profession (e.g. case supervision) and when this isn't necessary) e.g. team supervision).

Very important is in my opinion the fact, that for respondents, who already have experience with supervision (see Table no. 6), the criterion "education in supervision" was behind the criteria "time and regional availability" and financial requirements" (for respondents, who are still planning to implement supervision and haven't yet contacted supervisor, the order is opposite). This fact in my opinion shows the yet not fully appreciated fact, that organizations need the supervisor "close", i.e. the present state, when the supervisor commutes (or the employees commute to him) from long distance, it is necessary to set the time schedule of supervision long before it and change of the term (or additional supervision) is quite a problematic thing. I expect this is the reason why the respondents often prefer to choose a supervisor, who isn't "qualified" (i.e.

[26] In the sense of clearer distinction from other forms of work quality support (e.g. professional consultation) and also stabilisation of various forms of supervision (including different requirements these forms have for the competences of a supervisor).

without education in providing supervision), but who is from the region, is more flexible in reacting to their needs and at the same time has lower financial requirements. If such person is able to fulfil their needs (even if it is by a different form of work, which is only hidden under the term supervision), they are satisfied and the importance of the need of education in supervision gets even lower in their opinion.

But the fact, that education in supervision is not very important for some of the respondents when choosing a supervisor couldn't mean resignation to the requirement for education of supervisor in supervision. This should be a task for national association or similar group of supervisors, which should be able to assert and monitor qualification requirements for supervisors (e.g. by granting licences). But this still doesn't exist in Czech Republic.

CONCLUSION

On the base of the presented results I think the key factors for development of supervision are:

Education of potential supervisees and ordering parties

The result shows, that the respondents, who consider the implementation of supervision now feel strong lack of information ("don't know how to start supervision in an organization correctly"). In here the short-term courses of supervision, which aim to acquaint the participants with supervision, their role of supervisee or ordering party and to prepare them for individual steps in implementing supervision (formulation of supervision goals and choosing suitable form of supervision for them, choosing supervisor, setting terms and conditions of supervision and making the supervision contract, motivation of

supervisees) already proved useful. These courses also allow to partially chase away the possible fear and negative expectations of supervision.

Formal embedding of supervision

The research showed several factors that potentially endanger the quality of supervision in Czech Republic:

- respondents don't feel competent to asses the quality of a supervisor,
- supervisors are considered to be "goods in short supply" and
- criteria time and regional availability and financial requirements have greater weight in choosing supervisor than the criterion "education in supervision".

All this allows persons without necessary qualification to provide supervision. Possible accreditation (approval of the supervisor by national professional association), which will have as a condition also to complete the necessary education will make the choice of supervisor easier for future ordering parties. the first criterion for choosing a supervisor would than be his accreditation, with the criteria according to the ordering party following (reference, impression from the first meeting, time and financial availability ...).

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TABLES AND GRAPHS

Table 1: Experience with supervision according to the organization type

		Type of organization			Total
Experience with supervision		non governmental organization	RA, magistrature, MA	allowance organization	
YES	Frequency	152	19	117	288
	%	79.2%	34.5%	60.9%	65.6%
NO	Frequency	40	36	75	151
	%	20.8%	65.5%	39.1%	34.4%
Total	Frequency	192	55	192	439
	%	100.0%	100.0%	100.0%	100.0%

N = 439; $\chi 2 = 41.0$, df = 2, $\alpha = 0.005$ Source: Author

Table 2: Experience with supervision according to the area of activities

Experience with supervision		Area of activities of the organization					Total
		state authorities and local authorities	social services	health care	educational care	several previously mentioned areas at the same time	
YES	Frequency	19	227	5	10	24	285
	%	34.5%	76.9%	41.7%	47.6%	55.8%	66.9%
NO	Frequency	36	68	7	11	19	141
	%	65.5%	23.1%	58.3%	52.4%	44.2%	33.1%
Total	Frequency	55	295	12	21	43	426
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

N = 426; $\chi 2 = 48.8$, df = 4, $\alpha = 0.005$ Source: Author

Table 3: Knowledge of supervision

Knowledge		Supervision takes place in the organization		Total
		NO	YES	
insufficient	Frequency	101	49	150
	%	65.6%	16.8%	33.6%
sufficient	Frequency	53	243	296
	%	34.4%	83.2%	66.4%
Total	Frequency	154	292	446
	%	100.0%	100.0%	100.0%

N = 446; $\chi 2 = 107.6$, df = 1, $\alpha = 0.05$ Source: Author

Table 4: Obstacles in implementing supervision – comparison (respondents were allowed to mention several obstacles at the same time)

		Which obstacles occurred ? (supervision already used	Which obstacles do you expect? (supervision planned)
finding a suitable supervisor	Frequency	89	51
	%	38.5%	60.7%
obstacles from the side of supervisees (suspicion, reluctance, …)	Frequency	80	40
	%	34.6%	47.6%
providing for the activity of the workplace during supervision	Frequency	65	19
	%	28.1%	22.6%
trouble with funding the supervision	Frequency	49	44
	%	21.2%	52.4%
None	Frequency	48	7
	%	20.8%	8.3%
Other	Frequency	6	7
	%	2.6%	8.3%
don't know	Frequency		4
	%		4.8%
		N = 231	N = 84

Source: Author

Table 5: Satisfaction with supervisor in connection with the opportunity to choose the supervisor

Satisfaction with present supervisor		Opportunity to choose from several supervisors		Total
		YES	NO	
YES	Frequency	119	74	193
	%	98.3%	82.2%	91.5%
NO	Frequency	2	16	18
	%	1.7%	17.8%	8.5%
Total	Frequency	121	90	211
	%	100.0%	100.0 %	100.0%

N = 211; $\chi 2 = 17.2$, df = 1, $\alpha = 0.05$ Source: Author

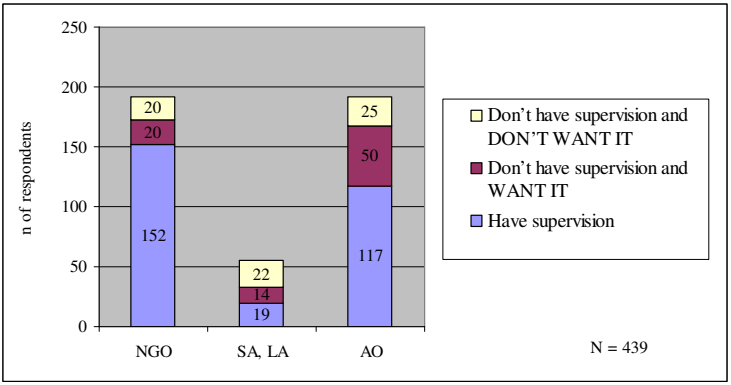
Table 6: Criteria for choosing a supervisor

Order	Criteria	Points
1	references	205
2	experience in providing supervision	191
3	experience in the area in which the supervisee's organization works or at least knowledge of it	139
4	impression from personal contact	139
5	availability in time and place	100
6	financial requirements	96
7	education in supervision	86
8	previous personal experience with supervisor	52
9	orientation of the supervisor	28
10	offer presented by the supervisor	23
11	willingness for cooperation	18
12	"licence"	16
13	knowledge of the organization's environment	15

Note: Number of points shows the importance of the item (number of appearances and the order between other items at each respondent).

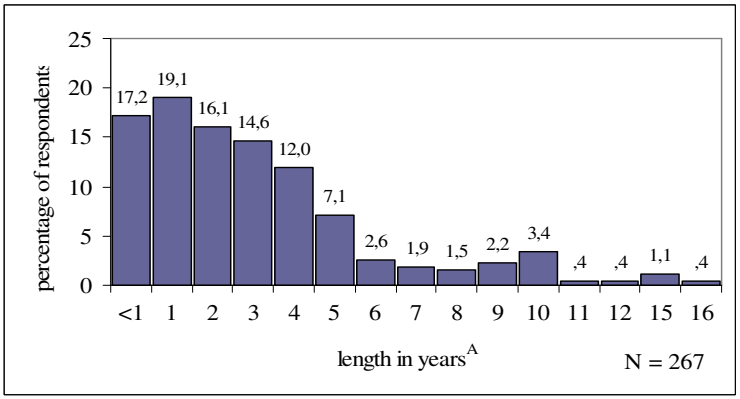
Source: Author

Graph 1: Representation of organizations using supervision according to the individual types



Source: Author

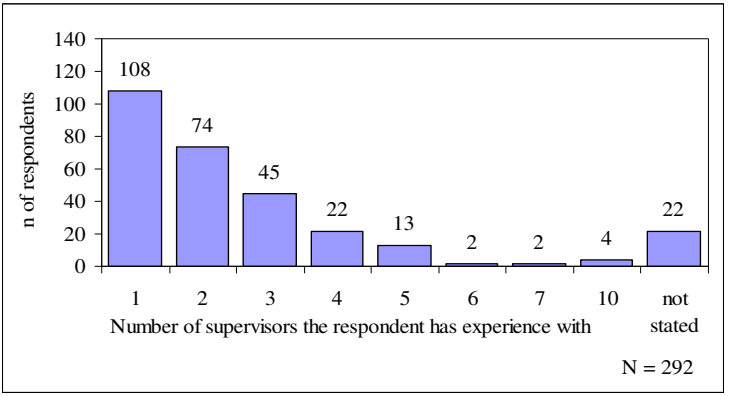
Graph 2: Length of the use of supervision in organizations



Source: Author

note A The value shows the lower limit of the category, i.e. 0 = length of use less than 1 year, 1=supervision used for 1 year and more, etc.

Graph 3: What is the number of supervisors you have some experience with



Source: Author

The Economic and Social Costs of Illicit Drug Use in the Slovak Republic targeting on Social Aspect

Summary

The social and economic ramifications of illicit drug use can have widespread detrimental consequences not only to the individual, their families, the communities within which they live but to a wider society, and even in some cases, where corruption is entrenched, to the very fabric of society itself. Discovering the full extent of all the costs to society is an extremely difficult if not impossible task because not all the costs can be quantified and not all the quantifiable costs have in fact been quantified. In theory many costs could be quantified but this is not done for many reasons not least of which is the cost itself of this data collection. Many countries, however, have embarked on the task of trying to gather estimates of the size and nature of the problem and the costs involved, and whereas an absolute figure may not be achievable, by a process of iteration, of first trying to get an approximation and then refining it over the years, a meaningful figure can be achieved.

The annual report of the Ministry is very detailed and all the information below is taken from its report for 2003. **(**Ministry of Labour, Social Affairs and the Family of the Slovak Republic 2004).

About autor:

Clinical psychologist and psychotherapist. Expert on training implementation. Particular interest in harm

reduction strategies, art-therapy, synthetic drugs, drug policies.

Based on the survey from 2002 we can see that the amount of children with disturbed behaviour or social –pathological development is increasing aproximately 10 % every year and on the other hand, the amount of social workers helping them is down. There were 155 people working in the area of a social prevention (as counsellors for children and youths) in 1996, but by 1999 it was only 128. We can see even greater decline in the amount of social prevention workers for adults, in 1997 it was 143 workers and in 2002 only 63, 4 workers (out of which only 57, 93 the direct-contact workers, decrease of 115 %.

The Department of Social Affairs provided social prevention in connection with disturbed behaviour for 21 999 children. In 2002, 317 juveniles were provided with help in connection with a drug addiction, 108 children were up to 15 years old (in 2001 it was 243 children, 76 up to age of 15).

The social prevention and social-psychological counselling are provided by CPPS (with 46 regional and 14 local workplaces) which plays a major role, first of all, in primary prevention of addictions. CPPS works periodically with pupils and students, risk groups, vulnerable families and social groups on solving out personal and social consequences of drug addiction.

The others, non-governmental institutions take part in drug prevention as well. Their work is based on permission to provide social prevention, social counselling and selected work of social-legal protection (care). There were 94 NGOs active in this field in 2002.. Regional offices gave SKK 240 000 per counsellor per year for primary prevention.

There was 16 Resocialization Centres kept in Slovakia (with 236 beds). Most of them are carried on by NGOs (14), one was established by the City Council (RETEST Bratislava) and one centre was established by the Town of Košice (Resocialization Centre Košice I, from 1.1.2004 belongs to the District of Košice).

Four Establishments of the Protected Accommodation - "The houses on a half-way" in Prešov, Koš, Sereď, Ľudovítovo, provided additional social services for drug addicts. The house in Brekov terminated its functioning because of a shortage of job possibilities for ex-drug users.

Activity of the non-governmental subjects has been (within the Ministry) coordinated and regulated by the Commission for Competency Verification of Corporate Bodies and Natural Persons, which perform social prevention, social counselling or specific activity of social and legal protection (the Commission is acting as an advisory body to the Minister).

Through the grants to the Civic Associations, the Ministry of Labour, Social Affairs and the Family of the Slovak Republic supported:

- **Activities of the Consulting and Community-Social Centres for Youths (in Prievidza, Poprad, Lipany, Zvolen, Prešov) in the amount of 742 000 Sk.**
- **Educational Activities in the area of the social prevention and the social counselling for the volunteers and the non-governmental subjects in the amount of 1,32 million Sk (in cooperation with the Association of the Supervisors in Social Work, The Board for Consulting in Social Work, The Association of the citizen's advisory services, the Association of the Sociotherapeutic Clubs)**

Out of the proceeds of the Lottery and Games, the Ministry of Labour, Social Affairs and the Family of the Slovak Republic supported 12 projects in the area of:

- **The widening and improving of the social prevention performance for the citizens endangered by the socio-pathological development in the area of resocialization and work therapy in the amount of 732 000,- Sk (OZ PRIMA Bratislava, RS ROAD Tomky, RS Pahorok Bohunice).**
- **The Protected Accommodation (Housing) in the amount of 900 000,- Sk (KKP Radošina, Usmev Domova Pezinok)**
- **The Crises (Emergency) Intervention – in the amount of 2,682 million Sk, (KS Majak nadeje Bratislava, KS Naruč, Žilina – Zádubnie, KS Veľký Krtíš, KS Detské Centrum BA, KS Srdiečko B.Bystrica)**

- **The Outreach Social Work – in the amount of 1, 1 million Sk (OZ SPOLU Kremnica, OZ ODYSEUS).**

Out of the proceeds of the Lottery and Games, there was also subvention for the Antidrug Fund granted in the amount of 5 million Sk.

The total amount of the help which was provided by the Ministry to non-governemntal subjects working in the social prevention, the crises intervention, the protected housing, outreach social work, had been estimated to 12,474,000 Sk. (Including 5,0 million for the Antidrug Found). Total from ministry SKK 7,474,000

The direct support of the anti-drug activities in the social area was secured through grants by the Anti-drugs Found, which approved 45 projects. These projects were from the field of the social prevention, resocialization, socio-therapeutic movement, preventive programmes and education in the total amount of 8,100,920 Sk.

The largest projects were:

- The CPPS Project called “Dieťa v centre prevencie závislostí” (The childe in the middle of the addiction prevention), which consisted from 9 sub-projects (1.418.614 Sk),
- 2 development programmes of RS Adam Adamov in the total amount of 1.130 600,-
- 4 projects of RS Komunita Ľudovítov in te total amount of 1.051.000,-

- 2 projects of RS Navrat Kráľová in the total amount of 837.000, - Sk.
- 3 projects of RS Galanta Hody in the total amount of 791 000, - Sk, including publishing of the Čistý deň Magazine (Clear Day) in the amount of 381 000, - Sk.

Although the area of the addict - prevention has been handled comprehensively - from the primary prevention, through secondary and tertiary - consultancy, resocialisation, work with addict's family, there are still a lot of problems, such us, for example – the uncompleted system of the preventional and expert – workplaces, shortage of the funds to carry on prevention and shortage of the social workers.

The main and original idea of having 8 expert-workplaces for addict-prevention wasn't met. These work-places are supposed to carry on prevention programmes (including peer groups), training of the prevention coordinators at schools (teachers, other professionals, volunteers, and so on).

The ambulance (policlinic) resocialization is the second conception waiting in a queue to be fulfilled satisfactory.

Only 2 out of 4 original preventional workplaces CPPS are functioning. ÚP CPPS in Banská Bystrica is the only one independent expert-workplace with a 3 workers (but the situation shows the need of, at least, 1 worker more).

The second is the detached workplace UP CPPS in Nove Zámky with two employees. Originally third UP

CPPS Bratislava II, Tomašikova 23 has only one employee who is working in the area of prevention (secondary and tertiary mostly).

The fourth detached workplace UP CPPS Prešov was closed down three years ago, as the work positions were cancelled there.

The accomplishment of the creation of this necessary work-places-network should cover activities such us:

- Services of the first contact
- Social and psychological diagnostic
- Emergency intervention
- Social-psychological counselling
- Programmes for the experimental youths
- Completion of the preventional programmes (including peer programmes)
- Trainings of the school's prevention coordinators – teachers, other professionals, volunteers…
- Work and support with families of addicts (closer environment, relatives…)
- Expertise long-term work with the addicts after the treatment is completed
- Resocialization programmes of the social learning
- Therapy

All of this points mentioned above, were included among the priority tasks of the National Action Plan of the Alcohol Problems, which should be granted and cover purposely by the Public (State) Treasury.

In spite of the Governmental Resolution No 929/2002, the founding of these purposes weren't granted and secured by the State Treasury. Therefore, the founding and securing of these activities (which we are still supporting greatly) are performed by the NPBPD and NAPPA.

Additional work-places of CPPS nationally (46 local and 14 detached work-stands) were taking part in a primary prevention – first of all, by organizing cyclic events with a focus on pupils and students of the elementary and secondary schools, on the risk groups and the endangered families and the social groups.

As a result of the above mentioned situation, we elaborated the project "Dieťa a rodina v centre prevencie závislosti II" (Child and the Family in the centre of the addict-prevention II) which was approved and granted by the Anti-drugs Found in 2003. This gives us an opportunity to carry on activities of prevention.

In the area of the direct activities of the prevention programmes for public, children, youths, risk and endangered groups, the following activities were carrying on:

- The Project "Ty a ja" (You and Me) for risk and endangered groups (incomplete families, families with an addicted member, for children in children's homes, for the staff of the children's homes, programmes for lonely people and people in difficult situation).

- The Projects “Osamelí rodičia s deťmi” (Lonely Parents with Children), “Zdravá rodina – oáza bezpečia pre deti” (Healthy Family – the oasis of security for children), which were focused on addict-prevention in incomplete families
- The Projects “Rodičia v prospech detí” (Parents for the Benefit of Children), “Vzájomné porozumenie a akceptácia – prevencia závislosti v pestúnskych rodinách” (How to accept and understand each other – addict-prevention in foster families)
- Programmes for children and students of the primary and secondary schools – “Priatelia buďme” (Let´s be friends), “Pripravený na život” (Ready for life?), “Cestu životom si môžeš riadiť sám” (You can manage your life-journey by yourself).
- Peer programmes – “Zdravý život” (Healthy life), PEER training for the network of primary schools
- The Project “Povedz to priamo” (Say it directly)- one of the most popular, for 18 groups of children
- The projects for children’s homes – “Dnes a zajtra” (Today and tomorrow), “Príprava dospievajúcej mládeže v DeD – primárna prevencia” (education of the young adults in children’s homes – primary prevention), „Príprava vychovávateľov a učiteľov DeD v oblasti primárnej prevencie závislostí.“ (Education of the tutors and teachers of the children’s houses in the area of the primary prevention)
- Clubs activity (peer programmes) – first of all, at workplaces of prevention in B.Bystrica, Nové Zámky, ale aj Dunajská Streda, Senica a others

The age structure of the clients was following:

- 3, 9 % of the clients in the age of 18 – 24
- 34,7 % in the age of 25 – 40
- 7,2 % in the age over 40

There were 16 Resocialization Centres registered in Slovakia in 2003 (with 236 beds), with an average 84 % yields (with an average of 197, 5 clients per year).

Total financial support of the Regional Office for the Resocialization Centres was estimated to 26,255,000 Sk in 2003, which makes 132 938, - Sk per client (an average of 11.078 Sk per/person/per month).

Clients of the Resocialization Centres were, mainly males (77%), 62 % of the clients were addicted to "hard drugs", and 23, 1 % of clients were placed in the Resocialization Centres with an alcohol addiction.

The total amount of the help which was provided by the Ministry to non-governemntal subjects working in the social prevention, the crises intervention, the protected housing, outreach social work, had been estimated to 12,474,000 Sk. (Including 5,0 million for the Antidrug Found). Total from ministry SKK 7,474,000

Quality of tuition at the St. Elisabeth's University of Health and Social Work in Bratislava

Costs: The minimum amount of the financial support for the subjects which are providing social help has been estimated in the amendment of the Act no 195/98 on Social Help in the amount of SKK 130 000 per person and per year in the resocialization centre.

The quality of tuition at the University maps the indicators and stimulus´ in the context of requirements of the Treaty of Maastricht including the quality criteria of the European Union (the Lisbon Agreement, the Bologna process). The mission of our University is the education and preparation of professionals in the field of social, mission and charity work and health disciplines so that they can help poor, dependent and sick people in Slovakia as well as in the countries of the third world. The education has its high value, which grows with the regular changes. The world is globalizing, distances are closer, development is faster and influenced mainly by those, who are ready, well educated. To sum up, we can say that the world is not only divided into poor and rich but also into educated and uneducated. There might be a correlation between these divisions. Thus the education, globalization and the Europe are a huge challenge for us.

The aim of university is to develop harmonic personality, knowledge, wisdom, goodness and creativity of human

and to contribute to the development of education, science, culture and health for the welfare of the whole society.

The University provides tuition in 40 accredited studying programs, from which 24 are on the 1st grade, 12 are on the 2nd grade and 4 are on the 3rd grade.

Above mentioned studying programmes are provided by 20 full professors, 8 visiting professors, 20 associate professors in full time employment, 13 researchers, 201 lecturers, 165 with PhD. and 31 internal inceptors.

Recently we made a research concerned on the quality of tuition at our University. Our research started in 2005 and lasted until 2008. During these years we asked 9850 students to fill anonymous questionnaire, 7987 were answered (81,08%). The average age of participants was 31,6 years, 58,56% of participants were women, 41,34% were men. We used quantitative and qualitative analyse to asses data from participants. Let us show you the results of our research.

Indicators of teachers' quality

According to our research we found out 6 relevant indicators of teachers´ quality:

- systematic evaluation of educational process at the University
- qualifying and research requirements
- research activities, publications, quotations, publishing, grants
- electronic communication between teachers and students
- quality accessible material and technical equipment
- participation in the process of preparing future teachers – inceptors.

Stimulus´ for teachers

As we tried to learn what the conditions to make teachers do their best are, we found several important factors:

- academic freedom – which is typical for our University, and highly respected on the field of European education
- possibility to gain scientific and pedagogical degrees
- auspicious remuneration
- nondirective form of control

- possibility of sojourn abroad (CZE, Serbia, Ukraine, Africa, Cambodia, Haiti...)

Stimulus´ for students

The tuition process generally consists of 2 parts. On one side there are teachers, on the other side there are students. The quality of teachers differs in many ways, the quality of students differs as well. These are the stimulus´ for students:

- **democratic and demographic** approach to the education on the 1st grade, 2nd grade and 3rd grade at the University
- **appropriate scholarship** for socially weak classes
- high **quality** of teachers
- **guarantee** of studying programmes according to the requirements of the Ministry of Education
- **wide scale** of accredited studying programmes
- **flexibility of studying** possibility of options for afternoon, weeks and weekends education
- **studying programmes** reflects requirements of the labour market, whereas, as a result, it increases possibilities to find suitable job
- possibility of academic and working **sojourns abroad**

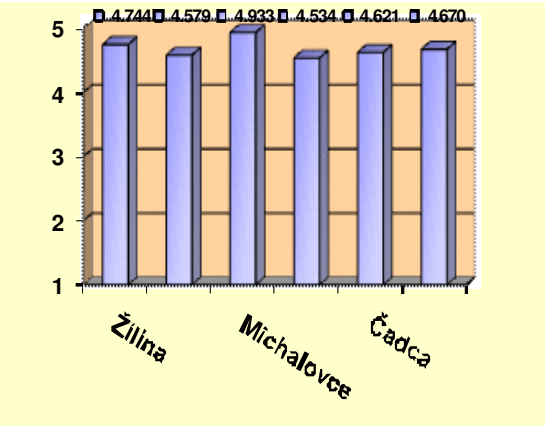
Principles of global education

Nowadays there is a new trend on the field of education. Global education needs to respect basic principles which are:

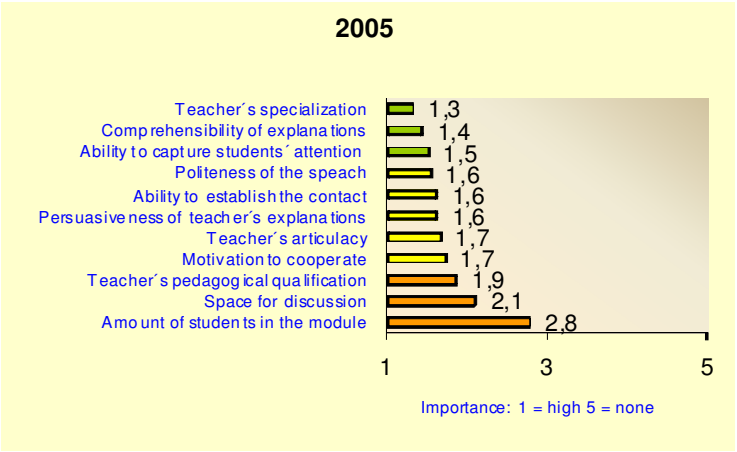
- student's personality
- respect the uniqueness of each student
- quality of tuition environment
- experience learning
- empiric-cognitive tuition
- global method
- new approach of teachers
- preparing students for global citizenship.

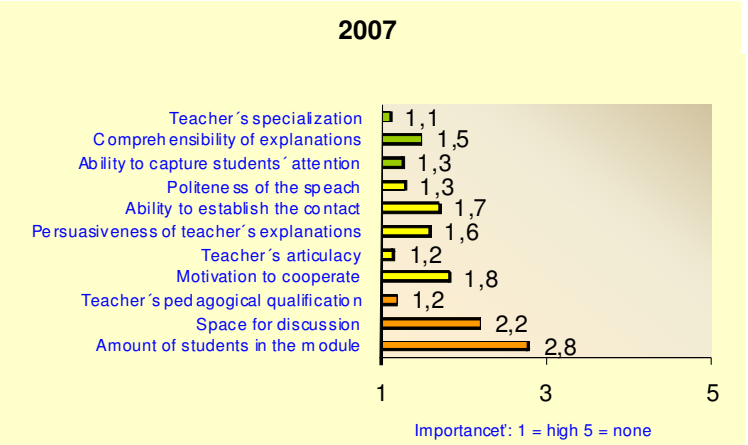
Results

The quality of educational process in departments of Social work between workplaces of the University is comparable.

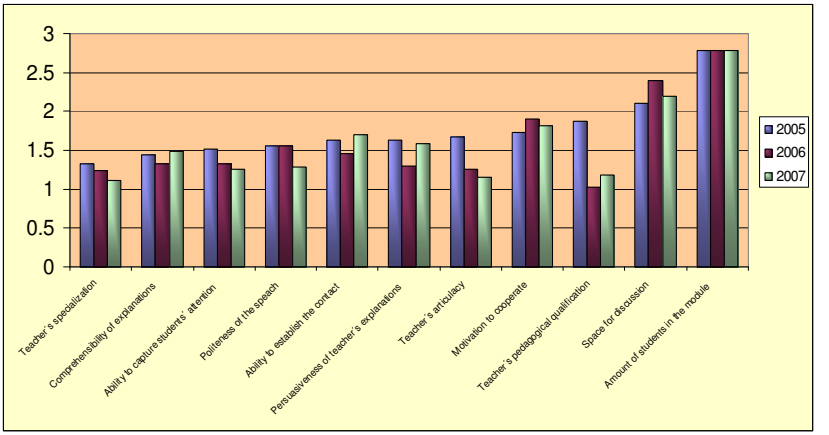


Dynamics of educational process quality in 2005, 2006, and 2007 is rising





Dynamics of quality



Undoubtedly, the education is very important for mankind. With this project we want to thank to the founder of our University for his idea to build the St. Elisabeth's University of Health and Social Work in Bratislava.

We proclaim, that we will satisfy growing education quality requirements in the European educational space and we will do our best to be competitive with other universities in the European Union.

Abstract

We summarize a complex view about the university education quality at the St. Elisabeth´s University of Health and Social Work in Bratislava. It determines the indicators and stimulus´ according to the requirements of

the Treaty of Maastricht in accordance with the conditions of quality of European Union (the Lisbon Agreement, the Bologna process). We offer general view on the indicators and stimulus´ of educational process at the University, which proves that helping sick and poor people is the most generous work of doctors, teachers, researchers and students.

Key Words

Indicators. Stimulus´. Quality. Conditions. Education. Student. Teacher. Process. University. European Union

CV

Zlatica Ondrušová is a doctor of Social Work. Her specialization is history and elementary social work. For many years she had been working on the field of further education. Currently she works as a university teacher and a secretary of the Institute of further education of social workers.

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Der Menschenhandel als Gewalt

ThDr. Mária Slivková PhD.

Abstrakt

Der Menschenhandel ist ein Weltproblem. Diese neuzeitliche Sklaverei vorstellt ein lukratives illegal Unternehmen der Weltökonomie. Menschenhandel hat viele Formen: Transport der Menschen durch die Grenze nach des Ausland, die Prostitution, die Zwangsarbeiten, die Zahlungsheirat, verschiedene Ausbeutung, illegale Arbeit auf der Farmen. Meinstens der Opfern von Menschenhandel bilden die Frauen und Kindern.

In letzten Jahren sich widmen große Aufmerksamkeit dem Kampf gegen Menschenhandel. Darüber zeugt viele verschiedene Initiative und Aktivität auf der billeteur und multilateral Ebene.

Die Schlüsselworte:

Der Menschenhandel. Die Sklaverei. Die Prostitution. Die Gewalt. Die Frauen.

Trafficking in Human Beings as violence

Abstract

There is a worldwide problem known as human trafficking. It is a modern day form of slavery and is one of the most lucrative criminal enterprises in today's world economz. Human trafficking takes manz forms, involves transporting people within or across borders to, among other things, labor in sweatshops, perform domestic work, work in the sex industrz, be married bz international matchmaking, child work, or to work as farm

or timber laborers. The vast majority of victims of trafficking are women and children.

There are number of initiatives and activities in recent years focusing on the fight against human trafficking, both at the bilateral and multilateral levels. However, the possibility of social help for any victims is still not exhausted.

Key words:

Human trafficking, sklavery, prostitution, violence, female.

Die Gewalt gegen Frauen und Kinder ist ein Thema, das fast jedem von uns schon einmal im näheren oder weiteren Umfeld begegnet ist. Gewalt gegen Frauen hat viele Gesichter. Dazu zählen Demütigungen, Schläge, Körperverletzungen und Angriffe auf die sexuelle Selbstbestimmung. Gewalt im engen sozialen Nahraum ist weltweit eine der häufigsten Verletzungshandlungen und kommt in allen sozialen Schichten vor.

Eine der schlimmsten Formen der Gewalt gegen Frauen ist der Menschenhandel. Der Handel mit Menschen und vor allem mit Frauen hat sich – besonders seit der Öffnung der Grenzen zum Osten – zu einem lukrativen und risikoarmen Zweig des organisierten Verbrechens entwickelt. „Ware“ dieses Handels sind vornehmlich junge Frauen und Mädchen aus Mittel – und Osteuropa, Afrika, Asien und Lateinamerika. Die Perspektivlosigkeit in den Heimatländern treibt diese Mädchen und Frauen in die Hände von Schleusern und Menschen-händlern. Um die Opfer dieses Verbrechens zu schützen und zu betreuen, ist es notwendig, daß Polizei, Justiz und

Nichtregierungsorganisatio-nen interdisziplinär zusammenarbeiten. Sowohl den Behörden als auch den Nichtregierungsorganisationen ist bewusst, daß dieses Verbrechen von organisierten Banden ausgeführt wird. Es ist auch bekannt, daß dieses Geschäft mit der Ware Mensch lukrativer als Drogen und Waffenhandel ist und leider auch risikoarm für die Täter. Solange die Verfolgunnsbehörden an den nationalen Grenzen aufgehalten werden, wird dieses brutale und menschenverachtende Geschäft wieter florieren. Daher ist es ein «muss», daß Polizei, Staatsanwaltschaften, Gerichte und auch die Nichtregierungs-organisationen sich – auch über die Grenzen hinweg – kennen und zusammenarbeiten. Dies ist ein erster Schritt. Ein zweiter Schritt wäre es durch Austausch und Vergleiche neue Wege der europäischen Zusammenarbeit zu entdecken. Und dies ist gleichzeitig die Vorbereitun auf eine gemeinsame europäische Gesetzgebung.[27]

Definition und Ausmaß des Menschenhandels

Im Strafrecht der einzelnen Länder ist festgelegt, wie der Straftatbestand Menschenhandel im jeweiligen Land juristisch definiert wird. Es existiert jedoch keine einheitliche, international anerkannte Definition von Menschenhandel. Die Begriffsbestimmung der International Organization of Migration (IOM)[28] soll hier

[27] Por. Ackermann, L.: Grenzüberschreitendes Verbrechen – Grenzüberschreitende Zusammenarbeit. Boppard 2003, S. 10.

[28] Internationale Organization für Migration, die in 1951 Jahr entstandet ist als Zwischenregierungsorganization. Ihre Ziel ist übersiedelnten Personen, den Flüchtlingen und Migranten in Europa behilflich sein. In der Gleichzeitigkeit die Organization hat 109 der Mitgliedstaaten und 24 Betrachtenstaaten. Die Slowakei hat seine Vertretung ab 1995 Jahr. IN: dotyk.sk: Obchodovanie s ľuďmi

dargestellt und erläutert werden. Nach dem Verständnis der IOM liegt Menschenhandel vor, wenn ein Vermittler beteiligt ist; dabei Geld den Besitzer wechselt; wenn die internationale Grenzen überschritten werden und wenn die Einreise bzw. der Aufenthalt im Zielland illegal sind. Die IOM definiert Frauenhandel als „jeglichen unerlaubten Transport von MigrantInnen und /oder Handel mit ihnen zum Zwecke eines wirtschftlichen oder sonstigen persönlichen Vorteils“.[29] Verbunden damit ist oft die Täuschung der Migrantinnen über ihre Bestimmung im Zielland, die Anwendung physischer, psychischer oder sexueller Gewalt und die finanzielle Ausnutzung der Migrantinnen. Die IOM schließt in den Begriff Menschenhandel die Arbeit in einem „normalen“ Beschäftigungsverhältnis, die Vermittlung zur Heirat und die Arbeit in der Prostitution ein. Entscheidendes Kriterium ist nicht die Art der Beschäftigung, sondern daß es sich um „gewinnbringenden Missbrauch“ der Migrantinnen handelt.

Menschenhandel geht einher mit Machtmissbrauch und der Ausnutzung von Notlagen und Unerfahrenheit der Opfer – und er ist nichts anderes als eine moderne Form von Sklavenhandel. Beim Sklavenhandel die Person verliert Freiheit und seine menschliche Würdigkeit. Die zwei Attribute gehören immer zum Mensch, weil er nach des Schöpfungsbericht „nach Gottem Bild und Gleichnis“ geschöpfen wurde und Gott schuf ihn nach seinem Bild und Gleichnis.[30] Danach ist der Mensch ein Bild, ein Abbild und Gleichnis des geistigen, des

v Slovenskej republike – analýza súčasného stavu – písomný výstup k 16. 02. 2007, autorka Livia Keseličková.

[29] Mitteilung der Kommission an den Rat und das Europäische Parlament zum Thema „Frauenhandelmit dem Ziel der sexuellen Ausbeutung“. Brussel 1996, S. 6.

[30] Vgl. Gen 1, 26f.

menschgewordenen und des dreifaltigen Gottes. Er ist nur sein Abbild, nicht aber sein vollwertiges Gleichbild. Er ist eben nicht Gott, sondern nur gottähnlich. Er ist aber nichts als ein Triebbündel oder Triebmechanismus oder ein hochgezüchtetes Tier. Er ist auch keinen originellen Exponenten der Materie, oder einen ersetzbaren Teil einer Maschine. Er ist und für immer bleibt ein Abbild und Gleichnis Gottes.[31] Nach diesem Abbild jeder Mensch ist taugen die Liebe, des Denken, der Entscheidung, bestimmen über sich, … Die Liebe ist gedacht als die Schenkung sich. Wie weithin sind alle, die nur natürliche und materialistische Ziele haben!

Möglich wird Menschenhandel wie die Migrationshintergründe zeigen durch soziale, wirtschaftliche und politische Faktoren. Die miserable wirtschaftliche Situation der Länder der sogenannten Zweiten und Dritten Welt wirkt sich zum Nachteil der großen Mehrheit der Bevölkerung aus. Besonders Frauen leiden unter diesen Bedingungen, da sie am stärksten von Arbeitslosigkeit, niedrigen Löhnen, Preissteigerungen für Lebensmittel u.v.m. betroffen sind und häufig die Verantwortung für die Mitglieder ihrer Herkunftsfamilien und für ihre Kinder tragen. Die betroffenen Frauen sind meist sehr jung. In der betreffenden Studie wurde festgestellt, dass offensichtlich ein Großteil der Frauen in Kindheit und Jugend extrem belastenden Situationen ausgesetzt war, wie etwa Alkoholismus, Gewalt, Kindesmissbrauch. Nicht allein die schwache ökonomische Stellung des Herkunftslandes, sondern auch die schlechte soziale

[31] Kentenich, J.: Im Bund mit dem Dreifaltigen. Schönstatt Verlag 2000, S. 70-71.

und familiäre Ausgangssituation be einflussen die Migrations-entscheidung.[32]

Die Anwerbung

Meist inländische Mittelsmänner oder auch Mittelfrauen sagen den migrationswilligen Frauen eine gut bezahlte, legale Tätigkeit im Ausland zu. Frauen, die noch nicht in der Prostitution tätig sind, wird die Seriosität des Angebotes zugesichert. Die Mittelmänner sorgen für die Papiere und organisieren die Fahrt bzw. den Flug. Sobald die Frauen im Zielland sind, werden ihnen die Papiere abgenommen und sie werden unter Drohungen und Gewalt in die Prostitution gezwungen, auf dem Straßenstrich, in Bars und Bordellen, in Bordellwohnungen.

Die Frauen, die eine andere Tätigkeit erwartet haben als Prostitution, erfahren meist erst nach dem Grenzübertritt – bei der Fahrt zum jeweiligen Bordell oder im Bordell selbst – was sie in Wirklichkeit erwartet. Sei es, dass die Schlepper sie selbst informieren; sei es, dass der Bordellbesitzer oder andere Prostituierte im Bordell sie einweihen; für die frauen ist das in jedem Falle ein Schock. Sie reagieren darauf sehr unterschiedlich, was nicht etwa auf ihr Einverständnis schließen lässt, sondern auf unterschiedliche persönliche Dispositionen, mit Krisensituationen umzugehen.

Viele Frauen fühlen sich ohne Kontakte im Zielland, ohne Sprachkenntnisse und ohne Geld so hilflos, dass sie ohne Proteste auf die Forderungen eingehen. Andere

[32] Koelges, B.; Thoma, B.; Welter-Kaschub, G.: Probleme der Strafverfolgung und des Zeuginnenschutzes in Menschenhandelsprozessen: eine Alalyse von Gerichtsakten. Booppard 2002, S. 54-55.

wehren sich zunächst, werden dann aber gefügig gemacht. Hier nutzen die Zuhälter eine breite Palette von Druckmitteln. Oft genügt schon der Hinweis auf den ausländerrechtlichen Status, die drohenden Strafen oder auch auf die angeblichen „Schulden“, die sie für Visum und Transport beim Schlepper haben, um die Frauen gefügig zu machen. Stärkere Drohungen, wie Verletzung der Familienmitglieder in der Heimat oder Weiterverkauf an härtere Zuhälter, werden benutzt, falls die Frau noch nicht bereit ist nachzugeben.[33]

Die Arbeits und Lebensbedingungen in der Prostitution

Die meisten der Frauen erleben von den Zuhältern und Bordellbesitzern Gewalt in den unterschiedlichsten Formen: sie werden geschlagen, mit Mobiliar geprügelt, vergewaltigt oft mehrfach oder von mehreren Männern gleichzeitig. Auch wenn die Frauen sich bereit erklären, in der Prostitution zu arbeiten, werden sie vergewaltigt aus einem reinen Besitzgefühl der Zuhälter heraus.

Diese Frauen finden sich an der unteren Skala der Migrantinnen, aber auch an der unteren Skala der Prostituierten in Bezug auf Arbeitsbedingungen und Preise. Durch ihre Hilflosigkeit und die Zwangssituation, in der sie sich befinden, sind sie erpressbar und arbeiten oft zu Bedingungen, die für „normale“ Prostietuierte inakzeptabel wären. So arbeiten viele Frauen unter Verschluss vor der Außenwelt, ohne eingene Papiere, ohne Kenntnisse der Landessprache. Sie stehen unter akutem finanziellen Druck. Die Zahl der Freier pro Nacht bestimmen die Bordellbesitzer. Die frauen dürfen keine

[33] Streiber, P.: Internationaler Frauenhandel: Funktionswesen, soziale und ökonomische Ursachen und Gegenmaßnahmen. Berlin 1998, S. 15-17.

Freier ablehnen, müssen auch ohne Kondome arbeiten und für alle – auch pervese – Wünsche der Freier zur Verfügung stehen. In der Regel haben sie keinen freien Tag, keinen freien Ausgang. Da die Frauen von ihrem Verdienst doppelt abgeben müssen – zum einen ihrem Schlepper, der mest auch der Zuhälter bleibt, zum andern dem Bordellbesitzer – und da hohe Schulden für die Einreise abgearbeitet werden müssen, bleibt ihnen meist nichts vom Verdienst. Sie arbeiten für ihre Unterkunft und ihre Nahrung. Die „Kaufpreise", die Frauenabzuarbeiten haben, bewegen sich zwischen 1.500 und 15.000 Euro, wobei eine Höhe von 1.500-2.500 Euro „üblich" ist.[34]

In den europäischen Zielländern sind die Frauen illegal und rechtlos. Sie haben niemanden, an den sie sich wenden können. Sobald sie bei einem Zuhälter landen, macht der ihnen klar, dass sie als Illegale hier sind und abgeschoben werden, sobald sie in die Hände der Justiz geraten. Dies führt zu zusätzlicher Einschüchterung der Frauen und ist Teil eines regelrechten Teufelskreises.

Es müssen auch klare Worte zur Rolle des freiers gesagt werden. Daher muss sich jeder Freier darüber im Klaren sein, dass er mit seiner Nachfrage nach käuflichem Sex den Markt schafft, der sich zu seiner Befriedigung ohne Skrupel des Menschenhandels bedient. Die verzweifelte Lage der Zwangsprostituierten ist oft kaum zu übersehen. Trotzdem kommt es in kaum einem Fall zu einer Anzeige oder Ausage von Seiten des Freiers. Aus Unverantwortlichkeit, Gleichgültigkeit, Angst oder Scham schweigen die Freier, auch wenn sie die Notlage der bedrängten Frauen erkennen.

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[34] Streiber, P.: Internationaler Frauenhandel: Funktionsweisen, soziale und ökonomische Ursachen und Gegenmaßnahmen. Berlin 1998, S. 24-26.

Die Gewalt in der Prostitution

Prostitution gehört zu den Gewaltformen, von denen besonders Frauen betroffen sind. In der Prostitution ist die Gewalt alltäglich. Die Angst im Bauch, besonders bei der Straßenprostitution. Das Gefühl von Unsicherheit, das auch denen nicht erspart bleibt. Gewalt gegen den Körper, Ausbeutung der Intimität. Paradoxerweise verbindet sich dieser permanente Alarmzustand mit einer Empfindungslosigkeit gegen sich selbst, die darin besteht, sich aus dem Geschehen herauszulösen, um den eigenen zu bewahren. „Auf dem Strich, das bin nicht ich, das ist nur die Schale meines Körpers. Ich bin ich, wenn ich mit meinen Kindern zusammen bin.“[35] Gewalt der inneren Zerrissenheit, der Rückgriff auf Alkohol, Drogen, Beruhigungsmittel, um durchzuhalten.

Bei der Prostitution geht es auch über unsichtbare Gewalt. Manche erleben jeden Beischlaf wie eine Vergewaltigung, andere schaffen es nicht, ihren ersten freier anzunehmen, Aussatztrauma, viele berichten von ihren Tränen, ihrem Erbrechen, von zwanghaftem Duschen.

Psychische Gewalt treffen bei der Frage nach den gesundheitlichen Folgen von Prostitution. Obwohl viel bleibt unbekannt und sanitäres Problem reduziert wird, die Folgen der psychischen Verheerung sind groß. Besonders kann äußern: Verkümmerung von Sexual- und Liebesleben, Beschädigung des Selbstbildes, Reaktionen ähnlich denen von Menschen, die

[35] Collot, I.: Gewalt in der Prostitution aus der Sicht der Organisation „Le Nid“. Boppard 2003, S. 49.

Vergewaltigung erlebt haben, posttraumatischer Stress.[36]

Die nächste Gewalt ist Gewalt von Zuhältern. Es kann diese Formen: gemeinschaftliche Vergewaltigungen, bedrohung mit Waffen, Erpressung mit dem Kind, den Angehörigen. Die Verbindungen in die Drogenszene hat nicht zum Ziel, menschliche Beziehungen zu erleichtern.

Gewalt von Institutionen. Obwohl Prostitution nicht verboten ist, wird sie von der Polizei kriminalisiert: festnahmen, Vernehmungsprotokolle, «Säuberungs»-Aktionen in den Stadtvierteln, Zuhälter; die in Freiheit belassen werden, obwohl der Tatbestand vollkommen offenliegt; seitens der Justiz: Diskreditierung; die Aussage von Prostituierten ist nichts wert; ganz zu schweigen von dem Ärger mit dem Finanzamt.

Gewalt durch Ausschluss: wachsende Isolierung, symbolische Stigmatisierung, die aus Menschen lebenslänglich Prostituierte macht. Alles kommt zusammen, um einen ständigen Kreislauf aus Gewalt zu nähren, der auch bei den Prostituierten selbst anzutreffen ist – Männerfeindlichkeit, Rachephantasien, – sich aber auch in Gewalt untereinander manifestiert.[37]

Die Gewaltspirale, die oft auf erfahrener steigender Gewalt aufbaut. Ein immer häufiger anzutreffendes Bindeglied zwischen der in der Kindheit erlittenen sexuellen Gewalt und Prostitution als Wiederholung eines Traumas, „Reaktion“ auf erlittene Gewalt oder

[36] Collot, I.: Gewalt in der Prostitution aus der Sicht der Organisation „Le Nid“. Boppard 2003, S. 50

[37] Bundesministerium für Familie, Senioren, Frauen und Jugend: Aktionsplan der Bundesregierung zur Bekämpfung von Gewalt gegen Frauen. Dezember 1999. S. 12.

eheliche Gewalt, in Verbindung mit Alkoholabhängigkeit.[38] Diese Aspekte lassen sich insbesondere mit den Lebensgeschichten zahlreicher Prostituierter, die aus osteuropäischen Ländern stammen, belegen.

Gewalt des Schweigens einer ganzen Gesellschaft. Schweigen von Bürgern, die sofort bereit sind, als lästig empfundene Menschen zu jagen, die sich bestärkt fühlen durch die gängige Banalisierung einer Tätigkeit, deren Legalisierung als simple Erwerbstätigkeit von vielen gefordert wird, die aseptische Organisation angesichts des AIDS-Risikos.

Eine weitere Schwirigkeit, die – legitime – Aufmerksamkeit, die sich auf den Menschenhandel, insbesondere mit jungen Frauen aus den Ländern Osteuropas und Afrikas richtet, die den üblen Machenschaften notorischer Krimineller ausgesetzt sind, lässt für den Augenblick die für das gesamte System Prostitution charakteristische gewalt anscheinend vergessen. So schloss der Europarat die Prostitution aus der Definition von Gewalt fofen Frauen aus, um nur die Zwangsprostitution und den «illegalen Menschenhandel» zu bekämpfen.[39] Die gleiche Tendenz läßt sich auf internationaler Ebene beobachten. Dadurch, dass man Prostitution und Zuhälterei legalisierte und als normale Dienstleistung betrachtete, auch für Anchschub in der Prostitution es ist besorgt, dazu dienst sehr gut Frauenhandel, der neue Opfer zu rekrutieren und die Freier zu „konzumieren“. Derzeit ist in europäischen Gesellschaften die Notwendigkeit einer völligen Freiheit der Sexualpartner gefordert. Die Prostitution als pure

[38] Decurtins, L.: Die Gewaltspirale – über männliche Gewalt gegen Frauen in der Familie. In: Sozialarbeit 17/1999. S. 18.
[39] Feher, L.: Frauenhandel. Wien 1996, S. 22.

Verneinung dieser Forderung setzt eine Kultur der Gewalt, besonders gegen Frauen, fort.

Die Logik des Systems Prostitution selbst erzeugt Gewalt. Zunächst einmal, weil die Person die der Prostitution nachgeht, als Rechtssubjekt verschwindet, um nur auf den Status des Tauschobjekts reduziert zu erscheinen, was freilich nicht ausschließt, dass sie weiterhin selbst über ihr Leben verfügt. Dies ist ein diskriminierendes Vorgehen, das sie zu einem Wesen zweiter Klasse, einer Sache, an der man sich austoben kann, die man bezahlt, die macht, wofür der Kunde dann das Recht erhält, ohne irgendeine Verantwortung zu handeln. Die Prostitution ist das Symbol schlechthin für eine soziale Ordnung, die auf Beziehungen von Ungleichheit zwischen Männern und Frauen gegründet ist, eine Kulturtat, die man lieber als „natürliches" Phänomen festschreibt. Dies ist strukturelle Gewalt.[40]

Eine institutionelle Gewalt, die darin besteht, einen Teil der Frauen, heranwachsenden und Männer, die man aus den Reihen der psychisch, sozial und wirtschaftlich Schwächsten rekrutiert hat, zu opfern, um so zusagen die anderen vor Vergewaltigung und tätlichen Angriffen zu schützen.

Alle Gewaltformen passen zusammen. Alle zusammen stellen eine Form der Diskriminierung dar, ein Hindernis, denn einen Menschen wie eine Ware zu behandeln ist.

[40] Feher, L.: Frauenhandel. Wien 1996, S. 23-24.

Arbeitet in Katholische Univerzität Ružomberok in der Slowakei als Pädagoge – Fachassistentin für Moraltheologie – Ehe und Familientheologie. Nach einer internazionale Schulung zu dem Menschenhandel und Zwangs-prostitution im Jahr 2006 in Berlin interessiere sich um dieser Problematik.

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Education of social workers in Slovakia

Milan Schavel

Angela Almašiová

Introduction

The growing number of students studying Social Work at all faculties of Slovak universities as well as increasing number of social workers who are improving their professional abilities confirms the increasing number of qualified social workers. The quality of a social worker's professional approach requires improving his own qualification, working on his skills and abilities at various training organisations and institutions.

History of social education in Slovakia

The subject of Social Work was fairly unknown in Slovakia in the beginning of 20th century which was not the case in Czech Republic.

That's why Alica Masarykova suggested establishing a school that would offer appropriate education to potential social workers in Slovakia after creation of former Czechoslovak Republic.

The institute of M. R. Stefanik consisted of two schools:

1) 2 years school for female teachers to prepare housewives

2) 2 years school for social and health care

The institute accepted female applicants who completed two years of „family school“.

School for social and health care tried to provide the latest theoretical knowledge of that time for both social and health care. One of the goals of the school's management was to prepare the students for further studies.

The communistic regime that came to power in Slovakia after February 1948 reformed the whole system of social and health care. It was centrally regulated not taking into consideration local needs. The main tool of social care was offering various financial benefits to people in social or health care need. The state became the main and later the only provider of social services; it excluded any other model of social and health care. Social and health care was limited to providing care in huge institutions only.

This approached prevented either a person in need of social care, as well as his family to take own responsibility for that matter. It could be concluded that the society represented by the state administration took

full responsibility for the person with the need of social help and it prevented his personal development and ability to search for solution of his temporary difficult situation. The aim of Social Work was not to look for the ways to improve or resolve difficulties of the person in the social need. Social worker was rather seen as an administrator of the state. His only help was through the office administration and *it was very closely connected with offering state benefits.* (Schavel, 1999).

This system of Social Work lasted till nineties. Because of increasing number of social difficulties and social pathological phenomenon, society started to feel lack of social workers that would be able to help people in need.

Education of social workers in Slovakia in present days.

The education of social workers has been increasing in numbers and started to offer quality since 1989.

This was caused by the lack of professionals who would be able to look for solutions in regards of new social needs. These needs were caused by the amount and the

speed of social, political and economical changes within the society after 1989. All these changes required new legislation and guidelines as for the effective provision of social and health care. The implementation of the new laws required experienced social workers as well.

Further interest in studying Social Work was caused by new requirements of new regulations for the employees of public sector that has required from public administration workers to have completed at least first level of university degree (B.A.). (Public Service Act 312/ 2001) The change affected the public administration workers of local district offices first. Later it included employees of Offices of Labour, Social work and Family, who were offered possibility to start theirs studies by the end of the year 2005.

Further interest to study Social Work was shown by other groups of employees such as police officers, border control officers, social insurance officers, employees of town offices as well as bank employees, entrepreneurs and employees working in the field of human resources.

To study Social Work at university level was possible outside of Bratislava in Presov at the Andragogy Department of Faculty of Philosophy at Presov University since 1989. In 1990 at the Faculty of Philosophy at J. A. Komensky University in Bratislava opened MA courses at Sociology Department that was focused on social work matters.

Faculty of Pedagogy at Komensky University, Bratislava has opened Social Work Department in 1991 and it became a corner stone for further development of professional preparation of social workers. Since then there have been established Departments of Social Work or Sub departments of Social Work at other universities across Slovakia.

Currently there are following possibilities to study Social Work:

– Trnava University – since autumn term in 1993 there has been open Department of Social Work at Faculty of Health and Social Care of Trnava University (The name of the Faculty has been changed to Faculty of Medical and Social Care)

- Faculty of Philosophy at Presov University – Department of Education of Adults and Social Work
- Faculty of Orthodox Pastoral Ministry at Presov University – Department of Basic Theology and Social Work
- Faculty of Philosophy at Nitra University - Department of Ethic and Social Work, since 2001 Faculty of Social Sciences and Health Care, Department of Work and Social Science
- Faculty of Pedagogy at University of Matej Bel, Banska Bystrica – Department of Pedagogy and Social Work
- School of University Studies of Medical and Social Care of St Elisabeth, Bratislava
- Faculty of Pedagogy at Catholic University, Ruzomberok – Social Work Department

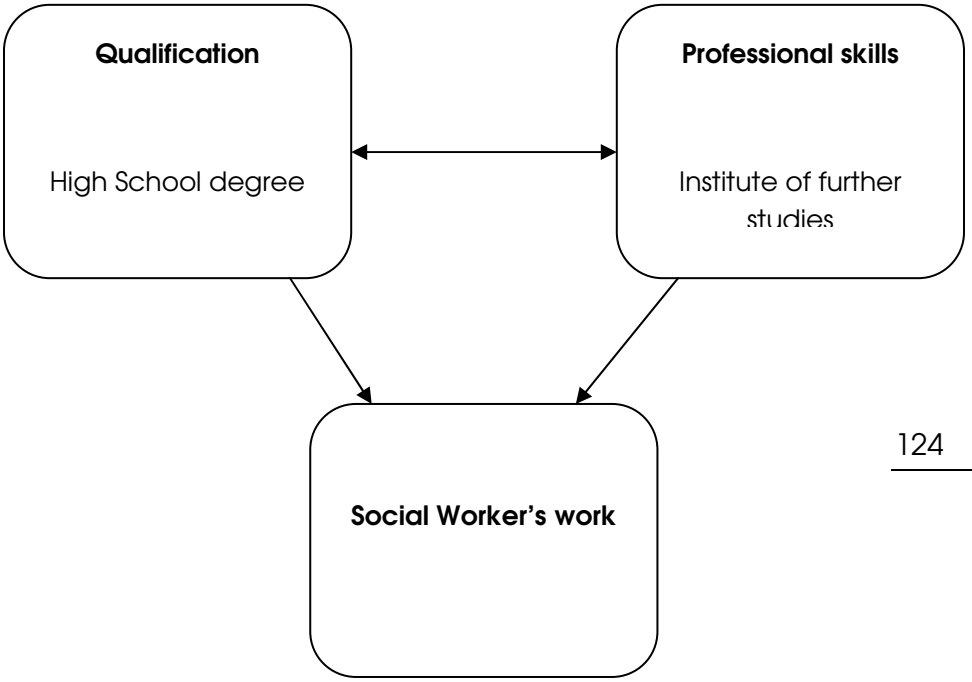
To demonstrate increased number of students studying Social Work we included statistics of Ministry of Education from October 31st, 2006. According to statistics, there has been studying in the academic year 2006/2007 12933 students Social Work. This number

consisted of 2244 full time students and 10689 part time students. In comparison there were 1974 full time students and 6447 part time students that completed Social work studies between 1997 and 2006.

Universities have a potential to educate highly qualified social workers with similar degree while following the same standards as the profile of Social Work studies and the curriculum is very similar at all universities.

(see In: Schavel, M., Dávideková, M. Vzdelávanie v sociálnej práci na Slovensku a v Čechách - porovnanie obsahu štúdia. Sociálni práce/Sociálna práca roč. IV. č. 1/2005.

The education of social workers follows the pattern below



Qualification knowledge (know-how) is defined as a set of skills, information and knowledge acquired by a social worker during his studies either at secondary school or at university.

Žilová (2005, s. 85) connects this qualification knowledge with Qualification Standards that are set by the expectations of the society:

- Level of achieved qualification – B.A. or M.A.
- A subject of chosen studies – Social Work, subjects related to Social Studies such as Social Pedagogy, Social Psychology, Sociology etc.
- Practical Experiences – at least as a part of curriculum for students during their studies

It is possible to study Social Work in Slovakia at university level at following levels (the guidelines No 2090/ 2002 were published by Ministry of Education):

- First level of university degree (B.A.); the full time studies require three years

- Second level of university degree (M.A.), typical length of studies is two years. It is assumed that the candidate for M.A. degree completed his B.A. degree in Social Work or at other related subject (Sociology, Social Pedagogy, Andragogy)

  As for the applicants for M.A. in Social Work program who completed their B.A. in the fields not as closely related to Social Work as those mentioned above (B.A. of Pedagogy, Social Philosophy, Social Psychology, Health Care) the M.A. program could be extended up to three years

- Post gradual degree (PhD.) (www.akredkom.sk)
- There is still open option of acquiring PhDr. title at some universities through further exams (e.g. Comenius University, Bratislava; Catholic University, Ruzomberok)

The expected profiles of potential graduates and summary of required qualification abilities were defined by the working group lead by Prof. Tomes. The group consisted of representatives of various educational institutions granted by Ministry of Education and

Association of Educators in Social Work. The group worked between 1996 and 2000.

There are some activities that try to renew nationally the program of studies of Social Work. However, it could be concluded that all these actions have rather „facelift“ character and they modify the curriculum of Social Work in Slovakia through various changes of additional voluntary subjects or create Social Work programs with a specific purpose (Social Work in State or Local Government Administration or Social Work in Counselling).

These specific programmes do not offer to graduates higher qualification or specific purpose in comparison to graduates of general Social Work. Rather it limits their ability to find appropriate job.

On the other hand, all these modifications of the curriculum of Social Work courses suggests that new phenomenon and changed specification of day to day work at various positions offered to graduates of Social Work requires further professional development.

Professional skills ("Professional readiness") could be defined as a practice, additional education (courses, training, formation) that enable Social Work to go beyond the knowledge and experience acquired at university or secondary school. Further professional education is defined by the Act of National Council No. 386/ 1997 Z.z. The Act states that anybody is entitled to further professional development that could improve his own qualification or change his professional qualification completely (to re-qualify).

Further education is offered by various forms of studies (long terms ones like the course or short term ones like a seminar, or short training), in different organisational structures (part time studies, evening studies, studies to widen up qualification, re-training etc.) using various methods (long-distance learning, learning using the latest technologies) (Act No. 386/ 1997).

Possibility to improve professional skills through further development is offered by various organisations and educational institutions. Just recently there was

established Institute of Post gradual Studies at the School of Health Care and Social Work of St. Elisabeth in Bratislava. The institute offers few certified courses that are accredited by Ministry of Education, e.g. Training of social counsellors, Training of social work supervisors, Street work etc. Other organisations that opened these possibilities are e.g. Association of Educators in Social Work, Association of Supervisors and Social Counsellors, Slovak National Centre for Human Rights, Centre of Education at Ministry of Labour, Social Matters and Family etc.

The need of further education has been highlighted by graduates of Social Work who have been facing difficulties during counselling while working with clients. They have mentioned lack of managerial experiences, lack of clarity in the fields of legislative protection, Social Work with specific clients such as drug addicts, unemployed, long term ill or dying people or asylum seekers. (Questions of further education were addressed also by Gejdošová, Almašiová and Rusnáková, 2006).

The matters are influenced by the activities outside of Slovak borders as well. Currently valid Act about further professional development No. 386/ 1997 will be replaced by a new Act that should include new developments as for the matter of vocational qualification of adults and post-gradual development. Slovak government accepted Document No. 157 on 25th February 2004 as Concept of Lifelong Education in Slovak Republic. It also added in 2007 Suggested Strategies of Lifelong Education and Vocational Counselling of Adults with aim to finally complete the rebuilding of system of lifelong education and counselling in Slovakia.

Importance of Lifelong Education and Vocational Qualification of Adults are highlighted by documents approved within EU such as:

- Memorandum about Lifelong Education that was approved in Brussels in 2000. It is a key document that has enabled the development of the lifelong vocational education of adults within EU area. The document highlights the importance of lifelong education for

development of the countries of EU as the whole.

- Community Program of EU – Program of lifelong education that was approved also by Slovak Republic on January 1st, 2007. (It enabled Slovakia to use program Grundtvig that is concerned with the needs of vocational training of adults to receive new skills, program Jean Monet supporting institutions and activities in the field of European integration within university education).

Professionals involved in the matter claim that lifelong educational programmes are the most effective tools of cooperation with the EU; there are also other countries involved in the programmes.

New trends in supporting Lifelong Learning are defined also by Lisbon Strategy. Lisbon Strategy's main aim is to improve quality of life and to one's human potential through education. It hopes that higher education will improve individual's possibilities of employment and ability to live socially independent life.

Very important milestone in regards to lifelong education has been Bologna Process. Supporting activities that support lifelong education became the main subject of the meeting in Prague in 2001 and the topic was included in the final document of the meeting.

By comparing different systems of Lifelong Learning of subjects related to Social Work among other countries it proved that Hungary has extremely well developed the system, where was signed the Act about further education in Social Work. Germany, Czech Republic, Austria and Slovakia itself lack such clarity of system. The whole matter of further education of social workers relies on random activities of educational institutions or citizens' associations and unions. These organisations support further education through short term educational programmes on one hand and on the other they lack the systematic approach.

There is well developed system of post-gradual studies in Social Work related subjects in the USA.

Taking into consideration current situation and potential of further development of further education of social

workers; it is important to be reminded the potential and importance of the Association of Educators in Social Work. Members of the Association are legal bodies as well as university lecturers in the field of Social Work. In present, the Association does not have a character of professional institution; opposite to the situation in Czech Republic. It is also not a counselling body for Accreditation Committee. This fact lowers its importance and the authority in regards to teaching institutions. However, it can help to increase the qualification and the professional skills of teachers of various subjects related to Social Work through projects. It can also create professional support system through organising of conferences and seminars. It also could prepare international projects and activities with foreign institutions similar by their character to the Association.

One of the drawbacks of the Association is the fact that despite sufficient professional potential there is visible lack of free time of its members and usually high commitment to their profession. It decreases their availability to help through the Association improving situation of social workers with desire for further studies

Conclusion:

Improvement of education of social workers requires wide-spread discussion of professionals excluding emotions, ill feelings and judging the professional level of universities. The only standard to decide whether the school is able to provide social workers' education is the license given by Accreditation Committee.

Despite a great capacity of the Association of Educators in Social Work it needs to be concluded that it does not work to its full potential in order to improve quality and availability of Social Work studies of the graduates. The Lifelong Learning of social workers seems to be the most immediate issue in order to improve professional skills and professional status of social workers.

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Interview with Michal Oláh, Head of Department of Social work, St. Elizabeth's University, Bratislava

What inspired the St. Elizabeth's University to get engaged in helping Eastern European countries on top of its activities in developing countries?

Countries of Eastern Europe are in need of charitable and missionary work and activities and our University has already got a few projects running in this territory.

Even though St. Elizabeth is the symbol of our University, we would like to point out that it is not a missionary university strictly pursuing Catholicism. Of course, we acknowledge the attributes of Christianity, yet when working in the Easter Europe we are not enforcing any kinds of proselytism. Our message is to spread the word of the Creater: *"Therefore*

go,… teaching them to obey everything I have commanded you." (Mt 28, 19-20). Another psalm that had became the credo of our activities and is pushing us forward to purvey social work among people in developing countries is *"…whatever you did for one of the least of these brothers of mine, you did for me"*. These are aspects of one's existence which show us where our charitable and missionary work is most needed. Motivation is strong, as may be gathered also from words of St. Elizabeth's University rector, initiator of foreign projects who says: *"It was a necessity, a must as we had troubles sleeping seeing the conditions and poverty people are living in on TV. We would be up even ten times during night. It got a little better – now it is only three or four times."*

Another important incentive for the project was to mediate the education of social work in eastern European area and thus help entrenching this subject in countries where Slovak minorities live in socially challenged regions – Serbia, Romania, and Ukraine. It is not only geographical but also cultural closeness that has brought our attention to eastern countries. The fact that they belong to Slavic group of languages is helping our activities a great deal. We believe that helping within the "own family of nations" is a responsibility and a challenge for Slovakia today of somehow to create a bridge between eastern and western cultures.

So this is the reason why you have decided to start projects in Ukraine, Serbia and Romania?

Ukraine, while being one of the biggest European countries is at the same time also one of the poorest countries in the region. Living conditions have dramatically worsened over the last decade and many families, especially children with single parent live below poverty level. Demographic

situation in Ukraine is tragic – the number of citizens has dropped distinctively from 52.2 million in year 1990 to 45.2 million right now. Over seven million people are unemployed. Ukraine is our neighbour, neighbour of European Union, balancing between two worlds – the Union and the East. Not meaning to say that European Union is an ideal form providing comfortable life and the East is underdeveloped. It is two different cultural worlds in opposition – western world influenced by Greek and Roman philosophers and their culture we live in, and the eastern one influenced by Byzantine culture and traditions that have formed it for centuries as well as by many conflicts with Tatar traditions or Turkish culture.

In Ukraine, which we recognize as one of the most challenging countries due to its vast social issues, we are already launching our third project. Two of the projects are focused on tangible social work activities – abandoned children's home of St. Elizabeth in Seredne and another one by the name of the hallows Teodor Romza in Korolevo. We are now trying to penetrate into academic sphere as well to assist in the process of educating highly qualified professionals in our newly open workplace in the centre of a region, the city of Uzgorod. We have opened a first degree program (bachelor) of social work. Geographically it is not European Union but it is no more than 36 kilometers far from one of our university's workplaces in Michalovce, Slovakia. Unfortunately, with Slavic nations being unnaturally separated by borders, it might take one up to 8 hours to travel there.

In Bacsky Petrovec, Serbia we have already accomplished this and managed to open the second year of social work studies. Also, we have launched tuition of social work in Nadlak, Romania this year.

Are students interested in practical training in eastern European countries? What are usually their tasks while conducting the training?

At the moment our students and graduates are more interested in working in developing countries like Kenya, Cambodia or Haiti where volunteers – professionals in health and social area are almost totally absent. In Eastern Europe we mostly work with local people already in the field, yet often without any know-how and very limited budget. In Seredne and Korolevo we have granted free education to numerous social workers and nurses, plus we pay for some of the costs related to providing care of children in orphanages, not refundable by the state. After launching daily study programs at our university we have noticed increased interest in practical training in the eastern countries.

How can you distinguish between social work as helping people in troubled social conditions and Christian missionary work? Or do you look at differently and understand the connection between missionary work and helping the people in difficult life situations through carrying out social work?

Social work, on theoretical and practical level is primarily understood as a professional occupation conducted by social workers as university graduates. We do not support a pure philanthropic understanding of social work (as in terms of “a good heart is all it takes”). Also, we do not look at it from economic and administrative point of view, as a social worker is not an administrator. Thus we may say that missionary work is done by methods of social work and its Christian dimension is more present in “exempla trahunt” than in “verba movent” and this is the basic understanding of social work at our

University. Christian missionary work has its roots in our culture and social work draws from them.

Michal Oláh

Head of Department of Social work, Michal Oláh, Peter G. Fedor-Freybergh

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