

Peter Jusko

**GLOBAL SOCIAL PROBLEMS
AND EDUCATION IN SOCIAL WORK**



Peter Jusko

**GLOBAL SOCIAL PROBLEMS
AND EDUCATION IN SOCIAL WORK**

Józefów 2013

Alcide De Gasperi University of Euroregional Economy
in Jozefow
05-410 Józefów
2nd Sienkiewicza str.
Poland
Website: www.wsge.edu.pl
wydawnictwo@wsge.edu.pl

This book first published in 2013

© Copyright by Alcide De Gasperi University of Euroregional Economy
in Jozefow
and Peter Jusko

ISBN: 978-83-62753-28-4
EAN: (13) 9788362753284

Author

doc. PaedDr. Peter Jusko, PhD.
Matej Bel University, Faculty of Education, Banská Bystrica, Slovak Republic
Global social problems and education in social work

Reviewers

doc. Ing. Martina Halásková, Ph.D.
(VSB-Technical University, Faculty of Economics,
Department of Public Economics, Ostrava, Czech Republic)

Prof. ndzw. dr hab. Krzysztof Czekaj
(Pedagogical University in Warsaw,
Faculty of Socio-Pedagogical Sciences in Katowice, Poland)

Scientific editor

prof. PhDr. Anna Žilová, PhD
(Catholic University, Faculty of Education, Department of Social Work,
Ružomberok, Slovak Republic)

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronically, mechanical, photocopying, recording or otherwise, without the prior permission of the copyrights owner

CONTENTS

INTRODUCTION	9
1 EDUCATION IN SOCIAL WORK AND THE TARGET GROUPS OF SOCIAL WORK	12
1.1 Terminological starting-points	12
1.2 Classification of target groups of social work: integration variant	13
1.3 Educational standards in social work in view of the target groups of social work	15
2 SYSTEMS OF SOCIAL SERVICES FOR DISABLED CLIENTS IN THE SLOVAK REPUBLIC AND POLAND	17
2.1. Social Support System in the Slovak Republic and its main aim	17
2.2 Social services for disabled citizens in the Slovak Republic	19
2.3. Comparing systems of social services for disabled people in Slovakia and Poland	21
2.4 Recommendations from Polish System of Social Services to Slovak System of Social Services for disabled clients	26
3 POSSIBILITIES OF HELP TO THE DYING SENIORS AND THEIR FAMILIES AT HOME IN THE CONTEXT OF THE SILVER ECONOMY	27
3.1 Silver Economy and its maintains in the are of palliative and hospice care	27
3.2 Help to dying persons in the context of the silver economy	28
3.3 Case study options help dying at home in the Slovak Republic	30
3.4 Trends in modern palliative care for dying seniors	32

4 YOUTH UNEMPLOYMENT AND THE IMPORTANCE OF SOCIAL WORK AND SOCIAL PEDAGOGY IN SOLVING IT	34
4.1 Youth unemployment in the context of employment policy	34
4.2 History of social pedagogy and the problem of youth unemployment	35
4.3 The problem of youth unemployment within the context of characteristic features and the subject of social pedagogy	36
4.4 Social Work Practise in the area of employment services	37
4.5. Professional competences of social workers and social pedagogues and the problem of youth unemployment	38
4.6 Subculture of unemployed youth as a subject of attention of social work and social pedagogy	40
4.7 Possibilities of social work and social pedagogy in solving youth unemployment	41
5 A COMPANY SOCIAL POLICY IN THE SLOVAK REPUBLIC - CURRENT STATE AND PROSPECTS	43
5.1 Company social policy and place of social work in it	43
5.2 Disabled employees care as an element of company social work process	44
5.3 Possibilities of social work in reconciling work and family life of the company employees	46
5.4 Possibilities of company social work practise in the area of company social responsibility	48
6 PRESENT YOUTH SUBCULTURES IN THE VIEW OF SOCIAL WORK	51
6.1 Social indicators of present youth subcultures	51
6.2 The types and forms of youth subcultures	53
6.3 Youth subcultures in the view of social work	56
6.4 Functions of youth subcultures in the present society	

7 SOCIAL WORK AND SOCIAL PEDAGOGY INTERVENTION IN THE AREA OF DRUG ABUSE PREVENTION

7.1 Study context of social pathology in the area of social work and social pedagogy	61
7.2 The Importance of social pathology in the social work and social pedagogy theory	62
7.3 Social and educational activities in drug abuse prevention	63
7.4 Social intervention in the area of drug abuse prevention	66

8 THE POSSIBLE SOLUTIONS OF THE FOOTBALL HOOLIGANISM 68

8.1 Characteristic of the football hooliganism	68
8.2 The hooliganism as the juvenile delinquency phenomenon	69
8.3 The fan project as the form of the young social work	70
8.4 Field social work with the football fans	71
8.5 The Fans Embassy as support social services for the football matches	72
8.6 The probation and re-socialisation programmes for the violence offenders	74
8.7 Football hooliganism as a subject of social work interest	75

9 SOCIAL WORK AUTONOMY IN THE AREA OF ACADEMIC EDUCATION 77

9.1 Constituting of social work and the problem of its autonomy	77
9.2 Social work university education and the issue of social work scientism	79
9.3 Organisational and personnel ensuring of social work in higher education	82
9.4 Inter-profession reflections of social work in the academic education	85
9.5 Social work autonomy in the context of academic accreditation process	88

CONCLUSION 91

BIBLIOGRAPHY 93

INDEX 101

ABOUT THE AUTHOR 107

INTRODUCTION

Social work is generally defined as human-legal profession that realizes social policy built on commonly accepted values and norms. Such values may include the right to social security and the right to a dignified life for everyone in society.

From the perspective of social work is to draw attention to Article 14 of the European Social Charter (right to benefit from social welfare services). The article states the need to ensure the effective exercise of the right to social services promoting or organizing services using methods of social work to help individuals and groups in the community in their development and adjustment to the social environment, encourage the participation of individuals and voluntary or other organizations in the establishment and maintenance of such services.

At the Council of Ministers of Labour, Social Affairs, Health and consumer protection (EPSCO) in Brussels was in 2012, in February the document on the impact of the crisis. There lies a recommendation to increase the number of "white occupation" (health and social services) in Slovakia, as a means of reducing high unemployment.

To strengthen the case of these professions requires adequate space, time, resources and autonomy at work. There are also necessary regulative (standards) that only qualified and registered social workers to act on behalf of procedures, steps in accordance with a code of ethics that can affect the human rights of freedom and independence in their family life. Social workers should have the right to professional autonomy to act responsibly.

Every year in March, it is held World Day of Social Work. This day aims to highlight the contribution of social work for the company. It should help to dialogue with all partners on how best to address social problems. Social work has contributed and contributes to the impact of economic and social change helps to support marginalized groups and socially vulnerable communities.

Social cohesion is what connects the segments of society that holds them together. According to the documents of the Council of Europe Social Cohesion is the ability of the company to ensure prosperity for all, minimizing disparities

and avoiding polarization. Cohesive society is a mutually supportive community of free individuals reaching common goals by democratic means.

Social development can be summarily described as the process of organizing human choices and actions interact to achieve better results. Social development makes better use of human capital. In the absence of appropriate social development theory remains just a simple process of experimentation with trials and errors with a large share of failures and very unbalanced development.

Reform of the European Union since 2011 through “Strategy for jobs and growth in Europe 2020”. Europe 2020 is the EU's strategy for smart, sustainable and inclusive growth. In terms of current social policy strategy for 2020 most current social and political document at present. This strategy replaced the earlier called. Lisbon Strategy (2000-2010).

International Association of Schools of Social Work (IASSW), International Council on Social Development (ICSW) and the International Federation of Social Workers (IFSW), the three largest global organization for social work, education and social development formed a joint document Global Agenda: a commitment to act for social work and for Social Development, which was submitted to the UN in March 2012. "Global Agenda: a commitment to act for social work and for social development" (of 6 January 2012) committed social workers, educators and workers in the field of social development, as witness the daily problems of individuals, communities and issues in society.

Among vulnerable social groups can be present in a global society include poor people after serving a sentence, a growing number of homeless, people with AIDS, the HIV virus, with learning difficulties or mental retardation and otherwise different. Many people are becoming unemployed without fault of their own, and then often lose the residence. Not always it is not because they did not pursue to prevent it. Exclusion concept includes not only the impossibility of access denial, but also problems in social relations (relations), including stigmatization, social isolation and because of gaps in social protection, respectively it's malfunctioning.

An optional European framework for quality social services, adopted the

Social Protection Committee ("Social Protection Committee") 6 October 2010 seeks common language in the quality of social services in the EU. The framework identifies some principles of the characteristics that social services should be able to meet the different needs and expectations:

- Availability (existence),
- Accessibility,
- Affordability,
- Orientation to the user,
- Complexity
- Continuance,
- Result orientation.

1 EDUCATION IN SOCIAL WORK AND THE TARGET GROUPS OF SOCIAL WORK

1.1 Terminological starting-points

One of the possibilities of application of the theory of social work in graduate and postgraduate education of social workers is its teleological orientation on the most frequent groups of clients in social work as a practical activity. The consideration of this sphere of social work in the conception of education in social work requires an objectively justified differentiation and specification of key concepts of these problems.

The starting-point terminological category represents the social group. This frequently used concept does not require being defamed and so we will just stress that an expressive component of the formation of social groups is represented by the common goals and interests of their individual members. The degree of social cohesion (with the target groups of social work it is not high) is a determinant of participation of the group members in solving their social situation.

The concept of social work has several semantic levels of perception (practical activity, profession, study line, branch of science). For the purpose of this study, however, it is necessary to characterize one of the classification subgroups of social work, namely the group social work, with its goal to make use of the specificities of the work with a group in favour of the individuals or, eventually, the whole group. We can agree with Žilová (2000: 58) that the methods of group social work are more demanding than the individual social work, with greater demands being laid on the social worker, especially as to the theory of social work with a group of clients and the indispensable practical experience.

The determinant of co-opting the member of the society as a client of the social worker is the occurrence of a social phenomenon or a process, called the

social event. According to Tomeš (2001: 117) this concept designates the risk that is socially acknowledged as serious and requiring social protection, since the afflicted person or the family are unable to avert its consequences. The most significant social events include unemployment, social events connected with the family, drug addiction, criminality, health handicap, population aging, or social marginalization of certain individuals and groups.

1.2 Classification of target groups of social work: integration variant

The problems of classification of the target groups of social work have been dealt with by several authors, e.g. Jusko (2000), Žilová (2000), Tokárová (2002). In the present phase of transformation of the social sphere in the Slovak Republic the most frequent target groups of social work include:

- a) The family, while the most frequent target category of social work represents the dysfunctional family. Within the context of the problems inside the family that are often taboo we must not forget about the CAN syndrome and the role of social work in its solving. Another type of families found in the intentional field of social work represent the young families, the families with great numbers of children, single mothers with children, or the so-called complemented families (i.e. various forms of substitute family care);
- b) The socially dependent citizens - the individual is considered to be socially dependent when in a long term horizon he is unable to identify and consequently solve his social problem, due to the loss of his independence, caused mainly by the defects of the respective social system. This group includes:
 - the unemployed (especially for a long time) - their social isolation caused by the reduction of their ability to find a proper job makes them socially marginalized up to the degree of the so-called socially unadjusted citizens;

- The seniors „who represent the permanently growing generation group. It is inevitable to make this group a subject of a more intense interest of the society (and of social work as well), not only from the point of view of their basic economic security, but also from the point of view of the varied support of their realization in the society and the complex care of life of this generation of the third age";
 - the citizens with health handicaps whose integration is considered to be „a dynamic and gradually developing process, consisting of the partnership co-operation of the handicapped and the intact ones on the level of the mutually balanced adaptation in the course of education and training, with the consequent social and labour integration" (Belková, 2002: 419);
- c) Socially deviated individuals, with their deviations from the generally accepted norms being due to the deficit in the social sphere of personality. This target group is formed by:
- the imprisoned individuals or those released, with the social work -called penitentiary or post-penitentiary care - having a social-educational effect;
 - drug addicted individuals, with the social work playing the role of primary prevention (preventive social work), but also participating in re-socialization, as one form of social prevention realized in re-socialization centres;
- d) Marginalized minorities - in the post-modern, multicultural society practically any national minority or ethnic group may become a social minority. In our conditions it is the Roma ethnic group mainly that is accentuated as an object and subject of social work. However, at present the coexistence of Roma people and the majority population goes beyond the framework of the social work as profession and it becomes one of the central problems of social policy as a whole.

1.3 Educational standards in social work in view of the target groups of social work

In the Slovak Republic the higher education in social work has been realized at nine universities (UK and VSZaSP Bratislava, PU Prešov, TU Trnava, UKF Nitra, UMB Banská Bystrica, KU Ruzomberok, VSV Sladkovicovo and UPJS Kosice) and it is differentiated both as to its organization and contents. Similarly as in other countries also in Slovakia there exist efforts to maintain the minimum standards of education in social work. The educational standard is not conceived as a sanction norm, but a methodical recommendation rather, to be used by educational institutions of various profiles as a means of improvement of their primary (bachelor) level of the social work study. One possibility of standardization of the study programme of the bachelor study of social work represents the five-dimensional educational standard consisting of the introduction to sociological and psychological theory, essentials of pedagogy, theory and methods of social work and practice in the field. In the context of specific features of social work with individual target groups the following key competencies of social worker in his work with a group of clients have been abstracted from the respective documents (Chytil - Musil, 1998:4-6):

- the ability to apply the main ethical principles of social work,
- the ability of purposeful utilization of communication and social skills,
- the ability to analyze the social situation of the client and make social diagnosis,
- the ability of anamnestic, psychogenetic and non-directive conversation,
- the ability of documentation of the social case,
- The ability of application of the theoretical basis of study in practical work with the group.

In this connection it is suggested that the study should include the applied disciplines oriented to individual target groups, e.g. the social work with the family, the unemployed, or the seniors. The credit system of study makes it

possible for the student to choose the profilation containing in a compact form the theoretical-methodological foundations of social work with individual target groups and, by the individual choice of the student, also the practical reflexion of social work with the selected target group.

2 SYSTEMS OF SOCIAL SERVICES FOR DISABLED CLIENTS IN THE SLOVAK REPUBLIC AND POLAND

2.1. Social Support System in the Slovak Republic and its main aim

Social security presents one of the most important areas of social politics. The right of a citizen for social security was first internationally acknowledged within the bounds of the Universal Declaration of Human Rights in 1948. The system of social security is inferred from the state of social sphere where it is embraced in the given country. The current model of social security in the Slovak Republic has been going through considerable changes in the last decade, with the conceptual foundation being grounded in the Conception of Social Sphere Transformation in the Slovak Republic.

The Conception of Social Sphere Transformation in the Slovak Republic (TSS) is defined as "content and institutional change of a man's status as a social being in the structure of social relationships, which are based on market economy and pluralistic civil society" (Stanek, 2002: 84). The Ministry of Labour, Social Issues and Family of the SR issued a document named The Conception of Social Sphere Transformation in the Slovak Republic in 1996, which represents the basic document of conceptual and complex reconstruction of social security system.

The main aim of TSS is building new social relationships and creating a mechanism of socially just, market-oriented and democratic society. "The result of TSS must be building as a system where personal participation, social solidarity, and state guarantee will be provided in socially just extend" (The Conception of Social Sphere Transformation in the Slovak Republic, 1996: 10).

The reforms of social politics in the SR encompassed in TSS reach the sphere of social security in their focus. The system of social security in nowadays modern societies is the culmination of societal efforts for socially just, ethically solidaristic and economically based social system, which respects the influence and importance of the most significant processes in progress in the

social sphere, i.e. globalization, regionalization and individualization. The system of social security presents a complex of financial, legislative, organizational and institutional tools and measures, which aim at solving those social events, which endanger the acknowledged human social rights.

The basic aim of social security is (Stanek, 2002:104) "to provide the assurance for individuals or families that the standard and quality of their life will not be lowered in a risky social or economic situation." The system of social security thus covers not only meeting social needs but also the prevention of social risks and support for individuals and families when solving social issues which could not be prevented.

The system of social security is not unified, homogenous; it is divided into a few subsystems of social security. The segmentation of social security compartmentalizes the basic system into three relatively independent segments: insurance subsystem (social insurance), subsystem of state social assistance and subsystem of social support.

The notion of social support expresses the need of active approach of citizens to solving their own social situation, respects civil ability and responsibility for one's life. The basic principles enforced in providing social support are de-monopolization, decentralization, usefulness, adequacy, plurality of resources and professionalization (Dudová, 2002: 36). The philosophy of providing social support is build as a complementary, substitutive and temporary resource in solving the citizen's peculiarity, and that is why it is available only after meeting the demands from previous subsystems of social insurance and state social assistance, where the citizen's rights arise from the relevant legislation, however they need to be claimed. The right for benefits or the service of social support is conditioned by the examination of the individuals or family's state of being reliant (MEANS TEST).

The subsystem of social support in contemporary stage of social sphere transformation in the Slovak Republic comprises of social and legal protection of children and youth and social curatelle support in material need, compensation of severe mental and physical disabilities and social services.

2.2 Social services for disabled citizens in the Slovak Republic

The problems of legal relations in providing social services, financing social services and supervision over providing social services in the Slovak Republic are regulated by the law of Slovak National Council No.448/2008 Coll. on social services. In this regulation social service is defined as professional activity, attending activity or another activity or a complex of those activities, which aim at:

- a) Preventing an unfavourable social situation, solving unfavourable social situation or reduction of unfavourable situation of an individual, family or community,
- b) saving, restoration or development of an individual in leading independent life and support of his/her integration into society,
- c) maintaining the necessary conditions for meeting basic needs of an individual,
- d) solving a social crises of an individual or family,
- e) Preventing social exclusion of an individual or family.

Social service is administered especially through social work, through procedures adequate to the knowledge of social sciences and knowledge on the state of the development of providing social services.

The participants of legal relations, arising from providing social services in the SR, are beneficiaries of social service, the providers of social service, Ministry of Labour, Social Affairs and Family in the Slovak Republic, the municipality, higher territorial unit and partnership. All those mentioned participants (all those participants) have their rights and obligations in this sphere, which are regulated in detail by the law on social services.

Social services in the SR are divided according to their kind, form and extend. Those services included in the basic kinds of social services are:

- a) social services providing necessary conditions for meeting basic life needs in facilities, which include a reception centre, a shelter, a half-way house, a low threshold day centre and a living facility for exigencies,

b) social services to support families with children; these include support in personal care for a child and support in adjusting family and work life, providing social service for temporal childcare and providing social service in a low threshold day centre for children and families,

c) social services for solving unfavourable social situation based on severe disability, unfavourable state of health or based on reaching retirement age,

d) social services using telecommunication technologies, including monitoring and signalling the need of help, help in crises provided through telecommunication technologies,

e) Support services, including relief service, help with providing nursing rights and obligations, providing social service in day centre, providing social service in an integrating centre, providing social service in a cafeteria, providing social service in a washroom, providing social service in a centre of personal hygiene.

Social services in the Slovak Republic are offered at a clinic, in a field form, residential form or another form according to the unfavourable social situation and environment, wherever the individual is situated. As for the extend, social services are provided for undetermined length of time or determined length of time.

While offering social services, professional activities, service activities and other activities are offered. Professional activities include mainly basic and specialized social counselling, support for individuals reliant on the help of other individuals, support in enforcing rights and legally protected interests, social rehabilitation, and nursing care in a facility, work therapy, interpreting and mediating interpretation and personal assistance and help with executing nursing rights and obligations. Service activities include housing, boarding, cleaning, washing, ironing and maintenance of lingerie and clothing. Other activities include creating conditions for preparing food, food serving and food release, doing the essential personal hygiene, providing essential clothing and footwear, safeguard of valuables, education, hobbies, providing personal

accessories, essential clothing and footwear, transportation, food delivery, borrowing tools and providing the possibility to do hobbies.

Relating to the theme of this article, we will focus on characterizing institutional social services and solving the unfavourable social situation based on severe disability and unfavourable state of health. Among the facilities offering such services in the SR belong the facility of supported housing, the facility of nursing service, rehab, specialized facility, day social welfare institution and the house of social services.

In this article the compared facility is the house of social services. The house of social services provides social service to an individual who is reliant on the help of another individual. The house of social services:

a) provides support for one reliant on the help of another person, social counselling, social rehabilitation, nursing, housing, boarding, cleaning, washing, ironing and maintenance of lingerie and clothing, personal accessories, allowance and handout gifts to a child with mandatory institutional care,

b) provides work therapy and hobbies,

c) Creates conditions for educating and safeguard of valuables.

2.3. Comparing systems of social services for disabled people in Slovakia and Poland

In this chapter, we have theoretically analyzed the systems of social services offered to disabled citizens in Slovakia and Poland. We have compared the possibilities which both of these countries offer to this about 10-percent group of population.

Slovakia has significantly reformed its system of social services this year; the new independent law on social services came into force on January 1 2009. Since its application into practice is continual and we find ourselves in a transitional period of time, the evaluation of Slovak system of social services for the specific group of social clients- disabled individuals - is quite problematic. In Poland the system of social services is not defined in an individual law on social services. That is why we analyzed several laws and selected services

aimed at disabled people to be able to offer an integral picture about their chances to function and develop their individual abilities and skills in both countries.

Based on the qualitative point of view we maintain that the new Slovak law on social services (as well as the original law on social support) delimitates, as for the kinds, compared to the Polish law on social support, a wider range of services for citizens with specific needs. The Slovak law on social services includes a complex of social services (nursing service, organizing collective boarding, house of social services, facility of protected housing, rehabilitation centre, centre of personal hygiene and washroom, transport services for disabled people, other services primarily aimed at families, people in crises or senior citizens) apart from protected workshops and protected places of work. The Polish law on social support virtually delimitates only nursing and specialized nursing services, support centres, houses of social services and protected housing. However, this interpretation is deceptive because Polish social services for disabled citizens are placed in several laws a way not providing an easy survey and the law on social support only mentions them. This fact was pointed at in informal discussion with colleagues from Polish universities who denoted the Polish system as chaotic and difficult to orient in, even for those workers helping in this sphere.

We have found out that both in Slovakia and Poland social services are provided by public, private and non-profit sector, while a third sector has been coming to forefront lately. Facilities organized by the Catholic Church have a greater share in providing social support in Poland.

Nursing service is the same in both countries, even though specialized nursing service in Poland offers individuals with mental disorders professional help in such a way, which does not exist in Slovakia in this type of service. Apart from rehabilitation and therapeutic services the user is offered guidance, teaching self-service activities and skills necessary for the mentally disabled client's integration to society. The Slovak alternative to specialized nursing

service is personal assistance or day social welfare institution for disabled people.

Houses of social service are defamed in Poland as facilities with exclusively all-year-round care, while in Slovakia they are being organized as residential facilities with all-year-round, weekly, or day stays. This fact partially explains why the variability of social services for disabled people is greater in Poland. This results show the fact that several Polish social services would be eventually substituted in Slovakia by care in different typed of houses of social services with adapted working hours. In spite of this difference the realization of social services in houses of social services is similar in both countries.

When the health state of a client does not allow him to stay in the house of social services in Poland, he/she is placed into therapeutic-nursing facility or nursing facility, both of which are defamed in the law on medical care facilities. Apart from rehabilitation, nursing and cultural-recreational care there is medical care offered too. In Slovakia a client in a similar situation is hospitalized, where offering medical service dominates at the expense of social services - in this respect the commonly discussed topic among professional public in Slovakia is the law on long-term care, which would defame the relations and it would interconnect medical and social services. Polish facilities are perceived as medical facilities where medical care is interconnected with social services with respect to individual needs of a client. This interconnection is positive and inspiring for the Slovak Republic.

Rehabilitation-educational centres may well be considered a Polish form of the Slovak rehabilitation centre or the house of social services for disabled children and youth, where there is also schooling provided. It is a kind of mediator between specialized schools and houses of social services for disabled children. We consider the interconnection of specialized care and education beneficial for the Slovak system too. Rehabilitation-educational centres are defamed in the law on protection of mental health.

Centres of prompt intervention are determined, apart from other laws, also in the law on professional social rehabilitation and employment of people with

disabilities and they present an equivalent to Slovak children's integrative centres, which from the legislative point of view do not belong into the system of social services in Slovakia.

Protected housing is understood more broadly in Poland than in Slovakia. It offers independent housing with an assistance of another person, for example also to people coming from resocializing facilities and to refugees. Slovak facility of protected housing is designed primarily for people with health disadvantages and mental disorders. We establish that even though the core of the function as well as the name of this social service is the same in both countries, it is not identified with protected housing in Slovakia.

Ambulatory centres of self-help are also characterized in the law on protection of mental health, as well as rehabilitation-educational centres. They are parallel with Slovak houses of social service for disabled children, youth and adult clientele or with centres of parental skills development. They are aimed at integration, promotion of healthy family, contact of disabled people with the general public and informing the general public about the lives of disabled people. Creation of circumstances for formation of self-help groups and clubs for people with mental disorders and disabilities in these centres is of interest. Ambulatory centres of self-help belong among social services in Poland with the lowest costs and at the same time with the greatest affectivity. Self-help clubs, public gatherings, spreading edification in social inclusion of disabled and reaching results with relatively low costs in these centres, is considered inspiring for Slovakia.

On the other hand, what we have not encountered in Polish law is an equivalent of the Slovak centre of personal hygiene, washroom and transportation service. While analyzing Polish laws (last in May 2008), facts about these three types of social services were not found. It is supposed that they are not determined by the Polish social legislative or they are considered an automatic part of provided social services of some facilities (apart from facilities for disabled people for example in asylum houses for homeless people).

The Polish network of employing and work mobilization of disabled people is much more elaborated than in Slovakia. This includes centres of specialized mobilization, protected workshops and centres of work therapy defined in the law on specialized and social rehabilitation and employment of disabled people. The chance to find work is limited in Slovakia for especially people with moderate disability. Polish social system offers conditions to employ also people with medium and severe disabilities. Work conditions for disabled people are offered in the three mentioned types of centres. The network of help and support starts with forming work habits, basic skills and familiarizing with work in centres of work therapy; after coping with this level, more professional work follows in centres of specialized mobilization, which at the same time is remunerated with a monthly salary. Then working in protected workshops follows, where the disabled worker is obliged to producing profit. Protected workshops are a typical attempt for transition to open work market. In Slovak circumstances especially people with moderate disabilities are able to find work in protected workshops and protected work places and then forms of work therapy follow in facilities of social services.

Another positive in the Polish system is setting basic standards of quality of social services in the law on social support. Even though standards of quality of social services became a part of legislative in January 2009 in Slovakia, standardization and improving quality of social services in Slovakia is in its beginnings - gradually the accreditation process and evaluation of social services is being formed on the basis of formulated quality criteria. In relation to this, it is important to mention that the quality of social services is greatly improved by workers of social facilities themselves. Improving the conditions for their work, financial evaluation and satisfaction will proportionally contribute to improving the quality of life of clients and social services in Slovakia, as well as in Poland.

2.4 Recommendations from Polish System of Social Services to Slovak System of Social Services for disabled clients

In conclusion we state that Polish system of social services offers disabled citizens a more complex and wider range of social services and especially greater possibilities to work. Even though it is not as clearly organized, it is broken up into partial Polish laws, some social services may be inspiring for Slovak social system. Based on the knowledge of the system of social services in Poland the following is recommended for the Slovak system of social services:

- establishing specialized care-giving service for clients with mental disorders, which would follow their needs according to the Polish example,
- making it possible to provide social services and professional medical care "under one roof" as it is done in therapeutic-nursing facilities and institutions providing care,
- creating possibilities for schooling of children and youth in Houses of social services, where at the same time they would have access to specialized care as it is done in rehabilitation-educational centres,
- creating conditions for self-help groups, clubs for people with mental disorders and disabilities and creating open information centres similar to ambulatory centre of self-help,
- extension of the work mobilization of disabled network, creating conditions for establishment of new types of centres supporting the development of work ha-bits and improving practical skills of people with moderate, medium and severe disabilities according to the example of Polish work therapy centres and centres of professional mobilization.

3 POSSIBILITIES OF HELP TO THE DYING SENIORS AND THEIR FAMILIES AT HOME IN THE CONTEXT OF THE SILVER ECONOMY

3.1 Silver Economy and its maintains in the are of palliative and hospice care

The European Union in recent period has experienced rapid aging of the population which is mainly due to increasing life term expectancy combined with low birth rates. In the context of demographic aging it comes to the spotlight opportunities for innovation, improving life of older people. For this reason, the aging of population should not only be seen as a threat but also as an opportunity, which the European Union nor Slovak Republic have dissipated.

Innovation issues and their impact on quality of life of seniors can be incorporated into the concept of silver economy, which could be loosely defined as the potential that represent innovative products and services designed to improve the quality of life in old age (Palenik et.al., 2012: 11). This existing and growing space which arises due to aging fellow citizens aware of more and more people.

The important part of using innovative products and services is the care of the terminally ill as well as help to close these people in providing this care. The World Health Organization (WHO) considers palliative care as one of its priorities. Likewise the Council of Europe has recommended to its members that palliative care fits into the overall system of social and health care. The current state of palliative and hospice care in Slovakia is not sufficient and do not meet the needs of clients. To be able to meet the recommendations of the Charter of rights of the dying, Recommendation of the Committee of Ministers to member states on the organization of palliative care and Recommendation of the European Association for palliative care is needed by the system and legislative changes to achieve changes in the current situation (Mojtová, Sedlárová, Šrank, 2013: 182). The basis is quality of palliative and hospice care which follow each other and provide continuity of care and the client's choice of conditions under which he or she wants to live his life.

In this chapter we will focus on existing aid measure dying seniors and accompanying persons in palliative home care in the context of the silver economy. This contribution is part of solution of the project of Scientific Grant Agency of the Slovak Republic 1/1294/12 entitled "Possibilities of accompany of dying and grieving persons in the Slovak Republic", the research aims to identify existing forms and possibilities of accompany in two lines: in religious and non-religious approach, the use of foreign concepts in Slovak republic, defining the problems with which an individual at loss is to cope, synergies of religious and non-religious approaches, preparation of monography and accredited course curriculum for lifelong learning.

3.2 Help to dying persons in the context of the silver economy

The comprehensive aim of palliative care is to achieve the highest possible quality of life for dying and their families. The main task of the multidisciplinary team of carrying is to meet the following needs of clients (In: Mojtoová, Sedlárová, Šrank, 2013: 187-188):

- Biological needs (egg, eating, excretion, sleep)
- Psychological needs (egg, pain management, acceptance of the disease, relapse or remission)
- Social needs (egg, changing roles in the family, the need for recognition, autonomy in decision-making)
- Spiritual needs (egg companionship, social contacts, pastoral care)

Effective support for activities of the multidisciplinary team members in satisfying of these needs are various measures arising in the context of the silver economy. In order to reason this approach we assume that the current but mainly future generations of seniors represent a population of educated, financially more independent people who in their life long use of new technologies not only at work but also at home. Home environment of dying people and their families should be technologically adapted to the needs of clients. In the European Union (especially in the UK, Germany, the Netherlands and Sweden) are in households using emergency systems which if necessary accelerate the provision of

assistance.

When providing personal hygienic care to disabled clients is possible use the robotic bath which can do all the cleaning instead of man or assistive limb assisting people who have mobility problems. Another example is support product Maatje. Its appearance reminds indoor lighting but by its features like voice recording reminders to take the medicine, motion sensor, etc. is designed to increase the comfort and security of clients at home.

Another area of assisting people with end-stage disease is called telemedicine which is in conditions of the European Union developed mainly in the Nordic countries (Gassman - Keupp 2009: 81-82).

This area includes for example telecare or remote monitoring and care of clients in non-hospital treatment, the automatic reaction is possible in the case of risk of the patient or telehealth which is a term to describe new methods that enable health and social workers to share information, collaborate and provide medical and social services through information and communication technologies.

In this area is usable a Spanish initiative in which in the region of Andalusia scientists try to help seniors suffering from disorientation due to Alzheimer's disease and dementia (In: Ageing Well Sen @ er, 2006:4). The system operates on the principle of trails that senior commonly used at home or in a visited environment. Once caught movement out of these routes possibly repeated aimlessly wandering man, the system sends the information accompanying the professionals who help senior to get back to a safe area.

Comprehensive help the dying and their families at home is so called smart house. In the broadest sense it is a building equipped with computer and communication technology which anticipates and responds to the needs of users to increase their comfort, convenience, reduce energy consumption and provide them safety by means of all technologies in the building and their interaction with the outside world (Puskar, 2008). Smart home technologies are used in many countries of the European Union and the issue addressed for example implementers of the project Smart House services for elderly and disabled

people in 2008.

3.3 Case study options help dying at home in the Slovak Republic

Female 73 years has received intense bleeding in the brain. Despite the excellence of health care to an expert workplace she remained misorientate, completely paralyzed and in all acts of daily living reliant on external assistance. After discontinuation of hospital care the caring medical doctor informed the relatives that the case is not manageable at home and requires institutional care. The family decided for home care.

The first problem occurred when they looked for home-nurse. From Slovakia go quantities of nurses to richer Austria. At home they have clear qualification requirements for performance of the work but low salaries. So the family was not able to find in their village and its surroundings to a suitable person.

State law on aid to dependent persons qualified this case to get a financial support for home-nurse but the competencies and financial burden to apply this law are on local government.

Good legal starting point finally caused that the dependent persons will or not receive financial help depending on financial possibilities of local office. In this case the affected person was transferred from the city which can offer this help (but where was nobody from her family) to her son's family in village with a small budget and despite legal right the family received no help from the community to ensure home-nurse. Some nursing tasks two time per week (together less than one hour per week) exercised a nurse from home nursing care. The family received significant help in providing needed tools from health insurance (positioning bed, antidecubit mattress and electric patient lift with U-sling). From abroad they purchased some other devices (special wheelchairs, adjustable tilt and electric positioning chair). From the beginning they felt the lack of professional information brought in accessible form in fields like problems associated with the main diagnosis (understanding of the patient changes), or attempts to communicate with her or questions joined with her diet, weight loss and treatment of emerging decubites. In their quest for the best care

they therefore coped with nervous and guilt feelings, even if their approach was technically acceptable and these forms of burden could be eliminated by short discussion with professionals. This they experienced in a short visiting of doctor - specialist who find the time for short discussion and positively evaluated their approach. It helped them accept the progressive signs of the disease as a fact that is not a manifestation of their failure. With this understanding they cared for their mother until her death.

Summary. From the described case follows that in Slovakia would be appropriate to work on the paradigm shift in the approach to dying. In addition to place dying people in specialized institutions it would be appropriate to develop a quality home care with the involvement of family members. Such a change requires: (a) support the family decision for home care and families who choose to do so, (b) equip (b1) with professionally based information - one of the stress areas of home care is that it is usually carried out by individuals who have no medical training. Therefore it is done with considerable uncertainty and of progress of disease marks is considered as their failure. Significant aid for the development of this form of care for the dying could be find in creating brief nursing publication which they could receive when leaving the hospital, specialized nursing website and forms of consultations which could offer assurance in what they do well encouragement to continue in this service and a sensitive correction in what they can do better. (b2) Technical help in offering all the devices and tools for which the client may qualify through health insurance or which they can buy (if interested) or in the case of financially disadvantaged families to borrow from (for now not existing) supporting organizations.

We assume that these functions should implement specialized ambulant palliative medical care and its partner institutions with maximal development of potential that is hidden in the family of dying person. These objectives however depend on whether the society learns to see the home care of the dying as a value which is important for the dying and despite the stress and fatigue for accompanying persons too.

3.4 Trends in modern palliative care for dying seniors

According to Infostat forecasts will seniors in Slovakia constitute about 30 percent of the population? In terms of the European Union is expected further increase of life expectancy by residents of all member countries.

These demographic trends accentuate the importance of optimizing care for seniors through the use of modern information and communication technologies.

Technology used in accompanying dying and their loved ones are designed to monitor the safety of seniors, innovation helping older people find a connection with other people, information and communication technologies for call for assistance, smart home systems, technologies that enable older people to find the lost confidence, navigation systems for people with dysfunctional orientation, technology that can stimulate sensory functions and technologies that enable the dying to compile their life story and pass on their experience to future generations.

In this context, the European Commission adopted in 2007 an Action Plan for the Information and Communication Technologies and Ageing which should contribute to innovative solutions to the challenges of aging populations (Palenik et.al. 2012: 74).

Dying seniors at home have compared with other people significantly lower social capital and therefore is for them social communication significantly important and appreciated. To enhance and expand people's interpersonal contacts outside the circle of people closest social group attempt in Japan through fureai kippu network (Hayashi, 2012). This network is based on the provision of social communication and care for seniors. Anyone can do so and for such a service is a volunteer rewarded by so called "time credit". These credits can then be later used at the time of his own illness, old age or reliance on the help of others. Time credits in this case function as real money. In many countries they see precisely in such non-financially recompensed services the future of social assistance to seniors and socially dependent persons.

In European Union countries (egg Austria, Germany, and Italy) are at home care for dying seniors' preferred home nurses which often offer long-term care for the seniors and their families involving comprehensive assistance in carrying out everyday tasks. A significant proportion in such care services has citizens of the Slovak Republic too. Due to the demographic aging of the European population arises in several countries issue of sustainability of this system.

In the Slovak Republic is needy to decide for national strategy for palliative care (like egg. Spain, Canada or Australia) and provide the necessary funding to increase the availability of the use of these services to the greatest number of clients and their families.

For the development of modern palliative care is needed to establish or operationalize cooperation between Slovak experts and their colleagues abroad to apply existing and proven innovations from abroad. Finally, it is important to ensure the continuing education of members of multidisciplinary teams in order to better identify the needs of the client and his family and subsequent support flexible implementation of innovative technologies.

4 YOUTH UNEMPLOYMENT AND THE IMPORTANCE OF SOCIAL WORK AND SOCIAL PEDAGOGY IN SOLVING IT

4.1 Youth unemployment in the context of employment policy

Youth unemployment as a multidisciplinary phenomenon is nowadays the subject of attention of several scientific as well as practical disciplines. Social work, social pedagogy and andragogy offer the connection of theoretical and empirical reflections of this problem with the possibilities of practical interventions into its solving.

Employment policy, which is one of the most important areas of social policy as well as part of economic policy, presents a legislative, institutional and organizational framework for the problem of unemployment. We can define employment policy as a set of measures and tools that cooperate in creating conditions for dynamic equilibrium at the labour market and effective use of power. Nowadays employment policy is irreplaceable in all developed countries. Intentional orientation of employment policy includes mainly the development of infrastructure at the labour market, the creation of new job opportunities, increasing the adaptability of the labour force and providing adequate life conditions for people who have become unemployed by means of public employment services.

Employment policy has undergone different phases in its development. At first (in the first half of the 20th century) passive employment policy was being developed mainly through providing different forms of support and unemployment benefits. After WWII passive policy changed into active policy mainly by means of measures strengthening the cultivation of human potential at the labour market. At the turn of the centuries (20th/21st) there was in Slovakia, as well as in other reforming countries, a period of the origination of the labour market that brought a constitution of a new employment policy. Through its accession into the EU (May 1st, 2004), Slovakia became part of the European economic area, which suggests the permanent objective optimization of public employment services.

This chapter deals with selected social and pedagogical aspects of youth unemployment in the context of the employment policy in the Slovak Republic.

4.2 History of social pedagogy and the problem of youth unemployment

Social pedagogy came to existence in the second half of the 19th century with the main aim to contribute to the solution of social and educational problems accompanying the social and economic development of society. One of these problems was youth unemployment. According to Schilling (1999, p. 53), social pedagogy has its roots in practical youth care. This could be seen in several practical social and educational activities with youth in the 19th century in the area of current day Germany, Switzerland, England, etc. Social pedagogy developed in theoretical, practical and empirical directions.

The practical direction of social pedagogy (In: Hroncová-Emmerová, 2004:25) was seen in its reaction to the social and political situation in Germany at the end of the 19th century when social pedagogy was supposed to help in the right against "social danger" that included youth unemployment.

The theoretical direction of social pedagogy was at the beginning mainly developed by German representatives of social pedagogy. One of its main representatives was P. Natorp (In: Hroncová-Emmerová, 2004:28), who points to the fact that social pedagogy at the time of its origin was supposed to contribute to the decrease of social tension in society at the turn of the 19th and 20th centuries.

The empirical direction of social pedagogy confirmed the oneness of man and nature by means of the scientific and research activities of its representatives (e.g. P. Bergemann) who dealt with the impact of social conditions (e.g. family, work, school, etc.) on the education of young people.

Social pedagogy in Slovakia was developing under the influence of foreign practical experience, theoretical conceptions and empirical research. Its pioneers before 1989 were J. Čečetka, A. Jurovský, as well as the most important representative of social pedagogy in Slovakia, O. Baláž. O. Baláž (In: Hroncová-

Staňová et al., 2007:56) emphasized the research into bond of social environment and education in several areas; one of them was the problem of work.

After 1989 social pedagogy experienced a renaissance in Slovakia in new democratic conditions, mainly under the influence of the transformation of our society in the 1990s that placed emphasis on several social problems; youth unemployment ranked among the first of these.

4.3 The problem of youth unemployment within the context of characteristic features and the subject of social pedagogy

In our efforts to derma social pedagogy unambiguously we face the barrier of the ambiguous interpretation of social and educational reality conditioned by several factors. By means of abstraction of the problem of unemployment we can choose some of the characteristics of social pedagogy, which include implications of interventions into this social and educational problem.

According to Marburger (1979), social pedagogy is a theory of help in the socialization of existing social problems. Its aim is a change of an individual, broadening of their cognitive, emotional, and psychometric competence as well as the elimination of reasons causing these conflicts.

Offensive social pedagogy is also important in solving the problem of unemployment (Bakošová, 2006:26). It is a theory of help in dealing with conflicts arising in the process of socialization. It is the third educational institution established for lifelong learning for all age groups. Its aim is the change of the individual in favour of their personal competence that is guaranteed by the constitution and other legal measures. The core of social pedagogy as the third educational institution is social help to the youth.

In determining the subject of social pedagogy we can emphasize several approaches (e.g. Ondrejko, 2000; Hroncová-Emmerová, 2004; Bakošová, 2006) that can serve as a background to the solution of youth unemployment and that perceive social pedagogy as a social answer to the needs of an industrial and post-industrial society with the aim of intervening into the process of

socialization, especially of the young generation (Ondrejkoš-Poliaková, 1999:36). Interventions into the process of socialization from the perspective of social pedagogy, thus, not only encompass narrowly defined intentional educational activity; they also include an intervention into the social problems of a young person, including social and pathological phenomena.

Bakošová (In: Hroncová-Emmerová, 2004: 41-42) suggested the possibility of including the problem of youth unemployment into the subject of social pedagogy. She perceives social pedagogy as social help that also includes the problem of social and pathological phenomena, the Roma issue, and problems of socially and morally disturbed children and youth as well as other problems, among which we could name youth unemployment. In connection with this we must also emphasize the preventive dimension of social pedagogy, e.g. in relation to prevention of youth unemployment by means of relevant social and educational activities.

4.4 Social Work Practise in the area of employment services

Professional performance of social work consists of different approaches, which are specified by particular target group, which is the subject of attention of a social worker, and as a social problem, a social worker who helps solve. If the target group of social work are job seekers, addressing social problems, unemployment and the terms of reference services employment and social opportunities of starting work in this area of recruitment and counselling for the unemployed.

Recruitment activity is focused on job search and offering a suitable job seekers and job-seekers and finding suitable offering employees the employer. Ensure it especially Labour, Social Affairs and Family, eventually legal respectively individuals carrying out recruitment reward. Part of the recruitment and registration activities, information and advisory services, preparation and publication of lists of vacancies and lists of job search job seekers and job applicants, evaluating and qualifying occupational structure of job seekers and qualification structure and occupational structure of jobseekers with about the

demand from employers and monitor the process of adaptation staff engaged from the register of job seekers and track the length of the period of stay employed.

Counselling for the unemployed is in the context of employment services provided in the form of information and professional counselling services. Information and advisory services are services in career choices, employment opportunities, including change of employment, employee selection and adaptation of the employee in his new job. Professional consulting services are aimed at addressing the problems associated with finding a job seeker, to create harmony between his personal qualities and requirements for the implementation of a job, to influence decisions and behaviour of job seekers, as well as its social and work adaptation.

The Importance of consultancy work for the unemployed, we can define the individual and societal aspect (Žilová, 2003:527-528). From the point of view of individual counselling for the unemployed brings such development of personal and social potential, effective use of leisure time, greater labour mobility and job seekers. From the point of view of society-wide guidance for unemployed prospective investment in quality work force, a barrier impairment labour and human potential, and preventing social tensions in society.

According to Mares (2002:145) however, social workers have doubts about the advice that unemployed persons provide is a viable solution to their problems. When job placements and guidance to the social worker moves in a strictly limited area of employment services, which plays only a limited, albeit important role. In the wider context of the contents of social work in addressing unemployment associated with the interventions in addressing poverty, family problems, alcoholism, delinquency and many other problems.

4.5. Professional competences of social workers and social pedagogues and the problem of youth unemployment

Several authors (e.g. Kraus, Bakošová, Hroncová, Emmerová, and Határ) deal with the problem of the profession of a social pedagogue. In his

professional model of a social pedagogue Kraus (2000) states that professional competences of a social pedagogue include certain equipment of knowledge, certain range of practical social competences and certain professionally ethical identity. The problem in defining professional competences of a social pedagogue is most of all a wide range of their practical use. In the area of youth unemployment the most applicable knowledge is the information from social pedagogy, social work, law and management. As for the social skills needed in work with unemployed youth, a social pedagogue can use communicational skills, social diagnosing, experience with social documentation or methods of social and pedagogical prevention.

In his effort to classify the key professional competences of a social pedagogue working with children and youth, Határ (2007:36) lists 12 competences. Those that can be used in solving youth unemployment are counselling competence, diagnostic competence, and re-education competence, resocializing competence, competence of social and educational prevention and intervention and communicational competence. The use of the stated competences in praxis depends on the kind of the social problem (in our case the problem of unemployment), on the age of clients (in our case 16-25 years old), on the institution where the pedagogue works (e.g. office of labour, social affairs and family), on the specialization of the social pedagogue, on material provision, etc. A social pedagogue should act as a professional that facilitates the life of a young person and moderates social contrasts between him/her and the society to which the client belongs.

Emmerová (In: Hroncová-Emmerová, 2004) also deals with work opportunities of a social pedagogue. She states that the graduates of the study programme of social pedagogy gain professional and pedagogical competence in the field of providing social and pedagogical services also at offices of work, social affairs and family where they work with unemployed citizens.

The professionalization of social pedagogy in the Slovak Republic requires its legislative and institutional establishment most of all. We believe that one of the areas in which a social pedagogue as a professional can apply

his/her professional competences is the field of social and educational work with young unemployed. Social pedagogy, social work and andragogy constitute specific scientific and professional potential for the reduction of social risks connected with solving (or unsolving) this social and pedagogical problem.

4.6 Subculture of unemployed youth as a subject of attention of social work and social pedagogy

One of the social and pedagogical aspects of the problem of youth unemployment is a specific subculture created by part of this youth. Creating specific sub-cultures is one of the typical signs of constituting the social awareness of youth. For unemployed youth these cultural entities become their tool for creating their subjectively acceptable social and cultural space. The tendency to create specific subcultures of unemployed youth is determined by the changes in lifestyle that are related to their transfer from school to the labour market.

The risk factor of creating subcultures of unemployed youth is the potential origin of pathological social adaptation as a result of blocked aspirations related to their professional and social opportunities. Thus, the subculture of unemployed youth can obtain the character of a conflicting, resigning or even criminal subculture. Thus, the subcultures of unemployed youth oscillate between engaged social and political movements on the one hand and socially marginalized and anti-social groups on the other hand.

Macháček (1998) states that among long-term unemployed young people one of the groups that were identified was the group of supporters of the subculture of unemployment. It is interesting that these young people view work as an obstacle to their newly discovered way of life. This is an expression of the regressively alternative individualization of youth, which achieves a stable position by creating a compact community. Social workers and social pedagogues of offices of labour, social affairs and family are then limited in their efforts of arranging work and increasing employment of the members of this subcultures.

The existence of the subculture of unemployment as well as other subcultures is important from the theoretical and applicable point of view. According to Ondrejko (1998:214), a thorough knowledge of the youth subcultures creates an opportunity for the qualified impact on the process of including youth into society and the process of socialization. This can be reflected in the implementation of specific social and educational activities. Social work, social pedagogy, sociology and andragogy can contribute to a deeper analysis of the culture of the whole society by knowing the youth subculture.

A typical feature of the unemployed subculture youth is its inner inconsistency. This causes the existence of several different subcultures of unemployed youth in social and educational praxis. For example, we observe fans of leisure time activities that spend their free time after finishing school and before finding a job doing fun activities. Other subcultures are, for example, people oriented towards house-hold or children (Macháček, 1998:12), people actively searching for a job, pseudo-employed people as well as isolated and humiliated people.

4.7 Possibilities of social work and social pedagogy in solving youth unemployment

Young unemployed people present one of the riskiest groups at the labour market in the Slovak Republic. The socially declassing consequences of unemployment that young person who has not found his/her first regularly paid job yet must face are one of the greatest professional challenges that social and pedagogical sciences deal with. Within the context of the interdisciplinary connection of social work, social pedagogy and andragogy we see several possibilities of social and pedagogical interventions into solving the problem of youth unemployment."

A significant possibility of preventing youth unemployment is preventive counselling. It is a part of the information and counselling services for registered applicants for jobs. Its basic aim is to help young people who finish

their continuous preparation for work at elementary, secondary schools and at universities to orientate to the labour market. Preventive counselling is part of counselling in the choice of work. The social worker and social pedagogue as a preventive counsellor can act in two professional roles:

- they can work at elementary schools where they can work with pupils in the last grades; they can help them to find schools suitable for the jobs they are interested in having in the future
- they can work as a professional counsellor at an office of labour, social affairs and family; its aim is, for example, organizing information fairs for pupils of elementary schools or high school students in a particular region

An important phenomenon in the problem of the implementation at the labour market is the correspondence between the level of achieved education and the job the graduate obtains (Hronec, 2007:9). Another possibility of using social pedagogues in solving youth unemployment is the application of social and educational aspects in the intersection of the school system and labour market. An insouciantly transparent school system causes the deepening of structural unemployment of graduates and the reduction of perspectives of finding a stable job. Thus, a lot of young people look for jobs abroad. The institutions which are the most active in solving this problem are the self-governing regional authorities which facilitate schools of primary and secondary education. Thus, a social pedagogue could also be helpful in connecting the school system with the labour market. This could be another perspective in the process of the professionalization of social pedagogy.

Unemployment is a natural phenomenon in a market economy. Thus, it is important to emphasize that young people as well as older people may have to face this problem repeatedly. Social pedagogy is a competent authority which helps to balance the occurring risks and conflicts and which cooperates on changes and development of the whole society (Schilling, 1999). Such critical orientation of social pedagogy is applicable in solving youth unemployment; it acts as a critic as well as initiator of social changes in the employment policy, educational policy as well as newly establishing European youth policy.

5 A Company Social Policy in the Slovak Republic - Current State and Prospects

5.1 Company social policy and place of social work in it

Company social policy is one of forms of the active social policy both at present and in the immediate future. It represents a complex of company social activities that is designed to improve life and working conditions bination of the employees (or their relatives) and to secure or preserve the social autonomy, social self-confidence, social safety and social securities within the economic possibilities of a company. According to Stanek et al., company social policy aims to generate favourable working conditions for employees and at the social activities of the employer in relation to his/her own employees as well as their relatives and sometimes also to other subjects outside a company.

The main objective of company social policy is to influence work attributes and working processes in the company the way that most of the stressful and demotivating factors should be gradually transformed into the contentment and the positive-oriented and psycho-social tendencies of stabilisation should be progressively reinforced.

According to Žilová, the main domains of company social policy should be the following:

- to generate favourable working conditions (e.g. working environment modification and working hours adjustment, health and hygiene work conditions, increasing employees proficiency, etc.)
- To improve employees living conditions and quality of their life (e.g. health care, boarding, transport, accommodation, leisure-time activities, employees' family background care, etc.)
- To increase the standard of care about selected groups of employees (e.g. top-management of company, disabled employees, long-separated employees and the like)

We understand the company social work to be the important tool of company social policy. As Žilová claims, the company social work consists of

management, communication, social order, social atmosphere, working process effects and social behaviour, hierarchical structure (superior / inferior) and its social effects, external relationships between the company on the one hand and branch and society on the other hand, conflicts, leisure-time activities, retraining, etc.

The impact of company social policy on the conditions of free-market economy may be assessed by means of fulfilling the following functions:

1. Preventive function (injuries prevention, illness prevention, staff turnover prevention, individual retirement program).
2. Stimulating function (favourable working conditions and working hours, recovery, hygiene and safety at a place of employment).
3. Charity function (a helping hand to the employees that are in personal or family difficulties, disabled employees, dangerous places of employment).

We will focus on two possible ways of practical application of social work within the framework of company social policy in this chapter - disabled employees care and achieving harmony between working and family life of the employees.

5.2 Disabled employees care as an element of company social work process

The main objective of the active employment policy is to find an appropriate occupation for the disabled and the disadvantaged. The necessary measures to fulfil this objective may be specified the following way: General Measures of Employment Policy, which are intended for the whole group of job candidates or job applicants as well as for their employers. The Specific Measures of Employment Policy, which are intended for the defined group of disabled job candidates or job applicants and/or for their employers. The Specific Measures have been implemented by means of programmes for the selected groups.

There are two laws dealing with the issue of the disabled employees care in the Slovak Republic:

- Law No.311/2001 - The Labour Code

- Law No. 5/2004 - (on the Employment Services)

The status of the disabled employees is adjusted by the Law No. 311/2001 in § 158-159. According to this law, every employer is obliged to generate favourable working conditions for disabled employees and to enable them to training or study to obtain the necessary qualifications and also care for their increasing. The employer should make it possible for disabled employees to gain theoretical background or retraining to maintain, improve, extend or alter the existing qualifications or to adapt to technological developments in order to retain workers in employment. Employer according to the Labour Code shall discuss with an employee representatives on measures of creating conditions to hire employees with disabilities and fundamental questions about the care staff.

The Law No. 5/2004 on the Employment Services divides people with disabilities into the categories of disadvantaged in their application to the labour market. Eighth part of this law “Support for the employment of people with disabilities” provides facilities to help these people in the context of company social policy. This includes the establishment of sheltered workshops and workplaces, providing benefits for citizens with disabilities to self-employment, support employment agencies, as well as the action called assistant required to work and share the employment of persons with disabilities.

Supported employment, according to Tomeš, is a time-limited social work method and is designed for people who want to find ordinary job in an open labour market, and for various reasons are unable to do this. Supported employment gives people with a disadvantage in the labour market the opportunity to work, and allows them to find a job that matches their ideas, education and personal opportunities. The goal is not only to find an employment for people with disabilities or handicaps, but also strengthen its capabilities necessary to find and maintain a stable job and thus increase their autonomy and independence.

By synthesis of the basic legal possibilities of company social policy in relation to employees with disabilities in social work as a profession, we gain several alternatives to company social work with disabled employees:

- a) Creating favourable conditions for work performance of employees with disabilities,
- b) Organizing educational activities aimed at improving the situation of disabled employees in the company,
- c) Providing services to citizens with disabilities in the supported employment agency, which includes for example assistance to employees with disabilities to address inappropriate or worse conditions of employment, or cooperation with employers in solving problems related to employment of people with disabilities.
- d) Organizing independently or alternatively conducting the activity or work assistant.

5.3 Possibilities of social work in reconciling work and family life of the company employees

One of the areas of company social policy is also care about family background of employees. The complexity of this issue and frequent contradiction between work and family life represent serious obstacles to the efforts of combining the roles of parents and staff members. Ability and willingness of employers to contribute to the gradual solution of this problem is determined by the perspectives of economic benefits, especially by employers in the commercial sector (from the aspect of labour productivity).

Since the year 2000, a “Family Friendly Employer” competition has been organised in the Slovak Republic by the initiative of the Ministry of Labour, Social Affairs and Family and the Centre for Work and Family Studies. The registered employer’s organizations are judged in three categories:

1. Family policy, where dimensions taken into account are: record keeping and flexibility in working hours, personal development of employees, assistance in housekeeping, encouraging leisure-time and recreational activities, family or relationship to the organization.
2. Equal opportunities for men and women, which is monitored as the overall structure of employees, compensation of employees, the structure of

labour contracts, working accidents, recruitment, and professional staff development and career advancement.

3. the most original measure for the family, where the measures to promote reconciliation of work and family responsibilities of employees, and the overall family policy organization are taken into account.

The proposal of the Government of the Slovak Republic to help combine work and family life is the preparation of strategic solutions in this field for different stages, so as to encourage increased employability and employment of persons with family responsibilities, reduce the risk of discrimination in the labour market to care for family, reduce services for the family and create space for coping with unfavourable demographic changes in the Slovak Republic. Proposals for measures to reconcile work and family law relating to three areas:

1. The measures for the analysis of existing legislation - this includes in particular the issue of parental contribution. Under the proposal would be to shorten the period of parental contribution for two years with an increase of 50%, which is about 220, - Euro.
2. The measures to create conditions for the functioning of institutions and pro-family organizations, including the collection and analysis of information and statistics in favour of family. This includes simplification of procedures to claim family benefits (for example child benefit) through electronic means, or the creation of flexible and adequate child-care system.
3. The measures to increase availability, flexibility and quality of education system and lifelong learning. This includes, for example raising awareness among employers and their professional associations, and greater use of flexible forms of employment and organization of working time.

The content of existing strategies for fulfilling this role in relation to the use of social work in the company gradually establishing themselves in particular help companies address the problem of housing for young workers entering the marriage, child care workers in the form of company pre-school age child care facilities, the possibility of subsidized recreation for employees and

their family members, and organizing cultural, social and sports events for them.

If we are realistic and going to practically implement the reconciliation of work and family life (RWFL) to company social policy we should take the following steps:

1. Justify implementation of the RWFL to company social policy.
2. Creating company project team for the RWFL.
3. Create a baseline strategy (project) within a given enterprise implementing the RWFL.
4. Assessing the financial performance and benefits stemming from realization of the RWFL.
5. Develop a pilot project implementing of the RFWL strategy in practice.
6. Realize a pilot RWFL project in practice.
7. Evaluate a pilot RWFL project regularly.
8. The RWFL introduction in permanent strategy of company social policy.

Also other areas of company social policy are taken here into account, for example mode of working time and rest and treatment for parents with young children, meals for staff, provision of transport to work, or social policies in favour of employees long separated from their families. Since 1993 interesting way of contributing to the overlapping of family and staff in some EU countries, the event called “Take Your Child to Work Day”. During this day, parents take their children to work to familiarize them with the world of work and also to know their parents on the job. Unintentionally, those kinds of initiatives may open a different dimension useful for both children and parents and, last but not least, for the firm itself, because modern companies understand these types of activities as a part of their positive image.

5.4 Possibilities of company social work practise in the area of company social responsibility

Poor use of the profession of social worker in business and corporate sector can be caused by a certain contradiction. There is an existing, or sometimes imaginary, conflict between ensuring satisfaction of the employee’s

social needs and cost-effective company prosperity. Solving this problem (in the direction of the objective of reducing productivity versus "economic and social" in the business) contributes to the popularization of company social work and its consequent higher utilization to the full.

In the establishing of company social policy, the so-called company social responsibility as a new instance of social and economic theory and practice must not be forgotten. According to the European Parliament resolution on company social responsibility, it can be defined as the integration of voluntary environmental and social issues in business beyond the legal requirements and contractual obligations. Company social responsibility should be implemented in a form of lifelong learning, work organization, in creating equal opportunities, social inclusion in sustainable development or in business ethics.

Company social work practice has a very broad definition, which can be divided into several areas:

- Provision of social services staff undertaking.
- Initiation and promotion of non-commercial employee benefits.
- Preparation and implementation of incentive programs (social enterprise).
- Application of middleman legitimate work-related entitlements of employees in the social field.
- Care and working environment of employees and total social environment of business.
- Anticipation, prevention, mitigation and eventual elimination of corporate and non-corporate social problems of its employees.

Developed countries introduce the concept of flexible system. It enables a worker to choose from the services offered by the company those that suit him/her best, which means that social programs are adequately tailored. It is so-called "cafeteria" since the employee chooses from the offered benefits.

The disabled employees care in large or medium-sized companies, from the human, philosophical, ethical, social and legislative viewpoint, is "responsibility" into a society of applied company social policy, or company social work. Evaluate the maturity of the company in this field means to use

social criteria of profitability, social risks and social efficiency. Social profit in this context means moving handicap disability in social position, or into economic benefit, if necessary. Employing the disabled bring social risks, especially in terms of adverse events accompanying their employment. Resultant application of these criteria is the social efficiency, which, owing to increased interest by companies employing people with disabilities had a social gains prevail over social risks.

In conclusion, helping employees with young children in the context of the applicability of social work in an enterprise should be a part of the company social policy. If the strategy is understood as a series of concrete objectives and measures for stabilization of staff and also as a part of the company culture and image, the alignment of work and family life is one of the best examples of strategic actions in the social enterprise field. Due to the prolonged nature of the enforcement of such measures in the enterprise accent the importance of social (strategic) planning, the result should be long-term business prosperity.

6 PRESENT YOUTH SUBCULTURES IN THE VIEW OF SOCIAL WORK

6.1 Social indicators of present youth subcultures

One of the most typical social features of youth is a specific subculture; it is an integrated sum of values and patterns of behaviour through which youth distinguishes from major society. In fact, within each social system there can be identified such smaller culture entities that are usually called subcultures. “Widely and roadly used, the core idea of subcultural theory is of the formation of subcultures as a collective solution to, or resolution of, problems arising from the blocked aspirations of members, or their ambiguous position in the wider society” (Marshall, 1998:649). They are characterized by the following basic indications:

- 1) Subcultures are smaller exactly defined groups within a higher entity;
- 2) Internal structure involves the same components as the majority culture does, it means material, spiritual, and normative component;
- 3) The subculture, however, differs from the basic culture at least in some elements of these components,
- 4) The subculture must be relatively steadfast in time.

A constitutive feature of subcultures is their own development. For the beginnings of the formation of subcultures we consider the 50th of 20th century when in the USA beatniks, hoboes, yippies and hipsters asserted themselves, and later got to post-war England in the form of the Teddy Boys. The 60th were the domain of hippies and of the rockers at the close of the decade. In England of the 70th the style called “mod” appeared which was a reaction to the hippies and opens the way for the Rude Boys and future skinheads and punkers. In the USA, at the beginning of the 70th, first graffiti appeared in the black and Puerto Rican ghettos that, my means of hip-hop, flood Europe in the 80th and 90th. An important subculture from the 70th till now has been the punkers. Squatter and anarchist initiatives developed in Europe at the turn of the 70th and 80th. The 90th are to a certain extent a mixture of the foregoing subcultures. As a meaningful mega trend of today’s youth can be labelled the rapid expansion of

so called dancing scene accompanied by the rise of new fashion, social political and underground subcultures, e. g. computer pirates (hackers) or techno-punkers (Syrový, 1999).

The term “subculture” is often used in relation to youth because adolescents as well as young adults are perceived as a dynamizing element in society due to their social psychological characteristics. The ability to create subculture is not an exclusive domain of the youth. The forms of behaviour that are significant for the subculture members, e. g. greeting, clothing, relating, slang, and so on, can practically be found in every age category. Typical for the youth is the disunity of their subculture, what causes that in fact there is a big number of various youth subcultures in the social reality.

The relation of a subculture and an individual, however, is not only one of the ways of the solution of generation problems of parents and children, but in broader context these conflicts move on into the members of the subculture and the respected social norms. Ondrejkoivič (2000:42) declares that a subculture differs from the global culture especially by values, norms, a special culture, occasionally also by the way of life and behaviour of its members. As a result of it, there can appear social antinomies or even conflicts, whose positive solution is the moving spirit of the society.

In a whirl of present social processes, such as globalization with its parts integration and regionalization on the all-social level, and progressive or regressive individualization on the individual level, the youth subculture finds itself in a difficult situation. The willingness to allow risks involved in the subculture membership is indirectly proportionate to the natural endeavour of a young man to be independent from the institutionalized conformity of the present world. The extent of acceptability of (some) youth subcultures by the official institutions (e. g. police) is, on the contrary, directly proportionate to the extent of the risks that their leverage in the society can bring about.

6.2 The types and forms of youth subcultures

Aiming at the more precise use of the term “subculture” we can recommend on basis of the analysis of accessible studies of various authors (In: Ondrejkovič, 2000:47-48) the understanding of the term “subculture” in three basic meanings:

1. Subculture in the meaning of a “pre-culture”. In this meaning the term “subculture” involved a phenomenon that should forego the rise and existence of all cultures.
2. Subculture understood as the normative system, or a partial subsystem, of a larger entity.
3. Subculture understood as a result of a conflict of one or numerous groups with a global society or its dominant culture.

The formation of the specific youth subcultures as a self-realization possibility for the youth represents a sum of various forms of youth self-awareness formation. A youth subculture can be understood as:

- a natural phenomenon in the period of the socialization of adolescents which is characteristic by an emergence of peer groups, changes in families, and gradual takeover of social roles,
- a matter of the social affiliation; Ward (1997:144) for example points to the fact that subcultures create conditions by means of which young people form their cultural environment standing against the dominant culture of the middle class in particular;
- Lifestyle; an affiliation to a subculture significantly influences the way of life of the youth for instance in the area of value orientation, clothing, listening to the music, and like; the resistance against the stereotypical throwaway life of the majority can then overgrow into so called subcultural uniformity.

A risk feature at the formation of youth subcultures is a potential rise of a pathological social adaptation as a result of blocked aspirations of the youth; this way can merge at the rise of several types of subcultures:

- a) Conflict subculture - it appears especially in the areas with high migration

of population; the epiphenomena are disorientation, anonymity, low social control up to anomie. Young people from these areas create a subculture focused on street skirmishes, gang wars and the like. In the social environment of the subculture violence is “scuffles, theft, and murders understood as inevitable result of the coincidence of everyday life forces, what is out of control of each individual” (Schmeidler, 2001:3). On one hand, violence appears to the solution of everyday problems; on the other hand it represents a problem in itself. The escalation of youth violence Ondrejko (2000:105) considers being a negative part of the process of youth individualization.

b) Resigning subculture - this type constitutes itself especially among young people who have fallen for alcohol or drugs. The drug subculture (In: Matoušek, 1998:88-89) consists most frequently from young people who failed according to the criteria of the major society and they also failed according to the criteria of the stabilized peer groups. This “double failure” has made them outsiders, but through their common drug subculture building they find mutual support. Typical is their over-consumption of alcohol and other drugs, sexual promiscuity as well as non-standard getting of means for drugs (begging, theft, and so on). Resignation is here an outcome of the refusal of socially recognized life goals together with the means of getting them.

c) Criminal subculture - this subculture mostly appears within the most organized parts of city zones. Cohen (In: Ondrejko, 1998:226 - 227) distinguishes six kinds of the delinquent subcultures:

1. the most common is so called base subculture of male youth;
2. Conflict oriented subculture as a subculture of big organized bands;
3. The subculture of the drug addicted;
4. The subculture of “professional thieves” mainly 16 - 17 years old for which the utility-motivated crime prevails;
5. A delinquent subculture of the middle class that is back especially by failures at school;
6. A women delinquent subculture that is back especially by the sexual behaviour.

The subculture of the unemployed youth was analyzed by Macháček (1997:20-22), who saw within it the lovers of free time, the isolated and deprived, the active seekers of any employment, a type of the pseudo-employed and the so called followers of the unemployment subculture.

The characteristics of youth subcultures that more significantly influenced the development of the Euro-Atlantic culture area over the last decades, we can find in the publication called “Kultúra a multikultúrna výchova” / Culture and Multicultural Education (Mistriek et al., 1997), in which the authors used the following criteria: social background, ideology, expressional media, fashion, music, time and geographical identification, and lifestyle, by means of which they specified a list of 31 most significant alternative cultures (for example beatniks, body building, cyberpunk, dance music, hard core, heavy metal, punk, and the like), what witnesses to the distinctive diversification of these cultural societal phenomena.

Due to the frequent and sharp social changes nowadays, the process of categorization of the forms of subcultures can be neither finalized nor typologically clarified; however, in relation to social cultural specifics we may abstract two basic types of subcultures:

- The first type represents socially marginalized subcultures that are most frequently made up by socially declassed junkies, homeless people, or criminal gangs.
- The second type grows up from the youth movement; they react to the social political atmosphere in the society, to the place of young people within it in particular.

6.3 Youth subcultures in the view of social work

The meaning of the youth subculture problems for social work and social pedagogy can be analyzed from numerous views. Their survey is made in the Table 1.

Table 1. The possibilities of the interdisciplinary coactions of social work for the solution of the problems of present day youth subcultures

Aspect	Application
Youth subcultures in the process of socialization	- supporting the influence of key socialization factors (family, school) - the formation of relevant opinions on the subculture and the membership in it
Social aspects of free time and the youth subcultures	- the formation of adequate attitudes to free time - the formation of possibilities to positively use the free time
Social pathological aspects of the youth subcultures	- the prevention of pathological addictions - the creation of alternative forms to the social deviant behaviour
Social environment and the youth subcultures	- the correction of negative impulses within a subculture - the reduction of harmful disparities between the subculture environment and other natural environments of young people
Professional roles of social workers and social pedagogues in relation to the youth subcultures	- terrain social worker (street worker) - social curator - probationary and mediatory clerk – social advisor

One of the most important aspects of social educational influence on the youth subcultures is its meaning during the formation of adolescent's personality in the process of socialization. According to Višňovský (1998:86) "socialization is a process of the integration into the society, during which an individual is learning to know him/herself and his/her environment accepting the rules of the coexistence as well as the possible and expected ways of behaviour". Even though socialization is a lifelong process, in this context we accent its meaning mainly in the time of maturing. For an adolescent - a member of the youth

subculture - socialization has its specific features. The first matter is the decreased influence of key socialization factors of this period, the family and school, on the account of the influence of subcultures. The part of the subculture in the formation of the views and attitudes of young people is also important.

A very important role in the socialization process of the youth is played by free time. Its meaningful spending is determined by exogenous factors too. Social aspects of free time are focused by Hroncová and Emmerová (2004:134 - 136); they point to the meaning of the formation of children and youth right attitudes towards free time as well as toward the possibilities of a useful and positive use of free time. Social pedagogy in the coactions with the pedagogy of free time has competencies in the area of interventions into children and youth free time. Potential controversies in opinions as to the way of free time spending between social pedagogy, the pedagogy of free time and (especially risk) subcultures of today's youth make up a space for the creation of alternative forms of free time spending in relation to its often risky use in youth subcultures.

A long-time existence of unfavourable (social pathological) consequences of the membership in a subculture represents another possibility how to use social work and social pedagogy in this area. The problem arises especially when the internal self-identification of young people with the subculture values gets a character of a social deviation (Syrový, 1999:15). Reutilization and capitalization of the socially deviant forms of behaviour within a subculture leads us to the analogy of this phenomenon with some types of pathological addictions, with so called cultic in particular. In Slovakia, the use of social work and social pedagogy for the prevention of pathological addictions and other social pathological addictions is examined by e. g. Hroncová and her team (2004). The risk youth subcultures are considered as one of the symptoms of an anomic society that calls existing social order into question, what gets the youth subculture into a natural conflict with the institutional and legislative background of today's society.

Social environment is an important part of the theory and practice of

social pedagogy (social environment is considered to be part of social pedagogy) and social work. According to Žilová (2003:37) “social environment makes up all what is part of human life in a certain socio-cultural entity”, for which we can count the youth subculture as well. From the point of view of various environment typologies the risky youth subculture is most commonly city or metropolitan inventively defected but, at the same time, natural semi-environment. Due to the fact that the subculture environment can influence young people both positively and negatively, Pelikán (In: Hroncová - Emmerová, 2004:115) emphasizes in this context the necessity of intervention, and he places it to the competency of so called social assistants (social pedagogues, social workers).

Practical place of social workers and social pedagogues in the work with youth subcultures can be optimally identified through the prism of their professional roles. During social educational activities these professionals encounter numerous risky youth subcultures, e. g. drug subcultures, delinquent subcultures, or the subcultures of the unemployed youth. For the working with the drug subculture we emphasize the meaning of the terrain social work, sort of more precisely specified street work with drug users in their natural environment of their subculture. In relation to the delinquent subculture, social pedagogues and social workers act for example on the positions of the social curators that act in Slovakia within the socio-legal protection of children and youth, or recently is the area of probationary and mediatory services as the system of solution of the disciplinary matters of mainly the juveniles and young adults (In: Jusko, 2003:118 - 126). The creation of the subculture of the unemployed youth as the consequence of the wholesale phenomenon in our country directs to the importance of social advisors. The creation of the subculture of the unemployed youth as the consequence of this wholesale phenomenon in our country directs to the importance of social advisors as well as of a more significant group counselling, both for the individuals and in relation to subcultures.

6.4 Functions of youth subcultures in the present society

The original meaning of the notion “culture” is cultivation. When cultivating, naturally an aspect of improvement, of perfection is taken into account that gets forward the evaluating moment in sense of quality and the object formation through culture influence. The youth through its membership in subcultures becomes part of the relational network which represents inventively broad content of the young generation social life. When analyzing the mobilization of the potential that is hidden in youth through a subculture, we can reach a functionally ill-assorted result. In this context, it is necessary to take into account the terminological variability and internal structure of the youth subculture. Within certain systematization we can try to define the functions that flow out of the place of the youth subculture as a global formative factor in the time of adolescence:

1. The selective function - the subculture is in relation to the society in a position of a so called “out group”, it is a group which holds a distance towards socially respected norms and values. The subculture of the anarchists can serve as an example.
2. The substitution function - according to assessments (In: Johnson, 1998:7) up to 80% of all Americans come from dysfunctional families. If family ceases to be the firm point in the life of a young man, something must substitute it. The ambitions of this kind are especially held by pseudo-religious subcultures.
3. The absenter function - in the context of the process of adolescence, young people feel certain burden caused by the transition from childhood to independent maturity. Subcultures provide for a “temporary asylum” in the time of inner formation of young people, in an extremely adversary case it may become a drug subculture.
4. The adaptation function - in this case the subculture is a solution of the disparity between the acceleration of the biological development and the protraction of the social development in the period of adolescence.

Numerically most important subculture, the result of social adaptation problems, is the subculture of the unemployed youth.

The existence of youth subcultures is not a marginal phenomenon in our country. On the contrary, present structure of the society is directly involved in the creation of the whole system of subcultures. The creation of the individual, seemingly independent, ideologies has its logics in the context of present social development and, at the same time, it expresses the social attitudes of the prospective youth group. The membership in a subculture is expressed by a young man by his behaviour (lifestyle, the way of free time use, and the like) as well as by symbols (both visual and verbal). The youth subcultures are part of broader alternative cultures, protest movements and social movements that fight for the right for self-determination and human emancipation. Due to their activities, the majority of the youth subcultures get into a natural conflict with the social order; that can reach characteristics of social pathology (e. g. criminality, racism, extremism, radicalism). We do not consider right to understand subcultures exclusively as a “dangerous extreme appendix of democracy”, but rather as a creation of natural autonomous structures that can (also) fulfil positive social functions.

7 SOCIAL WORK AND SOCIAL PEDAGOGY INTERVENTION IN THE AREA OF DRUG ABUSE PREVENTION

7.1 Study context of social pathology in the area of social work and social pedagogy

One of the interesting possibilities of graduates social pedagogues and social workers is prevention of social pathology. Students of these subjects got enough information's and practical skills to qualified working in this area. Future social pedagogues and social workers in Slovakia can also study in Faculty of Education, Matej Bel University in Banská Bystrica. We try in this chapter characterise the most important sequences education of social workers and social pedagogues in an area of social pathology, mostly in drug abuse prevention.

I begin with contents-organizational maintenance of study. Study disciplines social pedagogy and social work quite new disciplines in the Slovak academic educational system. Both of them started to realise in Slovak universities in 1990s. Profile of graduates social workers and social pedagogues content abilities of solving social problems in different areas of society. So, connection between this two study disciplines in academic education is very strong. Study curriculum both these specializations are multidisciplinary, but there are three most important content lines: sociological (social) line, pedagogical line, psychological line.

There is a field in every line to reflection of social pathology. In the education of future social workers and social pedagogues the impact is given to special training in prevention and resocialization of the most frequent social pathology problems (drug abuse, delinquency, chicanery, Horne violence, child abuse and neglect syndrome etc.)

Students proceed in three stamps:

1. Basic theoretical resources of social pathology in obligatory subjects.

2. Practical placement in an area of social pathology as a mandatory eligible subject
3. Special prevention or resocialization projects or programs (e.g. drug prevention program or project resocialization of young offenders).

7.2 The Importance of social pathology in the social work and social pedagogy theory

The most important representatives of social pedagogy create in Slovakia and abroad in their characteristics field for application social pathology in these sciences. Polish representative of social pedagogy Ryszard Wroczyński (In: Hroncová–Hudecová–Matulayová, 2001) emphasises educational influences come from social environment and he realises the role of social pedagogy in a support of educationally worth impulses and in reduction or debugging of negative influences. Similar consideration has also Helena Radlinská (In: Hroncová–Hudecová–Matulayová, 2001:28), which emphasises profylaction (neutralization of influences which effects possible threat) and compensation (balancation of defaults or bad influences). German representatives of social pedagogy also accept an importance of social-educational accesses to the social pathological problems of children and youth. Herman Nohl and his cadet Getrud Baumer mention, that social pedagogy is „the third area of education" standing with family and school. It is oriented to children and youth for provision of help. In the beginning it orientated at crisis intervention but by degrees it expanded as a positive way of pedagogy which is preventive above all although it affects post process. This characteristic primary gives impulses for primary and third prevention of social pathology. Other germen author Johannes Schilling (1999) accepted social pedagogy as a help for all classes of age to get beginning conflicts under control during the all life socialization and also as a help struggled on a change of individuality, amplifying his competences and elimination often systematic failure causes of these conflict. From drug addiction prevention aspect we can find here a thoughts which can be used in universal prevention (removing reasons) and also the themes deal with re-

education as a part of resocialization process (tendencies to the change of individuality).

Social pedagogy conceptions have been created also in Czech and Slovak Republics. Contemporary representative of social pedagogy in Czech Republic Blahoslav Kraus (2000) is thinking of assigned missions of social educationalist as a profession. He see it in educational effect throughout where supports on health way of living and first of all there, where environment of individuality and group influence in a destruction or uncreative way in a needs supplying. Evident competences of social pedagogy in a solving of drug abuse are given in these characteristic.

Drug addiction prevention is applicated by Slovak author Peter Ondrejko (1998) in theoretical conception of social pedagogy. In this continuity he analysed offensive social pedagogy, which could become an important helper in socialization and resocialization. We choose two functions which, in our opinion, twins social pedagogy with prevention activities:

- removing the reasons which defend social integration or obstruct them,
- integration to the ordered living and also to make allowances for individual pre-diction of integration.

7.3 Social and educational activities in drug abuse prevention

Preventive interaction in the area of drug dependency can be divided to the three basic dimensions (we use time and rate of complexity as a criteria's):

a. Primary (general, universal) prevention. The Goal of preventive activities in primary prevention is ahead of the drug abuse creation, supporting to individual, family, group and community in specific environment and create the most convenient conditions for theirs healthy evolution. Primary prevention activities are fixated to incorrupt field. In a final position primary prevention of drug addiction is oriented to the whole population and together is also an affair of whole population.

b. Secondary (selection, special) prevention. The Goal of secondary prevention is supporting prevent of already existed problems with drugs. It

contents work with risky individual and group whose have already experimented with drugs. Control the conditions and factors which form possibilities for creation and deepening of drug abuse.

c. Tertiary (indicated) prevention. The Goal an activities in tertiary prevention is to anticipate worsening, deepening and duplicating pathological forms of behaviour in a drug abused people and decrease social, hygienic and personal implications of drug abuse.

Drug abuse prevention as a part of social pedagogy is diffusing by all these three prevention levels. In a universal prevention we choose two aspects. We impact interest of social pedagogy for childhood and juvenility in man evolution and school environment as a one of the most important social-educational environment. Role of Social pedagogy in school on intervention of social pathological problems can be called coordinator of prevention. Hroncová mention that coordinators in our school are not prepared enough for this job because coordinators still don't belong to professionalist in education against drugs. Teamwork between school and specialist places of work in this area, begin with Centre of educational and psychological prevention (CVPP) and Centre of consultant and psychological services (CPPS) where social educationalist with psychologist has a workplace. Growing problems with drugs in our basic, secondary and high schools activate the need of professional preparation of coordinators in schools, or implementation systematization workplaces of school psychologist and school social workers. Professional school social worker should not only administer this role in school environment but also influence actively in out-of-school activities, first of all for the pupils come from families in danger. Hudecová (2004:173-177) engages in research into quality of living children form families in danger, where her under-line harmony action to the parents through the preventive and support programmes, educational and cultivated activities as a preventive measures.

The Role of social worker and social pedagogue in secondary prevention is in drug abuse elimination. It is not easy to clearly specific ate this role because of the roles others experts in this area. The General supported role in secondary

prevention is therapy. Specific prepared social worker in therapeutic process should we call sociotherapeut. Conception of prevention social-pathological events characterise sociotherapy as a complex of individual and group measures and scientific methods target to renewal of social contacts and practical abilities and facilities, which is defected because of social handicap and bad way of living. Its basic methods are individual but mostly group sociotherapy, which we understand as a part of treatment. Sociotherapy influences individuality through group or social processes, relationships and contacts, interaction and communication, social learning pass by group dynamics, cohesion, tension etc, especially in auto regulating, communicating and cooperating skills. Science of sociotherapeut analysed Žilová (2000:8), who suggests the name sociotherapeutology as a potential study discipline, specialization or in our meaning application social-educational activities to the secondary prevention of drug abuse.

We take an interest in a wide range area of tertiary prevention to the usage of social pedagogue in resocialization. Activities doing in resocialization are legislation selected with law about social help, where resocialization activity is defined as methods of re-education the man deals with modification, negotiation and keeping away the repeat of long-time continuing the material and social misery. The goal of resocialization is to connect the man into the life in his real environment. Resocialization here is explained through the re-education. Resocialization and re-education are really connected, but their meanings aren't equal. Re-education used to be identified as methodical process in which people build the new or lost abilities and facilities. During the resocialization we can accept re-education as a type of social learning which is divided into two parts. In the first phase it aims to discharge negativistic attitudes and in the second phase to the creation the new structure of personality. The goal of re-education is to create psychosocial stability of man in resocialization against destructive tendencies. Social pedagogue as a worker in resocialization has his own institutional area limit, above all in resocialization centre where he takes care about drug dependent people (young and adult) after treatment. Competitions of

social pedagogue can be used in surmount of social consequences of drug dependency, cure-education caring, social counselling and in the preparation for practice, e.g. using work therapy, because job is an important component of self realization, it give to the man feel of helpful and guarantee him conditions for respectable life.

7.4 Social intervention in the area of drug abuse prevention

At the end of this chapter we try to give some indication about other possibilities, which complete profile of graduate social pedagogue and social worker. Each of them is realised out of school-time education and they are oriented to the area of social-psychology trainings, voluntary works, science-research activities and drug abuse prevention. During the last three years our department organised cycle of practise exercises on a theme „Preparation future social workers and social pedagogues in a drug abuse prevention". We cooperated in it with Centre of consultant and psychological services (CPPS), which experts were tutors in this project.

For six years voluntary campaign has taken an important place in our faculty. It is addressed especially to the students of social work and social pedagogy. During this campaign, which usually last two weeks, students also can involve to the drug abuse prevention, e.g. as social workers in harm reduction. International science-research cooperation in this area in present time is developed mainly with Pedagogical Institute in Hradec Králové (Czech Republic). Our department cooperated with them from 2004 to 2005 years in a project Social-pathological problems in a high school education of social workers and social pedagogues.

From 2002 in our University started its activities coordinators of drug abuse prevention. One of theirs first activities was research focused in temporary situation in drug addiction in each faculty. Results of this research can be used in creation of primary prevention precautions. In present time we think over implication of peer program to the high school environment. These prevention methods has also made good in primary and secondary school, so we can suppose

that it can be useful in university. Peer activists could be just now students of social work and social pedagogy, whose can applicate their theoretic-practical potential in practical activities still during their study.

8 The possible solutions of the football hooliganism

8.1 Characteristic of the football hooliganism

The social environment potentially dangerous football fans (known as the hooligans) is one of the new possibilities of applying social prevention.

We see the development of social work in this field mainly in prevention of spectator violence. While, according to Čechlovský (2006:20), social and socio-pedagogical work with potential football fans is respected and entrenched area of interest in abroad, its development in our country is almost not visible.

The birth of the football hooliganism as a social phenomenon is connected with English rowdies who appeared in the late sixties and at the beginning of the seventies of the 20th century. At that time the violence at football matches became organized for the very first time.

The hooliganism reached its negative summit in the half of the eighties, mainly because of well-known tragedy in Brusel, that has shook public opinion worldwide, led to a need of social prevention and opened discussion among social science specialists. The public interest about solution of this problem was expressed by the Council of Europe in 1985 when the European Convention on Spectator Violence and Misbehaviour at Sports Events and in particular at Football Matches was approved.

Violence at the football matches can be defined as intentional and deliberate using of power, racist and extremist expressions, disorder and rioting made by organized group of people - the football hooligans.

The hooligans are considered to be potentially dangerous sub-culture (perhaps contra-culture) of the today's youth. The ritualised behaviour of some fans is one of the most typical sub-cultural aspects of supporting (e. g. well-known inoffensive ritual called Mexican wave). The hooligans together with ultra fans and spectators comprise specific community. The hooligans' sub-culture is not unified, there are many specific characteristics. Many hooligans, for example, identify themselves more with their own group than with the football club (Smolík, 2002:9).

In 2008 the new law no. 479/2008 was passed in Slovakia. It describes in details the sport event organizers' responsibility, spectator's restrictions and responsibility as well as tasks of the community and the police in this field.

In this chapter we will describe the possibilities of no-repressive solution of the hooliganism as a socio-pathological phenomenon. We will analyse the hooliganism as a form of juvenile delinquency and on the basis of practical experience of the several countries (Great Britain, Germany, The Netherlands, Poland, Czech Republic) also exemplify the social work and prevention of the hooliganism (e.g. the fans' projects, field social work, the fans embassies and the probation and re-socialisation programs).

8.2 The hooliganism as the juvenile delinquency phenomenon

The hooliganism is classified as a specific form of the juvenile delinquency. The most common forms of the hooliganism are (Mareš - Smolík - Suchánek, 2004, 15):

- A pitch-invasion;
- pelting the playing area and/or the players, the referees etc. with the items;
- Rioting and disorder;
- Verbal attack and acts of violence;
- Expressions of racism and xenophobia.

The hooligans' risky behaviour leads them to break the law quite often. The most common conflicts are (Harsayi, 2005:7): acts of violence against a public officer, acts of violence against the group of people and/or individual, rioting, fomentation the national and/or racial intolerance, vituperation of the nation, race or conviction, bodily harm, property damage, support and propagation fascist and/or extremist movements.

The extremism is one of the hooligans' crime-characteristic. It can be defined as an activity of individuals and/or groups of people with radical opinions that are in stark contrast to generally accepted social norms and belief. The typical elements of their opinions are intolerance (mainly racial, national and/or religious), negative attitudes towards democratic principles, the

Establishment, public order, life, health and/or property. The extremists are individuals or groups of people characterised by their anti-social (often unlawful) aggressive or brutal actions against the others on the basis of their ideological or national differences or other differences of opinion. The police in Slovak republic within their scope have aimed their effort at monitoring extremists and violence offenders. The hooligans (together with nazi-skinheads and racist extremists) are categorised into far-right extremists. The approximation of far-right extremists and their sympathizers in Slovak republic is about 4.000 people. According to our approximation, the number of the hooligans in Slovak republic is about 700 people.

8.3 The fan project as the form of the young social work

The fan project is one of the social work activities to prevent the hooliganism. The first social work project aimed directly at the young football fans was realised for the first time in Germany in 1981. Nowadays in Germany more than 30 social work projects with the football fans are realised (Sveřepa, 2002, 10). Several similar projects have also been realised in The Netherlands, Belgium, Sweden as well as other European countries.

The fan project can be labelled as a socio-preventive activity for the young. The main goals of the fan projects are:

- Violence prevention and other deviance prevention (crime prevention, alcoholism and drug abuse prevention, vandalism prevention etc.)
- Combat extremism (eliminates prejudices, eliminate hatred against refugees, racism and xenophobia)
- strengthening socially accepted behaviour of the football fans (e.g. increasing self-confidence of the young football fans, peer group consolidation, strengthening communication with the clubs and their fans).

The target group of the fans' projects is mainly the young football fans (men as well as women) that are predisposed to violent behaviour. Mainly the hooligans and part of the ultras fans belong to this group.

There are many ways to fulfil the goals of the fan project. The social workers' activities in the field of football and social life of the fans may be effective - travel companion on away matches, contact co-ordination with a home club. Other social and educational activities (as free time supply activity or preparing and realisation of specific seminars and workshops) are also useful. A social work with the fans' community is one of the most important means of achieving goals. Identification of the local youth sub-cultures, coordination with the schools, advisory centres and the police also belongs to this activity.

The complex network of the activities that are realised by social workers in connection with the fan projects include (In: Šveřepa, 2002:10):

- a) Individual companion,
- b) Help in predicament,
- c) Social consultancy,
- d) Spending the free-time.

The fan projects in abroad are led by professional workers (social workers or social educationalists) who have moral and often also financial aid of the football clubs, self-governing institutions, NGOs as well as the state.

8.4 Field social work with the football fans

The crucial form of social work with the hooligans' sub-culture is a field social work. The field social work is together with residential, semirezidential, consultancy and administrative work is one of the organization forms of the social work. Street work (club work in this case) is a method of field social work with the hooligans. We consider street work as the method of field social work that is actualised in the public areas and low-standard facilities.

The unorganised and endangered youth are the main target group of the street work (Klenovský, 2006:38). Different sub-cultures of the youth (the hooligans' and the ultras fans' sub-cultures in our case) whose members concentrate on informal free-time activities (cheering on) in the public areas (a football stadium) belong to this target group.

The field social worker that works with the hooligans is focused on:

- monitoring the fans' scene (collecting information about structure, activities and quantity of the hooligans)
- analysis of free-time spending activities (cheering on, betting on the betting shops, collecting football collector's items, visiting the football matches, pubs, discussion about football, recreational sport etc.)
- Taking part in the hooligans' and the ultras fans' community life - a real field work (attending the matches, travelling on the matches, etc.)
- preparing interesting offer of the free-time activities and supportive social services that would be interesting.

The successful social work is depended on social workers' preparation to work with a concrete target group. In Czech Republic the comprehensive educational program for field social workers (street workers, the football club workers, fans and the ultras fans) has been created. This program is operated by ProFotbalFans (PFF) civil association in co-operation with the German colleagues who have rich experience with social work in the field. The participants of this educational activity will gain an experience in the field of social work with the football fans, experience in preparation, creation and fundraising of the projects for the fans and in the field of realisation concrete activities for the football fans.

8.5 The Fans Embassy as a support social service system for the football matches

An embassy for the fans (or the Fans Embassy) is complex information, consulting and supportive social services system for the fans. The target group of the Fans Embassies are mainly those fans who travel to the matches abroad regularly.

The beginnings of the Fans Embassy are connected with the Football World Cup in Italy in 1990 (Miles, 2002) when those services were offered for the first time for English and German fans. The similar contact points for the

fans have been built gradually since then during the others big football events (World Cup, European Championship) in Sweden, England, France, Belgium, and The Netherlands. These activities also continued at the latest World Cup in Germany in 2006.

There are two ways how the Fans Embassies could be organized:

1. The Fans Embassy is held by the football fans' associations (e.g. in England) that organise and prepare support and social services prior to the big football events. The associations realise do-it-yourself year-round activities for their members and try to be independent of the football and others organizations as well as public administration.
2. The Fans Embassy is organised by skilled social workers (e.g. in Germany) with long-time practice. Their attention is aimed at potentially troublesome groups of fans (the hooligans) that are risky because of their violent behaviour or other socio-pathological phenomenon.

The workers of the Fans Embassies, whether they are fans or the social workers, are called the fans co-ordinators. Their main goal is a direct contact with the fans, potential conflict intermediation, cooperation with the event organizers and other local authorities.

The Fans Embassies should be mainly informed in details about (Miles, 2002):

- Place of the event - city guide, football stadium localisation, an important institution's addresses, etc.
- Sport event details - price and availability of the tickets, the event organisation, and the match schedule, etc.
- Relevant accommodation possibilities for the fans in the place of the event
- Train / buss accessibility or other form of accessibility between the place of accommodation and place of the event
- eating service (with respect to individual requirement of the fans)
- Entertainment facilities in the area of the event with potentially danger-zone warning

- Emergency service - medical facilities, the police or fire station, law service, consular service etc.

During the big events also work so-called mobile fans embassies that are travelling simultaneously with their team into the place of the event in which higher attendance of their fans is expected.

8.6 The probation and re-socialisation programmes for the violence offenders

The specific kind of the social work with the hooligans is the probation and re-socialisation programs. It is a kind of social program aimed at the (known) youth offenders of the violence. We understand the probation in this field as a process of organisation and practice probation realised by probation officer that is actualized during the period of probation and re-socialisation program. Re-socialisation in this context can be characterised as a professional socio-integrative action against the sub-culture of the hooligans with the goal of integrating them into socially accepted audience community gradually. The probation and re-socialisation program is one of the form of re-socialisation activity (together with social consultancy, social skills training or/and working therapy).

The goal of the probation and re-socialisation programs for the hooligans is (Šveřepa, 2002:10) to avoid relapsing and also minimizing the negative effects of the criminalisation on the youth. Spending time in the football stadium, the hooligans may behave risky that often leads them to break the law. The most common reasons for breaking the law are (Harsayi, 2005:7): acts of violence against a public officer, acts of violence against the group of people and/or individual, rioting, fomentation the national and/or racial intolerance, vituperation of the nation, race or conviction, bodily harm, property damage, support and propagation fascist and/or extremist movements.

As a result of the probation and mediation program, the problematic football fans should managed to solve the emergent conflicts a non-violent way, to learn a tolerance and responsibility for their behaviour as well as an active

resistance to the adverse consequences of the crowd dynamics in the fans' community. Considering that many of the hooligans are teenagers and their social inadaptability is expected, supporting positive personal qualities, attitudes and way of behaving seem to be the most effective way to achieve the goals. As a result of the probation and re-socialisation program, attendance of the troubles fans at the football matches should be allowed and socially accepted cheering on permitted as an indicator of their successful attendance to the program.

8.7 Football hooliganism as a subject of social work interest

When analyse the problem of the hooliganism and its prevention the following questions may occur: Are the hooligans target group of the social work? Is the work with the hooligans the real social work? The possibilities of the social work and prevention of the hooliganism presented in the previous chapters should give the answers.

When the social phenomenon becomes the object of the social work? According to Ms. Žilová (2005:30), the objects of the social work are those specific abnormal social phenomenon's (including their solution and prevention), or those of which abnormal tendency has just been assuming, that impinge on the individuals, groups or community contemporaneously and so they elicit the need for the social interference. Considering that the hooliganism includes all attributes mentioned in definition, we regard it as the object of social work.

The academic research of the hooliganism phenomenon is another supporting argument for categorising it as the object of the social work. There are several dissertations about the hooliganism in Czech republic and in Slovakia elaborated by the students of the social work and/or social pedagogy specialisation, e.g. in PF UHK in Hradec Králové (Šveřepa, M.: A social work with the hooligans, 2001), in FSS MU in Brno (Smolík, J.: The hooliganism as a leisure time activity, 2003) or in PF UMB in Banská Bystrica (Seberíni, J.: A prevention of the hooliganism, 2006). The potential research possibilities of the social work and/or social pedagogy are exemplified in those dissertations. The

qualitative and quantitative social research is available. We assume that in this field the qualitative social research is more appropriate for the following reasons: Considering their quantity, the hooligans are not the plentifully acceptable research group for the qualitative research - there are about 700 active hooligans in Slovakia approximately. If the purpose of the qualitative research is to understand the people in their social situations, then the qualitative research of the football violence is appropriate way to acquaint with this social phenomenon.

The social work profession should define subject and object characteristic of its clients. The hooligan, as the social worker's client, is a perceptive, thinking and independent personality that is more (active) subject than (passive) object of the social work. It has been documented by many fans' activities with the result that many fan-clubs, club-houses, fan-projects and the fans embassies have been established as well as many alternatives to violent behaviour in football matches have been suggested and realised (e.g. there are peaceful „the Roligans“ in Denmark as the opposite of the violent hooligans).

A positive approach of the social worker to the hooligans' sub-culture and support the self-regulation mechanism inside the fans' groups is the basis of effective social prevention work of the hooliganism.

9 SOCIAL WORK AUTONOMY IN THE AREA OF ACADEMIC EDUCATION

9.1 Constituting of social work and the problem of its autonomy

The renaissance of social workers pre-graduation preparation and its gradual contextualisation under the conditions of university studies has been in place in Slovakia for more than two decades. Since its revival, the university education of social workers has been organised as a component of European educational space in accordance with the Bologna Declaration.

The constituting of social work as a study field, scientific field and profession is obviously influenced by identification and new challenges related to this process are responded to. One of them is the autonomy of social work, i.e., a personalized ability of social work to identify, profile and solve ones own educational, research-scientific, professional, organisational and other inter-field components independently. This process is executed by both university teachers and researchers, who ensure pre-graduate preparation of social workers professionally, as well as social workers who participate in professionalizing social work. In this paper, we will try to point out some aspects of social work autonomy, and based on its characteristics, we will propose measures that should result in better purposefulness of the process of social work in university surroundings. As social work is an interdisciplinary field, its absolute independence of other scientific and study fields is not possible and we are of the opinion that it is not even appropriate. First of all, the process of autonomy means allowing independent and qualified decisions by representatives of social work in the sphere of university studies and in the sphere of social work professional execution. In order for this process to be successful, it is first of all necessary to deal with the issue of social work legitimacy. The issues of social work legitimacy is considered by Geert van der Laan (1998:14) who mentions, in addition to others, that social work offers too ambiguous a product, it disposes of a low extent of professional identity and its users almost cannot identify it.

Ambiguities related to the concept of social work are characterised by Musil (2008), who states that various notions about social work can be defined as three types called "administrative," "professional" and "philanthropic." The inclination towards one of these types or towards their combinations influences the education of social workers, practical execution of social work and relations of social work to other assisting professions.

The accreditation of the field of study, social work, represents the first step for acquiring relative autonomy of social work. Since the beginning, this step has very often preceded the personnel and organisational study of the field. The understandable efforts to accelerate this process, evoked by social need, were later accentuated by interest in studies resulting from "gainfulness" of social work compared to some other fields of study. First, it was manifested by the number of applicants for social work studies, and then in the number of admitted students, which became the subject of criticism.

The next prerequisite for the autonomy of social work at universities is represented by profiling the personnel and organizational ensuring of studies. The inter-disciplinary character emphasised by the study of programmes and profiles of social work graduates evokes the need to ensure the studies with staff and organizations. When creating an optimal model for the organisation of studies accompanied with efforts to preserve specific features of social work, departments holding the position of guarantor (so-called "gestor") for social work studies often face the problem of threat or doubt about studies and professional autonomy of social work. Graduates of social work should be offered some space for adequate

Reflection of their future professional career as early as during their studies. Vast possibilities for employment make social work studies attractive for applicants, but they also mean a persisting risk of ambiguous professional autonomy for the graduates of social work in social practice.

All the above-mentioned components of social work with implications or overlapping in university surroundings should be analysed permanently, because it is a longitudinal process with overlapping efforts to increase the

quality of studies, research activities and professional performance of social work.

9.2 Social work university education and the issue of social work scientism

The social education system or the system of social work schools (in: Tokárová, 2003:302) is an educational system component that is focused on professional preparation and on enhancing the qualification of social workers. It originated as a response to the inadequate content of education, whereby other study and research fields allowed it. The beginning of the social worker education is related to the organisation of short-term training at the turn of the 19th and the 20th centuries. The history of social education started in the 1920s, and it is specifically associated with establishing the Institution of M.R. Štefánik in Martin, which also includes Regional Two-Year School for Social and Medical Care. The expiry and transformation of the social school system during the 1950s and the renaissance during the 1990s were evoked by a period of social-political influences. At present, the pre-graduate preparation of social workers is organised in a standard manner, but historical development and the current situation and prospects of social work development brought about the need to profile recognisable signs of social work autonomy in higher education of social workers. Tokárová (2003:325) states that at present, the education of social workers is demanding with respect to the amount and quality of theoretical knowledge and its serviceableness for practice, the preparedness to solve the consequences of changes in practice and the involvement in research.

The existence of social work as an independent study field represents a basic expression of autonomy. Social work as an independent field of study at Slovak universities is included in the group of social, economic and legal sciences, within which it co-creates a sub-group of social and behavioural sciences. Besides, social work, this sub-group includes psychology, sociology, political sciences, social anthropology and ethnology. This category also includes the study field of social services and counselling. This study field undermines the autonomy of social work,

because the professional performance of social services and (social) counselling is considered to be the competence of a social worker as a professional and, of course, the pre-graduate preparation of social workers includes this issue as well.

The status of social work as an autonomous study programme induces the profiling of its content as abstract, theoretical and scientific (Nash, 2003:26). The core topics of the field in the Slovak Republic, as a basis for working out the content of the study represent a poly-functional, profile-liberal, though rich in content, complex of disciplines. The student acquires the basics for social work from philosophy, sociology, psychology, law, economics, pedagogy, and other fields that comprise most of the study extent, specifically in the Bachelor s (we do not really say "bachelor s degree," we say "undergraduate studies" or "graduate studies" for Master's and PhD) studies. The independence of social work is strengthened by the disciplines taught during the third year of social work studies in Bachelor s degree and Master's degree. These include such subjects as the Theory of Social Work, Social Work with Selected Target Groups, Ethics of Social Work, Methodology of Social Work and Specialised Professional Practice. In comparison to Nordic countries (in: Strauss, 2008, p.256), the aims and structure of the field of study are determined centrally, whereby the authorisation of the curriculum is delegated to individual higher educational institutions. For example, in Denmark, the structure of the Bachelor s programme comprises Social Work (84 credits), Psychology and Psychiatry (28 credits), Law (28 credits), Social Sciences (34 credits) and Professional Practice (36 credits).

Currently, in the Slovak Republic, in accordance with the Description of the Field of Study 3.1.14, it is possible to study all the three degrees of Social Work (Bachelor s degree, Master's degree and PhD degree) at universities. With respect to ensuring personnel guarantees for all these three degrees and a post-doctoral degree and appointment procedures in the field of social work at some Slovak universities, apart from Higher Professional Schools (Bachelor's degree), social work is a component of university education.

The profile of a Bachelor's degree in social work in the Slovak Republic entitles a social worker (Bc.) to execute socio-administrative activities, social counselling, social diagnostics and prognostications, social prevention and socio-legal protection. A graduate of social work with a Master's degree (Mgr.) has specifically the competences in the sphere of social problems analysis and conceptual solution, in cooperation with a multi-disciplinary team, in quality of life and in planning and organising activities in a social sphere. The linking of the issue of social work as a field of study and science represents the content of studies and the profile of a graduate in a Doctoral degree of Social Work (PhD.).

The issue of the science of social work and looking for answers affected by an apparent eclecticism also relates to the autonomy of social work. However, the formalised position of social work does not necessarily mean the fulfilment of basic attributes of scientism. Ongoing discussions at a professional level have not resulted in any basic agreement so far, neither in relation to classification criteria nor in their context profiling. According to Staub-Bernasconi (1998), the theory of social work consists of five mutually associated dimensions, i.e. the subject of social work, the complex knowledge of social work, the ethics of social work, the methodology of social work and the tools for acquiring knowledge. The inappropriate simplification of science about social work as an applied science often leads to the fact that the scientific and research activities done by social workers are "only" a modification of activities of psychological, sociological, pedagogical and other scientific disciplines. The science of social work should be created as a trans-disciplinary system, but with an autonomous internal structure and functional application to social practice.

The aspects of social reality that are the subject of social work as a science as well as a profession should be researched permanently, should be analysed, classified and solved, but these will reduce space for really autonomous processing and the reflection of the issue of social work scientism. Therefore, we agree with McLaughlin (2009:132) that social workers will more often look for new ways to comply with assigned tasks compared to the past, and it is where their education should be focused; their education should accentuate

research and evaluation methods, and thus prepare social workers in order that they might succeed in conducting, critically assessing and disseminating research and evaluation.

In the case when scientism of social work is generally accepted, a question arises about how to include social work in the system of social or humanistic sciences. First of all, two adjectives occur within this context, i.e., trans-disciplinarians and social work application. It is a typical feature of modern social sciences that the subjects of other scientific interest overlap. Mutual overlaps that also relate to social work exist, e.g., between humanities and natural sciences. The preservation of social work autonomy in such multidisciplinary scientific surroundings is a very difficult task, even evoking considerations about possible resignation of social work from its scientific independence. Social work as an applied science is a well-known and preferred construct by the scientific community that may have an apparent impact upon practical activities executed within social work. Thus, together with Goppner and Hämäläinen (2008, p.44) we conclude that social work as a trans-disciplinary focused and applied science has two functions: "theoretisation" of practical social work and "practisation" of social work theory.

If we understand a scientific field as a permanent form of scientific work organisation, then it represents one of the key indicators for the acquisition of academic independence in social work.

9.3 Organisational and personnel ensuring of social work in higher education

University as a formalised organisation of institutionalised education represents a form of coordination and cooperation of activities in this social form with official education and scientific and research aims. The hierarchical structuring of the organisation, personnel and administrative-technical ensuring of studies and feedback control by students and official institutions (e.g., the Accreditation Commission of the Slovak Ministry of Education) represent formalised signs of the university as an autonomous educational institution. The

anticipative rational-ism of managerial decisions by the representative of the Slovak higher education created some space for constituting the organisational and personnel prerequisites for social work studies two decades ago.

Thus, the relative independence of social work in higher education also includes the departments or the departments guaranteeing and directly ensuring social work studies under the conditions of the relevant university. The organisational links of social work autonomy under higher educational conditions include the establishment and gradual entrenching of these workplaces (divisions, departments, institutions, faculties) in the organisational structure of the university, personnel positions in the workplace with respect to academic graduation of its members and the participation of other workplaces in the education of social workers. The gradual inclusion of students in the professional community by means of student practice also represents an indispensable part of social work studies. Thus, employees who are responsible for ensuring these practices face several organizational problems of financial, legislative and procedural character. Maroon, Matoušek and Pazlarová (2007) who deal with the organisation of education for students of social work onsite, point out the significance of supervision in these spheres as well as the significance of evaluation of students' practice onsite. The problems related to the organisation of students practice as well as to the topics that are considered below document the importance of this part of social work autonomy.

The gradual creation of departments holding the position of gestor for the study programme of social work has a specific prehistory and its own development in Slovakia. With respect to the non-existence of relevant departments, of course, the organisational autonomy of social work in higher education was first built up at existing departments that expressed their interest in higher education of social workers, e.g., at the departments of pedagogy, adult education, psychology and so on. After social work gradually entrenched itself as an independent field of study, independent departments were established during the 1990s. The new departments had to win a respectful status at a relevant faculty or university. In some cases, the representative newly

established departments initiated organisational changes within the university, due to their efforts to establish or to re-profile the faculties that educated social workers. The cooperation in this sphere was effective, e.g., with the representatives of departments that prepare professionals for medical professions. The inclusion of relevant departments or faculties in a larger context in the so-called social sciences represents one of the latest organisational trends.

The internal structure of the departments of social work also represents a component of constituting the personnel autonomy of social work in higher education. Based on the abstraction of Standard relations in the internal structure of departments, determined by the organisational order of faculty, first of all, we will be interested in personnel positions at departments. The personnel positions differ according to individual departments from both the quantitative point of view and the professional profiling of its members. In relation to the functional guarantee of study programme and its individual disciplines, the profiling of individual members of departments represents a very important personnel component. The personnel position at the departments of social work in the Slovak Republic in relation to graduation qualifications as well as the demands for the qualified ensuring of social work studies inevitably requires cooperation and individualisation as well as institutionalised links with other (related) disciplines. Therefore, the important question is who should complement the positions at department besides the members of the social work department graduated from a relevant study or scientific field. With respect to this, there is a personnel issue such as, e.g., the representation of gestors and teachers of law disciplines at the departments of social work. Besides internal employees, in general, all the departments cooperate with external surroundings. In relation to the multidisciplinary context of social work in higher education, cooperation with external teachers seems to be indispensable.

The departments of social work are on regular basis established at the faculties that dispose of departments or other workplaces (institutes) that can participate in the education of social workers; specifically, the departments of

psychology, pedagogy, sociology, law, political sciences, economics, medical care and so on. However, as it is highly improbable that all such oriented departments are at one faculty, and therefore, in order that personnel issues of social work study programmes might be saturated, it is necessary to ensure the organisational cooperation of several faculties or cooperation from the university. We are of the opinion that it is important to accentuate the need for specifications for the members of individual departments participating in social workers education for the needs of social work. We presuppose that the above-mentioned profiling of teachers from other departments may significantly contribute to the improved quality of social workers in higher education.

9.4 Inter-profession reflections of social work in the academic education

The modern democratic society links the acquisition of specific professions to acquiring the relevant education that should be available for everyone. According to Keller (1995), the attributes that can be applied to the profession of social work include the systematic theory of professional performance, professional authority, professional association and professional ethics. The functional coexistence of all these attributes represents a fundamental source of professional autonomy. It is one of its threats that the professional performance of social work is not clearly defined in relation to other caring professions.

Within this context, it seems necessary to focus on the preparation of future graduates of social work studies in practice. We can deduce, based on the profiles of this study field graduates that several inter-professions overlaps may occur. These include, e.g., the relations between social work and economics, law (e.g. the law of social security, labour law, family law, administrative law), sociology, special pedagogy, andragogy, political sciences, medicine and ethnology. We think that it is also important to mention in this paper the study or professional overlaps such as between social work and social policy, social pedagogy and psychology.

Social policy represents a significant part of the social work curriculum and we can also see significant links with social practice. During the studies of social work, several disciplines (such as, e.g., social security, social services, employment policy) have firmly embedded themselves in the system of social policy, but they also keep their firm place in the profile of social work graduates. What is a problem is the unclear position of social work in these subsystems of social policy as a whole and its parts, and vice versa. The place of social policy in wider social contexts is also marked with this ambiguity. For example, the insufficient profiling of the target or social policy routing is characteristic of social policy as a practical activity, which then can influence the constituting of social policy as a study field. However, the results of our research (Brozmanová Gregorová - Hudecová - Jusko - Vavrinčíková, 2007) prove that the graduates of social work effectively use the above standard knowledge from social policy acquired during studies. The knowledge in the sphere of social policy is also a component of the further education of social workers in practice. The interconnection of social policy and social work is also apparent in the sphere of social legislation. Social legislation is not only a study material for students of social work, but it is also a tool for social workers in practice. Social policy, specifically through social legislation, represents a source of professional autonomy for the graduates of social work, but the problem originates in the case of professional correlation with graduates from the fields of study that are similarly linked with social policy (e.g., social services and counselling).

The reciprocal relations between social work and social pedagogy are probably most elaborated in theory. The cooperating correlations of social pedagogy and social work as a field of study in the Slovak Republic has already been accentuated in the description of the field of study - social work, where social pedagogy is put on the first place among related study fields. Several authors, e.g., Bakošová, Emmerová, Határ, Hroncová, Levická, Ondrejko, Tokárová, Žilová and others in Slovakia have dealt with the clarification of mutual relations between social work and social pedagogy. Hroncová and

Emmerová (2004:45-46) point out various approaches to solving the relation between social pedagogy and social work, which includes differentiation, identification and approaches to convergence. The cooperation of social work and social pedagogy is surely mutually beneficial, and the ongoing convergence that might eliminate the boundaries between them could threaten their autonomy. This is the reason why it is so important to draw attention to the specifications of social work dwelling in its trans-disciplinarity. The intra-professional overlap between sociology and pedagogy represented by social pedagogy is a fragment of social work trans-disciplinarity. Social pedagogy in Europe has more than a 150-year-lasting history and its link with social work has always been strong. The correlation of social pedagogy and social work also has a long lasting tradition, e.g., in Germany and Poland, and functional convergence and the cooperation of social pedagogy and social work as scientific fields, study fields and professions can be also noticed in Slovakia. The objective, functional and permanent optimizing of its relations to social pedagogy, sociology, political sciences, economics, law, hygiene and other cooperating disciplines stands as a pre-requisite for acquiring the autonomy of social work in its trans-disciplinarity.

Psychology together with social work belongs to social and behaviour sciences in the system of the field of study. In the content of social work studies, we can find several psychological disciplines, and even in the core of its corpus. However, it is not applicable vice versa. The disciplines from the content of social work can be seen in the content of psychology only exceptionally or absolutely not. Similarly, the situation related to the requirements for the performance of activities in social and psychological practice is uneven. Although psychological education (and also other socio-humanitarian education very often) is accepted by social practice, the conditions for the performance of the psychological profession are determined more correctly in relation to educational specialisation. We perceive the topic of competences for the performance of psychotherapy as a very interesting topic, because besides psychology or medicine also social work is very often an input

educational prerequisite before attending some relevant psychotherapeutic training. The achievement of autonomous positions of social work in relation to psychology is conditioned historically, institutionally, legislatively, and in relation to the key topic of our paper - it is also related by a conceptual cooperation in higher education of social workers and psychologists.

The demarcation of social work also relates to other studies or professional spheres as a whole or partially. In relation to the pre-graduate or post-graduate preparation of social workers in Slovakia we could illustratively mention several examples. The connection of social work and the law seems to be functional in the educational preparation of probation and mediation others for criminal justice. The cooperation of social work and andragogy is possible in the sphere of education and preparation of applicants entering the labour market. The cooperation in the fields of social work and theology can be applied in various forms, e.g., as the study field of social and missionary work. At present, the cooperation of social work and economics for the purpose of improving the activities of social enterprises is topical. The subjective professional entrenching of graduates of such specialisation study types relates to both the input of higher education attendees and the planned professional position that the graduates should take. These specialisations could become a; part of social worker education, specifically in the Master's degree. In our opinion, the use of the possibilities offered by certified training included in the higher education of social workers seems to be adequate. In this case, besides improving the quality and attractiveness of social work studies, also the strengthening of profession autonomy of future social workers is considered.

9.5 Social work autonomy in the context of academic accreditation process

The autonomy of social work in the university education of social workers relates to the accreditation process that includes study, research and organisational spheres of ensuring social work studies, to legislation demarcation of preparation of social workers and their professional performance and to functional links between theory (scientific and educational components

of social work) and practice (institutionalisation and specialisation) of social work. The indicated heterogeneity of educational space of social work accentuated with autonomy of individual universities and social work itself are prospectively one of the most interesting topics that are relevant for social work.

The system of accreditation in our country respects social work as an independent study field at all the levels of higher education. The accredited study programmes at individual department of universities are significantly different in relation to both the overall concept and the conceptual focus of individual disciplines. The association of educators in social practice in the Slovak Republic currently executes the contextual comparison of social work study programmes, and its results will allow self-reflection of individual educators, or possibly the contextual improvement of higher education for social workers enhanced by functional cooperation.

The organisation of social work studies is also significantly differentiated. In general, we have noticed seven modifications of organisational ensuring of studies in the Slovak Republic and the Czech Republic during the last two decades:

1. An independent department in the position of study programme gestor;
2. Several departments in the position of gestor together;
3. An institute as an organisational unit of faculty in the position of gestor for the study programme;
4. An independent faculty the priority of which is to educate social workers;
5. A faculty together with another specialisation (e.g., health service) is focused on the preparation of social workers;
6. Several faculties within the framework of one university educate social workers independently;
7. No independent department in the position of gestor for the study programme within the framework of the university that educates social workers.

The above-mentioned differences in the organisational ensuring of studies, first of all caused by the extensive development of social education during the last two decades, complicated the process of social work autonomy (not only) in academic surroundings. The achievement of adequate consensual arrangement of Study organisational units, respecting individual departments in the position of gestor, will contribute to enhancing the lucidity of the criterion of quality for higher education of social work students.

Other spheres of social work independence in academic surroundings (personnel, legislative, scientific research, inter-professional, institutional or any other autonomy of social work), indicate the multidimensional character of this process. University surroundings with their educational, scientific-research and organisational potential should become a natural initiator, creator and guarantor of necessary changes allowing the gradual acquisition of independent status for social work in higher education and then in the professional performance of the graduates of social work.

CONCLUSION

One of the possibilities of application of the theory of social work in graduate and postgraduate education of social workers is its teleological orientation on the most frequent groups of clients in social work as a practical activity. During the transformation of the social sphere in the Slovak Republic there are the most frequent target groups of social work identified, which includes the family, the social dependent citizens, social deviated individuals and marginalized minorities. In this connection it is suggested that the study should include the applied disciplines oriented to individual target groups, e.g. the social work with the family, the unemployed, or the seniors. The credit system of study makes it possible for the student to choose the profilation containing in a compact form the theoretical-methodological foundations of social work with individual target groups and, by the individual choice of the student, also the practical reflexion of social work with the selected target group.

The system of social services has lately gone through a significant change in the Slovak Republic, which is legislatively determined and made concrete especially in the law of the Slovak national council (NR SR) No. 448/2008 Coll. on social services, which came into force on January 1, 2009. Most common beneficiaries of social services are disabled citizens. The second chapter analyzes systems providing social services in the Slovak Republic and Poland from the point of view of them being offered to disabled citizens. The process of providing social services to disabled citizens has a few specifics. Our article focuses on observing selected institutional aspects in the system of social services for disabled citizens in Poland and the Slovak Republic. We pay special attention to comparing two facilities of social services for disabled citizens, namely the House of social services KOMPA in Banská Bystrica and the House of family rehabilitation for children with cerebral palsy in Opole. We bring some recommendations in the conclusion, which regard improving the quality of the social service system for disabled citizens in Poland and the Slovak Republic.

In the third chapter we will focus on existing aid measures and accompanying seniors dying in palliative home care in the context of the silver economy. The important part of using innovative products and services is the care of the terminally ill, as well as help close these people in providing this care. The paper presents selected facilities to help the dying and the accompanying silver in the context of the economy as well as a case study for assistance dying at home in the Slovak Republic.

Youth is one of the riskiest groups at the labour market. Social work and social pedagogy offers historical experience, a theoretical background as well as professional approach to solving youth unemployment. There is a wide range of social and pedagogical interventions into this multidisciplinary problem including preventive counselling, coordination of the school system and the labour market, and criticism and innovation of social changes that would bring help to unemployed youth.

In the fifth chapter we analyse the current state and prospects of company social policy in the Slovak Republic. We specify the notion of company social policy, its main objective, realms and functions in the introduction. The characteristics of the company social policy possibilities in connection with the disabled employees' care and achieving harmony with working and family life of the employees constitute the heart of this chapter.

The sixth chapter analyzes the most important risks of the present youth subcultures and the opportunities for social work and social pedagogy in regard to the problems of youth subcultures. The basic characteristics of youth subcultures is described as well as of their social development and types and forms of present youth subcultures. The central meaning is inscribed to the possibilities of interdisciplinary coactions of social pedagogy and social work when solving specific problems of youth subcultures in the process of socialization during free time use or at the penetration of social deviations. A specific attention is paid to the definition of the professional roles of social workers and social pedagogues in relation to the risky youth subcultures.

One of the interesting possibilities of graduates social workers and social pedagogues is prevention of social pathology. Students of these subjects got enough information's and practical skills to qualified working in this area. Future social pedagogues and social workers in Slovakia can also study in Faculty of Education, Matej Bel University in Banská Bystrica. We try in this chapter characterise the most important sequences education of social workers and social pedagogues in an area of social pathology, mostly in drug abuse prevention. Competitions of social worker and social pedagogue can be used in surmount of social consequences of drug dependency, cure-education caring, social counselling and in the preparation for practice, e.g. using work therapy, because job is an important component of self realization, it give to the man feel of helpful and guarantee him conditions for respectable life.

In the eight chapter we are giving the reasons and characterise the most important possibilities of social work and prevention of the football hooliganism. We refer to the projects for the fans (the fans' projects), field social work with the hooligans (clubwork), the fans embassies and the probation and re-socialisation programs.

In the ninth chapter we will try to indicate selected educational, scientific-research and inter-professional aspects of social work autonomy in the university education of social workers in the Slovak Republic. We understand the autonomy of social work as a personalised ability of social work to identify, profile and solve ones own education, scientific-research, professional, organisational and other intra-field components independently.

BIBLIOGRAPHY

Ageing Well Sen @ er. In: Newsletter Special Interest Group (2006). Available at: www.silvereconomy.europe.org, 15.06.2013, 17:33

BAKOŠOVÁ, Z. (1994). *Sociálna pedagogika*. Bratislava: FF UK, 1994.

BAKOŠOVÁ, Z. (2006). *Sociálna pedagogika ako životná pomoc*. Bratislava: LORCA, 2006.

BAROŠOVÁ, M. (2005). *Ako reálne a prakticky zaviesť zosúladenie pracovného a rodinného života do fungovania organizácie*. In: *Práca verzus rodina – dilemma alebo súlad?* Bratislava: Konzorcium Urobme TO! 2005.

BEDNÁŘOVÁ, A. (2004). *Football-related crime and its prevention*. In: *Éthum*, Vol. 12, 2004, No. 43, pp.29-33.

BELKOVÁ, V. (2002) *Možnosti zlepšenia kvality života zdravotne ťažko postihnutých detí a mládeže v Banskej Bystrici*. In: *Kvalita života a ľudské práva v kontextoch sociálnej práce a vzdelávania dospelých*. Prešov: FF PU, 2002, p. 419-421.

BROZMANOVÁ-GREGOROVÁ, A., JUSKO, R, HUDECOVÁ, A., VAVRINČÍKOVÁ, L. (2007). *Motivation for the Study Social Work at the Pedagogical Faculty of Matej Bel University in Banská Bystrica from the Graduates' Perspective*. In: *The New Educational Review*, Vol.13, 2007, No. 3-4, pp. 203-216.

ČECHLOVSKÝ, J. (2006). *A work with the football fans*. In: *SOCIALIA 2006. The annotations' omnibus of the 10th International Conference*. Hradec Králové: Gaudeamus, 2006, 20-21.

ČORNANIČOVÁ, R. (1995). *Obohacovanie života starších ľudí edukatívnymi aktivitami*. In: *Pedagogická revue*, vol. 47,1995, No. 1 -2, pp. 76-81.

DRAGANOVÁ, H. (2006), *Sociálna starostlivosť*. 1. edition. Martin: Osveta, 2006.

- DUDOVÁ, I. (2002). *Systém sociálnej ochrany*. Bratislava: EU, 2002.
- GASSMAN, O. - KEUPP, M. (2009). *Silver Market in Europe: Myth or Reality?* In: *Information and Communication Technologies for Active Ageing, Opportunities and Challenges for the European Union. Assistive Technology Research Series*, Vol.23, 2009, pp.77-90.
- GÖPPNER, H-J. - HÄMÄLÄINEN, J. (2008). *Rozprava o vede o sociálnej práci*. Bratislava: Lambertus, 2009.
- HÁLA, J. (2000). *Vnitropodniková sociální politika*. Praha: VÚPSV, 2000.
- HALÁSKOVÁ, R. (2008). *Politika zaměstnanosti*. Ostrava: FFOU, 2008.
- HARSAYI, L. (2005). *The Hooligans. The report about the state of the hooliganism, rasism, anti-Semitism and intolerance in Slovak football*. Bratislava: People against the rasism, 2005.
- HATÁR, C. (2007). *Profesijné kompetencie sociálneho pedagóga*. In: *Vychovávateľ*, Vol. LIV, 2007, No. 5, pp.35-36.
- HAYASHI, M. (2012). *Japan's Fureau Kipp Time-banking in Elderly Care: Origins, Development, and Impact Challenges*. In: *International Journal of Community Currency Research*, Vol.16, 2012, pp. 30-44.
- HRONCOVÁ, J. et al. (2004). *Sociálna patológia a jej prevencia*. Banská Bystrica: PF UMB, 2004, 220 p. ISBN 80-8055-995-3
- HRONCOVÁ, J. (1996). *Sociológia výchovy*. Banská Bystrica: PF UMB, 1996.
- HRONCOVÁ, J. – HUDECOVÁ, A. – MATULAYOVÁ, T. (2001). *Sociálna pedagogika a sociálna práca*. Banská Bystrica: PF UMB, 2001.
- HRONCOVÁ, J. - EMMEROVÁ, I. (2004). *Sociálna pedagogika*. Banská Bystrica: PF UMB, 2004.
- HRONCOVÁ, J. - STANOVÁ, J. et al. (2007). *Život a dielo prof. Ondreja Baláža (K otázkam sociálnej pedagogiky)*. Banská Bystrica: PF UMB, 2007.
- HRONEC, M. (2007). *Komparácia vzťahu vzdelania a nezamestnanosti v SR a v krajinách EÚ so zreteľom na ekonomické vzdelanie*. In: *Mládež a spoločnosť*, Vol. XII, 2007, No. 1, pp.5-18.

HUDECOVÁ, A. (2004). *Sociálno-patologické javy v správaní detí a mládeže ako predmet skúmania sociálnej pedagogiky*. In: *Konstituování sociální pedagogiky jako vědeckého oboru*. Brno: Institut mezioborových studií, 2004, pp.173-177.

CHYTIL, D. - MUSIL, L. (2002). *Minimálne štandardy vzdelávania v sociálnej práci*. In: www.Wsp.spse.cz <<http://www.Wsp.spse.cz>>, 3.9.2002,11:08.

DZIURZYŃSKI, K. (2011). *Przyczyny narkomanii u osób zarażonych wirusem HIV* (w:) *Nieprzystosowanie społeczne dzieci i młodzieży. Teoria i praktyka*. S. Ćmiel (ed.), Józefów: Publishing House of WSGE. ISBN: 978-83-62753-11-6. pp. 33-68. (In cooperation with Anna Miziołek).

DZIURZYŃSKI, K. (2012). *Streetwork ako príklad praktického učenia sa v socialnej práci (Streetworking as an Example of the Social Work Practical Learning)*. In: *Výzvy a trendy vo vzdelávaní v sociálnej práci. Zborník príspevkov z medzinárodnej vedeckej konferencie onanej v dňoch 26.-27. apríla 2012 v Prešove*. BALOGOVÁ, Beáta, KLIMENTOVÁ, Eva (editors) ISBN 978-80-555-0613-5; s. 124-133 (In cooperation with: Monika Zawartka-Czekaj).

JOHNSON, T. (1998). *K novému obrazu*. Bratislava: Nová nádej, 1998, 56 p. ISBN 80-85864-06-1

JUSKO, P. (2000). *Cieľové skupiny sociálnej práce*. In: *Práca a sociálna politika*, Vol. 8, 2000, No. 7-8, pp. 9-10.

JUSKO, P. (2004). *Sociálna politika pre sociálnych a misijných pracovníkov*. Banská Bystrica: PF UMB, 2004.

JUSKO, P. (2004). *Podpora zamestnávania občanov so zdravotným postihnutím ako súčasť aktívnych opatrení na trhu práce*. In: *Ozvena*, Vol.XIII, 2004, No.1, pp.40-44.

JUSKO, P. (2002). *Sociálna závislosť: riziká a možnosti riešenia z pohľadu sociálnej práce*. In: *Práca a sociálna politika*, Vol.10, 2002, No. 6, pp. 16-18.

KELLER, J. (1995). *Úvod do sociológie*. Praha: SLON, 1995.

Koncepcia transformácie sociálnej sféry Slovenskej republiky. (1996). Bratislava: MPSVaR, 1996.

- KLENOVSKÝ, L. (2006). *A field social work*. Bratislava: Social work civil association, 2006.
- Koncepcia prevencie sociálno-patologických javov a resocializácie*. (2000). Bratislava: MPSVaR, 2000, s.34.
- KRAUS, B. (2000). *Profesní model sociálního pedagoga*. In: *Súčasný stav sociálnej pedagogiky na Slovensku*. Zborník referátov z vedeckej konferencie s medzinárodnou účasťou. Bratislava: FF UK, 2000, pp. 43-50.
- LAAN, G. v. d. (1998). *Otázky legitimity sociální práce*. Ostrava: ALBERT, 1998.
- LABÁTH, V. et al. (2001). *Riziková mládež*. Praha: SLON, 2001.
- MACHÁČEK, L. (1998). *Dlhohodobo nezamestnaná mládež v Európe a na Slovensku*. Bratislava: SÚ SAV, 1998.
- MACHÁČEK, L. (1997). *Subkultúry nezamestnanej mládeže*. In: *Závislosť*, Vol. 3, 1997, No. 16, p.22.
- MARBURGER, H. (1979). *Entwicklung und Konzepte der Socialpädagogik*. München: Juventa Verlag, 1979.
- MAREŠ, P. (2002). *Nezaměstnanost jako sociální problém*. Praha: SLON, 2002.
- MAREŠ, M. - SMOLÍK, J. - SUCHÁNEK, M. (2004). *The football hooligans*. Brno: The Strategy Studies Centre, 2004.
- MAROON, L, MATOUŠEK, O., PAZLÁROVÁ, H. (2007). *Vzdělávání studentů sociální práce v terénu*. Praha: Karolinum, 2007.
- MARSCHALL, G. (1998). *Dictionary of Sociology*. Oxford: Oxford University Press, 1998, pp.712.
- MATOUŠEK, O. (1998). *Mládež a delikvence*. Praha: Portál, 1998, 335 p. ISBN 80-7178-226-2
- MATOUŠEK, O. et al. (2003). *Slovník sociální práce*. Praha: Portál, 2003.
- Mc LAUGHIN, T.CH. (2009). *Rapid changes in Social work practise in the United States*. In: *Sociální práce/Sociálna práca*, Vol. 9, 2009, No. 1, pp.120-133.

- MILES, K. (2004). *The Fans Embassy. History, background, context, the main structure*. In: *Éthum*, Vol. 12, 2004, No. 43, pp.65-72.
- MISTRÍK, E. et al. (1999). *Kultúra a multikultúrna výchova*. Bratislava : Iris: 1999, pp.347. ISBN 80-88778-81-6
- MOJTOVÁ, M. - SEDLÁROVÁ, K. - ŠRANK, M. (2013). *Health social worker*. Nitra: Constantine the Philosopher University, 2013. ISBN 978-80-558-0269-5
- MUSIL, L. (2008). *Různorodost pojetí, nejasná nabídka a kontrola výkonu sociální práce*. In: *Sociální práce/Sociálna práca*, Vol. 8, 2008, No. 2, pp.60-79.
- MÜHLPACHR, P. (2004). *The football hooliganism - several annotations*. In: *Éthum*, Vol. 12, 2004, No. 43, pp.11-15.
- NASH, M. (2003). *Social Work Education: Agencies and academic disciplines*. In: *International Social Work*, Vol. 46, 2003, No. 1, pp.23-35.
- ONDREJKOVIČ, P. (1998). *Úvod do sociológie výchovy*. Bratislava: VEDA, 1998, pp.224. ISBN 80-2240445-4
- ONDREJKOVIČ, P. et al. (2000). *Sociálna patológia*. Bratislava: VEDA, 2000, pp.272. ISBN 80-224-0616-3
- ONDREJKOVIČ, P. - POLIAKOVÁ, E. et al. (1999). *Protidrogová výchova*. Bratislava: VEDA, 1999.
- Opis študijného odboru 3.1.14 Sociálna práca*. (2008) Dostupné na www.akredkom.sk, 21.3.2011, 13:22
- PÁLENÍK, V. et.al. (2012). *Silver in the Slovak economy, European and global context*. Bratislava: Slovak Academy of Sciences, 2012. ISBN 978-807144-205-9
- PRZEWOŹNIK, M. (2007). *Wsparcie społeczne niepełnosprawnych. Propozycje rozwiązań*. In: *„Niepełnosprawność i rehabilitacja”* Vol. 7, 2007, No. 2, pp. 88-107.
- PUSKAR, B.: *Residential Smart Buildings*. Bratislava: Dashöfer Verlag, 2008. ISBN 1335-8634.

- REPKOVÁ, K. (2001). *Verejné sociálne služby (1. volume) - vymedzenie, modely ich organizácie a financovania v krajinách EU*. In: *Práca a sociálna politika*. Vol. 9, 2001, No. 10, p. 23, ISSN 1210-5643
- RIEVAJOVÁ, E. et al. (2001). *Teória a politika zamestnanosti*. Bratislava: Ekonóm, 2001.
- ROTGERS, F. (1999). *Léčba drogových závislostí*. Praha: Grada, 1999.
- SCHNEIDER, T. - GABRIEL, M. (2004). *An overview of positive experience in the hooligans' social integration process*. In: *Éthum*, Vol. 12, 2004, No.43, pp. 55-65.
- SCHILLING, J. (1999). *Sociálna práca. Hlavné smery vývoja sociálnej pedagogiky a sociálnej práce*. Trnava: FZaSP TU, 1999.
- SMOLÍK, J.: *The hooliganism - not only at the football grounds*. In: *Psychology today*, Vol. VIII, 2002, No. 7-8, pp.9-10.
- STANEK V. (2002), *Sociálna politika*, SPRINT, Bratislava, 2002.
- STANEK, V. et al. (2008). *Sociálna politika*. Bratislava: Sprint, 2008.
- ŠTEFÍKOVÁ, J. (2008). *Systémy sociálnych služieb pre klientov so zdravotným postihnutím v Slovenskej a Poľskej republike*. Diplomová práca. Banská Bystrica: PF UMB, 2008.
- STAUB-BERNASCONI, S. (1998). *Soziale Arbeit auf der Suche nach autonomen Paradigmen*. In: *Soziale Professionen für ein Soziales Európa*. Koblenz: IKO verlag, pp. 61-100.
- STRAUSS, H. (2008). *Regional Perspectives: Social Work in the Nordic countries: Contemporary trends and shifts in education and policy*. In: *International Social Work*, Vol. 51, 2008, No. 2, pp. 253-261.
- SYROVÝ, P. (1999). *Alternativní kultura a sociální patologie*. In: *Éthum*, Vol. IV, 1999, No. 23, pp.8-22.
- ŠVEŘEPA, M. (2002). *The hooligans and social prevention*. In: *Social policy*, Vol. 28, 2002, No. 6, pp.9-10.
- TAROČKOVÁ, T. (2005). *Life of loss and grieving*. Bratislava: Faculty of Arts,

2005. 72 s. ISBN 80-223-1931-7

TKÁČ, V. (2009). *Ľudské práva a podniková sociálna zodpovednosť*. In: *Európska dimenzia podnikovej sociálnej zodpovednosti a jej vplyv na reguláciu pracovnoprávnych vzťahov*. Košice: UPJŠ, 2009.

TOKÁROVÁ, A. et al. (2003). *Sociálna práca*. Prešov: FF PU, 2003.

TOMEŠ, I. (2001). *Sociálni politika*. Praha: Socioklub, 2001, pp.262.

TOMEŠ, I. (2010). *Úvod do teórie a metodologie sociální politiky*. Praha: Portál, 2010.

VAVRINČÍKOVÁ, L. (2004). *Projekty prevenčnej práce realizované na základných a stredných školách*. In: HRONCOVÁ, J. a kol.: *Sociálna patológia*. Banská Bystrica: PF UMB, 2004, pp.69-74.

VIŠŇOVSKÝ, Ľ. (1998). *Teória výchovy*. Banská Bystrica: PF UMB, 1998, pp.121. ISBN 80-8055-135-9

WARD, P. (1997). *Jak se připravovat na práci s mládeží*. Praha: Portál, 1997, p.143. ISBN 80-7178-044-8

Watts, T.D. - Elliott, D. - Mayadas, N.S. (1995). *International Hanbook on Social Work Education*. Westport: Greenwood Press, 1995.

WINTER, F. (1976). *Seelsorge an Sterbenden und Trauernden*. Berlin: Evangelische Verlagsanstalt,, 1976. 179 s. ISBN 978-80-8083-579-8

WORDEN, J.W. (2009). *Grief counseling and grief therapy: a handbook for the mental health practitioner*. New York: Springer Publishing Company, 2009. ISBN 0-826-101-208-4, pp.314.

Zákon NR SR č.279/1993 Z.z. *o školských zariadeniach v znení neskorších predpisov*.

Zákon NR SR č.311/2001 Z.z. *Zákonník práce v znení neskorších predpisov*.

Zákon NR SR č.5/2004 Z.z. *o službách zamestnanosti v znení neskorších predpisov*.

Zákon NR SR č.448/2008 *o sociálnych službách v znení neskorších predpisov*.

ŽILOVÁ, A. (2000). *Kapitoly z teórie sociálnej práce*. Žilina : Edis, 2000, pp.119.

ŽILOVÁ, A. (2003). *Kapitoly z teórie sociálnej práce*. Badín: MENTOR, 2003, 107 p. ISBN 80-968932-0-3.

ŽILOVÁ, A. (2000). *Sociálna práca, alebo socioterapeutológia?* In: *Práca a sociálna politika*, Vol.VIII, 2000, No. 6, p.8.

INDEX

A

accreditation (77, 79, 82, 85, 88)
adolescence (51, 53, 56, 57)
aging of population (27, 28, 30, 32)
autonomy (77, 79, 82, 85, 88)

C

clubwork (68, 69, 70, 71, 72, 74, 75)
companionship (27, 28, 30, 32)
company (43, 44, 46, 48)
company social policy (43, 44, 46, 48)
company social work (43, 44, 46, 48)
comparison (17, 19, 21, 26)
criminality (51, 53, 56, 59)
culture (51, 53, 56, 59)

D

disabilities (17, 19, 21, 26, 43, 44, 46, 48)
drug abuse (61, 62, 63, 66)
drug addiction (51, 53, 56, 59)
drug dependency (61, 62, 63, 66)
dying (27, 28, 30, 32)

E

education (12, 13, 15, 77, 79, 82, 85, 88)
educational system (61, 62, 63, 66)
employee (43, 44, 46, 48)
employment (43, 44, 46, 48)
employment policy (32, 35, 36, 37, 38, 40, 41)

F

family (12, 13, 15, 43, 44, 46, 48, 51, 53, 56, 59)

fan project (68, 69, 70, 71, 72, 74, 75)

fans embassy (68, 69, 70, 71, 72, 74, 75)

field social work (68, 69, 70, 71, 72, 74, 75)

football hooliganism (68, 69, 70, 71, 72, 74, 75)

free time (51, 53, 56, 59)

Fureai Kippu (27, 28, 30, 32)

G

globalization (51, 53, 56, 59)

H

health (12, 13, 15)

house of social services (17, 19, 21, 26)

hospice care (17, 19, 21, 26)

housing (17, 19, 21, 26)

I

individualization (51, 53, 56, 59)

L

labour market (32, 35, 36, 37, 38, 40, 41)

legislation (77, 79, 82, 85, 88)

legitimacy (77, 79, 82, 85, 88)

lifestyle (51, 53, 56, 59)

M

marginalization (51, 53, 56, 59)

marginalized minorities (12, 13, 15)

O

organisation of studies (77, 79, 82, 85, 88)

P

palliative care (27, 28, 30, 32)

prevention (61, 62, 63, 66)

preventive counseling (32, 35, 36, 37, 38, 40, 41)

probation and resocialisation programs (68, 69, 70, 71, 72, 74, 75)

profession (77, 79, 82, 85, 88)

professionalization (32, 35, 36, 37, 38, 40, 41)

psychology (77, 79, 82, 85, 88)

Q

quality of life (27, 28, 30, 32)

quality of study (77, 79, 82, 85, 88)

R

rehabilitation employment (17, 19, 21, 26)

S

school system (32, 35, 36, 37, 38, 40, 41)

silver economy (27, 28, 30, 32)

smart house (27, 28, 30, 32)

social cohesion (12, 13, 15)

social dependent citizens (12, 13, 15)

social deviated individuals (12, 13, 15)

social environment (51, 53, 56, 59)

social group (12, 13, 15)

social intervention (61, 62, 63, 66)

social pedagogy (32, 35, 36, 37, 38, 40, 41, 51, 53, 56, 59, 61, 62, 63, 66)

social pathology (51, 53, 56, 59, 61, 62, 63, 66)

social politics (17, 19, 21, 26, 43, 44, 46, 48, 77, 79, 82, 85, 88)

social prevention (68, 69, 70, 71, 72, 74, 75)

social security (17, 19, 21, 26)

social support (17, 19, 21, 26)

social work (32, 35, 36, 37, 38, 40, 41, 43, 44, 46, 48, 51, 53, 56, 59, 61, 62, 63, 66, 68, 69, 70, 71, 72, 74, 75, 77, 79, 82, 85, 88)

socialization (51, 53, 56, 59)

society (12, 13, 15, 61, 62, 63, 66)

sociotherapy (61, 62, 63, 66)

subculture (32, 35, 36, 37, 38, 40, 41, 51, 53, 56, 59, 68, 69, 70, 71, 72, 74, 75)

T

target group of social work (12, 13, 15)

theory of social work (61, 62, 63, 66)

transformation of social sphere (17, 19, 21, 26)

U

unemployment (32, 35, 36, 37, 38, 40, 41, 51, 53, 56, 59)

V

volunteering (27, 28, 30, 32)

Y

youth (32, 35, 36, 37, 38, 40, 41, 51, 53, 56, 59)

About Author



Doc. PaedDr. Peter Jusko, PhD. is a graduate of the Master's field of study Social Pedagogy, Faculty of Education, Matej Bel University in Banská Bystrica (1998). In 1999 he finished his doctor study with the theme of a thesis Personality of social worker. Between 1999 - 2004 he graduated his PhD. study, which ended with dissertation defense on topic Drug prevention among university students. In 2008, he completed the habilitation procedure in the scientific field of social work at the Faculty of Arts at the University of Prešov with defense of habilitation thesis and habilitation lecture on the topic Risks of today's youth subcultures aspect of social work. At present he works at the Department of Social Work and he is vice dean for international cooperation and public relations at the Faculty of Education, Matej Bel University in Banská Bystrica.

Doc. Jusko in its educational work pays attention mainly to social policy and social work with youth. Other areas of his teaching activities include employment policy, social work in public administration, social pathology and social problems within the European Union. He leads bachelor, master and PhD. degree work in social work, social pedagogy and andragogy study programmes. He actively participates in the organization of faculty and nationwide rounds of student scientific and professional activities in the field of social work. In its research activities participated doc. Jusko on several scientific research projects, for example Sociopathological phenomena in higher education training of social workers and social pedagogues, Municipal politics cities and autonomous regions towards youth in Slovakia, Competence of social workers within intentional, institutional and interprofession reflections and Spectator violence and its social prevention.

Author's publications include more than 100 publishing units. He is the author, respectively co-author more than 10 book publications, among them for example monography Social policy for social and missionary workers and Social security and insurance. He is the author of over 60 original scientific and professional studies published in national and international anthologies and 30 articles in national and international journals. On his work have more than 100 citations at home and abroad.

The present monograph Global social problems and education in social work is the result of over ten years work, the author in teaching, scientific research and publications activities. It's given a comprehensive view of selected global social problems and the possibilities of social work in solving them.

Title: Global social problems and education in social work

Author: doc. PaedDr. Peter Jusko, PhD.

Reviewers: doc. Ing. Martina Halásková, Ph.D.

Prof. ndzw. dr hab. Krzysztof Czekaj

Mintage: 100 pcs

Range: 107 pages

Edition: First

Format: ISO A4

Publisher: WSGE JÓZEFÓW

Printing: Publishing Hous of WSGE in Józefów

ISBN: 978-83-62753-28-4