

**SAFETY OF CHILDREN AND YOUTH.
CURRENT PROBLEMS, DIFFERENT PERSPECTIVE**

PAŃSTWOWA WYŻSZA SZKOŁA ZAWODOWA W CHEŁMIE

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Chełm 2014

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IL. POCZTOWA 54, 22-100 CHEŁM, POLAND
WWW.PWSZ.CHELM.PL

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ISBN 978-83-61149-70-5

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INTRODUCTION

The modern world is a reality "happening", dynamic, subject to constant changes. Inherently collective life is a change. Developing world, in its social, cultural, scientific, technology is an environment that can foster a sense of human security, as well as can be for him a serious threat. Security is one of the basic human needs, while providing a condition of integral development and functioning both in private life and professional life and social life. It should be emphasized that it refers not only to the physical realm, safety of life and physical health, but also to the spiritual realm associated with the development of moral subjectivity, freedom and human autonomy. The list of threats may touch a man in the modern world thus both danger to health or life due from direct trauma, as well as those related to violence and terrorism, all kinds of addictions such. psychoactive substances, but also from electronic media or shopping etc.

In this changing context, the most vulnerable seems to be the safety of children and youth. Concern for providing thus becomes one priority for both parents and teachers.

The tasks of the family in this area can include: protection against illnesses, accidents, and other health risk factors; sick child care and help in overcoming the effects of a disease or disorder and the functioning of the body; establish a climate of kindness and trust, reinforcing a sense of security and emotional bond with the family¹; strengthening children self-esteem and efficacy, help them learn about and implement the values that will determine of elections made by them, supporting children in planning for the future and so on.

The task of the school is to care for the personal safety of the child: the way to school (problems of participation in traffic); in the course of the school day, especially in the studios, on trips, physical education classes and sports; during leisure breaks, especially dangerous fun in different seasons²; promoting valuable attitudes, creating opportunities for students to take informed decisions, their valuation and taking responsibility for it, raising the conscious reception of the media, promoting a healthy lifestyle, organize alternative forms of leisure and so on.

An important element of responsible education is not only to provide care of a child at home and school, but also the development of children and adolescents responsibility for the health and safety of their own and other people.

Safety of children and adolescents is one of the most important priorities for the educational authorities. Ministry of National Education in Poland announced school year 2012/2013 the - "Year of the Safe Schools". The Ministry has designated two areas of activity:

a) a safe environment for the student (health, safety and hygiene student to respond in emergency situations, caring for safe recreation, prevention of aggression and violence, providing a safe route to school, first aid);

¹ Cf. A. Kelm, *Węzłowe problemy pedagogiki opiekuńczej*, Warszawa 2000, p. 138-142.

² Cf. *ibidem*, p. 59.

b) safe student behavior (combating of exclusion, promoting healthy lifestyles, prevention of addictions, promote network security, solving conflict situations, taking care of school climate)³.

The purpose of this monograph is an attempt to present the interdisciplinary activities aimed at providing a sense of security to children and young people in their immediate environment and identify ways of shaping young people's attitudes to enable them to build a sense of security.

The first part included articles representatives of various scientific disciplines (economics, science, safety, social work, psychology), who showed contemporary security issues in a changing world. Peter Varhoľák presented some actual aspects of safety and risk selected entities of the EU and the world. Daniel Špirková wrote about the economic and social aspects of young people housing in the context of energy poverty. Roman Cancer, Viktor Tip and Eduard Bruna presented the basic trends and Threats of Cyber Crime endangering the Safety of Individuals and Countries in Europe. Marek Storoška discussed the application of restorative justice as a security model in its social impacts on individual and society. Justin Spark presented the Desired image of one's future family (research on psychology students with different degrees of a sense of security). Anton Lisnik and Katarína Greňová discussed the state family policy as a component of building family security.

The second part contains articles from primarily educators, who pointed to the current security problems in school. Dalia Marti auskienė, K stutis Trak elys presented as interaction and communication aspect of the learning environment. Alena Sedlčková showed the artistic expression of children's artworks in the preschool and young school age. Zulfia Akhmetgaleeva discussed the students' motivation for artistic and creative work. Beata Komorowska presents the issue of prevention activities undertaken in the school to provide children with a sense of security. Marta Buk-Brick shows how cooperation between teachers and parents of students can contribute to increasing the efficiency of the safety of children. Anita Famula-Jurczak showed the areas endangered the safety in education. We hope that this monograph, acting in an interdisciplinary and international voice, will contribute to a better understanding of current issues relating to the safety of children and youth. We would like to thank all the authors who have wished to present their point of view in different thematic areas. They represent many of the scientific community of the Czech Republic, Lithuania, Polish, Russian and Slovak.

Big words of respect and gratitude make in the hands of reviewers monograph Doc. PaedDr. Beata Akimjakovej, PhD. and prof. Associate. dr hab. Mark Rembierzowi for their constructive and valuable comments.

Beata Komorowska, Piotr Mazur

³ Cf. <http://bezpiecznaszkola.men.gov.pl> (14.07.2014).

Part One

Security in the context of changing reality

PETER VARHOLÁK

Some actual aspects of safety and risk selected entities of the EU and the world

Safety and risk are guides human life from its beginning, and accompany people on their trajectory while humanity will exist. Issues of safety and risk are developing along with people and accompany people from their birth until departure from this world. Safety and risk in parallel with age-related and individual skills, experience and knowledge are changing and hence it is useful to use this fact in the process of education, training and practice. As in nature and in human society pays the most vulnerable are children, young and old people.

Safety and risk

Historically principle in relation to human security and related risk presented several essential conditions: Security and risk concern of the contemporary world and space-time of people. People from point of time, first of all the species, form only time episode of the Earth. It is almost insignificant episode. While life on planet Earth itself represents several billion years, humans and their ancestors represent, at best, for millions of years. Modern people are the tens of thousands of years of civilization and empire known for thousands of years.

Such empire can be Sumerian, Egyptian, Roman, Aztec, and the like. Safety and risk, among others, are associated with cultural, civilization, social, and economic dimensions. Person, together with the time dimension is placed in an area that has been garnered, conquered, appropriated, adapted and which has been utilized and occupied. Builds on the achievements and impact of millennia past civilizations, based on the ability to use fire, write, read, count, tell, science development, engineering, technology, cultivation of cereals, fruits, vegetables, animal husbandry, doing building shelters, houses, forts, cities and the like.

Security and risk acquired a new quality in the previous century. This century is characterized by two bloody world wars and the Cold War, developing and testing a wartime atomic bomb, hydrogen bomb development, globalization of the world, creation and wide using of Internet, marketing and the like. In this century was added the majority of the population of the world that was ever recorded. Has become a real concept of genetic engineering, and joined geo-engineering. In the last century people first penetrated into space and landed on the body in the solar system. In this century earthly body left the solar system. Today we can use term so called the Anthropocene era.

Security and risk meets the constraints of the adequacy of resources, such as demographic explosion, breakage energy, oil, gas. Safety and risk encounters tight cover current socio - economic formation. Safety and risk confronts ambitions elite rulers, power, knowledge, skills. It is becoming increasingly clear, that elites and their executors want everything to monitor, influence, manage and control, to use the media according to their intentions, lead modern and other cyber strange and hidden wars, coups carried out. Safety and risk exposing humanity to new challenges, visions, threats and opportunities in areas such as the conquest of space and inaccessible areas of the planet Earth, hydrogen merger and other types

of energy as well as in the fields of health, business, work, entertainment. Safety and risk to man are visible in the interpretation of needs and values in the form known of Maslow's pyramid. Safety and risk to man are visible in the interpretation of needs and values form known Maslow's pyramid. In this pyramid, the lower level is one of fulfillment of physiological needs and the level above the lowest is of safety, both have an impact on other needs and values. Otherwise, however, the needs and values understood in different cultures of the world and in different social contexts, the owners, shareholders, managers, employees, unemployed. In the context placed a significant impact on the needs and values are the means of modern electronic communication via the Internet, social networks, mobile phones, smartphones, tablets and the like. It should be noted that it is mainly the domain of the young people who were born in the environment in question and settled in with it.

Aspects of risk

Aspects of risk are shown in Fig. 1 as their names the source of the World Economic Forum. Tab. 1 and 2 list the various aspects of classified items in descending order of likelihoods. Tab. 1 lists those that can be assumed to be typical EU country great. Four conceptual connections in table 1 represent the financial aspects. Emphasize the extremely serious threats associated with the EU-income people around the world and in particular, fiscal imbalances, systemic financial failures and imbalances in the labor market. It shows what have money and related circumstances extraordinary powers. Particularly sensitive is question of money and work relevant to young people.

Water supply crisis is a major societal aspect in Europe, too. This importance is increasing along with changes in weather, climate and differences in perception of water management on the territory of the state. It is necessary to focus on small interventions and construction or major interventions and structures associated mainly with European money? Rivalries over water have been the source of disputes since the Neolithic revolution, when humans settled down to cultivate food between 8 000 and 6 000 BCE. The English language reflects these ancient roots: 'rivalry' comes from the Latin *rivalis*, meaning 'one using the same river as another.' Riparians – countries or provinces bordering the same river – are often rivals for the water they share. Today, the downstream neighbour's complaint about the upstream riparian is echoed by Syria about Turkey, Pakistan about India and Egypt about Ethiopia¹.

Main problem is, that no evidence of coming 'water wars' exists. International basins that include political boundaries of two or more countries cover around 45% of the Earth's land surface, host about 40% of the world's population and account for approximately 60% of global river flow. Moreover, the number is growing: in 1978, the United Nations listed 214 international basins; today there are 276, largely due to the internationalization of basins through political changes like the break-up of the Soviet Union and the former Yugoslavia, as well as access to better mapping technology². Distribution of water on bordering river Danube was the subject of protracted diplomatic clashes governments of Hungary and Slovak Republic, and it is good that it happened in the past as in the future would be related negotiations more difficult. International basins which are interesting for countries of Europe are: Dnieper, Dniester, Drin, Ebro, Garonne, Schelde, Seine, Sulak, Torne, (Tornealven), Volga, Daugava, Elbe, Narva, Ob, Oder (Odra), Struma, Vardar, Vistula (Wista), Rhine, Danube³. In international river basins, water management typically fails to manage conflicts

¹ Cf. *The key to managing conflict and cooperation over water*, „A World of science” 2013 vol. 11, no.1, p. 4.

² Cf. *ibidem*, p. 5.

³ Cf. *ibidem*, p. 6.

when there is no treaty spelling out each nation's rights and responsibilities⁴. For these reasons, it is therefore necessary to very carefully treated with water and services related to its use so that the water does not become a tool strife, extortion, poverty and war.

Figure 1. Essential links between security, risk, culture and civilization



Source: own processing.

Population explosion and social inequality associated with poor incomes shall strategies with by serious environmental deterioration leads to risk mismanagement of population ageing and unmanaged migration. Insufficiently are strategies of employment of staff of young, middle and older age. Insufficiently are strategies of employment of staff of young, middle and older age. It uses the strategy of divide and conquer. The work is privatized dominating employers. Technological aspects include, in particular cyber attacks, massive digital misinformation, critical system failures related to the human factor and information systems, including the Internet and other electronic media in particular.

For EU countries it is mineral resource supply vulnerability especially important, what these countries repeatedly impress. This issue will be in the coming years will surely dominate. Consequences of climate change mitigation should be monitored and respond to.

⁴ Cf. ibidem, p. 10.

Table 1. Selected actual aspects risk - ranked in descending order probably in Europe (and in world too)

Risk (with likelihood and impact) ⁵	Likelihood	Impact	Note
Severe income disparity	4,22	3,8	Less in EU
Chronic fiscal imbalances	3,97	3,97	
Water supply crises	3,85	3,98	More world
Mismanagement of population ageing	3,83	3,67	
Cyber attacks	3,82	3,52	All world
Failure of climate change adaptation	3,76	3,9	All world
Pervasive entrenched corruption	3,74	3,47	EU too
Persistent extreme weather	3,7	3,65	
Chronic labour market imbalances	3,69	3,73	Slovak Republic too
Land and waterway use mismanagement	3,61	3,57	
Massive incident of data fraud/theft	3,52	3,27	
Major systemic financial failure	3,44	4,04	
Unmanaged migration	3,42	3,39	Crisis of UA
Mineral resource supply vulnerability	3,42	3,45	EU too
Massive digital misinformation	3,36	3,24	
Unforeseen consequences of climate change mitigation	3,23	3,35	
Critical systems failure	2,96	3,62	

Source: columns 1, 2, 3 according *Global Risks 2013*, An Initiative of the Risk Response Network, World Economic Forum, Eighth Edition, column 4 own processing.

Environmental aspects (failure of climate change adaptation, persistent extreme weather, land and waterway use mismanagement) will be placed on management and adaptability extraordinary demands of people, especially the young and old.

Influence people in a significant and is expressed by term footprint. Between 1961 and 2008, both Europe and the region encompassing the Middle East and Central Asia experienced the greatest increase in their ecological footprint: +1.2 gha and +1.1 gha per person respectively; population growth in Europe was much slower (+29%), however, than in the Middle East/Central Asia (+330%). In Asia–Pacific, the figures were +0.6 gha per person and population growth of 136%. Latin America experienced a similar trend, with population growth of 156% and a rise in per-capita consumption of 0.4 gha per person. In North America, which has the biggest ecological footprint of any region, both per-capita consumption (+0.6 gha per person) and the population (+63%) progressed. Africa was the only region where per-capita consumption dropped (-0.1 gha per person), despite rapid population growth (+255%)⁶.

Table 2. Selected actual aspects of risk - ranked in descending order in word probably less in Europe

⁵ Cf. *Global Risks 2013*, An Initiative of the Risk Response Network, World Economic Forum, Eighth Edition.

⁶ Cf. *The key to managing conflict...*, op. cit., p. 24.

Risk (with likelihood and impact)	Likelihood	Impact	Note
Rising greenhouse gas emissions	3,94	3,88	EU less
Extreme volatility in energy and agriculture prices	3,71	3,88	
Mismanaged urbanization	3,69	3,39	
Global governance failure	3,69	3,79	
Species overexploitation	3,68	3,36	
Rising religious fanaticism	3,66	3,64	
Terrorism	3,64	3,59	All world
Food shortage crises	3,6	3,83	
Failure of diplomatic conflict resolution	3,58	3,69	
Hard landing of an emerging economy	3,46	3,49	
Entrenched organized crime	3,46	3,21	
Unsustainable population growth	3,45	3,71	
Widespread illicit trade	3,43	3,03	
Rising rates of chronic disease	3,43	3,35	
Antibiotic-resistant bacteria	3,42	3,57	
Ineffective illicit drug policies	3,41	3,03	
Critical fragile states	3,38	3,53	
Recurring liquidity crises	3,36	3,66	
Irremediable pollution	3,35	3,65	
Unilateral resource nationalization	3,35	3,4	
Prolonged infrastructure neglect	3,32	3,19	
Unforeseen negative consequences of regulation	3,31	3,18	
Diffusion of weapons of mass destruction	3,23	3,92	
Vulnerability to pandemics	3,2	3,6	
Unmanageable inflation or deflation	3,18	3,57	
Unprecedented geophysical destruction	3,17	3,33	
Backlash against globalization	3,14	3,34	
Unforeseen consequences of new life science technologies	3,11	3,36	
Failure of intellectual property regime	3	2,99	
Proliferation of orbital debris	2,87	2,8	
Militarization of space	2,81	3,16	
Unforeseen consequences of nanotechnology	2,79	2,99	
Vulnerability to geomagnetic storms	2,59	3,16	

Source: *Global Risks 2013*, An Initiative of the Risk Response Network, World Economic Forum, Eighth Edition.

Table 3. Risk management countries of EU and some of world

Rank	Country	Risk Management Score	Note, rank group and variance
6	Sweden	5,4	1. var=0,0016
9	Finland	5,32	
11	Norway	5,15	Member of NATO
29	United States	4,53	Very similar to China
30	China	4,51	Very similar to US
13	Netherlands	5,6	2. var=0,011
17	Germany	4,9	
20	United King	4,81	
28	Estonia	4,54	3. var=0,015
31	France	4,51	
35	Malta	4,36	
39	Italy	4,24	
47	Denmark	4,1	4. var=0,012
50	Belgium	4,07	
51	Portugal	4,06	
53	Spain	4,03	
57	Poland	3,87	
58	Czech Republic	3,87	
62	Austria	3,8	
64	Lithuania	3,74	5. var=0,0004
65	Ireland	3,7	
73	Russian Fed	3,6	
94	Bosnia and Her	3,22	
92	Bulgaria	3,26	6. var=0,013
93	Latvia	3,24	
98	Slovak Rep	3,11	
103	Hungary	3,03	
107	Croatia	3	
110	Cyprus	2,97	
116	Slovenia	2,84	7. var=0,0
118	Serbia	2,81	
119	Ukraine	2,65	state crisis
123	Romania	2,53	8. var=0,0
136	Greece	2,12	9. var=0,0

Source: columns 1, 2, 3: *Global Risks 2013*, An Initiative of the Risk Response Network, World Economic Forum, Eighth Edition, column 4: own processing according: P. Varhoľák, *Manažment a nadväzujúce pojmy, prístupy k ich triedeniu a vybrané súvislosti*, [in:] *Marketing manažment, obchod a sociálne aspekty podnikania*, Košice 2013, p. 549-559.

Geopolitical aspect - pervasive entrenched corruption is able to undermine the state, destroy the social structure, economy, morals, ethics, integrity and defense.

From the perspective of risk management score for each country listed in the table 3. Of V4 (Poland, Czech Republic, Slovak Republic, Hungary) score was determined as the geometric mean and is 3,45. Of neighbors Slovak Republic (except Slovak Republic - Poland, Czech Republic, Austria, Ukraine, Hungary) score is 3,4. For EU countries score is 3,77 and for all countries score is 3,61. Slovak Republic has score 3,11 and Hungary 3,03. It is clear that this is not the score, with which should satisfy the Slovak Republic. According variance risk management can talk about nine groups of EU countries. SR is in sixth group.

Culture, civilization speeches, objectives, strategies and actions manifested in politics, diplomacy, war and peace strongest states and organizations of the world form the framework for the safety and risks that may affect people directly. This is but to agree. And then there are the speeches security and risks that people can affect little or nothing. This should be taken and adapt to it. For these circumstances, the EU stands ready? Let us hope so. What about the rest of the world?

Conclusion

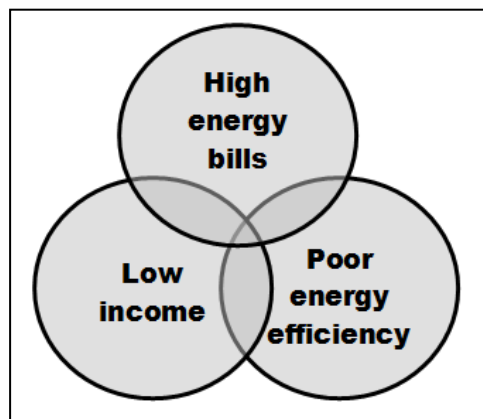
In article we discussed characteristics of safety and risk economical, geopolitical, societal, environmental, technological, culture and civilization aspects. From aspects World Economic Forum we chose those that are typical for the EU and other for world. We highlighted the essence of critical aspects and possible consequences. We lined EU countries into different groups according to the score variance. This allows us to conclude on the need to take significant measures to improve the situation of each country. It is clear that the risks are high and not to the contrary. Therefore, before states and global organizations and their leaders face major challenges will be solved if the world does not fall into heavy turbulence and dangerous problems. This applies to the whole world, the EU but also for Slovak Republic and their neighbors.

*Economic and social aspects of young people housing in the context of energy poverty*¹

Introduction

Energy poverty is an acute problem not only in developing countries but also in several European countries. As depicted in Figure 1, energy poverty is caused by an interaction between high energy bills, low income and poor energy efficiency, in addition to supplementary determinants such as housing tenure and quality of energy supply².

Figure1. Causes of energy poverty



Source: H. Thomson, C. Snell, *Energy poverty in the EU. Policy Brief*, The University of York 2013.

In the Slovak legislation is this term defined in the Law no.250/2012 Coll., As amended: „energy poverty refers to a condition where the average monthly household expenditure on electricity, gas, steam for heating and domestic hot water make up a significant share of the average monthly income of the household”. Energy poverty means difficulty or inability to ensure suitable temperature conditions (according to the World Health Organization for a comfortable temperature in the living room considered 21 ° C and in other rooms, 18 ° C), as well as the difficulty or inability to have other essential energy services for a reasonable price³. It is alarming that (according to the International Energy Agency) currently almost 1.4 billion people does not have access to electricity. Consequences

¹ This paper has been published as a part of submitted VEGA project no. 1/1013/12, entitled “Economic aspects of energy savings in buildings”.

² Cf. H. Thomson, C. Snell, *Quantifying the prevalence of fuel poverty across the European Union*, „Energy Policy” 2013.vol. 52, p. 563-572.

³ Cf. J. Holienčík, *Energy poverty in Slovakia*, [in:] *Power Engineering*, Tatranské Matliare 2014.

of energy poverty:

- damp and mouldy living conditions,
- an increased risk of heart disease,
- school absences due to worsened asthma⁴,
- reduced food intake – “heat or eat,
- dangerous coping strategies such as fuel disconnection.

Social housing and energy poverty

Housing is closely linked to the quality of life and the right to live is a fundamental human right. It creates conditions for improving the quality of life, utilizing the potential of the territory and to attract skilled labor into urban areas. Ensuring of these needs would probably alleviate poverty (including energy) and social exclusion which is still in many European countries a significant challenge. This implies that housing is one of the fundamental rights and the approach to this right determines access to other basic rights and to live in dignity⁵. Housing problem in terms of social aspects can be divided into two main levels:

- problem of citizens who are not able to „get” flat,
- problem of people who have flat, but not have enough funds to cover fees associated with its use.

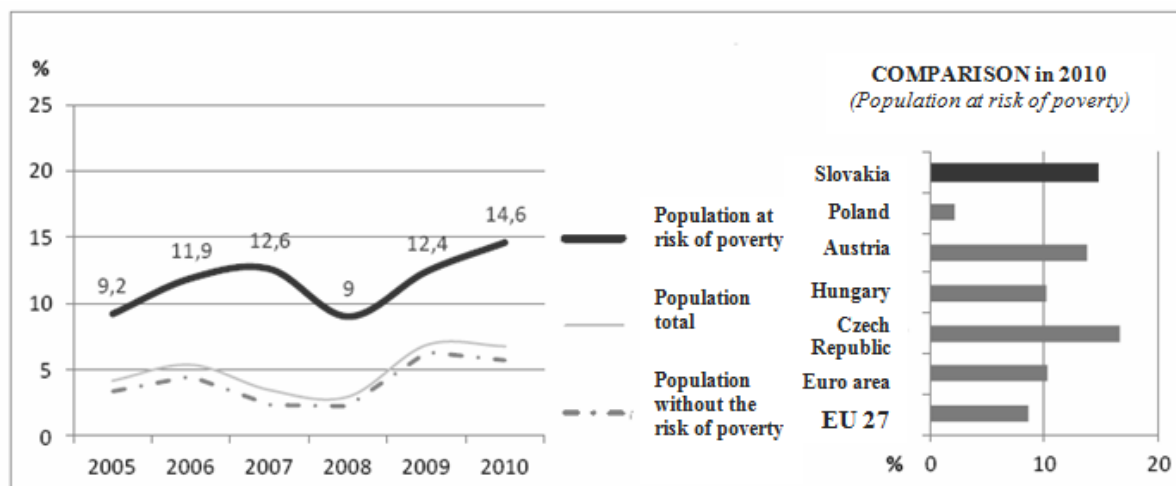
As shown, the support issue is not only the financing of housing, but also access to the apartment itself. The economic situation in individual households is largely affected by the deregulation of rents and housing-related services. Following this dominant trend of the economic efficiency of housing is necessary to create adequate living conditions for weaker social communities, for example, young families, families with several children, elderly or severely disabled persons. However, this trend means another rent increases and also increase in charges for services related to housing, including charges for heat, gas, electricity - the overall increase of expenses related to housing (see Chart 1). It must be said that energy poverty is a consequence not only of low income but also high energy consumption. Without creating the appropriate compensatory measures in social policy this actually means a disproportionate impacts on low-income groups.

Social housing is characterized in the literature in the context of the social aspects of housing policies differently. They include concepts such as affordable housing, subsidized housing, cooperative housing, social housing, low-income housing, substandard housing, non-market housing, temporary housing, rental housing, and so on.

Chart 1. Proportion of population with arrears for housing

⁴ Cf. S. Free et al., *More effective home heating reduces school absences for children with asthma*, „Journal of Epidemiology and Community Health” 2010, p. 379-386.

⁵ Cf. D. Špirková et al., *Housing and Housing Policy - Development, determinants of housing development and new approaches to rental housing policies in Slovakia*, Bratislava 2009, p.24.



Source: M. Valentovič et al., *Energetická chudoba na Slovensku. Analýzy a štúdie*, MESA 2011.

In literature as well as in practice in many European countries, including the Czech Republic and Slovakia, we meet with two basic definitions of social housing. They differ from each other by ways of housing financing, type of user and standard equipment. This means that social housing can be defined as „housing for households with clearly defined (low to zero) income”.

To better understand the adverse situation where the low-income groups are situated, it is necessary to characterize another term – „social exclusion”. This term in Western European countries had began to use in the Eighties and Nineties mainly due to substitute the term „poverty”. It should be emphasized that this term insufficiently takes into account quality criteria of social relations and implies a lack of material resources. Nevertheless, social exclusion is closely linked to poverty. Some authors argue that poverty hinders the realization of civil and social rights, which is precisely the result of social exclusion. Other authors consider social exclusion as an extreme form of poverty. For example in the 1993, Maastricht Treaty defined the fight against social exclusion as one of the main objectives of social policy of the European Union⁶.

Social exclusion is undoubtedly associated with economic exclusion, which presents limited access to primary as well as secondary labor market, energy poverty, concluding the life chances and so on. From the available analysis it is clear that in socially excluded localities, unemployment rate is over 90% while individuals living in such areas are limited to contact with people who are in a similar social situation.

European indicators and statistics of energy poverty

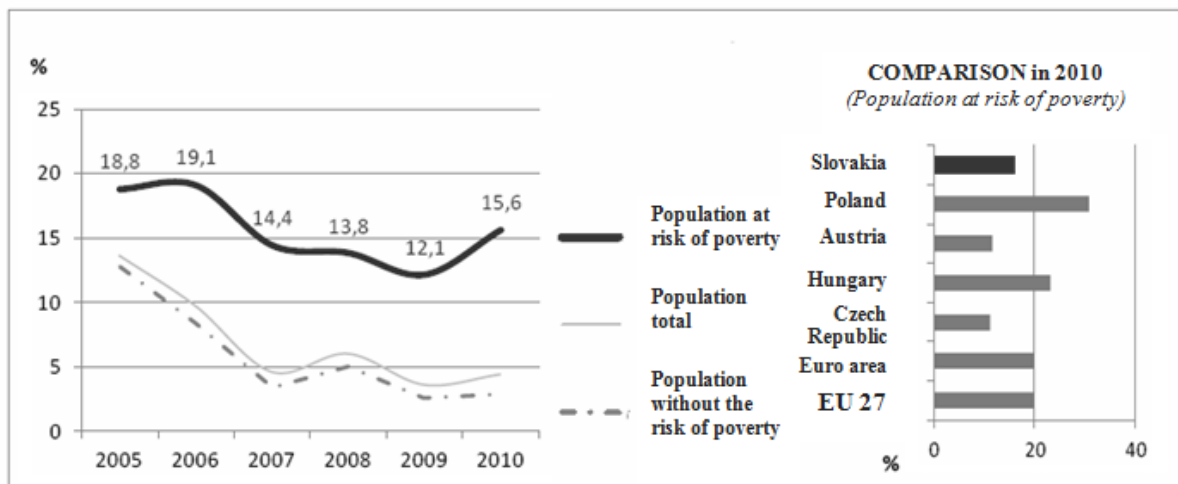
The European Commission approaches to energy poverty through the European Platform against Poverty and Social Exclusion, which is a specific instrument 2020 strategy. In fact, energy poverty can cause that households remain without heating or cooling, without hot water, light and other basic household needs, which is a serious form of shortage. The European Union currently does not have consistently defined energy poverty, on which basis would be gradually established the specific and common European policy aimed at this acute problem. On the other hand, within the European Union there is still no uniformed

⁶ Cf. P. Mareš, *Chudoba, marginalizace, sociální vyloučení*, „Sociologický časopis AV ČR” 2000 no. 3, p. 285-297.

methodology which would measure energy poverty. Still however predominates an opinion that it is a condition where the cost of energy for households make up a significant share of disposable income. That is closely related to the risk that a household can be disconnected from the system or network.

Expert analyzes show that 40 million EU citizens suffer from „serious material deprivation”. From a demographic point of view, the most vulnerable group are children. Children from poor households have worse conditions for the development of their personality in terms of the availability and use of technical and technological capabilities, education, finding job and application and in life. In Europe, energy poverty appears by a growing number of people (project of the European Fuel Poverty and Energy Efficiency, 2009), who are having difficulty of paying for energy or the energy is available only to a limited extent, because they have a low income. Flats where they live are without insulation and therefore they do not sustain heat, have inefficient equipment (heating, cooking, hot water) or energy prices are very high (see Chart 2). Budgets of households, which are often far from urban centers and where the job often depends on the transport link is often burdened by mobility. This applies to the elderly, single-parent families, the unemployed, welfare recipients, etc.. The consequences are different - poor mobility impact on employment, inadequate heating affects sanitation, health (dilemma „heat or food”, respiratory diseases etc.) and often leads to increased mortality, high indebtedness, social and geographic isolation.

Chart 2. Proportion of the population that can not afford to keep their home adequately warm



Source: M. Valentovič et. al., *Energetická chudoba na Slovensku. Analýzy a štúdie*, MESA 2011.

It follows that energy poverty is a negative determinant of weakness, which is associated with other factors, where difficulties act as upward spiral and beset the people in general poverty. The risk of poverty is increasing⁷: in 2011, 119.6 million people in the 27 EU Member States were threatened with a social exclusion because of their poverty which was not only energy but also strong material deprivation or they lived in households with very low intensity of work.

In Greece, Ireland, Portugal, Italy and Spain nearly a third of children are now forced to live on the brink of poverty. It is a four percent increase in comparison to year 2005.

⁷ Cf. Eurostat, December 2012.

In Portugal, in 2011, 28.6 percent of population lived at the level of energy poverty. In Ireland in 2010 were at risk of poverty 37.6 percent of children and 28.9 percent of children in Italy. More or less those are the countries, which received international loans a few years ago, but today they are creating a generation of young people with low morale, in many cases with incomplete education and no prospects for jobs.

European statistics also shows that 40 million citizens in EU suffer from „serious material deprivation”. Of the 500 million citizens of the EU, 116 million are „at risk of poverty or social exclusion”. Young people, migrants and parents - single parents are in the vulnerability of persistent poverty the most. One of the most affected post-communist countries is Romania. Three million of the 19.6 million Romania's population live in absolute poverty and 40% of the population in relative poverty.

Absolute poverty - is a condition that is characterized by a severe lack in meeting basic human needs, including food, safe drinking water, sanitation, health, housing, education and information. This type of poverty depends not only on income but also on access to social security - Program of Action, Chapter II.

Relative poverty - is a condition where people do not have sufficient resources to provide that right kind of diet, participation, welfare and benefits, which are customary in the respective community⁸. Such an understanding is very close to understanding of the poverty in the EU. This concept is used in developed countries.

Surveys show that in Romania, but also in some other countries (such as Latvia and Lithuania), the poorest households spend a smaller share of financial resources on energy than households with higher incomes. This is due to the fact that in these countries, more residents live in one room, who share the cost of energy. In those countries with lower standards of living are therefore energy demand per capita lower, and therefore they appear as countries with lower energy poverty as developed countries of the EU. In 2005, per capita devolved 1.5 rooms in EU26 countries. In Romania and Latvia, however, it was only 0.9 rooms (at least from the current whole EU). It was followed by Bulgaria, Lithuania, Hungary, Poland and Slovakia (1.0 rooms per capita).

Since 1997, UN experts have introduced method of detection level of human development using human development index (HDI - Human Development Index). This evaluation builds on the fact that the poor is not only a person who has a low income, but also takes into account the chances of survival and education. The Human Development Index is composed of three sub-indicators:

1. life expectancy, measured by expected length at birth,
2. educational attainment, measured by a combination of literacy (2/3) and the combined enrollment ratio in primary, middle and high school (1/3),
3. standard of living, measured by real GDP per capita in USD, converted through purchasing power parity.

Index determines the minimum and maximum values for each parameter. The resulting index value ranges from 0 to 1 and for each indicator were prepared fixed minimum/maximum values:

- life expectancy at birth: minimum 25 years, maximum 85 years,
- adult literacy rate 0% and 100%,
- real GDP per capita in USD, 100 USD and 40 000 USD.

The problem of poverty can not be understood as only a problem of poverty, but

⁸ Cf. P. Townsend, *Poverty in the United Kingdom: a Survey of Households resources and standards of living*, Harmondsworth 1979.

in a broad sense as a problem of social inequality and unavailability of social goods (jobs, education, housing, health care and ensuring the opportunity of participating on the life of society).

In order to solve energy poverty, the European Union established general approaches in the form of direct and indirect support:

- social subsidy programs (direct support),
- social tariff system (indirect support),
- improving the energy efficiency.

Solving the energy poverty in European countries is addressed in different ways. Energy-poor customers in Bulgaria, Netherlands and Sweden, for example, get help from the energy supplier in way that energy supplier must inform the social or nursing service before disconnecting from the energy. In Finland and Sweden social care services pay invoices for energy, in Bulgaria and Norway poorer citizens get energy contribution. In Finland, Ireland and Slovenia, protection of energy-dependent citizens is ensured in a way that the disconnection from energy is forbidden in the case of chronically ill customers. So-called social tariffs are in Belgium, Spain, France, Italy, Portugal and Romania. Special fares on the initiative energy companies are in the UK.

Criteria for EU energy poverty are also different. Is it for example enlistment of citizens to social services (Hungary, Bulgaria), old age and disability (Belgium, Greece, Ukraine), low family income (Czech Republic, France, Greece, Great Britain), chronic disease (Finland, Hungary, Ukraine), multiplicity families (Hungary, France, Great Britain), and unemployment (Finland).

Slovakia

Based on analyzes of the Regulatory Office for Network Industries Slovak Republic is clear that also in Slovakia is quite a lot of households at risk of energy poverty. It can be stated that energy poverty is primarily the result of combination of the following factors:

- income level,
- level of energy prices,
- level of energy performance of buildings and homes,
- level of use of energy-saving devices - e.g. gas boilers, solar panels,
- household appliances with higher energy class and below,
- small willingness of customers to manage their consumption (shift the consumption off the peak).

In this field, Slovak Republic has prepared a number of solutions, from which we can select the most significant:

- reflect the solution of energy poverty into social policy
- establish a system of monitoring socially vulnerable population groups, focus on the efficiency of spending their income from the social sphere,
- ensure the efficiency and targeting of social welfare and contributions,
- create models of housing optimization of residents in proportion to their income and needs,
- adopt legislative measures to address energy poverty etc.

According to created conception, energy poverty in Slovakia should be solved by special tariffs and energy suppliers to regulate „no interruption of distribution of electricity, gas and heat for the” energy poor „customers”. Another solution to energy poverty, in the words of experts might be a creation of institute of so-called public contractor, which would provide

energy supply for customers who meets the conditions for energy poverty.

Conclusion

Energy poverty should be regarded as a social phenomenon that is gaining prominence at the level of the entire European Union. Despite the fact that energy poverty does not yet have a precise definition, non-governmental organizations, however, consider this condition when households pay for energy more than 10 percent of their income. Joining together the terms „housing” and „energy poverty” has a negative effect on quality of life, level of utilization of technical and technological possibilities in relation to education and personal development particularly with children and adolescents.

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*Basic trends and Threats of Cyber Crime Endangering the Safety
of Individuals and Countries in Europe*

Introduction

Cyber crime, information-communication threats pose a serious risk to the use of modern technology and therefore it is necessary to approach them with a corresponding approach. As the developments over the last three years have shown, the threat is changing. Some have gradually ceased to exist, or are suitably dealt with or eliminated, some remain and other critical ones are constantly appearing. Completely new and very serious threats include those where information and communication technologies enable social content and communication, which is very sensitive and vulnerable for people. Negative phenomena can be observed even at the level of government administration, in a broad political spectrum.

To be able to record, document, investigate and analyze the most negative phenomena in the information-communication environment, we must realize what (digital) footprints are left here, what their characteristics are and how to even work with them. This is a basic prerequisite, the same as in classical criminology theories existing up to now and current tracking practices (such as tracing devices, ballistics, mechanics, biology, fingerprints, etc.). Basic information on the theory and practice of digital traces can be found in other professional communication.

Security threats in the area of information and communication technology (ICT) is constantly and dynamically changing as well as continuously evolving. As the number of users increases, new technologies are emerging as well as the spectrum of their practical use.

Economic, technological, military and more recently social dependence on ICT is undeniable. Cyber threats and terrorism are changing the security doctrine of individual countries as well as military and economic clusters. Thanks to ICT technologies, the principles of war are also changing. Even from recent military conflicts, people may no longer need to be the first frontline as soldiers. They will gradually be replaced by a variety of robots, unmanned aircraft etc. On the other hand, even small countries, political, religious or other militant groups can attack critical infrastructure resulting in losses comparable to a conventional war, but with much less effort and cost thanks to modern technology.

One of the major threats to global security in the first decade of the 21st century is increasingly becoming the threat of global inequality. Global inequality is most reflected in the fact that 3 billion people currently live below the poverty line and absolute poverty. However, from the perspective of 2015, a decrease in that number to \$ 2.6 billion will occur, but in proportion to the population of the Earth it will still be a very high number. The social and economic backwardness of large areas and regions especially in the developing world generates not only regional but also potential global security instability. Mainly uncontrolled

mass migration is a very significant security threat in this direction. It can have serious implications for the security of the European Union, which is now the aim of this migration, mainly from sub-Saharan Africa, and this may also potentially be from the Middle East. Social inequality is also creating completely new security threats. An example might be the emergence of the so-called „cities in decline“ (failed cities), especially in Africa, Asia and Latin America. Reducing global inequality as a global security threat requires from the West the implementation of interrelated political and economic measures, which primarily relate to effective humanitarian and development aid. Even in these poor regions, ICT technologies may be used in promoting their interests - e.g. the so-called Nigerian letters.

Information technology, particularly the Internet environment today, are not only a source of information, as was the case until recently. In recent years, the Internet has also taken on a communication role with certain social aspects, using so-called social networks.

Social networks (English Social Networks) are servers, through which users can communicate, share photos and videos, schedule meetings and events, play games, get acquainted, present their CVs and interest profiles, look for work, offer the most diverse advertising etc. The individual functions are of course different for each network but almost all more well-known social networks have these basic functions. The fact is that the citizens of Western developed countries spend more than an hour a day on social networks, according to the statistics. It's a huge potential for human communication and business activities but also for security threats. Leaks of personal data on a large scale, as well as the gathering of various groups with aggressive overtones (racial, religious, etc.) are typical for social networks today. Cyber bullying and the manipulation of public opinion (even for example in the area of politics, elections, etc.) are also not unusual. It was previously necessary (and still is of course) to protect young people from child pornography, some of today's children offer their sexual services in return for payment, etc. on the Internet and social networks.

In other words - ICT technologies as such have enormous potential for a wide range of the most diverse security threats. It is much more complex today to record, document, investigate and prove criminal activity in the ICT environment. It doesn't matter if ICT is a means or just an aim for illegal activities. From this perspective digital footprints play a huge role in forensic investigation - their properties, and providing evidence in the context of criminal investigations in the ICT environment. This section is given maximum attention in this study.

Growing trends in cyber crime in the years 2008-2015

If we look at the latest trends in cyber crime in the period 2008-2010, we must at the outset note several key facts.

Firstly - that which was until recently mentioned more in the realm of theorizing or social, sociological, economic, criminological and criminal predictions has unfortunately been fulfilled. We can say that this form of crime has fully „matured“ or arrived. Anyone can become a victim at any time and in a very brutal scope with immense and permanent consequences. From this point of view it does not matter whether it is an individual, company or country. Over the past year a significant amount of real-world examples can be used that can be generalized and a connection can be found between them.

Secondly - the current economic and political situation is subsequently contributing to new, „efficient“, i.e. profitable forms of crime, which includes cyber crime. Again, it is quite inconsequential if we look at the issue from the perspective of the Slovak Republic, the Czech Republic, the Central European countries, all of Europe, the U.S. and other G8 powers or „just developing“ countries. It is in fact a global phenomenon resulting from the

global economic recession, which brings an entirely new reality and context with it. Black markets flourish where the official economy is „suffering“, does not work or is lagging behind. Unlike the crisis years of the twenties, a significantly greater amount of players can get involved in the black economy and this „unofficial“ market, which has no geographical boundaries and is performed „on-line“, thanks to advanced technologies. It also fundamentally changes the concept of scarce goods or services - by providing up to date, accurate and correct information.

Thirdly - The administration (the government and the entire state apparatus) of each country are absorbed in the solution of large-scale economic and subsequent social problems that ultimately also cause political crises. As such, security solutions (especially cyber ones) are not given sufficient attention. Dramatic cuts in state and corporate budgets are occurring. Primary attention is devoted to stopping the economic slump and restoring profitability.

Fourthly - such information is in actuality becoming a valuable trade commodity in the broad sense of the word. There is a wealth of information on the Internet and at the same time the Internet is a means to get to the (insufficiently) security-protected information in closed systems. For example, further extensive intrusions into the US Department of Defense as well as arms companies are occurring, i.e. - Extremely secret information leaks, tens of millions of items of sensitive personal data from credit and debit card owners are being stolen.

Example 1:

11.9.2009: Computer hacker Albert Gonzalez (28) in the US partly confessed to the largest recorded theft of personal data over the Internet. He faces up to 25 years in prison. The Federal Court will now consider how to compensate the millions of victims.

Documents in the courts of Massachusetts and New York in August accused the hacker from Miami of being involved in the theft of personal data from more than 40 million credit and debit cards in an international group. Gonzalez faces similar charges in New Jersey.

The cases highlighted the weaknesses of payment systems and encouraged payment card networks and banks to upgrade systems¹.

Over the past year the price of a stolen identity (computer access codes, credit cards, bank accounts) grew on the black market from \$5 to \$15. For example, a hacker steals thousands of such identities, which it sells to other persons using the stolen identity to commit more crimes.

Fifthly - Social networks are becoming an integral part of our lives. Western lifestyle carries in itself the necessity to individually assert oneself. This also logically includes the necessity of personal promotion and constant communication with their environment, so that people draw attention to themselves in a positive way. It is said that paper can bear everything. This is undoubtedly even more so for the web environment as people are putting more and more personal, sensitive data on their personal pages people. We are also encountering different trends than in past years. If the risk was (and still is) identity theft, misuse of personal data, now social networks (like web pages) create a space for personal or group bullying, coercion, leading, in extreme cases, even to suicide. Technology has given a whole new dimension to social communication and brought with it a new, unprecedented negative phenomena requiring special attention.

¹ <http://www.novinky.cz/internet-a-pc/178821-hacker-se-priznal-k-nejvetsi-kradezi-dat-v-historii-internetu.html>

Sixthly - a separate chapter is child pornography, which thanks to modern technology is having an unusually successful period. In recent years there has been quite a clear trend in the protection of children and young people from abuse, etc. Consumerism naturally leads to a cult of funds - money for which almost anything can be bought. This was also understood by a minor who recently offered her sexual services in a web environment for a fee as a source of income independent of her parents! This is fundamentally changing the scene, because children and young people are exposing themselves and offering themselves to abuse.

Changes in the latest period

Further expansion of the Internet media as such. On November 4, 2008 a man almost unknown to the whole world just a few months before was elected the 44th American president - Barack Obama. In his election campaign cheap Internet resources (instead of costly meetings, television commercials, billboards, etc.) were very successfully used to a broad extent, which provided a variety of reports, election speeches, etc. A growing number of ordinary Americans have also thanks to him become regular users of broadband Internet. The Internet has thus become a huge and very powerful medium of communication, even in politics, affecting every family.

From the perspective of the Internet, in the USA the number of daily users, following first the „political“ and, consequently economic news (in a time of recession) has significantly increased. At the same time the risk of social engineering and the misuse of technology for criminal or competitive activities targeted at unawares, simple, unsuspecting Internet users has substantially increased. The perpetrators of cyber crime are using completely new technology, focusing on „flash“ (animation) components of websites that have been widely used in political (and other) media advertising. The attention of offenders has also been focused on the technology „Adobe PDF“, which was previously considered to be very safe. Various videos, „flash“ and PDF technology, widely used in multimedia communication with voters, at the same time have become strong and unexpected instruments of attackers.

At the end of 2008, the software company McAfee, focused on computer security, recorded 1.5 million unique source codes of harmful components (called malware), which is more than the total amount recorded in the last 5 years prior to 2008 combined!² Professionals in computer security and forecasting assume that this trend will continue. The larger the number of active users of computer technology, the greater amount of diverse hardware, which will be more and more used, exposes the possibility of the infection of multiple devices by malicious software.

Also the laying off of ICT specialists without additional prospects looking for a cheap source of income. The economic recession means layoffs, which even ICT professionals cannot avoid. Some of them resort to illegal activities, promising easy earnings. They can use their knowledge of security or its weaknesses, as well as their professional skills. The most complicated situation is where previously „pampered“ ICT experts do not have a real vision for employment and the further development of their expertise. There are also cases where a dismissed employee takes customer data for example, which they use, sell, or offer to the competition. Data about classified information, technology and business know-how is also abused. In times of an economic crisis, the vision of earning easy money is a big attraction, not only for ICT professionals.

² Cf. <http://www.securitymanagement.com/news/cybercrime-trends-will-worsen-2009-according-forecasts-004969>.

A new trend is the sale of so-called „crimeware toolkits“, i.e. finished software tools in the form of products used for hacking and performing specialized activities (theft of data, monitoring keyboarding and capturing user passwords used in various applications, access to bank accounts, credit cards, etc.) This trend was first recorded in Eastern European and Asian countries, where amateurs were buying specialized software packages in the average price range of \$100-200 from professional hackers to continue to carry out pirate attacks and sell information around the world. The described trend has now spread around the globe. There are also documented cases where even unemployed ICT professionals buy „crimeware toolkits“ from professional hackers³.

The United States recorded an increasing number of cyber attacks over the internet each year. Last year it was 5499 recorded intrusions into government computers while a year earlier it was 3928 and in 2006 only 2172 were recorded⁴.

It is expected that this trend will grow and all sorts of people who will want to „try out something in practice“ will come together, under the prospect of a quick profit for no work. In this way data, credit card numbers, bank accounts and other information leading to overcome barriers to complete the illegal activities and transactions may be stolen. The number of such hackers will unfortunately increase because of their feeling that they cannot be traced and their crimes cannot be proven. The situation is similar to the psychology of distribution and consumption of drugs, for which many messengers and traffickers thought they would make big money quickly. Hackers are not only interested in the personal data of individuals but also corporate data etc.

It is expected that the number of attacks will continue to grow, along with the damage. The „sophistication“ of the attackers and their software tools and procedures, methodologies will continue to grow. The unfavorable situation is caused by the unpreparedness of individuals, companies and states in the form of special software tools to detect intrusion into their computer world. Many companies suppress security costs, and to maximize their profits and understand various processes (customer behavior, etc.), they invest in ICT in „business intelligence“, without any of its security features. In practice this will mean that for example large corporate firms will obtain more information of a strategic nature which they will not be able to adequately protect. This will increase the content and concentration of highly valuable, analytical information about competitors, customers, etc., without any protection for it whether of a technological, procedural or human nature.

Mass industrial espionage and intrusions into strategic objects. So far we have not talked about the individual persons, the hackers, as perpetrators. Besides individual persons, large private corporations, as well as small businesses, state institutions and the state as such are also interested in sensitive information or in destroying competition.

Based on the successfully executed attacks and their forensic analysis it is impossible on account of the vastness of the communication network (the Internet) and the sophistication of technologies or methods in many cases to determine the identity of the attacker, who also can simultaneously carry out a mass attack from a huge number of computers that it has acquired under its control (so-called botnets). Often the investigation is hampered by the diverse legislation of the countries through which the attack was led, as well as the inability to implement and coordinate an international team of investigators. In 2009 there was a large security incident characteristic of critical data leakage or penetration of malicious software.

³ Cf. <http://www.finjan.com/content.aspx?id=1994&objid=641> – Web Security Trends Report 2008.

⁴ Cf. <http://www.novinky.cz/internet-a-pc/178821-hacker-se-priznal-k-nejvetsi-kradezi-dat-v-historii-internetu.html>.

Example 2:

21.11.2008: In the period between November 4, 2008 (presidential elections in the USA) and January 20, 2009 (presidential inauguration) an unprecedented viral cyber attack on the Pentagon occurred. During a very short period of time, the virus spread across the military networks. The attack was led at a time of mass communication during the entire election in the U.S. (and others) media and of course on the Internet, so it was extremely difficult to trace the attack that took advantage of the communication boom for their own camouflage. The U.S. authorities have accused China and Russia of this attack, without being able to prove anything. The attack was conducted with such force that the Pentagon banned the use of external hardware such as portable flash drives, CD and DVD burners to prevent information leakage⁵.

Example 3:

21.4.2009: Computer spies have repeatedly hacked into the Pentagon's most expensive weapons program. The possible leakage plans for the Joint Strike Fighter for \$300 billion, under which the unification of air armaments of all components of the U.S. Army is envisaged, was reported in the Tuesday edition of The Wall Street Journal (WSJ).

The paper referred to current and former government officials, according to who pirates copied and stole data related to design and electronics systems of aircraft that could now provide clues to the successful defense against the machines⁶.



WSJ adds that the spies could not get to the most sensitive information that is stored separately on computers that are not connected to the Internet. The pirates, however, took advantage of the weaknesses in the networks of companies participating in the development and in the networks of subcontractors.

The project mainly includes the companies Lockheed Martin, BAE Systems and Northrop Grumman. The first two companies declined to comment and the last one referred to the first

⁵ www.foxnews.com/politics/2008/11/21/;

<http://www.nytimes.com/2008/04/04/technology/04iht-cybercrime07.html?pagewanted=1>

⁶ <http://www.novinky.cz/internet-a-pc/178821-hacker-se-priznal-k-nejvetsi-kradezi-dat-v-historii-internetu.html>

one. The Pentagon also remained silent, but according to the paper the Air Force has launched an investigation.

The nationality of the assailants and the extent of the damage caused, is not known. According to a former government officials, the trail leads to China. Beijing, however, has repeatedly denied the computer spying accusations.

Terrorism and cyber warfare. The current period makes it easy to obtain the necessary and cheap ICT technologies for conducting terrorist attacks by various groups to the real threat of cyber war, by both large and small states against much larger countries with much stronger military force. The biggest risk is the vulnerability of infrastructure (production and distribution of electricity, gas, water, steam, telecommunications, transportation, medical and other supplies, etc.).

Example 4:



02.3.2009: Still unknown Internet predators gained access to completely secret data about the U.S. presidential helicopter Marine One. All data should have, according to the security agency Tiversa which monitors data transferred via exchange networks, gone to Iran. The American server WPXI reported on the leak.

Data on the presidential helicopter was probably missed by manufacturers of security systems in the U.S. town of Bethesda. The staff there had all the information about the helicopter in a program for sharing data on the Internet, „said Bob Boback from Tiversa security organization. According to him, workers share data in known programs such as LimeWire or BearShare. This network was apparently attacked by hackers.

The sensitive data on structural adjustments of the helicopter and engineering and communication protocols obtained was subsequently sent to an Iranian IP address, according to the agency Tiversa⁷.

⁷ Ibidem.

Example 5:

8.4.2009: *Hackers smuggled programs into the system that controls the distribution of electricity in the United States, that can cause sudden outages and network congestion. Former and current U.S. government officials in the area of security confirmed to the Wallstreet Journal that the rogue software originated from Russia, China and some other countries.*

The attackers have so far not only smuggled the malicious programs into the network and have not activated it. American experts, however, predict that these dormant „Trojan horses“ might be abused in the case of an international crisis or war.

The Chinese have attempted to map out in detail our infrastructure, including the electricity distribution network. And the Russians have done the same thing, said a high-ranking Secret Service agent to the newspaper. Former U.S. Representative from internal security then confirmed that the target of similar cyber-attacks are all over the United States, and not only a single U.S. state, region or company.



The discovery of software which could cause congestion and failure of individual components within the distribution of electric energy was recently revealed. Such failures can cause chaos and disrupt the functioning of all dependent systems. It should be noted that the U.S. power grid is overloaded even during normal operation and, for example, California faces the threat of power outages every summer.

Last week Canadian computer experts announced that they discovered a giant spy operation, in which unknown perpetrators broke into the computers of more than a hundred countries and stole secret documents of government agencies and private companies from them. The attack reportedly came from China, which, however, flatly denied it⁸.

Technology progress and the possibility of new threats

Further growth of „bots“ and „botnets“. „Bot“ - one word hacker or attacker-controlled computer. The attacker manages to break into the user's computer and then install their programs. Previously, it was carried out „manually“, today specialized „crimeware“ secretly downloads and then install them without the owner (victim) knowing about it. The word „bot“ is short for Čapek's word „robot“. The attacker obtains hidden full control over the computer.

⁸ Ibidem.

The military terminology – „Command and Control“ - is normally used here. The computer is robot for the attacker - abbreviated as „bot“, through which he carries out planned activities. Often it is automated penetration into other computers and their subjugation. There does not have to be any damage on the infected computers, in some cases they serve as a bridgehead to attack other computers.

This creates a whole network of controlled computers and so we speak of a „botnet“ (bot - robot, net - network). Botnet structures can contain tens of thousands (even more!) of computers, which then launch a massive attack for downloading credit card information or they begin to intensively communicate with the target computer (group) of the antagonist (e.g., military computer network) and can completely overwhelm it, leaving no space for its primary function and causing it to collapse and subsequently be taken out of operation.

„Bot“ or „botnets“ perform a similar function as the „so-called white horses“ in classic crime. In this case it concerns a person planted by criminals, who carries out an illegal action, without knowing it themselves (or they know only a tiny fraction of all the matters), often under a certain legend. „Bots“ and „botnets“ are similar tools, abusing the ignorance of operators that their computers have been compromised. Here as opposed to „white horses“ only a technological nature predominates.

The extent of botnets has resulted in the fact that it is almost impossible to trace where an attack was primarily led from. Often you cannot even assess whether the machine from which the attack is led is the attacker's actual computer or just an attack from an infected computer whose owner does not know about it. In practice, this can lead to situations where one superpower accuses the other of a cyber attack, which it denies.

In 2010, the Rustock botnet surpassed Cutwail as the largest botnet both by the volume of spam sent, as well as according to the amount of active bots it controlled.

Political campaigns. The Internet will be increasingly used to guide political or other marketing campaigns as an alternative, very cheap and efficient multimedia communication platform, competing with TV, print advertising, etc. This fact brings with it security risks, such as the destruction of the enemy - the diversion of these campaigns (elimination of server availability), refined information forgeries or babble about the candidates, etc. The Internet is already a popular medium in Central European countries. In our country, we can already find political multimedia recordings on YouTube.com, „Facebook“ groups (digital social networks), expressing support or opposition to political parties, the convening of various protest actions even of a violent or inappropriate nature („egg“ attacks that may escalate in their aggressiveness and „innocence“).

The political situation, intensive campaigns in the media (and thus on the Internet) attract a large number of candidates who are interested in current events. This can be exploited for a completely different objective of a criminal nature.

Example 6:

7.11.2008: At the moment when the election results were announced for the 44th American President, spam began to be spread on the Internet. In the email body were phrases like „a new president, a new Congress“, „Barack Obama wins“, „Election Night Results“, etc. Spam was spread from five Web domains registered the day before in China (caution, anyone could have registered them!). The email was targeted on people who had not seen the nighttime speech by the newly elected president and did not want to miss out on this event and could at least see it in the electronic media recording.

When users clicked on the appropriate link, they were asked to install the latest version of Adobe Flash Player. However, it did not install this program, but rather a „keylogger“ which stole passwords and access codes to credit cards, bank accounts, emails and chats on the user's computer⁹.

Digital social networks. They are specialized, now very popular Internet applications, that allow you to share information about people, their interests, preferences, beliefs, contacts, links, including various supplements in the form of photographs, etc. Social networks can be exploited obtaining sensitive information about individuals that is inserted there themselves, without realizing the possible consequences. There are known cases where the spouse of an elite security service worker who conceals their identity or privacy, unintentionally published sensitive information about family photos from holidays and social events on Facebook. Digital social networks can also serve as a disinformation agent or to control the masses, without their organizer being known. It may be a recession, the support of voters, protest actions, but also riots, violence, etc. In the past year, digital social networks have even become a platform for individual or group bullying, promoting various (not only political) pressures, etc. Especially popular platforms are Facebook (in 2010, 1.5 million people had an account there), LinkedIn, Twitter, MySpace, YouTube, Flickr, Naymz, Xing, Bebo, BlackPlanet, in South America for completeness the platforms Orkut, Hi5 etc. The Internet is now the only source of information, but it has also become a completely new platform for social communication. The attacks on digital social networks in 2010 were one of the most widespread phenomena of cybercrime.

The threat of new Web technologies. Java applications in the web environment - small programs, such as various video players, interactive maps, etc., which themselves activate from websites increase the risk of spreading „bots“ keyloggers (software that secretly takes typed passwords from a keyboard and sends them to an attacker), and other malicious software (known as malware).

Further development of spam. Changing the appearance or form of spamming. Previously it was digital text information disseminated by emails. Effective defense consisted in contextual filtering (e.g. search by using keywords fulltext) and their blocking, in order not to reach users. Today, text is written in audiovisual formats – for example photos, music in MP3 format, etc. You click and expect that you will hear music selected by you from popular Mozart, but instead you will hear a spoken ad for washing powder.

Mobile platforms. The difference between mobile and fixed connection to the Internet, using the most diverse software applications, is being increasingly blurred. Mobile devices have their own operating systems and are compatible with the rest of the ICT world. There are the same threats here as elsewhere with the fact that these devices may be more vulnerable

⁹ http://www.consumeraffairs.com/news04/2008/11/obama_email_scams.html

because they are not given sufficient protection as other products. The risk of interception possibilities of mobile communication and the subsequent misuse of the content is constantly increasing.

Virtual world. Hackers and cybercrime perpetrators are also involved in the virtual world, players of multiuser online games on the Internet. Before one of these players reaches a certain success in the game (the level), it takes immense effort and time spent at a computer keyboard. Success in a game is obtained after a laboriously long time. So it is not surprising that hackers are performing attacks and stealing passwords to games which they then offer on the black market for sale.

Example 7:

29.08.2008: The space agency NASA announced that there was a collapse of computer systems on the ISS (International Space Station). In further analysis, it was found that the computers had been infected with a Trojan horse. The computer station collapsed because it was intensively seeking access codes for the multi-user on-line internet game „World of Warcraft“ in order to steal them and subsequently send them to the attackers.



At first glance, it is an incredible story. The Earth space station almost collapsed due to a computer virus. McAfee in 2008 found 24,600 different versions of code intended to steal access to popular online games such as „World of Warcraft“, „Everquest“ and „Lineage“. The number of versions of the codes was more than double compared to the previous year. The access codes are officially traded on special computer markets (e.g. Hong Kong - IGE.com), where players sell their hard-won achievements. By selling the password, the game is passed on in its current state to the other player. Enraptured players are willing to pay more than \$10,000 for access to the game at an advanced stage! For example, the hotel in the virtual game „Entropy“ was officially sold for \$100,000 ! According to experts, the value of access codes to mass virtual games just in East Asia is valued at 4 billion U.S. dollars. The attempt to steal the access keys and their subsequent illegal trade on the black stock exchanges is therefore understandable. It is also interesting that the digital gaming industry is developing much faster than the banking world¹⁰.

¹⁰ http://www.forbes.com/2008/08/29/videogame-hackers-nasa-tech-enter-cx_ag_0829hack.html.



Many politicians, experts, etc. think that attacks on passionate gamers of mass on-line Internet games are economically harmless. But the opposite is true. Users of applications in the digital environment often used the same password in all (or at least most) applications. When access to the game is gained, the access to credit cards, bank accounts, etc. is also acquired. The misuse of credit cards, financial fraud, etc. follows. The journey to the bank through a passionate player is much easier than a direct attack - computer games are considerably less protected by the creators of this software.

Conclusions and methods of protection

Cyber threats continue to rise and will always use new vulnerabilities in software, applications, devices (hardware) and last but not least, people's behavior. A typical user may to some extent defend himself through the right behavior in the Internet environment (not looking at a post which is not directly addressed to them or which they are not expecting, or do not know the sender, not install programs that they do not need and are not trustworthy, ensure regular - security - upgrades of their operating system, applications with current „patches“, eliminating security flaws, etc.). It is important to use legal antivirus protection that continuously updates itself on-line.

With conceptual protection solutions at the level of the individual users, companies and governments need to resolve many non-trivial problems (in English literature „challenges“) in an international environment such as:

- Constantly increasing opportunities for cyber crime
- Many of these attacks are not detected, and the fact that they took place is not even known
- Many of the detected attacks are not reported anywhere (to specialized facilities to protect against them, as well as police, investigation institutes)
- The complexity of determining the breadth of the attack
- The complexity of the definition of the „place of offence“
- Securing evidence (digital tracks), which are perceived as „intangible“ compared to classical criminology
- Determination of the original (originality) of the data
- Avoiding the destruction of traces
- When securing cooperation on tracing with service providers
- Ensuring sufficient inquisitorial analytical capabilities and their technical equipment

- Human rights and privacy issues
- International cooperation
- Costs ...

Cyber crime will also be addressed in connection with terrorism, especially in the protection of critical infrastructure. This means all assets or portions thereof that are necessary to maintain critical functions of society, including the supply chain, health, safety, security, economic and social well-being, and whose disruption or destruction would have a significant impact on (Member) States as a result of the failure of these functions; or any other (risky) assets, or parts thereof, whose disruption or destruction could have a significant impact on maintaining the operation of critical societal functions as a direct result.

As early as February 12, 2007 the Council adopted Decision No. 2007/124/EC, Euratom, establishing the specific program „Prevention, Preparedness and consequences of coping with terrorism and other security risks for the related period 2007-2013“ (hereinafter referred to as the „Program CIPS“) as part of the overall program for „Security and Safeguarding Liberties“.

To implement the program, the Commission subsequently adopted the annual work plan, specifying its specific objectives and thematic priorities on September 24, 2008 Part of the plan was also the „European Program for Critical Infrastructure Protection“ (EPCIP). Other activities followed, but currently it must be stated that the risks and threats listed in the period 2007-2010 not only remain, but with the development of information technology these risks and threats in the area of cyber-crime against individuals and the whole European Union will further increase.

**Application of restorative justice as a security model
in its social impacts on individual and society**

Introduction

Safety of the individual, but also society in its multilateral dimensions depends on many factors that determine it. „*The aim of legal regulation is to promote the interests of state through civil society, to ensure the functioning of regulations security of all citizens without distinction of race, sex, etc., as well as to ensure legal certainty*“¹. In our study, we analyze the security in terms of the application model of restorative justice in appreciation and subsequent treatment of individuals who got in their proceedings on a slippery slope. We introduce a general model of sentences in theories, as well as the very concept of restorative justice. We also analyze alternative sentences and probation process in the Slovak Republic. Finally, we point out the social dimensions of alternative sanctions and enforcement of probation performance.

Theories of punishment

In the evolution of legal thinking, there have been stabilized two basic theories of punishment and the purpose of punishment, action and imposition of punitive sanctions, or the operation of direct and indirect coercion. They are a retributive and utilitarian (utilitarian = beneficial, useful) theories of punishment. In both concepts of punishment purpose, the emphasis is given either on retribution, deterrence, isolation of the offender or his remedy. They point out various combinations of retribution, deterrence, isolation and correction of the offender.

Retributive theory

The retributive theory of punishment, based on the fundamental ideas of liberalism, is closely associated with the contractual theories of state, its existence and establishment of the rights. Social contract on the part of citizens includes the right to protection of property, freedom and security. On the side of public state authority, social contract represents the right to enforce compensation of damages and to punish criminal acts directed against property, freedom, safety, or other values included in the contract. According to retributive theory the justice requires that those who violated the law, suffered an equivalent retribution, punishment for the harm he has caused. The dominant purpose of the sentence is retribution in the retributive theory².

Thus, retributive justice is a concept aimed at repression, i.e. at retribution. The emphasis is placed on a formal method dealing with juvenile crime and the hierarchical relationship of the state (injured party) and the offender (the criminal). The primary means of retributive

¹ M. Kmec, *Realizácia práva*, [in :] *Spoločnosť – Kultúra – Ekonomika*, Prešov 2008, p. 25.

² Cf. J. Prusak, *Teoria práva*, Bratislava 1999, p. 221-222.

justice is imprisonment. The theory of retribution was introduced by Aristotle and supported by T. Aquinas, I. Kant and G. W. F. Hegel. This theory assumes that man is a person and that on their inherent freedom he or she is able to act responsibly. This theory thus sees a man as fundamentally sane citizen who acts responsibly. And therefore illegal, unlawful conduct of free, sane citizen deserves punishment. The penalty was not imposed for an immoral, indecent nature of the procedure, but just for its lawlessness. Citizen knows the law acts accountably contrary to law, and therefore the force of law requires the punishment. By being punished the justice is filled. Justice efficiently imposed by law is violated by illegal activities (crime)³.

Aristotle understands justice as equality “*Therefore, the judge attempts to balance this form of lawlessness, which is a violation of equality. And when one was injured and the second one caused this injury or when one killed the other; so bearing injustice and committing injustice is unequally distributed, but the judge is seeking a fine to balance inequality, and thus removes the perpetrator of unjust profits*”⁴.

Just punishment thus offsets harm and retaliation again restores justice. The scope of the sentence can be determined solely by the magnitude of crime. Guilt and punishment must be in mutual relationship.

G. W. F. Hegel (1770-1831) points out that criminals can be reconciled with justice, and thus with the society only by equitable punishment. Crime balanced by fair penalty is abolished in terms of negation. The only possible legal rehabilitation of criminals is the punishment, which he or she deserves⁵.

Utilitarian theory

According to utilitarian theory, the punishment can be justified only by the imposition of the sentence to prevent the greater evil; both in terms of general and individual prevention, as well as in terms of criminal under the isolation. Therefore, proponents of this theory of punishment act against the capital punishment. They argue that there is insufficient evidence of its deterrent effect. The dominant purpose of punishment according to the utilitarian theory is deterrence, the isolation of the offender. This approach is connected with the conception that the purpose of punishment is to correct offender.

Retributive theory argues that the general and special preventions and deterrence do not operate in the society, as evidenced by the recidivism in breaking laws. Proponents of the utilitarian theory, on the other hand, accuse their opponents of cruelty, because according to them they support punishment in cases where it is impossible to prove reliably that the good will be achieved. Another argument of retributive theory is that based on human dignity, accepting him as a responsible individual, whom the penalty gives the possibility to expiate perpetrated evil. Due to this he can return after serving his sentence to a society that can accept this taking into account that the penalty was balanced. They believe that this is the only way you can close the gap that arose between criminals and society.

Retributive theory proponents ask the proponents of utilitarianism the question how it is possible to apply deterrence in the case of negligent crime, or in terms of individuals' predisposition to commit crime.

³ Cf. A. Anzenbacher, *Uvod do filozofie*, Praha 1991, p. 120; P. Mazur, *Kultura prawna a wychowanie do bezpieczeństwa życia codziennego i pracy*, [in:] *Edukacja – praca – bezpieczeństwo*, ed. M. Rybakowski, Zielona Góra 2009, p. 99-107.

⁴ Aristoteles, *Etika Nikomachova*, Bratislava 1979, p. 120.

⁵ Cf. A. Anzenbacher, *Uvod do filozofie*, op. cit., p. 264.

According to J. Prusák questions and arguments on both sides are likely to exacerbate an insurmountable dilemma in the theory of punishment, which is also in our focus around issues of decriminalization, removing penalization and maintenance or reintroduction of the death penalty. Czech-Slovakia in 1990 and later the Slovak Republic in its Constitution joined to the states in the world, which have abolished the capital punishment⁶.

A. Anzenbacher (1940) in this context refers to the theory of prevention and also the theory of avoidance. Prevention theory sees meaning of a sentence in the protection of the society and betterment of criminals. Penalty under this theory is therefore therapy to prevent future abnormal behavior. Proponents of the theory of prevention presented to justify such an account: Guilt is mentally or socially conditioned abnormal behaviour, and thus in principle, the disease. Instead of imperative “guilt requires punishment” there must be another imperative: “The disease requires treatment”. This reasoning assumes that human beings cannot be regarded as free, responsible, sane, sui iurus persons, but that human activity is only the behaviour. In this respect, A. Anzenbacher notes that one cannot be guilty, nor can he be punished (in terms of the theory of retribution), but can only be treated⁷.

Restorative Justice

Philosophy of punishment for the sin of the individual against the majority society in human history has undergone many significant changes from the deterrent effect, or retribution, use of potential offenders to work for social reintegration and to the current idea of the restorative justice⁸. *“The concept of restorative justice (from the English restore - restore, renewal to its original state) is the designation of interconnecting all who the given crime touched. Restorative justice seeks the maximum possible rate of recovery and restoration of disturbed relationships by offence. For this purpose, it allows participants to jointly identify caused injury and emerging needs and the obligations and commitments unfolded”*⁹.

Around the mid-eighties of last century, in the U.S. and later also in Western Europe, the return to the Renaissance ideas of criminal justice into the hands of those most affected by crime - in the hands of the victim, offender and community started. In this period, a new conception of criminal justice, which credo is to contribute to the restoration of disturbed by crime social relationship between the offender, victim and affected community was re-invented.

This new concept of restorative justice based on the assumption that crime is a social conflict between two or more parties and, therefore, can be effectively addressed only in terms of active participation of all concerned.

Restorative justice “reinvented” concepts, such as the actual offender remorse, his apology and forgiveness by the victim.

In the framework of restorative justice, the criteria to be successful and effective are those which meet the need for a fair resolution of the dispute between the victim and the offender and of course the community.

⁶ Cf. J. Prusák, *Teoria prava*, op. cit., p. 222.

⁷ Cf. A. Anzenbacher, *Uvod do filozofie*, op. cit., p. 264.

⁸ Cf. M. Lulei, *Probácia, sociálna práca a klienti v restoratívnej justícii*, www.kspsp.info/cinnost/Promeny_klienta-sbornik-tisk.pdf (31.03.2008).

⁹ H. Zehr, *Uvod do restoratívni justice*, Praha 2003, p. 26.

Under the new criminal law thinking, the following aspects can possibly be included to the restorative justice:

- focus on the remedy for the harm suffered more than the rules that were violated
- giving equal attention to both victims and perpetrators and their equal participation in the hearing and resolution of the case,
- support needs and the legitimate interests of the victim,
- stimulation of the offender to realize the measure of his liability to assume his responsibilities and fulfill all obligations arising there-from,
- opening up opportunities for dialogue, direct or indirect, between victims and perpetrators.
- preference to cooperation and reintegration prior to separation and isolation¹⁰.

One of the main fields of justice-oriented towards reconstruction of the disturbed social environment is the institute of probation and an emphasis on the use of alternative sanctions in the judiciary. Efficient use of probation precedes rationality and humanity in relation to offenders. The justification for the inclusion of restorative justice in criminal law systems is represented by these facts:

- efforts of society to control crime in the fullest possible extent and on a professional basis,
- prison population growth and negative impacts of the prison environment on the personality of the offender,
- economic indicators related to the amount of costs to the state on repressive policies,
- the position of victims in criminal proceedings, which in many cases are not only the victims of the offence, but also of criminal proceedings
- active participation of the offender and their closer and wider social environment on the social reintegration process,
- acceptance of responsibility by the offender for the committed offence
- elimination of congestion of the courts,
- replacement of punitive crime policy instruments by the alternative sanctions and measures of a preventive nature¹¹.

Criminal policy has the primary interest in the victim within the model of restorative justice. The offence is viewed as a determined social conflict between a victim of crime and its perpetrators, and therefore the criminal process envisages an active role of the accused and the victim, with a particular emphasis on the elimination of conflict between them¹².

Model of retaliation – imprisonment, alternative solutions of criminal cases and probation

In different historical periods of the development of human society, there dominated different types of sentences - sentences to life, health, property and the penalties, and only the request for the humanization of the criminal and penal systems led to the highlighting of imprisonment at the forefront of the penalties¹³.

¹⁰ Cf. H. Valkova, A. Stolar, *Restoratívni justice – trestní politika pro 21. století?*, “Trestní právo“ 2000 no. 1, p. 8.

¹¹ Cf. M. Lulei, *Probácia...*, op.cit.

¹² Cf. I. Zoubková, *Kontrola kriminality mládeže*, Dobrá Voda 2002, p. 52.

¹³ Cf. J. Madliak et al., *Trestné právo hmotné. Všeobecná časť*, Košice 2004, p. 283-284.

Imprisonment - the traditional model of punitive justice

In ancient times, the idea of blood revenge and retaliation dominated and this was marked as an anachronism all social formations. The ancient Egypt applied the principles of hard and exemplary punishments. Retaliation and rigour were required in the Old Testament. Classical Roman law reduces the principle of retaliation by the possibility of a refund. Penalty to intimidation had to be exemplary, i.e. felt and executed quickly.

Imprisonment is historically the oldest traditional sanction of modern criminal law and is the foundation of all legal systems. The aim of this penalty is firstly, the isolation of the offender from society and then disabling committing of further crimes¹⁴.

Imprisonment is the most versatile penalty under the system of Slovak Criminal Law. It is also the most stringent type of punishment. Imprisonment should respect the principle of “last resort”, therefore it should be imposed only in cases where the purpose of punishment could not be achieved by milder type of penalty, or also in cases when it concerns the most serious crimes¹⁵.

Imprisonment has three forms:

- imprisonment, the execution of which was suspended,
- an unconditional term of imprisonment,
- imprisonment for life.

The essence of a conditional sentence of imprisonment is that though the court has passed sentence, but its execution is suspended, provided that the condemned will behave properly during the determined probationary period. Conditional sentence is an important means of learning and re-educating a prisoner who committed less serious offence. Conditional sentence gives him an opportunity to prove that committed act was the only exception to the rule and that he is aware of his antisocial behaviour and wants it undo by the proper civic attitudes and behaviour without being isolated from society¹⁶.

Imprisonment for life is one of the toughest sentences. The Penal Code allows the imposition of such punishment only under terms that it expressly authorizes the imposition of a sentence in a separate section, the imposition of a sentence is required by the effective protection of society and that there is no hope to secure remedy of the offender via punishment in a shorter term. All of the above conditions must be simultaneously fulfilled and only in such case the life imprisonment can be imposed. In this type of punishment, the principle of “three strikes and you are out” is applied and it focuses on stricter penalties for recidivists, i.e. persons repeatedly committing crimes. This principle stems from the belief that the re-educational effect of a penalty for repeat offenders is minimal and the emphasis is put on repression. Under this principle, the court imposes such a sentence if the offender commits any of the exactly listed crimes and also has already been punished twice a prison sentence¹⁷.

The current legislation of imprisonment is based on the rule of legal state and reflects the position of man as a free citizen who fully enjoy their human and civil rights and freedoms guaranteed by the Constitution, as the law of the State and the laws issued under these basic principles, and only on the basis of these laws there may be imposed obligations or restrictions on the citizen. Tasks related to performance of detention and imprisonment are fulfilled by the prison and judicial guard established under the Law of the National Council

¹⁴ Cf. F. Paniček, *Výkon trestu odňatia slobody v minulosti a dnes*, Bratislava 1970, p. 13.

¹⁵ Cf. O. Samaš, H. Stiffel, P. Toman, *Trestný zákon: Stručný komentár*, Bratislava 2006, p. 122.

¹⁶ Cf. P. Baláž, *Trestné právo hmotné. Všeobecná a osobitná časť*, Bratislava 2005, p. 153.

¹⁷ J. Čenteš et al., *Trestný zákon s komentárom*, Žilina 2006, p. 92-93.

Nr. 4/2001 Digest of Law On the Corps of Prison and Court Guard, which in its scope, among other tasks, provides care for penitentiary convicts in prison. Its responsibility is also to promote activities aimed at employment of the accused and the convicted.

Imprisonment very significantly and for longer period (particularly to life) also affects the basic civil rights and freedoms guaranteed by the Constitution of the Slovak Republic. The sentenced for imprisonment must endure for example the use of coercive measures and attach the handcuffs, in principle, however, there must be respected the inherent dignity of the human personality, must not be used cruel or human dignity or degrading treatment or punishment¹⁸.

The issue of imprisonment is governed by the Act Nr. 475/2005 Digest of 22 September 2005 on the prison and change and amendments of certain laws.

The basic objectives of the Act, in particular are:

- to ensure the protection of fundamental rights and freedoms of persons in custody,
- to enhance progressiveness and differentiation of imprisonment in relation to different categories of prisoners,
- to create conditions for the integration of prisoners into society after prison,
- to ensure adequate protection of society from offenders, in particular the most serious crimes and repeat offenders,
- to change the philosophy of passive reception of activities by the sentenced to philosophy of offer and activation of their own abilities and efforts to resocialization, so that the state funds were spent effectively¹⁹.

The stay of prisoner serving a sentence of imprisonment should be used to create the prerequisites for his future life on freedom so that he would not come into conflict with legal standards. Based on knowledge of individual peculiarities of prisoners, it is necessary to consider the real possibilities of the positive influence by means of penitentiary treatment and separate sentenced to those who are expected to achieve this objective from those for whom the possibilities of re-education are difficult. Penitentiary in treatment is based on the principle that every convicted has been provided educational, psychological and social care in accordance with their individual social reintegration needs²⁰.

The objectives of treatment for prisoners are based on the recommendations listed in the Standard minimum rules for the treatment of prisoners, as well as from the European prison rules. One of the basic principles set out by the European prison rules is that the deprivation of liberty shall be held in such conditions, material and moral, which will ensure respect for human dignity. The aim of prison regime is to maintain health and protect the dignity of prisoners, develop their sense of responsibility and equip them with skills to help them reintegrate into society and to proper conduct of life.

These objectives, according to the European prison rules are governed by the following principles:

- to ensure that living conditions are compatible with human dignity and acceptable social norms;
- to minimize harmful effects of prison stay and differences between life in prison and in freedom so that prisoners do not lose respect for themselves, to others and sense of personal responsibility;

¹⁸ Cf. A. Fabry, *Penologia*, Bratislava 2000, p. 212.

¹⁹ Cf. P. Štíft, *Slovensko ma modernejši zakon o vykone trestu*, <http://podnikanie.etrend.sk/58621/firemne-pravo/slovensko-ma-modernejši-zakon-o-vykone-trestu> (24.02.2014).

²⁰ Cf. A. Fabry, *Penologia*, op. cit., p. 227-228.

- maintaining and strengthening relations between prisoners and members of their families, as well as with other people in the outside world, and in the interest of all;
- to enable prisoners to acquire and improve knowledge and skills and thus increase their chances of reintegration into society after their release to freedom.

To meet these objectives it is necessary to use appropriate curative, educational, spiritual and other resources, allowing individual treatment of prisoners²¹.

Act on the prison in § 11 defines the treatment of convicted as all operations which purpose is to ensure the exercise of rights and obligations under this Act in differentiated manner, to promote and develop a sense of responsibility, compliance with laws and social norms, positive personal qualities, respect for others, self-esteem and a positive relationship with family, taking care to limit the adverse effects of the prison environment. This is performed by using the various forms and methods of education and psychology, methods of social work, constitutional order, disciplinary competence, assigning work, education and cultural activities²².

In the field of education, law allows the prisoner to attend courses for a second illiterate, first to acquire basic and complete secondary education. The law expressly provides that from the proof of completion of education may not be obvious that the sentenced got it in prison²³.

Probation as an alternative to imprisonment

Probation has a wide range of alternative uses for criminal cases. Its use is in the form of the alternative penalties and protective measures that are not associated with isolation of the accused in detention facility. Its implementation was based on the knowledge that a term of imprisonment is not always the best form of state response to the infringement of rights. Its deterrent effect is often not sufficient and even aggravation of the penalty does not lower juvenile crime and recidivism. On the other hand, alternative, criminal penalties are associated with considerable limitation of the current way of life for the accused and therefore they represent a significant injury to him, although not in terms of criminal law enforcement, because their primary purpose is a positive motivating effect. Generally, their use can be considered as an indication of crime mitigation policies. On the contrary, their practical use offers better differentiation in the treatment of the accused and provides reasonable satisfaction to the victim²⁴.

Probation comes from the Latin word - *probar* (testing, verification). This institute is derived from the Anglo-Saxon law²⁵ and it is comprehended as an alternative to a prison sentence, which essence is the constructive method of offender re-education. The probation means supervision of institutionalized behaviour of the offender, associated with certain elements of aid to facilitate the social rehabilitation of the offender²⁶. Probation is one way

²¹ Cf. *Vynatok z bulletinu studijného a výskumného oddelenia Riaditeľstva spravy ZNV CR*, 1991 no. 2, p. 2-3, [in:] M. Cic, I. Gasparovic, *Principy a ciele Európskych a vazenských pravidiel*, „Justična revue“ 1992 vol.44, no 8-9, p. 6-7.

²² Cf. *Zákon NR SR č. 475/2005 Z. z. o výkone trestu odňatia slobody a o zmene a doplnení niektorých zákonov*, <http://www.zakonypreludi.sk/zz/2005-475> (24. 02. 2014).

²³ Cf. P. Štíft, *Zákon upravujúci výkon trestu odňatia slobody*, <http://www.epi.sk/odborny-clanok/Novy-zakon-upravujuci-vykon-trestu-odnatie-slobody.aspx> (24.02.2014).

²⁴ Cf. I. Svoboda, *Uvod do studia mediace a probace*, Zlín 2005, p. 36.

²⁵ Cf. O. Suchý, *Probace, postavení a úloha probačních úředníků v mezinárodním srovnání*, „Právní rozhledy“ 1995 no.7, p. 271.

²⁶ Cf. J. Jelínek, *Trestní právo procesní*, Praha 2007, p. 244.

of the treatment of offenders, which is combined with the aspect of penology (sentence, constraint) and social aspect (supervision and assistance).

In a broader sense, the probation system represents a system, a complex of educational measures, assistance and services, ensuring organized and special service, that includes besides probation also the reinsurance of other alternative sanctions and measures to obtain information about the person accused or the victim necessary for the decision of the court, and collaboration of a client and probation officer in the period before the trial and provision of psychosocial assistance and support.

In a narrow, legal sense, the probation means an alternative penalty, which attributes are:

- the fact that the offender as a subject to supervision remains free;
- the tribunal considers the offender guilty, suspends sentence of imprisonment or the assertion of the sentence and sets terms for a specified period of conduct of the offender those failure may lead to a conviction with a statement of the penalty;
- supervising compliance with the conditions set is performed by a professional worker who is in close contact with the criminal justice authorities and the offender and who has to encourage the offender to lead a proper life by constructive assistance and supervision and oversees the performance of duties and restrictions imposed on the offender by the court²⁷.

Probation under Act no. 550/2003 On probation and mediation officers, Digest, means:

- organization and supervision of the accused, indicted or convicted ('the accused');
- monitoring performance unrelated to imprisonment, including obligations or restrictions imposed,
- supervising the conduct of the defendant during the probationary period for conditional release from prison,
- helping the accused to lead ordinary lives and satisfy conditions imposed on him by the prosecutor or the court in criminal proceedings²⁸.

The concept of the probation and mediation officers is based on the new conception of restorative justice, which emphasizes the elimination of the conflict that arose between the offender and the injured (or victim). At the same time, it suppresses the traditional understanding of crime as an attack on the state, respectively society, and emphasizes the particular harm of the victim. The criminal process calculates not only with the active role of the accused, but also with the regard to individual interests and needs of victims.

The essence of probation is a constructive method of re-education and other positive influence on behaviour of offender, which is based on the mutual combination of elements, control, assistance and consultancy. Application of probation leads to increased efficiency of criminal sanctions and the offender is spared the harmful effects of prison.

Probation can not be understood as an expression of resignation to fulfill the purpose of punishment, or to mitigate criminal repression displaying permissive attitude toward the offender. The importance of probation is in a more differentiated approach and treating of perpetrators of various crimes, in the use of other - more effective means as response

²⁷ Cf. O. Novotny, J. Zapletal et al., *Kriminologie*, Praha 2001, p. 212.

²⁸ Cf. *Zakon NR SR c. 550/2003 o probacnych a mediacnych uradnikoch a o zmene a doplneni niekterych zakonov*, <http://www.epi.sk/Main/Default.aspx?Template=~/Main/TArticles.ascx&LngID=0&zzsrlnkid=4692228&phContent=~/ZzSR/ShowRule.ascx&RuleId=28811&pa=13681> (24. 02. 2014).

to less serious crime by creating better conditions and opportunities of penalty for more serious crimes²⁹.

One of the basic probation works is preventive action of the accused, which is subject to supervision by probation and mediation officers so as to avoid him in committing other serious offences. It is also a psychosocial support to the accused, his motivation and professional help to remove the harmful habits and dependences (e.g. drug addiction, alcoholism).

The advantage of probation is that the offender will be saved from the harmful effects of prison. Thus he is not exposed to the experience of this sentence, which could have made him an enemy to society, or better trained for a criminal career, unable to resume a life of a free man due to forced isolation from normal social contacts and responsibilities. Offender remains in the society, maintains his relationships with family and the wider environment, can lead a normal life, learn to take responsibility. On the other hand, there can be used the sources of corrective action. The fact is that he remains free, can feed his family and also compensate damages caused by the offence. Offender in his efforts to achieve remedy receives an effective assistance in the form of supervisory probation officer in the above mentioned sense.

§ 51 and § 52 of the Criminal law introduce the new institute, conditional suspension of imprisonment with probation supervision, which is actually a modification of imprisonment with a suspended probationary period. Probation may be imposed on imprisonment not exceeding three years. It will be carried out by the probation and mediation officers under Act no. 550/2003 Coll. on probation and mediation officers. This type of penalty should be imposed, especially in those cases where more stringent controls imposed on targeted restrictions and obligations are required³⁰.

As a legal title to the exercise of probation for the natural person being prosecuted serves a final decision of the competent authority in criminal proceedings, which defines:

- obligations or restrictions imposed in criminal proceedings before a meritorious end,
- obligations or restrictions imposed by the substantive decisions of the prosecutor or court,
- obligations or restrictions in connection with the conditional waiver of the penalty or detention order,
- probation supervision;
- protective supervision.

The compliance with the restrictions and obligations is an inevitable part of probation, and protective supervision³¹. According to § 51 paragraph 3 of the Criminal Law, the restrictions include prohibition of:

- visits to sports or other mass events,
- use of alcohol and other drugs,
- meeting with those who have a negative impact on the offender or who were his accomplices or participants in the offence,
- access to reserved places or areas in which the offence was committed,
- participation in lotteries, gambling and betting.

²⁹ Cf. *Dovodova sprava k Zakonu c . 550/2003 o probacnych a mediacnych uradnikoch a o zmene a doplneni niektorých zákonov*,

[http://www.rokovania.sk/appl/material.nsf/0/9F26DD840F7D02FFC1256D8A002CE303/\\$FILE/dovodov%C3%A1%20spr%C3%A1va-NR%20SR.rtf](http://www.rokovania.sk/appl/material.nsf/0/9F26DD840F7D02FFC1256D8A002CE303/$FILE/dovodov%C3%A1%20spr%C3%A1va-NR%20SR.rtf) (21. 02. 2009).

³⁰ Cf. O. Samaš, H. Stiffel, P. Toman, *Trestný zákon...*, op. cit., p. 138.

³¹ Cf. J. Čenteš et al., *Trestny zakon...*, op. cit., p. 76-77.

The Penal Code paragraph 4 defines the obligations, which consist mainly orders:

- never come close to the victim at a distance of less than five meters and avoid areas near homes of the victim,
- move from an apartment or house in which they are illegally staying or which are unlawfully occupied,
- replace damages caused during probation
- pay the debt or missed alimony during probation
- personally or publicly apologize to the victim,
- while in probation gain some professional qualifications or participate in a retraining course,
- in conjunction with probation and mediation officers or other professionals undergo a social training or other educational programmes,
- undergo addiction treatment from substance abuse, if the protective treatment was not imposed,
- undergo a probationary psychotherapy or participate in psychological counseling,
- perform employment or prove applying for a work in probation term³².

Alternative solutions of criminal cases in the Slovak Republic

In the Slovak Republic there may be an alternative to solve criminal cases in two dimensions, first, in the re-codified system of criminal law - the Criminal Code and Criminal Procedure Code, and secondly, outside the system in an environment that is not regulated by criminal law, but in which solution may be achieved under the legislation. Procedures and methods used in each of these levels are diametrically different, but what they have in common is that they are reacting to the offence and as such must comply with the law in force in the Slovak Republic.

The goals of re-codification of criminal law are decriminalization, removal of penalties, relief of the criminal courts of certain cases, simplification, efficient administration and acceleration of criminal proceedings, and also greater involvement of mediation and probation officers in solving criminal cases outside the criminal justice system. The modification of criminal law in favour of a new concept of restorative punishment suggests the adoption of two new alternative sentences and the so-called deviations from the standard of the main hearing. In the first case, the sentence of *custodia honesta* and punishment of compulsory labour represent an alternative to short prison sentences³³.

In the latter case, it is the institute, comprising an agreement on guilt and the record between defendant and prosecutor, which is then approved by the court and allows to save the accused the prison sentence reduced by one-third below the lower limit of legal crime rates. Another deviation from the main trial is conditional suspension of prosecution of the co-accused. Conditions mentioned in a criminal proceeding are bound to properties of the offence (it should be a misdemeanour), the rate of crime, compensation of the damage, the accused person and his past life, as well as the consent of the accused. The basic condition is that the accused declares that he has committed an act for which he is prosecuted and there is no doubt that the statement made by him was made freely, seriously and comprehensively.

Alternative procedures which are applied outside the criminal justice system include mediation and probation. Probation and mediation officers in their work would take into

³² Cf. *ibidem*, p. 99.

³³ Cf. J. Klatik, *Koncepcia restoratívneho trestania a systém alternatívneho riešenia trestných vecí v Slovenskej republike*, „Justična revue“ 2008 no. 1, p. 76-77.

account the interests of all entities of the crime. Their work should be primarily focused on understanding the client's situation. It is also very important to support their clients and their families to perform positive change. The work of probation and mediation officer is a combination of several aspects, such as social rehabilitation, psychosocial support, medical and legal components of work in solving the case³⁴.

Social consequences of alternative punishment and probation process

The first social consequence especially for the offender of crime, but ultimately for the society, is proceeding with a probation officer before the sanction. It lies in the fact that the probation officer is obliged by law to collect information about the offender. Providing personal and social information on the offender to the court is always the key to deciding on the most appropriate type of punishment for the offender. Such assistance to the court and the prosecutor's office is extremely important, especially if the legislation contains a number of possibilities of alternative sanctions, as it allows a better understanding of all the circumstances of the crime committed, as well as the motives and state of mind of the perpetrator. Such a procedure carries the symbol of individualized sentencing, which stems from a positivist, respectively humanist faith in the fact that understanding of personal and social background of the offender and other factors may contribute to help the offender to stop resp. to end their crime activities³⁵.

Another part, which can be categorized as social consequence is the duty of probation officer to proceed with their work in collaboration with other institutions. Probation and mediation officers perform their duties with respect to their specific activity separately from the bodies of social assistance. But on the other hand, a prerequisite for the effective operation of the officials is their cooperation with the social security authorities, schools and educational institutions, health institutions, registered churches and religious communities, civil associations, foundations and other institutions that provide community services, particularly with those that deal with different probation and re-socialization programme. In this context, it is also desirable to exchange information among collaborating organizations. The subject of cooperation and coordination should also be search and provision of appropriate therapeutic and social re-integration programmes that are aimed at reducing the risk of recurrence of social pathologies.

Protective supervision as one of the protective measures was after the codification of criminal laws in 2005 re-introduced into the Criminal Code. Its aim is to protect the society from anti-social activities and to contribute to the completion of the reformation by temporary control of the way of life of a person serving a custodial sentence. Protective supervision, compared with earlier treatment, may also be imposed on juvenile who was previously assumed that the re-education is also a sufficient protective care, but experience has shown the opposite³⁶.

A person with deposited protective supervision has the obligation, for the duration of this supervision, to notify the supervisory authority, which carries out surveillance, method and sources of their livelihood, or to prove them and report to the authority within the time limits specified by the court, to report distancing from the place of stay and submit to care of social prevention worker. Now we care not to interfere with the rights of the prisoner to the extent

³⁴ Cf. J. Madliak, V. Porada, *Niekoľko poznámok k rekodifikácii trestnoprávných noriem v Slovenskej republike*, www.law.muni.cz/edicni/Days-of-public-law/files/trest/Madliak_Porada.pdf (08.04.2008).

³⁵ Cf. A. Worrall, C. Hoy, *Punishment in the Community: Managing Offenders, Making Choice*, Cullompton 2005, p. 98.

³⁶ Cf. J. Madliak et al., *Trestné právo...*, op. cit., p. 386.

necessary to achieve the purpose of the protective supervision. Aside from the obligatory duties of the person referred to in the protective supervision, the court may impose obligations and restrictions, avoiding visits to certain places, rooms or meetings, to stay in commanded place or district and not to go away without the consent of the body performing protective supervision. The court must, when imposing these restrictions, take into account in the first instance whether the convicted person will have the opportunity to work and live in the commandments of the locality or district, or whether it does not thereby disturb family relationships and whether it contributes to the completion of redress and social reintegration of the sentenced person.

Probation supervision is another institute which carries a relatively strong social potential. Supervision is connected with all the other options that relate to the work of the probation officer.

Conditionally postponed sentence with probation supervision lies in the restrictions, which consist of a ban and have an exclusionary character, or orders that the offender must undergo. The Criminal Code provides these restrictions and lists them exhaustively. These restrictions or orders carry a social dimension, because in some way they limit the social realization of the offender, or establish obligations to provide him re-education, respectively protection of society.

Restrictions consist mainly of a ban on visits of sporting or other mass events, and especially those where the perpetrator performed crime. Then there is the prohibition on consumption of alcoholic beverages and other drugs. This prohibition is clearly aimed at prevention of a reduction in sensitivity and inhibitions at the offender, which would then lead to re-offending behaviour. The same intention in itself contain the following prohibitions like prohibition to meet people that have a negative impact on the offender or who were his accomplices or participants in the offense, bans to enter reserved places or areas in which the offense was committed and the ban on participation in gambling, playing slot machines and betting.

Obligations that the court may impose on the offender are to command approaching the victim within a radius of five meters or remain near the dwelling of the victim in order to prevent possible conflicts of preventive perpetrator and victim, also move out of the apartment or house in which he unduly delays or was unlawfully conquered. Additional obligations are directed to the fact that the offender has to replace probationary damage caused and pay probationary debt or missed maintenance. From these obligations there result clear social consequences especially for the victim, because the payment of damages, respectively debts contributes to social stability of victims. Likewise it concerns the duty personally or publicly apologize to the injured, where it is a moral satisfaction, which is to help the victim recover the damaged social status.

Other obligations contained in the Criminal Code are intended to ensure that injured parties may re-acquire social habits or begin work on the restoration of their own social status. These obligations consist in the fact that the offender is in a trial period to get some professional qualifications or to participate in retraining course, to undergo in conjunction with probation and mediation officer or other health professional the social training programme or other training programmes, continue to undergo treatment on depending abuse substances, if he has not been imposed protective treatment, to undergo during a probationary period psychotherapy or participate in psychological counseling and ultimately to be employed in probation period or to apply proven seekers. All these obligations are intended to help the offender to get self-confidence that will help him integrate into society and gain adequate employment and thereby reduce his dependence on the social system, respectively

prevent the commission of a new crime for the purpose of obtaining the means of subsistence³⁷.

Conditional suspension of criminal proceedings is specific in that it is a temporary cessation of proceedings already in progress under predetermined conditions. Apart from the requirement that talks about tort, it is not a requirement to return to the crime and the promise of compensation and, finally, it is also the term which refers to the fact that in view of the person and his previous life one can reasonably assume that such a decision will be sufficient to remedy. Last condition is quite relative and therefore, for the assessment of the client, there must be applied individual approach keeping in mind the positive as well as negative aspects and manifestations of the personality of the accused, as is apparent from his behaviour in society - the family, employment, public.

In this condition, there can have a major importance until then orderly life, which itself suggests that the act committed is the only deviation from the positive and orderly life. Probation and mediation officers in this case have the task of coordinating the activities of stakeholders in the interaction. This task applies not only in relation to law enforcement proceedings, the court, the accused and the victim, but according to the circumstances and needs also towards the authorities in charge of the youth, the civil associations, educational and treatment facilities, the local authorities, the institutions and bodies providing psycho-social assistance and advice to the employer of the accused, to various charitable and religious organizations and other like-minded entities.

Conditional release from prison is another challenge for the probation officer. Probation and mediation officers during the probationary period follow the behaviour of the offender, motivate him to personal development and responsibility to oneself and to the society, and, if necessary, directs, so that his behaviour would be consistent with societal norms. This activity probation and mediation officer shall also apply to conditional release from serving a custodial sentence, if the court considers that it is necessary to impose probation supervision of inmates. Similarly, it is in case of the conditional waiver from the performance of the rest of the sentence, where the court may impose obligations or restrictions.

Home imprisonment represents a new kind of punishment in the Slovak Republic that has not been used and is one of the alternatives to imprisonment. With this kind of punishment, the condemned has the possibility to preserve social or economic ties and also may not suspend employment, which may still provide the proper running of his family. At the time, which is determined by a court decision the sentenced must reside at a specified place, which may be left only with the prior consent of the authority which exercises control. When checking constraints the Act takes into account also control by technical means, such as telephone and others³⁸.

In punishment of house arrest there is not negligible even economic aspect, because the power of punishment is much less expensive, especially for a society than performance of prison sentence in institutions. It is possible to understand this sentence as helpfulness of criminal justice system in terms of allowing existing social contacts with the community where the sentenced lives, but above all to maintain social relationships with his own family.

Another penalty which control is entrusted to probation and mediation officer is punishment of compulsory labour. Basic attributes of community service punishment is that it is a work that serve a public purpose. These works may be carried out in favour of the state,

³⁷ Cf. *Zákon NR SR č. 300/2005 Z. z. Trestný zákon. § 51 a 52*, <http://www.zakonypreludi.sk/zz/2005-300>. (24. 02. 2014).

³⁸ Cf. J. Čenteš et al., *Trestný poriadok s komentárom*, Žilina 2006, p. 547.

higher territorial units or municipalities, as well as for legal persons dealing with public activities. This is the area of education, culture, human rights, development of science, physical culture, health care, environmental activities, religious, humanitarian and charitable activities, and the like.

Probation and mediation officers of the district court shall keep a register of suitable vacancies. Legal person who has an interest in the execution of works by persons under sentence of compulsory labour shall notify the district court, which is factually relevant, and then it closes a written agreement with the legal entity on security of compulsory labour³⁹.

Performance of public work has primarily educational aspect and contributes to the social and labour adaptation of offender. Performance of the sentence must be carried out in person convicted, in their own time and without compensation, the law does not allow the possibility to delegate the execution of the sentence of compulsory labour to another person. Content of the sentence of compulsory labour, however, are activities which involve staying sentenced in society, not to uproot prisoner from the natural environment and thus more likely to fulfill the purpose of punishment, which is to be re-education and positive impact on the prisoner.

Conditional waiver from protective care is a protective measure that can only be imposed on juvenile offenders, and in cases established by law on a person who because of age is not criminally liable.

The purpose of protective care is primarily social and educational aspects. This action is directed against juvenile delinquency, while educating youth is protected society as a whole. This is to ensure that via appropriate education is removed, or prevented the possibility of other, dangerous consequences for society from neglected education and at the same time to allow juvenile offenders to become full members of society. Protective care should be a basis of court orders which imposition in case of some adolescents should replace a term of imprisonment. If the court condemns the juvenile offender, it may impose protective care as the juveniles are not cared for properly, juvenile actual education has been neglected, or this requires an environment in which young people live⁴⁰.

If it is not possible, especially for objective reasons, to perform protective care immediately, a court orders supervision of probation and mediation officer for a period up to the beginning of the exercise. Similarly, the probation and mediation officers enter process of protective upbringing even if the treatment of juvenile has progressed. It deals with the improvement to the extent that it can be expected that juvenile will behave properly without restrictions, which is subjected in educational settings or in a particular family, but there have not disappeared yet all the circumstances for which the protective education was ordered. The court may in such a case, waive protective care facilities, respectively family and may order the probation supervision of the young person or other educational measure. If the court conditionally waives the protective care and orders probation supervision, it confers probation worker supervision on the juvenile so he does not slip again to commit crime and to meet the aim of the measure which is social and educational inclusion into society⁴¹.

Activity of probation and mediation officer is, as it is seen from the above, based on an effective combination of several elements of social action and has to fulfill two basic functions, which are control and auxiliary action. When performing these functions,

³⁹ Cf. S. Gašková, *Výkon trestu povinnej práce z hľadiska novoprijatej legislatívy*, <http://www.epi.sk/odborny-clanok/Vykon-trestu-povinnej-prace-z-hladiska-novoprijatej-legislativy.aspx>. (24. 02. 2014).

⁴⁰ Cf. J. Ivor, J. Záhora, *Základy rekodifikovaného trestného práva*, Bratislava 2005, p. 59.

⁴¹ Cf. O. Samaš, H. Stiffel, P. Toman, *Trestný zákon...*, op. cit., p. 217.

a probation officer has two basic mechanisms of professional activity - social control and social support.

In the inspection function of probation activities, which aims primarily at protection of the interests of society, the role of probation and mediation officer during the probationary period is to monitor the behaviour of the offender, to motivate him to personal development and responsibility to oneself and society, and, if applicable, its beliefs and life style guide in accordance with social norms.

Often, even indirectly, the cause of criminal activity tends to be personal, family difficulties and other social problems. Just solution to these problems and stabilization of the offender's social situation can lead to a significant reduction in the risk of relapse. This is the role of auxiliary function. Help is useful, respected and enjoyable, because it is based on equal partnership, but it is also continuous inviting dialogue⁴².

Finally, a summary of the social consequences, whether due to a person such as the offender or the victim or society can be summarized as follows:

- objective assessment of social status, conditions and motives of the perpetrator,
- cooperation during the probation with other interested institutions,
- maintaining social integration in society as much as possible,
- education of the offender to gain ability to risk detection and avoidance of them,
- getting lost social status, elimination of feelings of inferiority and acquisition of healthy self-esteem,
- acquisition of accountability and motivation for personal development in all directions,
- and finally education and guidance of social habits particularly in adolescents vulnerable group.

Conclusion

Each state shall follow certain rules in order to maintain an objective. These rules include criminal law. Its need is justified by the fact that people act differently in the society. For someone these acts are more acceptable for others no more. Therefore the state must have precise standards. They are publicly accessible to everyone. Due to those laws the society may feel safer. Those who will act unlawfully can be punished. It is derived from the very act which has been committed. The Penal Code contains several types of sentences. This broad scope is used for selection of punishment for the crime as a form of retaliation and it should be appropriate to its consequences. Punishment is characterized as an effect on the life of the offender. It might be argued that it almost bothers him. But by his own decision to act as he did, he deserved this penalty. The protective measures are a specific interference with the freedom of man. Many things unfortunately, are evaluated once they are lost. Freedom in everyday life is understood as self-evident and natural.

Penalties and protective measures should not only be viewed as retaliation but the reward, which carries a potential cure. The greater the potential, the more we will depend on it. If the crime was carried out – it should be followed by retaliation and the offender cannot change it. What may be beneficial for him is retaliation therapeutic dimension that it contains. It is critically necessary to admit their mistake. Only then, the therapeutic dimension of restorative justice can be fully implemented.

⁴² Cf. I. Úleha, *Umění pomáhat*, Písek 1996, p. 15.

This issue is constantly evolving. Codification of the Criminal Code is the evidence that this issue cannot be fixed and anchored in a fixed law. The approaches to the vision of man, his conduct, new insights into the penalty for his actions are being developed. The range is extended and enriched by the elements that influence offender educationally, not punitively. But the truth is that any system of law will exist, once evil has been committed, the conscience of each one of us is our own judge.

The Desired Image of One's Future Family.

Research on Psychology Students with Different Degrees of a Sense of Security

Introduction

Maslow¹, in developing a “personality” concept of needs, recognized that the need for security is elementary and at the same time one of the most important in a person’s life. Satisfying it is dependent on the extent to which the world in which the child lives is relatively stable and orderly. It is to be a world in which the child has a sense of benevolent affirmation from others and is understood by them. Satisfying the needs of security determines the normal functioning and development of man. This occurs when physiological needs are relatively well met. Security also comprises the needs for dependency, care and support, freedom from fear, anxiety, and chaos, the need for control, order, and respect of rights.

Maslow² believes that the best way to meet the needs of security is determined by the positive experience of the basic human dilemma of “security-development”. “A man develops if the pleasure associated with the development and security concerns are greater than fears related with the development and enjoyment related to security”³. Development takes place when every next step provides more internal satisfaction than previous gratifications. When boredom arises from what a man already knows, this provokes him to seek something new, reaching higher and higher, and abandoning what is well-known, easy and proven. This developmental effort undertaken often requires courage and strength from a persons, but also support, encouragement and acquiescence on the part of the environment. Each of us has within themselves two forces. One causes that, led by fear, we are looking for safety, rigid stability, escaping to the past against risk, afraid of losing what we have managed to acquire, develop and whatever gives us a sense of stability. Such withdrawal is escape from autonomy, independence, freedom, meaning the full development of our abilities, or one which pushes us to use the second force⁴.

Deprivation of security needs concentrates all of a person’s actions on satisfying them. The dominant purpose of life becomes a concern for satisfying one’s sense of security, thus blocking the possibility of personal development. This might be expressed in a continuous securing of the status quo and convulsive holding on to the past. Such a person is experiencing fear of taking any risk, making a change, independence or freedom. They assume a defensive, conservative posture, organizing and stabilizing reality instead of a revealing and innovative attitude⁵. Satisfying the need for security is a prerequisite for

¹ Cf. A. H. Maslow, *Motywacja i osobowość*, Warszawa 1990, p.76-82.

² Cf. A. H. Maslow, *W stronę psychologii istnienia*, Warszawa 1986, p. 63-67; idem, *Motywacja...*, op. cit., p. 76-82.

³ Cf. ibidem, p. 53.

⁴ Cf. ibidem, p. 65-66.

⁵ Cf. Z. Uchnast, *Metoda pomiaru poczucia bezpieczeństwa*, [in:] *Wykłady z psychologii w KUL*, ed. A. Januszewski, Z. Uchnast, T. Witkowski, vol. V, Lublin 1991, p. 95-108.

experiencing a sense of security that is a condition which can be achieved through proper human relationships with the environment. "In the situation where this need is not adequately met in childhood (...) it forms a specific syndrome of an impaired need for a sense of security, while at the same time blocking the possibility of a given person's development"⁶. Each of us needs a sense of security just as much as we need love, respect and recognition from the environment.

Developing a sense of security is dependent on the conditions under which a person is brought up, especially the impact and influence of parents, loved ones and significant others (teachers, friends, peers). A sense of security is the foundation for human development and one's functioning in society. Deprivation of the sense of security manifests itself in avoiding hazards and difficult situations, passivity or aggression, apathy, depression and a sense of helplessness, difficulties in adapting to life in the community, a sense of isolation, loneliness, anxiety and somatic problems (headaches, disturbances in the functioning of the digestive system)⁷. Maslow⁸ indicates that people with an insatiable need for security have no sense of acceptance; they feel unloved, rejected, tend to flee in the face of problems, withdraw and experience isolation. They are often accompanied by feelings of loneliness, anxiety and threat, which in turn lead to the manifestation of great reservation towards the world, pessimism, resentment or jealousy.

The family plays the primary role in ensuring the child a sense of security. As Plopa pointed out, lessons learned from the family home and affective interactions with parents are standards in shaping later attitudes towards members of their own family founded in the future. "The family is the first social group which the child meets, hence its particular vulnerability to the impact of all that comes into the circle of family life. The impact of the family goes to the tabula rasa of the child's psyche, and leaves behind a particularly lasting record"⁹. The generative family life has a significant impact on the children being brought up, both on their development as well as preparation for marriage and family life. Parents provide the children a sense of security, meeting the need for love, intimacy and acceptance, while giving the child enough freedom to be themselves. Improper parental influence causes effects that will affect their children, and can also have a significant impact on their future family life¹⁰.

At some point in life, a person begins to feel the need to find a close person, one with whom they want to bond for life. Building an intimate relationship adds to one's individual, unique personality traits, habits, patterns of behavior, fear, disappointments, beliefs and values. Experiences gained from the generative family are crucial at this point.

Research on the image of the generative family among the psychology students studied with a high and low sense of security indicates the occurrence of significant differences among the indicated groups of youth. People with a low sense of security are characterized

⁶ Z. Uchnast, *Metoda pomiaru...*, op. cit., p. 95.

⁷ Cf. T. Sokołowska-Dzioba, *Poczucie bezpieczeństwa w roli ucznia w kontekście efektów edukacji gimnazjalnej*, [in:] *Zdrowa szkoła zdrowy uczeń. Teoria i praktyka w edukacji zdrowotnej. Wybrane zagadnienia*, ed. A. Bochniarz, J. Bogucki, A. Grabowiec, Lublin 2008, p. 149-154; C. Sutton, *Psychologia dla pracowników socjalnych*, Gdańsk 2004.

⁸ Cf. A. H. Maslow, *Motywacja...*, op. cit., p. 79-80.

⁹ M. Plopa, *Psychologia rodziny. Teoria i badania*, Kraków 2005, p. 247.

¹⁰ Cf. M. Pawelec, *Rola dyscypliny i dyscyplinowania w rozwoju podmiotowości dziecka. Analiza literatury*, „Horyzonty Psychologii” 2011 no. 1, p. 79-88; L. Kostańska, J. Łukasiewicz, M. Pawelec, Cz. Walesa, *Przekonania Polaków XXI wieku w różnych okresach dorosłości*, „Horyzonty Psychologii” 2012 no. 2, p. 119-146; M. Ryś, *Przygotowanie dzieci i młodzieży wychowywanych w prawidłowych i nieprawidłowych systemach rodzinnych do życia w małżeństwie i rodzinie*, [in:] *Rodzina. Myśl i działanie*, ed. G. Soszyńska, Lublin 2004, p. 109-121.

by the family of origin that shows a lack of faith in their own abilities and powers, retreating, seeking a sense of security and stability, having problems in coping with difficulties. Consequently, respondents who grew up in such families have experienced a lack of sense of security and satisfaction in their current adult lives, and to a great extent focus on satisfying this lack. People with a high sense of security do not idealize their families of origin, but the picture turns out to be significantly different from that which was created for the group of people from a family of origin with a low sense of security. It should be emphasized that people with a high sense of security are characterized by a family competent in terms of their daily activities and the implementation of tasks, seeking ways to effectively deal with the challenges and difficulties of having good, cordial interpersonal relationships based on cooperation and interaction. Respondents who have been brought up in such families and participated in its everyday experiences and activities are spontaneous, open to others and engage in new tasks in their current behaviors, all of which derive joy and satisfaction from life¹¹.

The obtained results were the inspiration for further questions regarding the founded in the future family self-image of psychology students with a high and low sense of security. Is it the legacy of the family home that determines the desired image of one's own family? Does gaining knowledge during their university studies on psychology regarding mature functioning and building relationships with others form an idealized vision of the future of one's own family?

Research Methodology

The subject of the research concerns the image of the future family to be founded by students with a high or low degree of a sense of security. The study involved a group of psychology students (96 students studying in Lublin) aged 19-23 who have not yet established their own families but have declared such a desire. In the whole group, 89.6% were women (86 people), while 10.4% were men (10 people). These proportions show the actual ratio of women and men students in psychology. The study used the Sense of Security and Personal Resilience Questionnaire SS-PRQ by Z. Uchnast and The Adjective Check List ACL by H.B. Gough and A.B. Heilbrun in the "What You Want in the Family You Will Found?" version.

The Sense of Security and Personal Resilience Questionnaire (SS-PRQ) by Uchnast¹² is a factor-based version of Maslow's Security-Insecurity Inventory, expanded to include items from Block's Ego Resiliency Scale. The method consists of 30 items to which the survey participants respond according to a 5-degree scale: always true, rather true, I cannot decide, rather false, always false. The quantitative data obtained from the SS-PRQ helped determined the intensity of the five psychometric variables listed below¹³:

- Int – intimacy factor indicating the satisfaction of the need for belonging and personal bond with the respondent's milieu, a sense of intimacy and openness to contacts with others, a sense of being accepted by one's loved ones or a sense of isolation, alienation and lack of trust.

¹¹ Cf. J. Iskra, *Obraz rodziny pochodzenia u studentów psychologii o różnym poziomie poczucia bezpieczeństwa*, [in:] *Rodzina i praca z perspektywy wyzwań i zagrożeń*, ed. L. Golińska, B. Dudka, Łódź 2008, p. 218-223.

¹² Cf. Z. Uchnast, *Prężność osobowa. Empiryczna typologia i metoda pomiaru*, „Roczniki Filozoficzne” 1997 no. 4, p. 27-49; Z. Uchnast, *Prężność osobowa a egzystencjalne wymiary wartościowania*, „Roczniki Psychologiczne” 1998 no. 1, p. 7-27.

¹³ Cf. Z. Uchnast, *Prężność osobowa a egzystencjalne...*, op. cit., p. 12-14.

- Sta – stability factor indicating the satisfaction of the need for secure functioning in everyday life, the ability to ensure that one’s activities are well-ordered, the possibility to predict and control matters and events in which an individual is involved, or a sense of tension, instability, chaos, randomness and generalized anxiety.
- Str – self-trust factor indicates the satisfaction of the need for trust in oneself, a sense of being competent, a sense of inner coherence, affirmation of individuality, the ability to cope in life in a way appropriate for a given individual, or a sense of uncertainty, inferiority, a feeling of discouragement, and the tendency to compulsively analyze one’s experiences.
- SS – averaged indicator of a sense of security indicates the satisfaction of the fundamental mental needs and motivational predispositions for spontaneous self-actualization. High scores indicate that attention is devoted to well-being, effective use of one’s abilities and possibilities to effectively cope with important tasks in one’s life. Low scores indicate the intensification of neurotic tendencies, disorders concerning well-being, contrariness and difficulties in adapting.
- PR – personal resilience indicator calculated in a regression equation whose formula was elaborated by Uchnast thanks to the method of multiple linear regression between results obtained in SS indicators and results in Block’s Ego-Resiliency Scale.

The Adjective Test ACL by H. B. Gough and A. B. Heilbrun¹⁴ in the version “What I Am Like” is one of the most popular and widely used multiscale personality tests. It is used to study self-image in the dimensions of the real and the ideal. It consists of 300 adjectives, the choice of which makes up that description. This method is based on natural language and refers to the commonly used methods for characterizing ourselves and others. The purpose of the test is to select the adjectives that define a person best, a description of the “real me” meaning the real self-image and/or adjectives defining characteristics that one would like to have - the description of the “ideal me” meaning the ideal self-image. It can also be used to describe historical, literary heroes, groups or objects. Its scope is wide, and new applications of this method are only waiting for the ingenuity of future researchers. Therefore, the present research project has applied it to obtain an image of the desired family according to the perception of the psychology students. The author of the Polish translation of the list of adjectives is Płużek. The version used in this clinical study has 37 scales, which are arranged into 5 groups¹⁵:

I. MODUS OPERANDI SCALES - part of this section consists of 4 scales acting as the control keys.

1. No - Total number of adjectives checked
2. Fav - Number of favorable adjectives checked
3. Unfav - Number of unfavorable adjectives checked
4. Com - Communalities

¹⁴ Cf. H. G. Gough, A. B. Heilbrun, *The Adjective Check List: Manual*, Palo Alto 1983, p. 5-21.

¹⁵ Cf. A. Juros, P. Oleś, *Struktura czynnikowa i skupieniowa Testu Przymiotnikowego ACL H. G. Gougha i A. B. Heilbruna*, [in:] *Z psychometrycznych problemów diagnostyki psychologicznej*, ed. J. Brzeziński, E. Hornowska, Poznań 1993, p. 171-201; Z. Płużek, *Metody badania osobowości*, [in:] *Problemy psychosomatyczne w chorobie wrzodowej żołądka i dwunastnicy*, ed. J. Łazowski, Warszawa 1978, p. 63-68; S. Siek, *Wybrane metody badania osobowości*, Warszawa 1993, p. 292-357.

II. NEEDS SCALES – comprising 15 scales investigating the personality correlates of specific mental health needs having links with observable behaviors responsible for a person's behavior.

5. Ach - Achievement
6. Dom - Dominance
7. End - Endurance
8. Ord - Order
9. Int - Intraception
10. Nur - Nurturance
11. Aff - Affiliation
12. Het - Heterosexuality
13. Exh - Exhibitio
14. Aut - Autonomy
15. Agg - Aggression
16. Cha - Change
17. Suc - Succorance
18. Aba - Abasement
19. Def - Deference

III. THEMATIC SCALES - comprising nine scales that capture different aspects or components of interpersonal behavior important for describing a human personality.

20. Crs - Counseling Readiness Scale
21. S-Cn - Self - Control
22. S-Cfd - Self - Confidence
23. P-Adj - Personal Adjustment
24. Iss - Ideal Self Scale
25. Cps - Creative Personality Scale
26. Mls - Military Leadership Scale
27. Mas - Masculine Attributes Scale
28. Fem - Feminine Attributes Scale

IV. TRANSACTIONAL ANALYSIS SCALES - this part of the method consists of 5 scales constructed according to Berne's theory in which human behavior is recognized as an expression of the three basic ego states: parent, adult and child.

29. CP - Critical Parent Scale
30. NP - Nurturing Parent Scale
31. A - Adult Scale
32. FC - Free Child Scale
33. AC - Adapted Child Scale

V. ORIGINALITY-INTELLIGENCE SCALES - this part of the ACL test is composed of four scales that recognize creativity and intelligence as structural dimensions of personality, according to Welsh's concept. Intelligence is considered to be the ability to think abstractly, to detect logical relationships and the application of general rules to solve specific problems. Creativity and the ability to think imaginatively, involving the transfer of new ideas in the realm of reality, changing one's environment according to aesthetic criteria, expressing the world of the past and the future, and perceptual elements of order in what is disordered, harmony in chaos, and even making sense of that which is senseless.

34. A-1 - High Origence, Low Intelligence

35. A-2 - High Origence, High Intelligence

36. A-3 - Low Origence, Low Intelligence

37. A-4 - Low Origence, High Intelligence

Research Results

Among the study group (96 persons), on the basis of the results of the Sense of Security (SS) from the Sense of Security and Personal Resilience Questionnaire by Uchnast, we isolated a group of people who received low scores or a low degree of insecurity (ISS 22 people) and a group of people who received a high result or a high level of feeling security (hSS 23 people). The results obtained by the extracted groups in the SS-PRQ are shown in Table 1¹⁶.

Table 1. Average results of the ISS and hSS groups and indicators of differences between them in the SS-PRQ

Factors	M ISS	s ISS	M hSS	s hSS	<i>t</i>	<i>p</i>
Intimacy	36.64	10.31	63.96	4.72	-11.51	0.001
Stability	37.14	8.59	63.22	7.19	-11.06	0.001
Self-trust	37.41	10.60	71.57	6.45	-13.12	0.001
Sense of security	33.55	7.74	70.65	5.37	-18.75	0.001
Personal resilience	42.64	12.24	58.65	6.36	-5.54	0.001

The data shows that there are significant statistical differences in all the variables of the Sense of Security and Personal Resilience Questionnaire. The isolated group of people with a low and a high sense of security statistically differ very significantly, not only at the level of the generalized outcome but also in terms of closeness, stability, self-confidence and personal resilience. Analyzing the obtained results, it can be concluded that the subjects of the group with a low sense of security (ISS) do not experience acceptance from loved ones, feeling isolated, alienated and lack confidence in relationships with others. They often experience internal tension, generalized anxiety, instability in everyday functioning, randomness in the course of things and events in which they participate upon which they do not have much influence. Hence, in their relationships with others, they experience

¹⁶ The following abbreviations are used: M - mean values, s - standard deviation, *t* - test, *p* - level of significance of differences between mean results in either group, where $p > 0.05$ indicates the absence of significant differences.

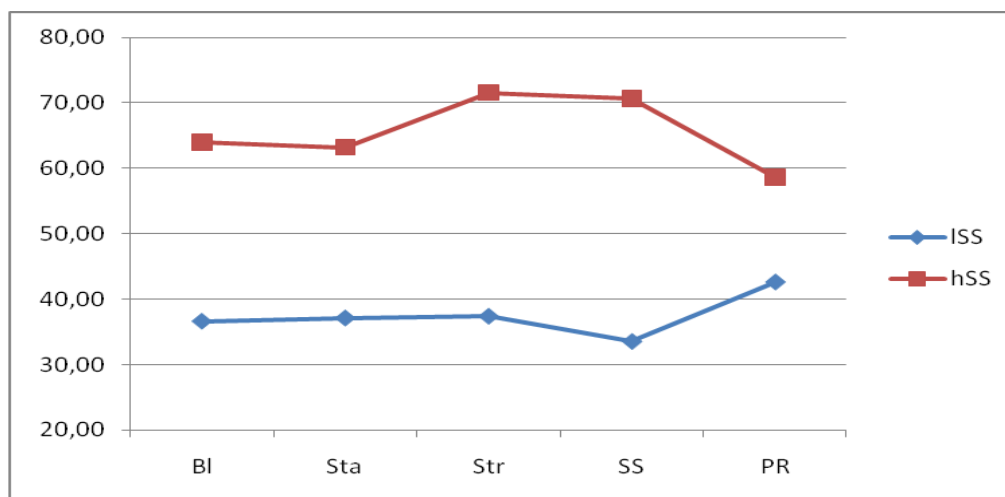
uncertainty, shyness and feelings of inferiority. They keep a distance with caution. It is easy for them to get discouraged in their actions and they tend to compulsively analyze experiences. They may exhibit a greater degree of neurotic tendencies, which largely translates into problems of personal well-being. In their activities, they are primarily concerned with providing themselves with a sense of security and stability. New, unknown and unexpected situations are a source of frustration, leading to the loss of hard earned checks and balances in terms of mood. They express little spontaneity and freedom of being.

Respondents from the group with a high sense of security (hSS) show good satisfaction in their need for belonging and ties with relatives, expressing openness to direct contact with others. In everyday life, they possess the ability to exhibit orderly, safe functioning, predicting the course of events and having an influence on matters. This is due to these people trusting in themselves, their abilities and skills in coping with life situations in the right way. They are able to efficiently use their own skills and abilities to effectively cope with the execution of the tasks which they consider important. They quickly regain emotional balance in new, challenging situations. In life, they experience a sense of satisfaction from undertaken actions. They willing take on new challenges and interact with others.

Additionally, we can highlight the significant differences between the identified groups in terms of personal resilience (PR). They show a different way of the two groups' subjects dealing with the challenges of everyday life and the stress experienced resulting from the variability of tasks, requirements and conditions.

The results obtained by the low-and high-degree sense of security groups is graphically presented in Figure 1.

Figure 1. The average results of the ISS and hSS groups and indicators of differences between them according to the SS-PRQ



In order to isolate the groups with low and high sense of security, we carried out a comparative analysis in terms of the desired image of the family to be established in the future. The results are in Table 2. Data obtained from the ACL Adjective Test indicate the absence of statistically significant differences in the desired image of one's own family between the two different groups. An interesting fact is that the lack of statistically significant differences applies for all scales of the ACL Adjective Test.

Table 2. Average results of one's future family image for students with a low and high sense of security and indicators of differences between them on the Modus Operandi scales

Factors	M ISS	s ISS	M hSS	s hSS	<i>t</i>	<i>p</i>
No	45.32	6.76	45.30	8.50	0.01	0.9952
Fav	58.36	5.40	57.87	6.70	0.27	0.7873
Unfav	40.05	1.43	39.65	1.56	0.88	0.3828
Com	46.68	9.01	46.52	7.65	0.06	0.9490

The total number of selected adjectives (No) by the respondents from the ISS and hSS groups is located in the average results. Interesting, however, is the distribution of adjectives selected, taking into account their sign (positive, negative). On the Fav scale (the number of positive adjectives selected), subjects received high scores. There were low scores on the Unfav scale (the number of negative adjectives selected) and average scores on the Com scale. The analysis of the data shows that the respondents from the two selected groups want their future families to easily adapt to the demands of everyday life, be open to what is new, caring, faring well when faced with difficulties and frustrations of everyday life. In relations with others, they want to behave tactfully, without the tendency to be offended or judge others.

Table 3. Average results of one's future family image of students with a low and high sense of security and indicators of differences between them on the needs scales

Factors	M ISS	s ISS	M hSS	s hSS	<i>t</i>	<i>p</i>
Ach	55.18	4.26	56.39	5.80	-0.79	0.4313
Dom	56.95	3.90	58.17	5.00	-0.91	0.3679
End	61.68	4.86	61.00	5.66	0.43	0.6674
Ord	58.86	4.31	59.91	6.16	-0.66	0.5131
Int	51.59	6.53	53.52	6.61	-0.99	0.3300
Nur	54.09	5.04	56.43	6.19	-1.39	0.1718
Aff	55.86	5.25	58.13	5.59	-1.40	0.1683
Het	56.68	6.35	55.83	4.50	0.52	0.6033
Exh	54.86	4.52	55.96	4.97	-0.77	0.4449
Aut	48.27	4.98	48.00	5.36	0.18	0.8606
Agg	47.14	4.29	46.43	4.22	0.55	0.5831
Cha	44.68	5.30	44.26	6.14	0.25	0.8071
Suc	46.23	5.03	46.26	5.62	-0.02	0.9833
Aba	46.59	3.86	46.13	5.53	0.32	0.7487
Def	49.41	4.17	51.09	5.98	-1.09	0.2829

In the group of 15 needs scales, there were no differences at a statistically significant level. Students with low and a high levels of a sense of security want to set up their family to be industrious, motivated by achieved success thru activities aimed at achieving objectives and pursuing them despite obstacles that may appear. They also want their families to be characterized by conscientiousness, responsibility, ambition, willingness to cooperate with others and emotional stability. At the same time, the results of the high score in the need for order (Ord) indicates that respondents expect that their families will be logical, rational and objective in their behavior, and thus will be unwavering in the pursuit of goals. An

important need articulated in their future family should be the need for affiliation and taking care manifesting itself in openness to others, easy adaptation to the changing requirements of group processes and the ability to show compassion. Similarly significant for students belonging to the two selected groups are independence and autonomy exhibited by their future family.

Table 4. Average results of one's future family image of students with a low and high sense of security and indicators of differences between them on the thematic scales

Factors	M ISS	s ISS	M hSS	s hSS	<i>t</i>	<i>p</i>
Crs	40.91	6.57	39.35	5.18	0.89	0.3799
S-Cn	51.32	5.68	51.13	6.09	0.11	0.9154
S-Cfd	62.09	3.66	62.74	5.79	-0.45	0.6573
P-Adj	54.95	4.78	53.87	6.09	0.66	0.5107
Iss	68.23	4.29	67.48	4.42	0.58	0.5671
Cps	58.50	6.42	56.74	6.08	0.95	0.3498
Mls	50.73	6.47	51.70	6.14	-0.52	0.6092
Mas	54.95	8.08	57.00	7.57	-0.88	0.3856
Fem	44.45	6.65	44.13	7.45	0.15	0.8786

The thematic scales also did not present differences at a statistically significant level between the distinguished groups. People from both groups want members of their future families to show confidence in their abilities to implement plans and achieve goals. Others want to be seen as well suited and outgoing, quickly reacting, cognitively capable, ambitious, enterprising, assertive and with broad interests. In the event of obstacles in reaching a goal, they must be able to take the initiative in coping when they meet frustration.

Table 5. Average results of one's future family image of students with a low and high sense of security and indicators of differences between them on the transactional analysis scales

Factors	M ISS	s ISS	M hSS	s hSS	<i>t</i>	<i>p</i>
CP	46.09	4.03	47.17	6.97	-0.63	0.5292
NP	58.50	3.99	61.00	5.65	-1.71	0.0948
A	56.00	4.62	57.52	4.74	-1.09	0.2816
FC	58.45	5.59	58.30	4.67	0.10	0.9223
AC	43.32	4.84	44.39	5.47	-0.70	0.4903

Another analysis of the group of scales is scales of transactional analysis. The results obtained on these scales did not differentiate groups with low and high degrees of a sense of security at a statistically significant level. Respondents expect their future family will be characterized by the ability to maintain positive relationships with others, to find pleasure in spontaneous activities and projects undertaken, to perform their duties and know how to meet the demands and tasks of adult life.

Table 6. Average results of one's future family image of students with a low and high sense of security and indicators of differences between them on the originality-intelligence scales

Factors	M ISS	s ISS	M hSS	s hSS	<i>t</i>	<i>p</i>
A-1	45.64	6.72	42.22	6.21	1.77	0.0832
A-2	47.14	6.51	48.43	8.11	-0.59	0.5580
A-3	57.18	4.64	58.57	9.53	-0.61	0.5422
A-4	53.77	6.35	51.30	7.55	1.18	0.2431

The final analyzed group of scales is the originality - intelligence scales. People with high and low levels of security have similar expectations for their future families. They want them to be cognitively attractive, intelligent, creative and happy with their lives, open, patient, respectful of the roles which they enter. At the same time, they should be disciplined in their actions, able to plan their work and interact with others in achieving reasonably set goals.

Discussion of the Results and Summary

The research results and their interpretation allow us to observe a lack of differences in the image of the future family, regardless of whether the respondents have a low or high level of security. It can therefore be noted that the expectations of psychology students towards their own future families are well defined and do not depend on their degree of feeling security. Taking into account the five factors ordering the similarities and connections between the ACL Adjective test scales, we can identify key areas characterized by the desired image of the future family of the students. These factors include:

1. strength,
2. self-confidence,
3. socialization,
4. self-control,
5. kindness¹⁷.

The characteristic summarizing the perception of the future family of the students is contained in Table 7. It is worth emphasizing that the persons from the groups with low and high levels of a sense of security have a similar picture of their future families for all these factors.

¹⁷ Cf. A. Juros, P. Oleś, *Struktura czynnikowa...*, op. cit., p. 171-201.

Table 7. Characteristics of the desired image of the future family in factors of the ACL Adjective Test

STRENGTH
Persistent pursuit in achieving objectives and tasks, the ability to achieve them through discipline, the ability to effectively organize oneself, through duty and effective influence on other people.
SELF-CONFIDENCE AND SOCIALIZING
Faith in their own ability to achieve the objectives, ease in making contacts and the ability to maintain them. Well-being in social situations, openness to others and their needs, patience, understanding, recognition of traditional values.
SELF-CONTROL AND KINDNESS
Undertaking actions, bringing them to completion, ordering, planning, and efficiency. Warm relationships with others, willingness to help, but also maintaining boundaries in interpersonal relationships, which ensures independence and autonomy.

In summary, based on the analysis undertaken, we should conclude that the surveyed students are at an important time in their lives, because in the near future they will be deciding on choosing a life partner and starting their own families. The answer to the question concerning what will their future family be like has a declarative nature and we can assume that the image is idealized. Students with high and low levels of insecurity are not different in their expectations of what their future families should be like. These results are confirmed in clinical studies by Steuden and Borczon, indicating that adolescents differing significantly in their sense of security have similar concepts of their marriages¹⁸.

Research on the image of the generative family among students with different degrees of a sense of security indicates the existence of significant statistical differences between the dissociated groups (low and high sense of security)¹⁹. Despite the various lessons learned from their family home, young people want their own families to be characterized by features that are considered to be conducive to a successful marriage²⁰. Significantly important for interpreting the results obtained may be the fact that the respondents are students of psychology, i.e. persons with and perfecting knowledge of the mature person functioning and building relationships with others.

Kuncewicz²¹ stresses that proper parental attitudes and the relationships in the generative family have an influence on the shaping of attitudes towards their children in their future marriage. A lack of meeting security needs in the family, which according to Maslow comprises a primary psychic need, blocks the normal functioning of the child in a world that is not perceived as friendly, stable, orderly and trustworthy. The analyzed results indicate, however, that the young people coming from families that were not conducive to shaping a sense of security have a wishful self-image of their future family, which exhibits characteristics conducive to the stability of marital relationships and building mature relationships between the participants of family relationships. It also coincides with the image

¹⁸ Cf. S. Steuden, I. Borczon, *Koncepcja małżeństwa własnego i obraz małżeństwa rodziców u młodzieży o różnym poziomie poczucia bezpieczeństwa*, [in:] *Rodzina – rozwój – praca*, ed. T. Rostowska, J. Rostowski, Łódź 2002, p. 37-55.

¹⁹ Cf. J. Iskra, *Obraz rodziny pochodzenia...*, op. cit., p. 215-224.

²⁰ Cf. M. Braun-Gałkowska, *Osobowościowe uwarunkowania powodzenia małżeństwa*, „Roczniki Nauk Społecznych” 1978 vol. VI, p. 155-176; eadem, *Miłość aktywna*, Warszawa 1980, p. 22; eadem, *Psychologiczna analiza systemów rodzinnych osób zadowolonych i niezadowolonych z małżeństwa*, Lublin 1992, p. 20-24; A. Gałkowska, *Percepcja powodzenia małżeństwa rodziców a społeczny obraz siebie ich dorosłych dzieci*, Lublin 1999, p. 66-74.

²¹ Cf. D. Kuncewicz, *Rozwiązywanie konfliktów z partnerem a wzory relacji z rodzicami*, [in:] *Psychospołeczne aspekty życia rodzinnego*, ed. T. Rostowska, A. Peplińska, Warszawa 2010, p. 125-139.

of the future family of those students who have their need for security met. Still, the question remains open as to whether when forming their own families, will students who have not had their security needs met be able to meet their expectations as to what their family should be like? Is the idealized image of the future family only a theoretical value or will gaining knowledge during their studies be applied and helpful in everyday life? Students with a low sense of security do not in fact have such an experience from their generative family, which can help them to build closeness in relationships with others, trusting in each other and giving them a sense of stability in a changing world. These studies are part of the current research on the family and factors that may be considered conducive to the success of marriage and mature family functioning. Also, they provoke further questions and research that will be used to provide support for those preparing for marriage and help those who are experiencing conflicts and family problems.

ANTON LISNIK

KATARÍNA GREŇOVÁ

State family policy as a component of building security family

The mere existence of a solid natural family with a man and a woman entering the fundamental alliance, has inherently the ability to produce so many goods under natural circumstances, that each member of the family is able to survive at a certain level. However, a developing society impact, an impact of globalization and consequences of the society deformation by the post-socialist way of managing the economy, have caused a serious disruption of all naturally institutionalized both internal and external relations in the family. Therefore, on the basis of subsidiarity, but also based on the principal obligation of the State, here comes society entering with its competence to assist and to protect the family. The society has set up a „state family policy“ mechanism, based on which it helps the family fulfill its natural responsibilities and mission and at the same time it helps offset the effects of internal and external destructive forces. One of the family policy objectives thus also becomes a securing of the safe family, which will create optimum conditions for development of children.

Defining the concept of the family

A notion of the family is one of the most frequently used terms in daily lives of individuals and society. Every area of life is somehow associated with this term, while everyone explains the concept of the family his or her own way. There are different views of presenting the matter by theologians, politicians, lawyers and psychologists. In all opinions though, there is a consensus that the family is the essential and the most important structure in society. The very term 'family' is not such an unequivocal concept, as it seems to be at first sight. There are legal, sociological, anthropological, psychological, pedagogical, administrative definitions, or there is a family definition from the perspective of the Church. The term definition is primarily influenced by particular ideology that has been shaping the view of individuals and whole communities on what family really is. The prevailing view on the content of the family concept is being mostly manifested in society in the course of the law and legal standards creation, social policy, as well as in the course of the overall „direction“ of the country in relation to families. In the past, the meaning of the family meant a community of people living under one roof, who farmed together, were liable to one authority, obeyed established rules and formed a single production unit. It is assumed that the concept of the family is etymologically derived from the word genus¹.

The family is considered to be the „essential, primary social group that meets many biological, economic, social and psychological functions in human society. From all social groups it represents a group which is for an individual the most important one, with the most significant formative influence on the formation of all dimensions of his or her personality².

¹ Cf. J. Gabura, *Sociálna práca s rodinou*, Bratislava 2006, p. 5.

² Cf. J. Oravcová, *Systémový prístup k rodine*, [in:] *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa*, ed. J. Šatánek, Banská Bystrica 2005, p. 28.

A. Comte defined the family as a connecting bridge between an individual and society, having referred to its essential role in society. The role of the family in society has been highlighted by pedagogues, psychologists, or sociologists, explaining it from different perspectives. Plato already regarded the family as a basic cell of social life, and a major educational institution. The idea of necessity for taking care of the family as an institution, can be observed in formulations of educators and organizers of social life up to the present days, although structure and social function of families have changed considerably in the course of societal evolution³. The Universal Declaration of Human Rights (UDHR) Article 16 says: „The family is the natural and fundamental group unit of society and is entitled to protection by society and the State“⁴. The United Nations (UN) statistical definition reads under the family „subcategories households consisting of couples or individuals and their children“⁵.

The most general and within Slovakia probably the most frequently used definition of a family says that it is „a group of persons connected by commitment of marriage, blood or adoption, who usually live together, and who proceed within the group following a socially determined and recognized distribution of labour and a socially defined summary of tasks. The family is a small genuine social group whose members are related by intimacy of mutual coexistence, affinities, emotional ties, respect, love, shared household. It is a relatively permanent entity, which is subject to dynamic changes related mainly to the life course of individuals who form it“⁶. K. Minichová defines the family as „coexistence of two or more persons who are linked together with alliance of mutual consent, birth or adoption, habitation, and who jointly take responsibility for the implementation of various combinations of the following duties:

- securing of existential means and care of group members,
- replenishment of new members (birth, adoption, acquisition, etc.)
- socialization of children,
- social control of members,
- production, consumption and distribution of goods and services,
- emotional support“⁷.

Průcha presents the following understanding of a family definition in his Pedagogical dictionary: „A family is the oldest institution of society fulfilling socialization, economic, sexually regulative, reproductive and other functions. It creates certain economic climate, forms interpersonal relations, values and attitudes, foundations of ethics and lifestyle“⁸.

Sociology perceives the family as a two generational or multigenerational social group, where there are kinship connections among its members. It is a community of people with a high degree of solidarity based on mutual relations between the spouses, children, parents, siblings and grandparents, and its core function is a primary socialization of children members by adults. I. Možný describes the family as a relic of classicism that organized nature and society into systematic and logical systems. And at the same time as „... an institutional

³ Cf. M. Oláh et al., *Faktory ovplyvňujúce plnenie rodičovských rolí u špecifických skupín obyvateľstva v Slovenskej republike* - <http://www.prohuman.sk/socialna-praca/factors-influence-of-performance-of-parental-roles-in-specific-population-groups-in-the-slovak-republic> [01.07.2013].

⁴ *Všeobecná deklarácia ľudských práv* - http://www.amnesty.sk/article_files/file/UDHRvSVK.pdf [01.07.2013].

⁵ V. Stanek et al., *Sociálna politika*, Bratislava 2008, p. 236.

⁶ R. Rajnoha, *Rodina a jej súčasné problémy*, [in:] *Sociálna pedagogika, sociálna práca a sociálna andragogika*, ed. A. Tokárová, T. Matulayová, Prešov 2008, p. 390.

⁷ K. Minichová, *Rodina* - http://www2.statpedu.sk/buxus/spu/03_RODINA_PDF/01.U_ebn_texty.pdf [01.07.2013].

⁸ K. Cséfalvaiová, *Zmeny v rodinnom správaní* - <http://kdem.vse.cz/resources/relik10/PDFstudenti/Csefalvaiova.pdf> [01.07.2013].

ensuring of human reproduction, which is legitimate in the society⁹.

Z. Matejček presents an opinion that the family did not come into existence only as a social consequence of natural sexual instinct, yet as a result of the necessity to protect their own descendants, to learn, to educate and to prepare them for their independent lives. According to J. Dunovský, the family is a small original social group, based on the commitment of a man and a woman, on blood relations of parents and children, on sharing of the common household, whose members carry out socially determined and recognized roles arising from this form of cohabitation and on the conclusion of functions that underlie the family existence. J. Prevendárová believes the family is a socially approved form of permanent cohabitation of persons mutually interconnected by marital, blood-related or adoptive commitments, which usually have a strong emotional attachment.

Under the term of family I. Plaňava means a structured entity whose meaning and message is the formation of a secure, stable space which will enable sharing of reproduction and human lives flow.

I. Rican distinguishes the family as a community characteristic by specific symmetrical relationship of parental care and education, on one hand, and its receiving, on the other hand¹⁰. Scheewind defines the family from the view of psychology as „an intimate relationship system, which is characterized by spatio- temporal boundaries. Its members shape their common life within the private space excluding others. This system is permanent in relation to time. Its time frame has been created based on mutual commitment to common goals (which might not be precisely formulated and hereby the less institutionally confirmed). Under these conditions, a mental, especially emotional intimacy of the community is being created¹¹.

Defining the family from perspective of social psychology is based on the perception of the family as a primary cell of social life, which is the natural society where a man and a woman are destined to sacrifice themselves in love and in donation of life. The family is a community in which moral values can be acquired since childhood, where one may begin to honor God and enjoy freedom properly. It is a small primary group based on the alliance of a man and a woman, based on blood relations of parents and children and on the common household, whose members meet socially defined and recognized roles. These roles arise from the mutual coexistence and family functions¹². Janoušek describes the family as „a primary social group, as a basic social unit with a predominance of personal ties, having at the same time a character of a social institution, i.e. it itself has its own laws and is bound by valid laws of society¹³. According to Verešová and Hušvétyová, a family is one of the most important elements affecting the survival and behavior of an individual. The role of a family education is to create conditions for the emotional, mental, character, volitional and cultural development of children¹⁴.

A. Vančurová describes the family from the perspective of society as a private, yet also a public matter. It is an environment in which its members create their privacy and

⁹ J. Šatánek, *Súčasná rodina a jej premeny*, [in:] *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa*, ed. J. Šatánek, Banská Bystrica 2005, p. 91.

¹⁰ Cf. J. Gabura, *Sociálna práca...*, op. cit., p. 5.

¹¹ J. Oravcová, *Systémový prístup...*, op. cit., p. 27.

¹² Cf. M. Harineková, *Psychologické zretele ohrozenia rodiny*, [in:] *Kresťanstvo a psychológia*, ed. M. Strieženec et al., Trnava 2003, p. 221-222.

¹³ *Rodina a škola ako základné výchovné inštitúcie* - www.fedu.uniba.sk/.../RODINA_A_SKOLA_AKO_ZAKLADNE_VYCHOVNE_INSTITUCIE_.ppt [01.09.2013].

¹⁴ Cf. *ibidem*.

individuality and strive for an independent status of the family in relation to their surroundings. At the same time, it has increasingly become also a matter of public interest of the State, which in certain ways enters into lives of families and intervenes by supporting them, by regulating relations among their individual members, and by standing out for better conditions of their proper functioning¹⁵.

Š. Strieženec, as an expert in the field of social work, has characterized the family as the most important social group, which is an economic and social cell of society with various tasks. Its main function is reproduction and education, and child socialization, respectively. Modern family policies consider the family to be „a file of communally living and operating spouses or partners with a child or children, or one parent with a child or children“¹⁶.

For the needs of social policy V. Stanek defines the family as a married couple (a husband and a wife) and their (own or adopted) children with whom they live together in one household. Political definitions of the family are substantial for social policy area. Being influenced mainly by societal „orientation“ of the community, they have a direct impact on how and to which extent the State intervenes into supporting the families. A definition of the family, as used for example by V. Stanek, is considered traditional and is in sociology referred to as a „nuclear“ family, whilst it is the most widely used type in Europe, as well as in Slovakia. Many European countries (among them Slovakia) promote families based on marriage, some other countries (France, Finland, Portugal) support the families regardless of whether they are based on marriage or not. In the Netherlands and in Denmark gay marriages are on equal footing with heterosexual marriages and such couples are also allowed to adopt children¹⁷.

However, in the field of social policy some western countries also recognize a family of additional types, e.g.:

- an extended family – there are grandparents, aunts, uncles, respectively, who live in families in addition to parents and children,
- a single-parent family - there is only one parent in the family,
- a reconstituted family - one of the parents had been previously once married and there are children present from the previous marriage, as well as from the current marriage in the family,
- cohabitation – a family, where unmarried parents live together with their children¹⁸.

We are aware of several family perception approaches, which have been derived exactly from the definition of the family notion content: The Conservative interpretation model sees the family as a basic cell of social life, which should be encouraged by individuals and by the State and if necessary, they shall succumb to it. The patriarchal nuclear family model with a traditional distribution of labour and power is preferred. The model of Collectivist interpretation perceives the family as an institution that has been surviving from the past socio-economic formations. Individuals have gradually diverted from dependence on the family, functions of which are taken over by other specialized social institutions controlled by the State. This will allow individuals to identify themselves with values of the given community, but it will also lead to a gradual family „expropriation“. The Liberal interpretation recognizes the institution of the family as a suitable place for accommodation of essential life requirements and self-realization of an individual. In contrast to the

¹⁵ Cf. A. Vančurová, *Současná a připravovaná opatření rodinné politiky v zemích střední Evropy* - http://www.mpsv.cz/files/clanky/4354/studie_vancurova.pdf [15.09.2013].

¹⁶ K. Csélvaiová, *Zmeny v rodinnom...*, op. cit.

¹⁷ Cf. V. Stanek et al., *Sociálna politika*, op. cit., p. 235.

¹⁸ Cf. K. Csélvaiová, *Zmeny v rodinnom...*, op. cit.

conservative approach, it favours family diversity forms that are unfolded from changing lifestyles, values, interests and habits, leading to a gradual „privatisation” of the family. The Feminist conception understands the traditional patriarchal family model as an institution where women are being enslaved and deprived of equal status to men. The aim of this concept is to achieve gender equality in rights and obligations in regard to the family¹⁹.

The Concept of Family Policy of the Slovak Republic from 2005 states: „A family is a place where life begins, where character is being formed and where values are being adopted. In order to be able to perform its functions toward individual members and community, the family needs a decent environment for accommodating physical, cultural and spiritual values, for achieving stable and quality relationships. The family is relatively autonomous basic social unit with its own dynamics, irreplaceable social functions, internal relations coherence and an own self-regulatory mechanism. The role of a democratic state towards families is creation of legal, economic and institutional conditions so that the families have the scope to exercise their own responsibility“²⁰.

Similarly, The Concept of Family Policy of the Slovak Republic from 2010 expressed its stand towards family from the perspective of state social policy: „A family for its versatility creates continuity from present to future, by resources of its relations and by emotional background it provides an optimal environment for all its members, particularly for raising children. The family is a basic unit of society. In its various forms and manifestations, which vary across countries with different social, cultural and political systems, the family represents the major factor of sustainable social development²¹“.

In Slovakia, the position of society towards marriage and family has been defined by Legislative Act No. 36/2005 from the Collection of Laws regarding the family in its very first articles: „Marriage is a commitment of a man and a woman. Society broadly protects this unique connection and promotes its wellness. A husband and a wife are equal in their rights and duties. The main purpose of marriage is establishing a family and proper upbringing of children. A marriage-based family is the basic cell of society. All forms of families are universally protected whereas parenting as a mission of women and men is valued outstandingly by society. The community does not only provide its shelter to parenting, but also the necessary care, especially by material support of parents and through the assistance at exercising of parental rights and responsibilities“²². Marriage is then defined as „a binding alliance between a man and a woman which is formed on the basis of their voluntary and free choice to enter into marriage after fulfillment of conditions laid down in this Act²²“.

Based on these definitions, we can characterize the family by various common features:

- it is recognized and approved form of coexistence of a man, a woman and their descendants by society,
- it consists of people linked by ties of blood, marriage or adoption,
- its members usually live together in a shared household,
- family members help each other and share tasks associated with running a household, family environment balance functioning and maintaining,
- family members jointly take care of children and perform all basic functions of the

¹⁹ Cf. M. Potůček, *Sociální politika*, Praha 1995, p. 101-102.

²⁰ V. Pilinská, *Demografická charakteristika rodiny na Slovensku* - <http://www.infostat.sk/vdc/pdf/rodina2004.pdf> [15.09.2013].

²¹ *Koncepcia štátnej rodinnej politiky* - <http://www.prerodinu.estranky.sk/clanky/dokumenty-rodinnej-politiky/koncepcia-statnej-rodinnej-politiky> [15.09.2013].

²² *Zákon č. 36/2005 Z. z. o rodine a o zmene a doplnení niektorých zákonov*, § 1.

family²³.

At present, the institute of marriage and family is exposed to pressure to define marriage repeatedly so that its definition would not merely allow for the relationship of a man and a woman, but also of two people of the same gender. The objective of such a proposal is believed to be a removal of an alleged discrimination based on sexual orientation. This requirement calls in question the status of marriage and family, which is in Slovakia under protection of society due to its unique and beneficial contribution that marriage and upon it established family have been bringing to society as a whole. Persons of the same sex, unlike the marital union of persons of the opposite sex, do not have the ability of biological reproduction, from the perspective of a child they are not able to replace the importance of a father and a mother during the upbringing, and hence they do not create a full-valued environment in which it's possible to raise children. Same-sex partnerships, regardless of their sexual orientation, therefore by its very nature can not fulfill the same purpose and functions as marriage.

There can be found diverse definitions of a family in the current Slovak and world literature. They are affected firstly by discipline in which they have been in use, but also by period, culture, religion, political and social attitudes of a particular community to the family, to its values, mission and importance. Apart from the differences, all definitions have one thing in common. They point out to a unique position of the family in society of any kind.

Basic functions of the family

A family based on marriage is the natural realization of human love and therefore it is not an alternative in relation to other forms of cohabitation. A decision of donating oneself to another person, sharing joys and sorrows of everyday life with him or her and a determination to live through whole life with him or her, is a sign of maturity. When spouses become parents, they get into a new situation, acquiring new roles and being expected to fulfill obligations emerging from these roles. „The family is the place where human being receives first and decisive knowledge of truth and good, learns what it means to love and to be loved, and what it specifically means to be a person“ (CA 39). It is essential that families, since they create an integral part of society, fulfill their obligations towards their own members, but also towards society. In an ideal case, there would be complete families prevailing in society with dominating features generating „warmth of home“:

- an atmosphere of love, respect and mutual assistance,
- security and safety - which means indescribable value for all family members, associated with recurrent home return and the need to have some home,
- space for dialogue and compromise,
- reliability and fellowship²⁴.

As impacts of economic, cultural, social and political conditions have changed society, also a family organization, family structure and family functions have been changed alongside. Fulfilling these functions with respect to quantity and quality is affected mainly by social conditions, family structure, economy, politics, culture, time, which reflects hurriedness, rhythm of life, consumption life with all negative consequences, social relationships and attitudes of family members, age structure and family size, educational level

²³ Cf. K. Kulacsová, *Rodina a voľný čas detí*, [in:] *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa*, ed. J. Šatánek, Banská Bystrica 2005, p. 170.

²⁴ Cf. M. Tomová, *Mládež, drogy a rodina* - http://www.pulib.sk/elpub2/FF/Slancova2/pdf_doc/tomova.pdf [15.8.2013].

of parents, interests orientation²⁵.

Although various authors use different decomposition of roles the family should carry out, the most often the following family functions are considered essential:

- Biological and reproductive function.
- Economic and securing function.
- Emotional function.
- Socialization and educational function.

Some authors, for example Z. Tyszka distinguishes as many as ten family functions, which he divided into four main groups:

- biological-psychological function - sexual, family preservation,
- economic-economic material, securing function,
- societal - resulting from the status, legally controllable,
- socio-psychological - socializing, cultural, recreational, emotionally expressive²⁶.

Other authors add the following functions to the basic ones: relaxing and restorative, recreational and domestication and a nursing family function, respectively. In our era of globalized society we have recognized a new function, namely the creation of human capital, which flows out of the family as the family has an irreplaceable position in preparation of an individual for full-valued life in society²⁷.

The biological-reproductive function is considered as the most important function of the family, and although it may be applied also outside the family, only within the family it acquires its full meaning. In encyclical *Mater et magistra* (MM) Pope John XXIII. expressed the essence of this function by these words: „Human life has been handed over through the family, based on single and indissoluble marriage, which for Christians has been lifted to the grade of sacrament. Transmission of human life has been entrusted by Nature to a human act, being personal and responsible, and that - as such – is subject to wise laws of God“ (MM 180).

The biological-reproductive function of families is a condition of generations variations, but especially of their reciprocal cooperation and support. However, this is preceded by requirement for openness of parents to the advent of children, but also by establishing of favourable living conditions and conditions for raising children. We can evaluate the current population development in Slovakia as follows:

1. „Even though the most numerous numbers of population are at their reproductive age, a decline in marriages and fertility (with small annual variations) has been continuing.
2. Despite the fact that there have been less and less marriages, divorces have not diminished, quite the contrary. Although the total number of births has been declining, the number of children born outside marriage has been increasing.

A population reproduction issue and the family functioning do not belong among negligible problems in Western societies. In the first half of the seventies the overall birth rate in western and northern Europe declined from values of around 2.5 children per woman to just over 1.5 children. In the eighties a similar decline took place even in the two largest populations of southern Europe. Italy and Spain continued to fall below 1.5 children per woman²⁸.

²⁵ Cf. J. Šatánek, *Súčasná rodina...*, op. cit., p. 91-100.

²⁶ Cf. M. Rusnáková, *Stav súčasnej slovenskej rodiny v kontexte sociálnej práce a kresťanských spoločností*, [in:] *Quo Vadis sociálna práca slovenská?*, ed. J. Levická, Trnava 2008, p. 107.

²⁷ Cf. K. Csélvaiová, *Zmeny v rodinnom...*, op. cit.

²⁸ I. Možný, *Sociologie rodiny*, Praha 2002, p. 52.

The birth rate in Slovakia has fallen since 1987 below the threshold of a simple reproduction, which represents 2.1 children per woman. In 1992, the number of children per woman settled at 1.96. During the nineties, the total fertility rate fell below the European average and currently the Slovak Republic can be found at the bottom of the European list²⁹.

Still higher relevance is being accredited to the economic and securing function. The family is no more a production unit, though primarily a consumer force acquiring resources for securing its needs from remuneration. In order to be enabled carrying out all of its functions, the family needs to have basic material facilities and adequate income to meet the needs of all its members, which has become due to impact of commercial and economic changes, increasingly challenging. Lack of funding belongs among the most frequently cited problems of many Slovak families³⁰. „The economic transformation of society has delivered quite negative consequences for Slovak families. Many of them have ended up on the verge of poverty due to rising unemployment, rising living costs and other negative effects that have been accompanying the political and economic transformation of society“³¹.

The emotional function has an inimitable place in the family and is manifested mainly on three levels: between spouses, between parents and children and between siblings. „The family is an institute of richer humanity. Though in order to be able to achieve richness of its life and mission, there needs to exist mutual loving openness and common agreement between spouses, as well as principled cooperation of parents in education of children“ (GS 52). Positive emotional relationships between family members are an important precondition for the child's emotionality development. Parents provide love, understanding, appreciation and sense of security to their children. In families where emotionality is missing, emotional deprivation and frustration occur, often leading to disturbances in psychosocial development of children. It has been confirmed in most cases that satisfied and happy parents raise satisfied and happy children³². „The family should provide its members with emotional background necessary for healthy evolution of children and mental stability of adults living within the family. Particularity of the family, as of a very important segment of social microenvironment, lies in the fact that unlike the official educational institutions, it has got at its disposal a unique educational potential - the emotional relationships of children, parents and kinship. Emotionality is necessary for adults, as well as for children, though in a different form“³³.

The socialization and educational function. The optimal development of personality and successful socialization of a child depend on individual care in the family, as the family represents the first and the most important socializing environment. „Parents raise their children through the whole environment, through its atmosphere, behavior, demeanor, through their hierarchy of values, and so on. The content and tasks are also closely related to family education objectives. The educational role in the family is also affected by quality of relationships between spouses“³⁴. It is the family where a child acquires cultural habits and enters social relationships and ties. The child is a subject to change growing into harmonically developed, socially integrated personality, who completes the biological reproduction into social consequences. The child, influenced by features, attitudes, beliefs and behaviours

²⁹ Cf. T. Lenczová, *Súčasná situácia rodiny a podpora rodín na Slovensku*, - <http://www.family-sk.sk/kategorie.php?id=34&clanok=109> [01.07.2013].

³⁰ Cf. J. Šatánek, *Súčasná rodina...*, op. cit., p. 96.

³¹ K. Vanková, *Sociálna a ekonomická núdza a jej dopad na rodinný a spoločenský život*, [in:] *Sociálna a ekonomická núdza – bezpečnosť jedinca a spoločnosti*, ed. M. Hejdiš, A. Kozoň, Bratislava 2009, p. 125.

³² Cf. ibidem, p. 126.

³³ J. Šatánek, *Súčasná rodina...*, op. cit., p. 96.

³⁴ J. Kamenská, *Význam rodinného prostredia a jeho sanácia*, [in:] *V. medzinárodná konferencia doktorandov odborov psychológia a sociálna práca*, ed. M. Popelková, A. Juhásová, M. Pohánka, Nitra 2010, p. 408.

of other family members, shall gain the ability to accomplish social roles³⁵. „The role of the family in relation to society and to an individual is unique and irreplaceable. The family is an institution, „medium“, where a two-way transformation takes place, in direction from intimacy of a singular world of an individual person, crystallizing first social phenomenons, which then enter other, larger and more formal social formations, organizations and systems“³⁶.

The family, which implements all its functions, is characterized by special features:

- a high degree of cohesion and cooperation among all family members,
- emotionally positive relations that make possible giving and receiving of mutual social support,
- open, honest and clear communication among members,
- mutual respect of all family members,
- division of roles, which respects maturity and interests of individual members,
- the dynamics of relationships, which is reflected in gradual changes of roles and attitudes emerging from the development of children,
- a family's ability to overcome conflict situations,
- support of the family in a broader social background³⁷.

There are increasingly higher demands and requirements being placed on families, in particular those arising from social, cultural, economic and commercial changes that have occurred in recent decades, notably under the impact of globalization. All these changes have except of new opportunities also brought new threats and dangers, handling of which requires a functional family, accomplishing its basic, irreplaceable roles. Only then will families happen to bring up morally and particularly humanly shaped individuals who through values obtained in the family, will be able to influence the society which they are part of.

Recent decades have also brought about many changes in the perception of the family nature. These are mainly:

1. democratization of family relationships - i.e. a slow conversion of traditional, patriarchal family relations to modern relationships, which are equal in terms of sexual, as well as generational. Although expectations and behaviour in marriage are associated with a previous experience of an individual's own family, change in traditional family relationships, whose foundations were built mostly on the authority of a man are being transformed into those characterized with equality of all family members.

2. individualization of family relationships - i.e. a gradual transition from relations preferentially determined by origin of a man to relations being predominantly shaped by free choice of an individual, based on joint discussion. The family has been moving from relations determined by origin of marriage to freely chosen relationships.

3. dynamization of family - which thus becomes more open, more accessible to changes that development of society delivers, as well as to changes in individual human development. Today, however, young people live their lives under tremendous pressure. On the one hand, they want to be good parents and spouses, on the other hand, they want to win recognition among growing competition in workplace, causing a conflict that threatens their coexistence.

4. pluralization of family forms and structures - which builds on previous processes and means figuration of a still wider and more complicated variety of family relationships and formation of a greater number of family structures that follow their own patterns of behaviour. The entire family is becoming less represented. Long-term trends suggest that we probably

³⁵ Cf. *ibidem*.

³⁶ M. Sumec, *Rodina – škola solidarity v službe chudobným*, [in:] *Sociálne poslanstvo Jána Pavla II. pre dnešný svet II*, ed. P. Budaj, M. Čevan, M. Špánik, Poprad 2009, p. 250.

³⁷ Cf. M. Rusnáková, *Stav súčasnej slovenskej rodiny...*, op. cit., p. 107.

live in a transitional period of converting from traditional forms of the family to the present family, the so called modern (also referred to as post-divorce with a post-marital period in which even an official marital union becomes pointless).

There is a contradiction in the fact that on one side, a partnership today is being privatised and is strictly personal, yet on the other side, parenthood, education, socialization are being institutionalized and have become a matter of public³⁸.

We can deservedly call the present era a period of a „family schizophrenia.“ Individuals and society as a whole expect the family to continue existing as a basic cell of society, delivering its functions. Families, however, are under constant pressure from various angles of social life, especially from the media, whereas the dignity and value of family life are regarded as a relic, and accordingly at their expense the material security of families has been increasingly gaining in prominence. Many families move away from „traditional“ method of operation, referring to the right of an individual to control the form of cohabitation or education of children. On the other hand, they expect an increased assistance of the State, especially as far as finances are concerned, even though it is likely that passive expectations of assistance originate in the past, when the socialist regime „had taken care“ of a man from birth until death. It is necessary to find a „middle way“ between obligations and rights of the family and of the State, which requires efforts of all sides involved.

Family as a part of society

„The family is a foundation of society. Different generations meet here helping each other acquire a fuller wisdom, as well as to harmonize personal rights with other requirements of social life. That is exactly why everyone who influences communities and social groups, should effectively contribute to the advancement of marriage and family. Civil power should regard as a sacred duty to recognize, protect and promote their true nature, to supervise over public morality and to facilitate the family well-being“(GS 54).

Humans are by their nature social beings and they find their fulfillment only in interactions with others. Social relationship of a man to others is based mainly on two spiritual energies: on inclination to imitate and on love. This makes them capable of acting in the spirit of social activities, such as charity, fidelity, truthfulness, fairness and obedience. A society in which an individual exists, does exist only in relation to him or her – it does not exist for itself. The individual as a human being reaches its maturity only in a social context with others, nevertheless, the objective and the bearer of human society is he himself or she herself - as a social being. A man, as well as society stand under the authority of the moral law, which they are obliged to respect.

A community, which considers human persons with their dignities to be its own groundwork, is obliged to create conditions for respecting and protecting the rights of every individual. Human rights and duties will develop into the full meaning in society, only if they are based on common reciprocity and fraternity heading towards justice and solidarity. Activities of the State and of other public authorities must be guided by principle of subsidiarity and must create favourable conditions for free exercising of economic activity. They must also be inspired by principle of solidarity and create bordering autonomies of the individual components of community to protect the weakest one.

From perspective of the Church, the State is perceived as a public authority whose

³⁸ Cf. J. Šatánek, *Súčasná rodina...*, op. cit., p. 95.

objective is the common good of whole society³⁹. The primary task of such identified State is to support families, which form the bedrock of any society or country. The family which is aware of its mission and fulfilling its basic functions by its importance and special recognition which arises from human nature, precedes the mission of the society. This family priority is required to be supported by government in its efforts to maintain its identity and at the same time to get protection against external influences adversely affecting its development. Families promotion and protection are carried out by such legislative and political activities of public authority which respect, recognize, encourage, appreciate and protect family values and seek to its natural development. „The State is not an ordinary guardian of law and order, but must contribute in the way that ‘by sets of laws and policy provisions it organizes and manages its matters so that it would naturally lead to public and private prosperity.’ It is true indeed that the right to freedom of action must be retained to families and individuals, but not to the disadvantage of the common good and not to the detriment of persons“(QA 25).

Already in encyclical *Rerum Novarum* Pope Leo XIII. pointed to the eligibility of the family priority from society along with the necessity of helping families exercise their rights and duties. However, there is a presumption that individuals and families have responsible attitudes and engage in an active participation in social and political life, since families are not only an object but also a subject of policy, especially of a social policy. In the Encyclical the Pope also expressed his view on the right of the State to intervene into the lives of families and on the „bearable“ level of this interference. These words are still relevant even and especially in today's globalized society: „It is thus a huge and fatal mistake to want the State to arbitrarily intervene in a family shrine. Certainly, if by coincidence a family happened to be in such serious difficulties that they could not manage to help themselves out, in such difficult circumstances, a public authority intervention would be legitimate. As a matter of fact, each family is a part of the social organism. Similarly, in case of serious disorders in mutual relations between family members, let the State intervene and give everyone what they deserve. This is not an usurpation of citizens rights, but their security and protection in the spirit of fair justice. Here, however, the state must stop; Nature does not allow it to carry on beyond this point“ (RN 11).

Social policies, and within their framework family policies, are tools which are used by governments in order to participate in solving of life and social situations of individuals and families, and also in order to perform their obligations towards members of society.

It is difficult to define the family policy because there is no single exact definition. The definition drafting is based on the scope of existing public policies in relation to families. Not every country has explicitly formulated the family policy with clear objectives. However, if these targets exist, they will be mostly formulated in relation to the following four areas:

1. The demographics - the highest attention is devoted to the promotion of higher birth rate.
2. The social objectives - focus is on the issues of redistribution.
3. The economic objectives - focussed on employment, especially for women.
4. The civil rights area - efforts to create conditions for gender equality in diverse spheres of societal life⁴⁰.

In broader perspective, the family policy can be understood as a subsystem of the social policy, aimed at supporting the implementation of families functions, especially

³⁹ Cf. P. Mazur, *Współczesna rodzina chrześcijańska jako „Kościół domowy”*, [in:] *Krestanstvo, náboženstvá a spoločenská kohézia*, ed. D. Hanesová, Banská Bystrica 2008, p. 286-293.

⁴⁰ Cf. B. Bodnárová et al., *Východiská a výzvy pre vypracovanie štátnej rodinnej politiky*, Bratislava 2010, p. 5.

of educational and socialization, which in order to implement its own measures requires collaboration of several areas of the social policy, educational system, health service, law⁴¹. A definition of the family policy has resulted out of necessity to cooperate on the interdisciplinary basis. It is known as „a system of general rules, measures and instruments, which are managed by the State approving directly or indirectly an extraordinary importance of the family for the development of each person in society and expressing its support to the family“⁴².

Because the mission of the family policy is a comprehensive family support in all key areas of social life (labour market, social protection, education, housing, public services, etc.), there exists a multidimensional form of the family policy, it requires a close collaboration with other institutions which are involved in their implementation. Its purpose is to plan, promote and coordinate the implementation of various policies so that they could reflect the unified perspective of a single family and its members. The greatest responsibility for the implementation of such a family policy lies upon the State, which is the main guarantee in policies of social security, education and health care. Other entities involved in the family policy implementation are: political parties, social partners, employers, municipalities or civic associations. Their contribution is in the first place in the provision of public and social services, which are irreplaceable⁴³.

The family, and especially the family with children who are unprovided for, belongs to main actors of the social policy in developed countries, because it traditionally takes care of their loved ones who are in need of special treatment. We see the family as the object of social policy in a social security subsystem, whereabouts it is the beneficiary of personalized support at approved social events by government. The subject of social policy is the family within intentions of the state family policy with a goal to achieve an economic independence of families, stability, social quality of marital and parental relationships, as well as to create optimal conditions for self-reproduction of society.

If we want to generate a meaningful family policy, the family will necessarily need to remain the basic cell of the state and society, even in the post-modern society, which will not be then an archaic model, once the social policy has been fulfilling its mission⁴⁴.

Such a family policy must respect freedom and responsibility offering the option of self-determination, and at the same time also the right of every family member to develop their personality according to their own projections and anticipations. Respect for freedom requires responsibility of individual family members against each other and towards others, particularly towards those who are not able to secure their existence on their own. A fundamental value, that should be obeyed by the family policy, is the principle of equality, which has to be understood in the sense of equality of all family members in their dignity, rights, freedom and responsibility, in respecting of law norms preferentially related to the family and in access to families that represent a diverse entity. Another important value of the family policy is solidarity which can be viewed in two ways:

An intraspecific solidarity is the basis of internal organization and operating of families, established on responsibility of all family members toward each other and toward other members. Its function is to monitor the social self-sufficiency of families in accommodating

⁴¹ Cf. P. Jusko, *Základy sociálnej politiky*, Banská Bystrica 2002, p. 46.

⁴² *Ibidem*.

⁴³ Cf. *Tvorba podkladov k vzdelávaniu, službám a starostlivosti o rodinu* - <http://www.apex.sk/Rodina%20a%20pr%C3%A1ca/Aplik%C3%A1cia/Metodika/1.3.5/Uvod/Default.html>, [01.07.2013].

⁴⁴ Cf. P. Jusko, *Základy sociálnej...*, op. cit., p. 30-45.

of all their life requirements. This kind of solidarity is independent from the official redistributive policy of the State.

Solidarity based on income inequality reacts to different income positions of families. For the families that are at risk due to low incomes which had fallen below the minimum income level, there is an assistance provided under specified conditions by the State. A phenomenon of social justice plays a significant role in the family policy. This means that discrepancies which mainly exist in income and life opportunities between particular types of families and between the particular families, will not exceed a certain threshold and will be perceived by society as acceptable, useful and justified. Fulfilling social justice in the family policy is interpreted mainly in terms of ensuring equal opportunities that means to solve predominantly problems of those families where there is uncertainty in application of their members in the labour market and where there are unacceptable differences in the situation of a man and a woman, as well as inadequate contrasts in conditions to access education, especially for children coming from a disadvantaged environment⁴⁵.

There has been some development of family policies in western European countries in recent decades. These family policies thereby offer a variety of supportive measures heading towards raising living standards of families, which does not necessarily mean also the balancing of family relationships. On the contrary indeed, the more we emphasize the public support for families only in material terms simultaneously without strengthening family values and responsibilities of all family members in relation to themselves and society, the sooner destabilization and jeopardy of the family institution occur⁴⁶.

Slovak family today

A market economy emerging forward following social changes that have been happening since 1989, does not ensure by its own course democratic and human development in society. Reversely, it has been deepening structural and status contrasts among individuals. Basic principles of the market are at variance with principles of the social policy. It is therefore necessary to adopt socially oriented laws that will regulate social events, will ensure maintaining social balance and will help solve social problems of individuals or entire social groups. At the same time, it is inevitable to establish a system of „social security“ for groups who have found themselves in unfavourable living and social conditions, while social security must be seen as an expression of solidarity and mutual coherence of individual members and social groups, which is also reflected in the social security system and social policy⁴⁷.

The official state approach to marriage and family in Slovakia is anchored in the highest law of the country - the Constitution of the Slovak Republic, where the following is emphasized:

- „Marriage, parenthood and family are protected by law. A special protection is guaranteed to children and adolescents.
- A particular attention, a guardianship in employment relationships and appropriate working conditions are guaranteed to a pregnant woman.
- Children born in marriage as well as children born out of marriage have the same rights.
- Childcare and education of children are the rights of parents; the children are entitled

⁴⁵ Cf. *Současná a připravovaná opatření rodinné politiky v zemích střední Evropy* - http://www.mpsv.cz/files/clanky/4354/studie_vancurova.pdf [21.09.2013].

⁴⁶ Cf. T. Lenczová, *Súčasná situácia rodiny...*, op. cit.

⁴⁷ Cf. Š. Strieženeč, *Náčrt problematiky sociálnej politiky*, Bratislava 1993, p. 20-26.

to parental nurture and care. The parental rights may be limited and juvenile children may be separated from their parents against the parents' will only by legal court decision based on the law.

- Parents who take care of their children are entitled to assistance from the State⁴⁸.

Besides the Constitution of the Slovak Republic an essential legal document related to family is the Legislative Act No. 36/2005 from Collection of Laws on a family and on amendments to certain laws, which defines basic principles of marriage, relationships within the family (parental rights and responsibilities are also an important part of it), child support, a substitutional care framework, parenthood verification and adoption⁴⁹.

It is now believed that the family policy will help sort out the problems that the society did not have to face to before 1989, such as shrinking family size, postponing decisions to establish families to older age and with that respect issues of reconciliation of professional and private lives, reduced numbers of births and vice versa prolongation of life, as well as pressure to promote new forms of family life⁵⁰. During the existence of the Czechoslovak Federative Republic in October 1990, the Scenario of social reform was proposed to the Federal Assembly of the state. It defined basic objectives of the family policy of that period as follows: „The state is going to leave the population viewpoint in the family policy, and instead, it is going to highlight support to elementary social and cultural functions of a family, as well as to demands of its members at all stages of a life cycle“⁵¹. Following the social and economic changes associated with the establishment of the independent Slovak Republic, the first concept of family policy occurred in 1996, when the government of the Slovak Republic adopted Resolution No. 389 on June 4th, 1996 known as the Conception of the state family policy⁵², which was a part of an overall process of the social system transformation, and which contained the basic principles respecting fundamental systemic changes in the perception of a family position in conditions of democratic Slovakia:

1. „The family is in terms of personal development of every human a primary entity. Alternative solutions for infant children in the event of failure of the family, unless they have a family form, cannot be accepted as an equivalent family environment; this also applies in case of replacement forms of custody for adult family members who have found themselves in a social isolation, particularly in relation to unfavourable health conditions or old age.

2. Families' own responsibility for their lives and their future is an expression of momentous human need to mature along with activity and responsibility. Respecting the responsibility for the family itself justifies the application of the subsidiarity principle in the state family policy, consisting in non-interference of higher levels to the execution of the lower levels functions, which contributes to their activation.

3. The State provides legal protection and moral support to marriage and parenthood, because the quality and stability of these two fundamental family relationships crucially affect the mental development of children and their life perspective, its measures focuses on the family as an institution while respecting the rights and the specific needs of its members.

4. An authentic function of a democratic state towards families is to create legal, economic and institutional conditions and space to exercise their own responsibility. A degree of State intervention in families is subject to social consensus.

⁴⁸ *Zákon č. 460/1992 Zb. Ústava Slovenskej republiky. čl. 41.*

⁴⁹ *Cf. Zákon č. 36/2005 Z. z. o rodine.*

⁵⁰ *Cf. B. Bodnárová a kol. Východiská a výzvy..., op. cit., p. 5.*

⁵¹ *H. Woleková, Štátna sociálna podpora, [in:] Sociálna politika na Slovensku, ed. I. Radičová, Bratislava 1998, p. 49.*

⁵² *Cf. Uznesenie vlády SR 389/1996 - http://www.vlada.gov.sk/uznesenia/1999/0616/uz_0500_1999.html [21.09.2013].*

5. Activities of the State in favour of exercising the functions of families by supporting its relative economic independence, stability and quality of relationships inside the family has a cross-sectional nature, which implies the necessity of all relevant government departments policies targeting to help the families, as well as the need to coordinate them. The State supports services development for the benefit of the family so that it is capable of fulfilling its functions.

6. The government systematically monitors and analyzes economic, demographic and value aspects of the families behaviour by research of these aspects. If necessary, on the ground of societal consensus, it approves correcting, supplementing or amending measures of its actions towards families. The State periodically updates projection of population in Slovakia within the medium and long-term outlook.

7. A noteworthy role in ensuring the welfare of families belongs to a municipal family policy, taking into account the specific conditions of individual municipalities, particularly in terms of housing, family services, and creating conditions for an active enjoyment of leisure time.

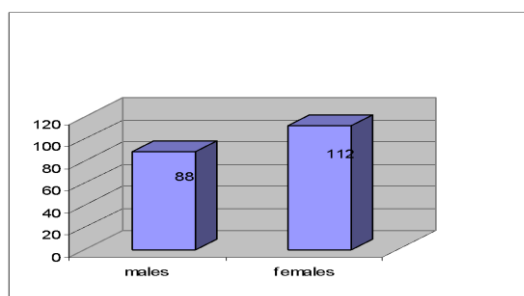
8. Also the involvement of religious, cultural institutions and other interest and civic associations and foundations have been contributing to the implementation of family support by means of spiritual-formative, cultural and social activities⁵³.

Research

Early in 2012 we conducted research aimed to find out the views of respondents on the issue of family policy, through which the State assists the community members at a number of officially recognized situations. State financial, as well as non-financial aid is needed predominantly in relation to families with children as it helps them fulfil their core mission and functions. In certain life and social situations the state assistance means the only way to ensure optimal living conditions for the upbringing and development of children. In the research, we used the exploration method by means of an anonymous questionnaire which consisted of 17 closed, semi-open and open questions.

There were 200 adult respondents participating in the research from Poprad and Levoča districts. They were of both genders, of different ages, level of education, place of residence and marital status. 88 of them were male participants which represents 44 % of the total volume and 112 of them were female participants, which represents 56 % of all respondents.

Graph 1. Sample by gender



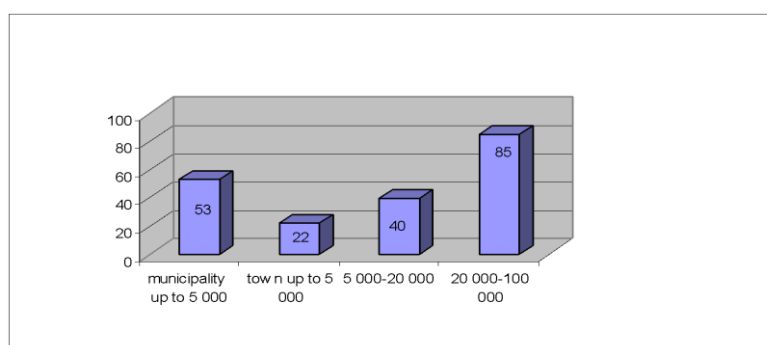
⁵³ Cf. *Správa o stave rodiny v SR* - <http://www.apex.sk/Opatrovate%C4%BE%20a%20soci%C3%A1lny%20asistent/Prirucka4/4K5/Default.html> [21.09.2012].

Source: own processing.

A greater number of women participating in the research exemplifies both their greater willingness to engage in various researches, and it simultaneously indicates also a positive femininity, which has been manifested in Slovakia in recent decades. In 1970, there lived 4,537,290 inhabitants in the country, of whom 50,60 % were women and 49,40 % were men. Results of the population and housing census in 2011 have shown that Slovakia has 5,397,036 inhabitants, of whom 2,769,264 are women. The proportion of female population accounted for 51,30 %. 1,054 women correspond to 1,000 men. At the regional level, in all of the regions there is a dominance of women over men, most significantly in the Bratislava region, where the proportion of women was 52,60 %. Conversely, the least number of women 50,70 % live in the Prešov self-governing region which also has the lowest index of femininity, when 1,034 women account for 1,000 men⁵⁴.

A structure of the research group based on a place of residence was as follows: most of them - 85 respondents, i.e. 42,50 % of the total volume, lived in a town with a population from 20,000 to 100,000 inhabitants. The second largest group of respondents lived in communities with a population of up to 5,000 inhabitants - 53 respondents, i.e. 26,50 % of the total volume. 40 respondents, which is 20 %, lived in a smaller city populated from 5,000 to 20,000 inhabitants. 22 respondents lived in a town of up to 5,000 inhabitants which accounted for 11 % of the total volume.

Graph 2 Sample by place of residence



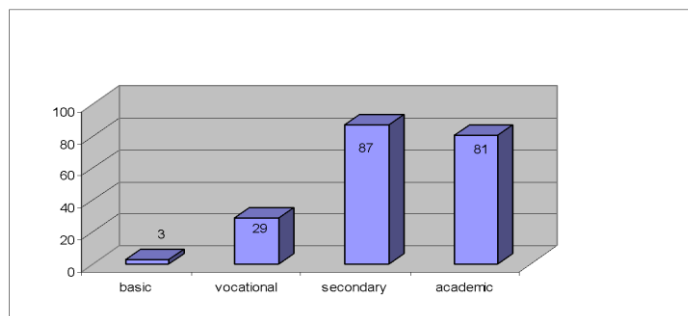
Source: own processing.

The fact that most of the respondents happened to live in a big city was because mainly residents from Poprad and Levoča districts had been asked to get involved in the research. District of Poprad is with its area the largest district of the Prešov self-governing region, spreading at 1,112 km². It has three cities – Poprad, Svit, High Tatras and 19 municipalities. District of Levoča consists of 33 municipalities, of which two are cities - Levoča and Spišské Podhradie. 43 % of the district's population live in villages. A municipality with the largest population is Spišský Štvrtok (2,273 inhabitants), the one with the smallest population is Harakovce (70 inhabitants)⁵⁵.

Graph 3. Sample by educational attainment

⁵⁴ Cf. *Štruktúra obyvateľstva Slovenska podľa pohlavia a veku* - <http://slovensko.infoweb.sk/obyvateľstvo/struktura-pohlavie-vek> [21.09.2012].

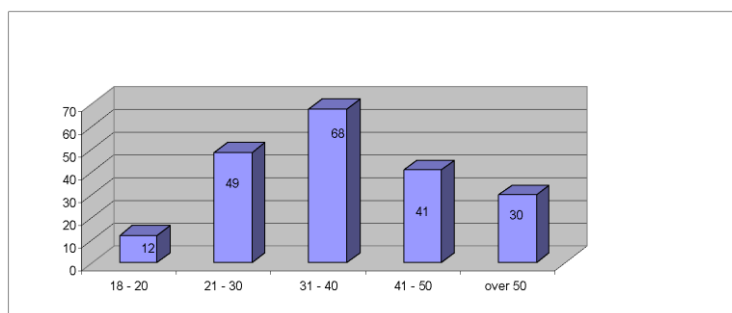
⁵⁵ Cf. *Stromový zoznam obcí v SR* - <http://portal.gov.sk/Portal/sk/Default.aspx?CatID=104&parent=706> [21.09.2012].



Source: own processing

A structure of a sample based on the educational attainment was as follows: 43,50 % of a total volume had secondary education, 40,50 % academic education, 14,50 % of all respondents had vocational education and 1,50 % of them claimed to have basic education.

Graph 4. Sample by age

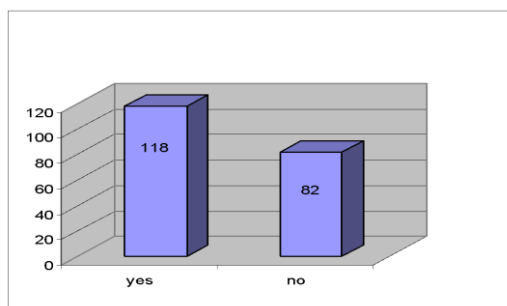


Source: own processing.

Based on respondents' age a research file was composed as follows: most of respondents – 68, i.e. 34 % of all participants, were aged 31 to 40 years. 49 respondents, i.e. 24,50 % of the total number were aged 21 to 30 years. There were 41 respondents in the age group of 41 to 50 years, accounting for 20,50 % of the total number. 29 respondents, which corresponds with 14,50 %, were older than 50. The least number of respondents – 13, were aged 18 to 20 years and accounted for 6,50 % of the total volume. In 2011, there were 103,914 inhabitants in the district of Poprad, of which 16,728, i.e. 16.1 % were aged 31 to 40 years. There were 16,995 inhabitants in the age group of 21 to 30 years, which accounts for 16.35% of the total number of respondents, 13 830 inhabitants belonged to the age group of 41 to 50 years which represents 13,30 % of all residents. In the age group of 50 to 65 years (we assumed that older respondents had not participated in the research) there were 20,632 inhabitants, which represents 19,8 5 % of the total volume of residents, and in the age group of 15 to 19 years there were 6,929 residents, which accounts for 6,70 %. In 2011, there lived 33,262 inhabitants in the district of Levoča, of which 5,093, i.e. 15,30 % of the total volume were in the age group of 31 to 40 years. In the age group of 21 to 30 years there were 5,509 inhabitants, which was only 16,6 % of the total amount, while in the age group of 41 to 50 years there was even lower figure - 4,331 inhabitants, i.e. 13,00 %. 5,857 inhabitants, which accounts for 17,60 %, were aged 50 to 65 years. There were 2,596 inhabitants in the age

group of 15 to 19 years. This figure accounts for 7,80 % of all residents⁵⁶.

Graph 5. Sample by presence of children in the family



Source: own processing.

A composition of the research group, depending on whether the respondents have children or not: 118 respondents, who constituted 59 % of total volume, reported to have children. In contrast, 82 respondents were childless and accounted for 41 % of all respondents.

Although there was a majority of respondents with children in the research group, in the last decade we have seen declining fertility rates in all developed countries of Europe. Not a single member state (of the EU) has approached any near what is believed to be a marginal point necessary in order to restore the population, although France and Ireland have not been too far. The United States fertility rate almost reaches that level, whilst the average fertility rate in the European Union remains one quarter lower⁵⁷. „Demographic trends in the Slovak Republic in the nineties were characterized by gradual decrease in the birth rate and fertility rate along with stagnant population mortality. The resulting effect has been the cut-back in growth of population. An expected secondary demographic wave, which should have caused an increased reproduction in relation to growth in the number of young people born in the seventies, has not arrived. Due to a decline of women’s fertility, by every year the number of births has been dropping”⁵⁸.

In the research, we focused on the following areas:

1. To determine what the level of public awareness is regarding the issue of relationship between the State and the family, especially concerning duties of the State that arise out of this relationship.
2. To find out what the public interest in the area of the family policy is.
3. To identify a link between education and the public opinion on the role of the State in the family policy and a degree of support that the State should address to families.
4. To establish a link between age and public knowledge about State duties towards families that emerge from its status of a public authority.
5. To determine whether respondents with children show higher interest in the family policy than respondents without children.

At the commencement of the research we investigated the knowledge of respondents

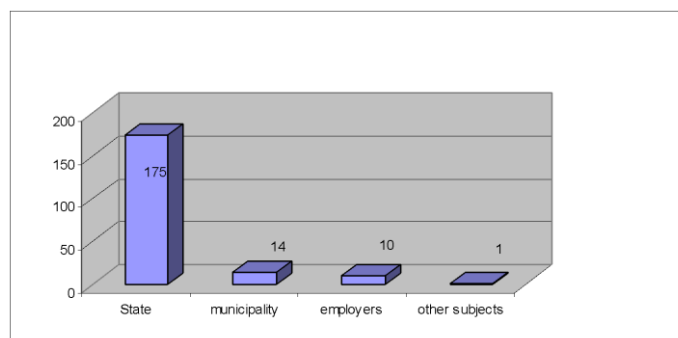
⁵⁶ Cf. *Trvalo bývajúce obyvateľstvo v okresoch SR podľa veku a pohlavia* - <http://portal.statistics.sk/files/oktab-3.pdf> [21.09.2012].

⁵⁷ Cf. *Úloha rodinnej politiky v procese demografických zmien v záujme podpory výmeny osvedčených postupov medzi členskými štátmi* - <http://eur-lex.europa.eu/JOHtml.do?uri=OJ:C:2011:218:SOM:SK:HTML> [21.09.2012].

⁵⁸ *Vývoj základných demografických ukazovateľov* - http://enviroportal.sk/indikatory/detail.php?kategoria=1&id_indikator=451 [21.10.2012].

on the family policy, as well as their views on providing support to families by the State and by other institutions. The priority was to find out the respondents' opinions in terms of which institution they regard as the most important entity in providing support to the families. Responses showed that as many as 87,50 % of them considered the State to be the most important entity in providing support to the families. 7 % of the respondents considered municipalities as the most important entity, 5 % of them chose employers as a priority subject in supporting the families. One respondent expressed an opinion that there was also another authority to step in to promote the families, The Church.

Graph 6. Respondents' answers to the question:
In your opinion, which of the following entities should be preferably supporting families?



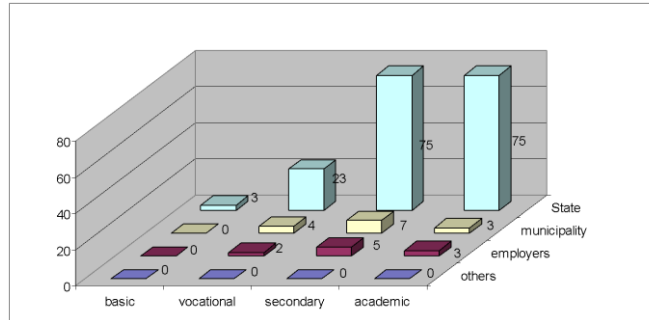
Source: own processing.

The results clearly showed that the majority of the respondents expect the largest support for families from the State. The family support belongs among the most important functions and duties of the State. It's based on the Constitution and the Concept of the Family Policy, which identified these strategic objectives:

- achievement of a relative economic independence of families as the ground of their civic autonomy and the responsibility application and choice of their own future,
- ensuring success of families in the implementation of its functions,
- promoting stability and the social quality of marital and parental relationships under terms of equality and common sharing of family roles,
- creation of optimal conditions for the self-reproduction of society⁵⁹.

Graph 7. Respondents' answers to the question:
*In your opinion, which of the following entities should be preferably supporting families?
Depending on education.*

⁵⁹ Cf. E. Jurášová, *Vývoj základných demografických ukazovateľov -*
http://enviroportal.sk/indikatory/detail.php?kategoria=1&id_indikator=451 [21.10.2012].

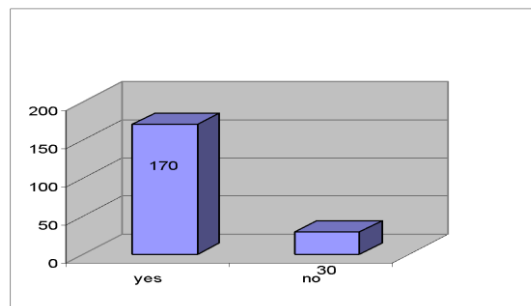


Source: own processing.

Changes in a social policy of the country, as well as transfers of powers from the State to local governments in recent years have also transferred changes in a family policy and responsibility for the family support, when a part of the powers have been taken over by municipalities. A comparison of the views of respondents and level of education did not show large alterations in determining the subject which ought to support families preferentially - the majority of the respondents without distinction of education specified the State for such entity. However, some of the respondents, especially with higher than primary education, suggested municipalities, eventually employers as the authorities in charge.

We examined respondents' views on the issue of the State's shared responsibility to create favourable conditions to enable families carrying their very own functions.

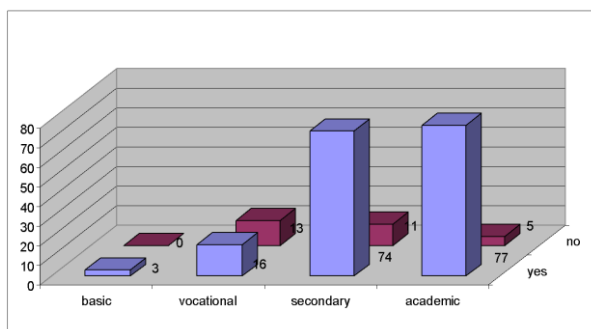
Graph 8. Respondents' answers to the question:
In your opinion, is the State jointly accountable for creation of favourable conditions for the implementation of the basic family functions?



Source: own processing.

As many as 85 % of the respondents were convinced of the State's shared responsibility for creation of appropriate family-friendly conditions. The remaining 15 % of respondents answered in the negative, and hence they do not consider the State to be co-responsible for creating the conditions for the optimal functioning of the families. Even from these responses, can be concluded a clear expectation of support to the families by the State. Although the main accountability for its proper functioning and performance of its irredeemable functions lies upon the family itself, the public believes that in doing so, it needs the assistance of the State, too. The State creates (is obliged to create) the suitable family-friendly conditions by legislative measures and the financial support in particular.

Graph 9. Respondents' answers to the question:
*In your opinion, is the State jointly accountable for creation of favorable conditions
 for the implementation of the basic family functions?*
 Depending on education.

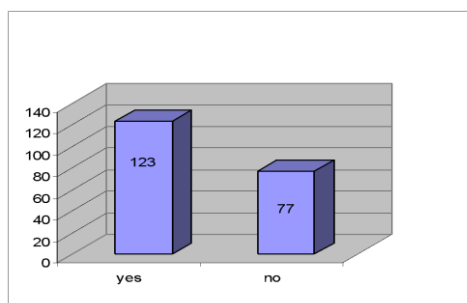


Source: own processing.

All respondents with primary education claimed that the State had a shared responsibility for creation of favorable conditions for functioning of the families. The results were almost the same for both options in the group of respondents with vocational education. 16 respondents, i.e. 55 % of the total number, also regarded the State as jointly responsible for the development of appropriate family-friendly conditions. Yet, as many as 13 respondents, who comprised 45 % of all the respondents with vocational education, answered in the negative, what seems to us quite a high number. This ratio changed again while addressing the question to respondents with secondary education, where 76 respondents, i.e. 87 %, answered the question in the affirmative and fewer respondents, 11 of them, accounting for 22 %, answered in the negative. There was even greater gap in the responses while addressing the question to respondents with academic education, where as many as 77 of them, accounting for 95 % of the total number, responded positively and only 4 respondents, i.e. 5 %, answered in the negative. Considering these responses, we can see the most visible contrast between positive and negative answers which means that academically educated respondents are aware of the influence and responsibility of the State as public authority to create such conditions in society which will facilitate the optimum functioning of the families.

We examined the respondents' interest in the area of a family policy, and on that account, whether their interest has been affected by the fact they are childless or they have children.

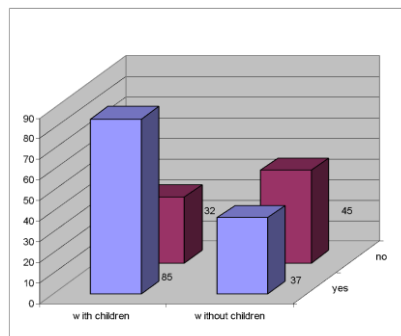
Graph 10. Respondents' answers to the question:
*Are you interested in a family policy, by means of which the State fulfills
 its obligations to families?*



Source: own processing.

Because by means of family policy, the State fulfills its obligations particularly in relation to families with children, another part of the research investigated a genuine interest of respondents with children in family policies. Up to 61,50 % of all respondents admitted to be interested in the family policy. In contrast, 38,50 % of the surveyed respondents were not interested in the policy. A high percentage of positive responses suggests that the public is interested in this issue, realizing that the family policy constitutes an important part of a state social policy.

Graph 11. Respondents' answers to the question:
Are you interested in a family policy, by means of which the State fulfills its obligations to families?
 Depending on the presence of children in the family.



Source: own processing.

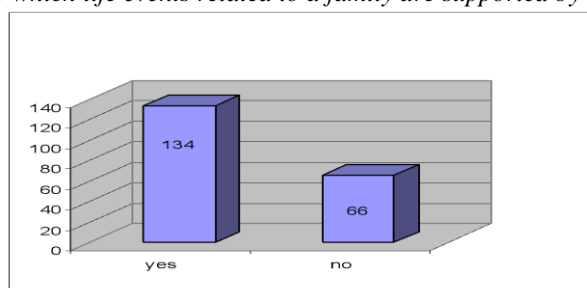
As the family policy is above all focused on supporting families with children, we were interested in respondents' answers regarding this issue, depending on whether the respondent came from a family with or without children. Out of 200 respondents 118 had children, i.e. 59 % of the total number. 73 % of them answered in the affirmative, having expressed their interest in the family policy. Conversely, only 27 % of the respondents with children, did not show any priority in the family policy. There were 41 % of respondents without children in the examined sample. Only 37 of them were interested in the family policy, which represents 45 % of all respondents. 45 respondents, accounting for 55 % of all respondents without children, acknowledged that they were not interested in any family policy. From these answers it is obvious that the families with children are more interested in the family policy, through which the State fulfills its duties towards the families, which after all is a genuine outcome in respect of the subject matter of the family policy, that principally is to support families with children. Despite the results of our research, where the majority of respondents had children, it is essential to realize that our society has also been undergoing demographic changes, and therefore the state family policy must address the following issues:

- the population is ageing, and this process will continue;
- a post-productive part of the population will place increasing demands on a social sphere;
- it is necessary to influence social consciousness in order to perceive the value of a child through its own future, as the meaning of life, to create an atmosphere of respect for marriage and parenthood - in contrast to the offered consumer way of life⁶⁰.

⁶⁰ Cf. *Demografia, vzdelanie a životná úroveň* - http://www.sazp.sk/slovak/periodika/sprava/rio10/sk_html/demograf/demograf/index.html [21.10.2012].

We examined the knowledge and information of the respondents on self-reported life events recognized by the State in which the State supports families through the provision of state social assistance benefits. 67 % of the respondents knew which life events were being supported by the State in the form of contributions. 33 % of the respondents could not answer this question. The respondents who had answered 'yes', were asked in the next question to name at least some of the life events. The most frequently reported life events were: a birth of a child, eventually maternity, a death in a family. The respondents reported less frequently a substitute child care, which the State also encourages by contributions. Some respondents wrote specific contributions of social support. Most often answers were child benefits, parental benefits, a funeral allowance. A high percentage of positive responses, together with the correctly specified life events, where the State supports families, point out that the public is genuinely interested in this area and at the same time it considers it to be an important part of the relationship between the State and the families.

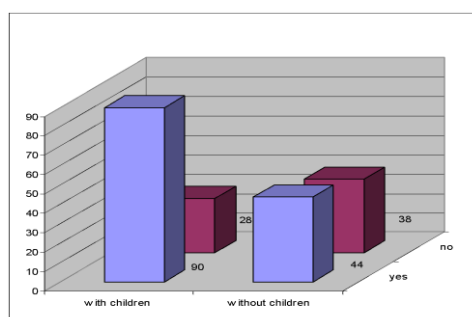
Graph 12. Respondents' answers to the question:
Do you know which life events related to a family are supported by state funding?



Source: own processing.

We wondered whether the respondents had been influenced by the presence of children in their families while answering.

Graph 13. Respondents' answers to the question:
Do you know which life events related to a family are supported by state funding?



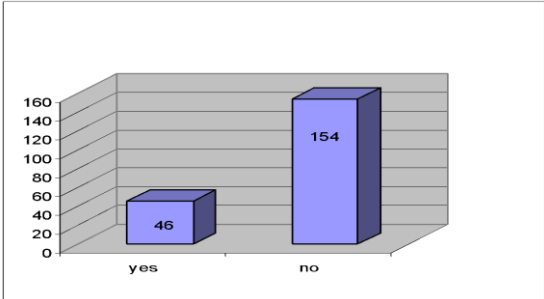
Source: own processing.

There were 118 respondents with children in the examined file. Out of them 76,30 % were able to answer on which life events related to a family life were supported by state financial contributions. In contrast, 23,70 % of all respondents with children were unable to answer the question. There was a different situation with childless respondents though. Out of 82 respondents, 53,60 % answered in the affirmative. Conversely, 46,40 % of the total number

of respondents without children were unable to answer the question. When comparing the responses according to whether the respondents were with or without children, a visible difference can be seen. In the group of respondents with children, there was a difference between positive and negative responses of 52,60 % in favour of the positive responses, whereas in the group of respondents without children, this variance was only 7,20 % in favour of positive responses. Here again, can be seen a growing interest of the respondents with children on issues of the family policy.

We examined the views of the respondents on a particular form of state aid in relation to families.

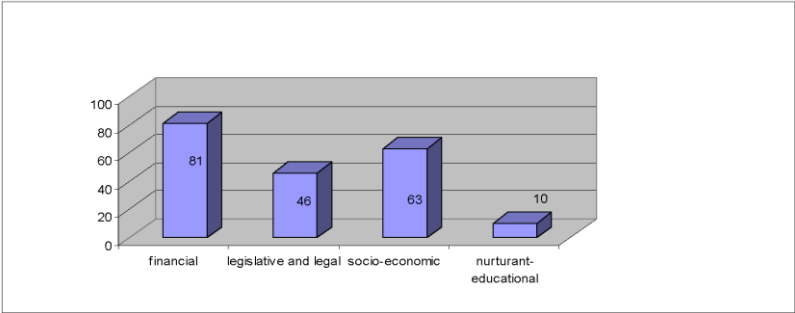
Graph 14. Respondents' answers to the question:
Do you think that the State supports families sufficiently?



Source: own processing.

Above all, we wanted to learn opinions of the respondents on a level of the state support in relation to families. Up to 77 % of all respondents believed this level of support was insufficient. Conversely, 23 % of the surveyed respondents supposed that the aid from the State was adequate. The difference in the responses to this question was overwhelming. 54 % in favor of negative responses. Thus, we can conclude that in general the public perceives state support in relation to families as insufficient.

Graph 15. Respondents' answers to the question:
Which of the following forms of support to families by the State is in your opinion the most important?



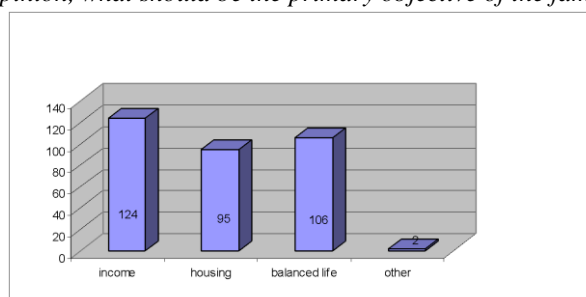
Source: own processing

A relationship of the State toward families is being implemented at several levels. We can even say that it is extended to all realms of life of the families and society. Our respondents were introduced all existing basic forms of state support, which had been implemented in relation to the families: financial (a child allowance, a parental allowance, etc.), socio-economic (social services, parents employment support, etc.), legislative and legal (laws

concerning families, marriage, etc.) and nurturant-educational (pre-school facilities, leisure activities for children, etc.), and were asked to identify a single one they considered the most important. 40,50 % of all respondents regarded the financial aid as the most important form of support. It was followed by the socio-economic form of support which was considered the most significant by 31,50 % of the respondents. The legislative and legal form of support was the most meaningful for 23 % of all participating. The lowest number of respondents – 5 % of all who participated, believed the nurturant-educational function was the one with the highest value for them. The results showed that most respondents considered the financial aid to be the most important form of support.

In the process of ascertaining the respondents' views on preferable forms of the family support, we were also interested in their opinions on a primary objective of the policy.

Graph 16. Respondents' answers to the question:
In your opinion, what should be the primary objective of the family policy?

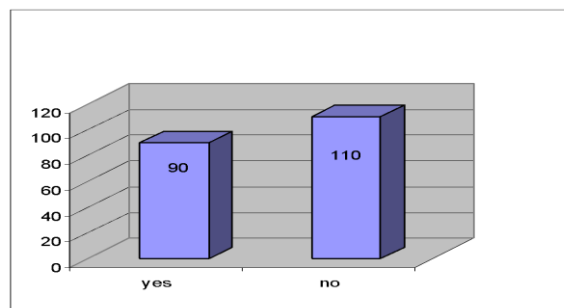


Source: own processing.

The respondents could have chosen from the following options: ensuring a satisfactory income for families, ensuring an adequate housing for families, promoting a reconciliation of work and family lives, eventually they could have indicated a different area. Most respondents considered ensuring an adequate family income as the primary objective of the family policy. Followed by the reconciliation of work and family lives and at last the need to ensure an adequate housing for the families. Since the respondents could have given more options, the most common combination was the support to ensure an adequate family income combined with promoting the reconciliation of work and family lives.

Because the family policy is in the first place focused on supporting families, we were interested in the respondents' opinions on the level of support for families with children and for childless families.

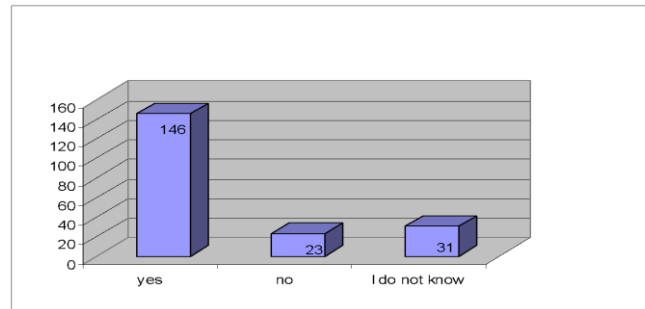
Graph 17. Respondents' answers to the question:
Do you think the State should equally support families with children and those without children?



Source: own processing.

45 % of respondents answered that the State should equally support families regardless of whether there are children or not. On the contrary, 55 % of all respondents thought that this assistance should not be alike. We assume they suggested the greater support for the families with children.

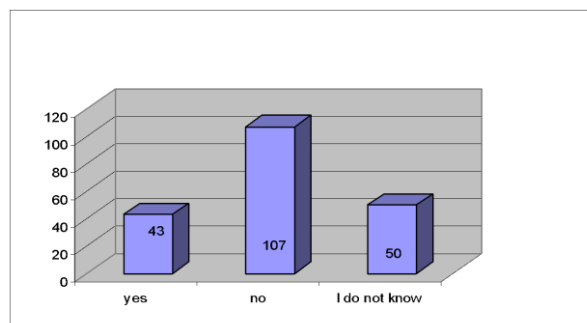
Graph 18. Respondents' answers to the question:
Do you think the family policy measures have an impact on the birth rate in Slovakia?



Source: own processing.

It is apparent that family policy measures also have some impact on decision making of spouses in terms of becoming parents. Certainly, it's only a minor part, however, in today's global economic crisis the question of family support from the State, has become very up to date for many of those who have been deciding to become parents. As many as 72,50 % of the respondents were convinced about impacts of the family policy measures on fertility. Only 11,50 % of the whole number of the respondents answered the question in the negative. 16% of all respondents were unable to express their views after being asked the question. A high percentage of positive responses suggests that the public reflects the measures in the area of the family policy sensitively and acknowledges the importance of the policy with respect to population development. We were interested in how the respondents perceived the current family policy in our society and what their opinions were on its potential impact on the fertility rising.

Graph 19. Respondents' answers to the question:
Do you think that the current family policy in Slovakia supports the birth rate increase?



Source: own processing.

Even though the majority of respondents acknowledged the impact of the family policy on fertility, there were not so definite answers on question of the impact of the current family

policy in the society. As low as 21,50 % of all respondents answered in the affirmative. Vice versa, as many as 53,50 % of the respondents thought that the current family policy in our society did not have any effect on the birth rate growth. 25 % of all respondents, which is quite high figure, were unable to define their opinions on the issue. The low number of positive responses indicates a public distrust in relation to the existing measures of the family policy in our society as well as to its positive impact on the fertility growth.

At the point of comprehensive evaluation of the research we came to the following conclusions:

1. The State is regarded by public as the most important entity in providing support to families. Except legislative measures in favor of families, the State is expected to support families mainly in the area of finance. Respondents are also aware of the influence of the State towards activities of other institutions in society. Knowledge of the respondents about the state family policy has been growing, depending on educational attainment.

2. The family policy is in society perceived primarily as support of the State in relation to families with children. Public is interested in issue of the family policy and views it as an important tool of the State in the performance of its duties referring to the families. The respondents, notably those with children, expect that the State will support the families with children increasingly. Precisely the respondents with children showed more knowledge about the family policy than did the respondents without children.

3. State aid in relation to the families is manifested in several equivalent areas. The public is aware of the significance of this universal support, however, the respondents believe the most important form of state assistance is financial aid. This requirement has been reflected mostly by respondents living in larger cities, where there are higher costs of living, yet also greater opportunities to accommodate their vital needs.

4. The public is aware of an impact of family policy measures on demographic trends. Over the last few decades, the birth rate has declined in our country, what has been unquestionably affected by economic and cultural situation in our contemporary society. Escalating costs to meet basic living standards have been causing reduced numbers of children in families. Decision making of individuals to become parents has been undisputedly influenced also by current consumption way of life and by highlighting material expectations at the expense of spiritual and cultural needs. Nevertheless, it is undeniable that the public perceives very sensitively all actions of the State in the area of family assistance and realizes the consequences of these steps on the population development.

5. A family-friendly orientation of state policy must become evident in the wage policy. An adequate response to the rising costs of living should be higher wages so that the families would become capable of securing the necessary funds to satisfy all their necessities of life. For the moment, with direct and indirect financial support of the family by the State, it is one of the ways how to achieve functionality and further development of the families.

Conclusion

The third millennium is the millennium of development, technological advances and yet unseen opportunities, but also the millennium, which may change the traditional views on the family. Simultaneously with these changes, demands and expectations of the families are also changing in relation to the State as a public authority. On the one hand, the families expect absolute freedom in making decisions about themselves, their needs, yet on the other hand, they await support from the State, especially in adverse life situations. Some families „transfer” their responsibilities for the proper functioning and performance of their functions, to the State, forgetting that the greatest piece of accountability for the proper functioning lies upon themselves. The State shall only be helpful predominantly by creating appropriate

conditions to enable families fulfilling their functions. And in situations when a family needs help and support from the State, so be it, respecting the principle of solidarity and subsidiarity.

As far as the families are concerned, it is essential they take responsibility for their own social situation without relying solely on State's support. By the same token, the State is required to assist the families while experiencing some of the officially recognized life situations or under adverse life situations, based on the needs of the family, as well as on economic and financial circumstances of the country. The role of all members of society is to contribute in finding a compromise between the needs and expectations of the families and possibilities of the State in such way so that the family could perform its functions. Every community, aimed at the common good of individuals and society must appreciate and support the family, for as much as it has a unique place in society. To find the right level of this support is a true challenge for all members of society.

Part Two

The current security problems in school

DALIA MARTIŠAUSKIENĖ
KEŠTUTIS TRAKŠELYS

Interaction as a communication aspect of the learning environment

Introduction

The communication concept can be attributed to friendship lasting for many years, to correspondence by e-mail and to actor's performance for the audience. Therefore, there are various types of communication and components. First of all, the following types can be distinguished: intrapersonal communication, i.e. communication with oneself and communication with others and interpersonal communication.

The most important aspects of interpersonal communication are mutual understanding (social perception), information exchange (social communication), reciprocity (social interaction) and relationships. Mutual understanding is a perception of people features, their behavior, motives and intercommunion. It is a video playback of social reality in human's mind. This is an important part of communication process which is especially strong while starting the conversation with a stranger when the communication partner is trying to form an opinion about his/her interlocutor while the speaker wants to make an impression.

Communication is an exchange of information using a particular notation. In order to transmit this information, various techniques are used: language (verbal communication), mimics, and gestures, sometimes even some particular details of clothing or accessories (non-verbal communication)¹.

Reciprocity is an effect made by people, who communicate with each other. In communication process people make a particular impact on each other: change feelings, attitudes and behavior. Interaction (in communication process) is an internal part of communication process which determines external part of communication process, i.e. communication itself and its results.

Individual features, social provisions and mental state are important for intercommunion while skills are the most essential for communication. In communication process, reciprocity is determined by mutual provisions².

In communication, there is a direct connection between person's social status, prestige and power together with „dictionary” he/she uses. The higher individual's social or professional position, the better he/she is able to communicate in the level of words and phrases. In non-verbal communication, there is a connection between the level of person's eloquence and gesticulation. Therefore, it appears that in a communication process, a person who has a high social or professional position uses his/her „oral resources” much more than a less educated or less professional person who uses gestures more often than words. The higher the person's social-economic position is, the less developed are his/her gestures and body language³.

¹ Cf. R. Želvys, *Bendravimo psichologija*, Vilnius 1995.

² Cf. V. Jakavičius, *Žmogaus ugdymas*, Klaipėda 1998.

³ Cf. E. Lawton, *Body language and the first line manager*, Oxford 2006.

Development of communication capabilities can help to restore psychological balance, to return the status favorable to the activity, creativity and communication of employees. On the other hand, the development of self-confidence, self-esteem and pro-social values can facilitate the communication. The basis of good relationships with others is a positive approach towards oneself.

Only those who help and collaborate themselves can receive a positive assessment from the surrounding people. The essential method of communication improvement is personal involvement into productive communication. It is necessary to make conditions for the person to have a desire to communicate and act together. Therefore, it is important to take into account his/her hobbies, experience, interests and expectations⁴. In contrast, those who are suspicious, irritable, critical, oppose others negatively, unwilling to help often become lonely and others avoid to interact with them. Goodwill, trust, respect to another person's freedom of self-determination, ability to tolerate different views and conscious disposition to strive in the name of better intercommunion are the cornerstones without which it is impossible to create a meaningful, stable and effective style of one's communication with others⁵.

During the communication a human becomes a personality. It is impossible to imagine the human himself/herself without the communication because in communication process all human traits are formed: values, ideals, feelings, emotions, character features and behavioral habits. Communication is a complex activity that requires a lifelong learning because it has many laws which the one needs to know, and rules which the one must consciously follow.

Lithuanian and foreign authors V. Legkauskas⁶, R. Lekavičienė⁷ and other studied the phenomenon of communication between people in relationships and revealed the process, forms, information senders' functions and communication between processes occurring mental.

Authors A. Suslavičius G. Valickas⁸, L. Joyce, R. Wilimot W. Wallace⁹ examine interpersonal communication and communication in the process of social learning environments. A. Jacikevičius¹⁰, V. Jakavičius¹¹, L. Jovaiša¹² look at the communication as an important aspect of learning process of becoming personality.

R. M. Andriekienė B. Anušienė¹³, M. Teresevičienė and others¹⁴, P. Jarvis¹⁵ examine various communication problems, see its role in learning. The various aspects that affect the interaction of culture, researchers J. Almonaitienė¹⁶, A. Bėkšta, V. Lukošūnienė¹⁷, J. Kasiulis, V. Barvydienė¹⁸, V. Kučinskas¹⁹, and others analyze the relationship between

⁴ Cf. L. Jovaiša, *Edukologijos įvadas*, Kaunas 2002.

⁵ Cf. J. Almonaitienė, *Bendravimo psichologija*, Kaunas 2003.

⁶ Cf. V. Legkauskas, *Socialinė psichologija*, Vilnius 2008.

⁷ Cf. R. Lekavičienė, *Socialinės kompetencijos psichologiniai kriterijai ir vertinimas*, Kaunas 2001.

⁸ Cf. A. Suslavičius, G. Valickas, *Socialinė psichologija teisėtvarkos darbuotojams*, Vilnius 2006.

⁹ Cf. L. Joyce, W. Wilimot, W. Wallace, *Interpersonal conflict*, Boston 2007.

¹⁰ Cf. A. Jacikevičius, *Siela, Mokslas, Gyvensena*, Vilnius 1999.

¹¹ Cf. ibidem.

¹² Cf. ibidem.

¹³ Cf. R. M. Andriekienė, B. Anušienė, *Andragoginiai kompetencijų tobulinimo aspektai tįstiniame profesiniame mokyme*, Klaipėda 2006.

¹⁴ Cf. M. Teresevičienė, G. Gedvilienė, V. Zuzevičiūtė, *Andragogika*, Kaunas 2006.

¹⁵ Cf. P. Jarvis, *Mokymosi paradoksai: Suaugusiųjų kvietimas dabarčiai ir ateičiai*, Kaunas 2001.

¹⁶ Cf. ibidem.

¹⁷ Cf. A. Bėkšta, V. Lukošūnienė, *Mokomės dialogo. Kaip susikalbėti piliečiams, organizacijoms ir kultūroms*, Vilnius 2005.

¹⁸ Cf. J. Kasiulis, V. Barvydienė, *Vadovavimo psichologija*, Kaunas 2001.

¹⁹ Cf. V. Kučinskas, *Vadovavimo etika*, Klaipėda 2003.

organizational culture and organization. Dealt with conflict situations, dealt with the problems presented various aspects of successful work with adults.

The purpose of the article - theory to analyze the interaction as a communication aspect in a learning environment.

Communication as a basis for education

People experience the world directly while acting and reacting, and that is the primary experience; however, the world can also be experienced indirectly through speaking and communication, and that is the secondary experience²⁰.

Communication is a process when people try to understand each other's perception, ideas and experience through the language. When communicating, two people become dependent on one another and create intercommunion through the act of communication. Communication is encouraged by our desire for another person to know what we know, to value what we value, to feel what we feel, and to decide to do something in the way we would do it. Two people understand each other by seeing, hearing, touching and smelling each other. That wholeness has an impact on everyone's perception about what the other is preparing to do or how to act. Therefore, the communication is not only an exchange of verbal information; it is also a non-verbal behavior. L. Jovaiša²¹ emphasizes that communication does not always reveal the real relations between people because a smile can hide hostility while anger can hide love.

It is assumed that person tries to be himself/herself and this can be implemented through relation with others, through activity and communication philosophy. On the other hand, every person wants to communicate. Communication is a process when the senders and receivers of information influence each other by words. Our communication models are not the result of our free creation. Although we more or less consciously choose which communication tools we will use in a particular situation, but we take communication tools, as well as other social behavior, from other people²². Therefore, communication peculiarities are one of the tasks to be resolved by adults in order to help each other to learn, to know and to understand. Perception of self and others is a necessity for a partnership in communication which is one of the most important assumptions of adult learning²³. It is also important to follow communication rules and respect its culture when making and fostering mutual relations. Nobody comes to this world knowing how to communicate. Wisdom and communication art are learned. Human history shows that the family begins to prepare a person for life. Family is the first human development institution. "Education, considering the meaning of the word, should be understood as a purposeful and lifelong process of people communication which creates personality interacting with the environment and humanity's cultural values²⁴.

Intercourse is one of the most important assumptions of individual's becoming a human. During the intercourse, people exchange information, create a favorable emotional environment and affect each other. Intercourse is an establishment and maintenance of connection between people, a communication. Communication is an exchange of mental activity results (knowledge, thoughts, decisions, and feelings) and interaction as the exchange

²⁰ Cf. P. Jarvis, *Mokymosi paradoksai...*, op. cit.

²¹ Cf. L. Jovaiša, *Edukologijos įvadas*, op. cit.

²² Cf. V. Legkauskas, *Socialinė psichologija*, op. cit.

²³ Cf. M. Teresevičienė, G. Gedvilienė, V. Zuzevičiūtė, *Andragogika*, op. cit.

²⁴ Cf. V. Jakavičius, *Žmogaus ugdymas*, op. cit.

of actions and mutual impact. Such intercourse is education. In the content of education (as of intercourse process) there are interaction (mutual impact...) and communication (exchange of knowledge...) ²⁵.

Communication is an exchange of information (more accurately, revision and expansion of knowledge and opinions; it is a process of intercourse, exchange of experience, thoughts and feelings; it is a two-sided action, a process of intercourse and information exchange in the society, which is realized by spoken or written text. Therefore, many authors (Gailienė et al. ²⁶; Nauckūnaitė ²⁷, Jovaiša ²⁸ and others) first relate communication concept with the process of intercourse. When a person interact using language and non-verbal, he/she can transmit the message about his/her thoughts and feelings to others. Communication is a process of information exchange. At least two people are participating in the communication process, where one of them is an information sender (correspondent) and the other one is a receiver (recipient). The objective of the information sender is to affect the other person in some way; therefore, he/she sends particular information which he/she encodes. In order to understand this message, the receiver has to decode it. Generally, the participants of communication process often change their roles: information sender become the receiver and vice versa ²⁹. Therefore, the success of the communication depends on both sides. Communication is one of the intercourse functions; others are interaction and perception (cognition) ³⁰.

Intercourse is an effective interaction between two or more people. It is realized on the basis of three principles. The first is empathy, i.e. the ability to emphasize with another person's inner world, to look at the world and oneself through the eyes of another, to experience other person's emotions. Perhaps the most important thing in empathy is the understanding of that other person, respect and desire to help him/her; to this objective, a principle of individual's originality (remaining oneself in any kind of situation not using any masks) can be useful. Remaining oneself provides another interlocutor with certainty, sense of security. The third principle, acceptance, is also important to the equivalent intercourse. Acceptance is when other person is taken as he/she is. When communicating, we have to treat another person as a miscellaneous subject worth the respect and not to have any prejudices against him/her. This helps to hear and understand the interlocutor, and to form an identical image of another person ³¹. In conclusion it can be stated that communication is the basis of intercourse, collaboration and social activity. For the expression of social activity (for initiative, responsibility, sociability), important are cognitive interests and activity of individuals. Communication in a social learning environment can be defined as a technique of social relations and contact, a social reciprocity of conditions and specific result and as an interaction of various social institutions in order to satisfy intercourse needs and to fulfill learning objectives.

Communication problems, conflicts and ways to solve them

²⁵ Cf. *ibidem*

²⁶ Cf. D. Gailienė, L. Bulotaitė, N. Sturlienė, *Psichologija*, Vilnius 2002.

²⁷ Cf. Z. Nauckūnaitė, *Iškalbos mokymas*, Kaunas 2002.

²⁸ Cf. L. Jovaiša, *Enciklopedinis edukologijos žodynas*, Vilnius 2007.

²⁹ Cf. D. Gailienė, L. Bulotaitė, N. Sturlienė, *Psichologija*, op. cit.

³⁰ Cf. Z. Nauckūnaitė, *Iškalbos mokymas*, op. cit.

³¹ Cf. M. Teresevičienė, G. Gedvilienė, V. Zuzevičiūtė, *Andragogika*, op. cit.

Conflicts between groups occur due to many reasons, for example, methods of work evaluation, tasks which cross interests of different groups, objectives the achievement of which one group has to work against the other, different approach of groups towards the aspiration of common objectives, and personal conflicts of different groups' members. Almost any combination of these miscellaneous reasons can cause conflict between groups³². Inability to control one's emotional state, low self-esteem level, aggressiveness, hypersensitivity or non-communication are enough for a person to be recognized as „conflicting”³³. People who get involved into conflicts are usually stubborn, inert, and hate contradictory behavior. Conflicting people are those whose main objective of life is to win at any price the recognition of surrounding people, to occupy a prestigious position in the society. The conflict should be assessed as an opportunity or as a problem; therefore, they are divided into negative and positive conflicts³⁴. Negative conflicts have unsolved problems.

Relations between employees become tougher and tenser, hostility occurs; sometimes they even dissipate, and employees sometimes tend to expand their contentions. However, conflicts can also play a positive role:

- They help to learn more about the other person's needs and their satisfaction;
- Get to know each other better;
- To clarify things and to improve interpersonal relationships;
- To remove various shortcomings and become more involved into the activity;
- Helps to unite and enhance concentration;
- Helps to develop and remove stagnation³⁵.

Opportunities and ways to solve communication problems and conflicts. L. Jovaiša³⁶ writes: „Why should the communication be improved? The answer is simple: it has never been perfect. In addition, there is a severe crisis in communication caused by historical, economic and social reasons”. Therefore, improvement of human relations and development of communication capabilities improve the communication in social environment.

Communication capabilities are rather broad concept involving skills of argument in speaking, listening, other human cognition, conflict solving, negotiation (business dispute) and other skills.

Communication, as a meaningful interaction between two or more people, occurs naturally in any group of people; therefore, it seems that it is not necessary to specifically develop communication capabilities³⁷. However, it is not true. Necessity is certain knowledge and possibilities to apply them, to analyze one's and others' communication experience and learn from it.

When solving any kind of problem, it is always important to ponder on everything deeply and fully, to foresee and predict the consequences. Sometimes it is necessary to look not at the problem, but at the environment and circumstances: time, situation, internal state, etc. It is very important when looking for a better way to solve the problem to go deeper into oneself, to imagine oneself in another person's situation and to think about how to behave or choose the appropriate words and to offer support. When one focuses on the respect and support, thoughts are concentrating allowing the creation of positive environment. It is very

³² Cf. A. Suslavičius, G. Valickas, *Socialinė psichologija...*, op. cit.

³³ Cf. J. Kasiulis, V. Barvydienė, *Vadovavimo psichologija*, op. cit.

³⁴ Cf. J. Almonaitienė et al., *Bendravimo psichologija*, Kaunas 2005.

³⁵ Cf. J. Kasiulis, V. Barvydienė, *Vadovavimo psichologija*, op. cit.

³⁶ Cf. L. Jovaiša, *Edukologijos įvadas*, op. cit.

³⁷ Cf. R. Želvys, *Bendravimo psichologija*, op. cit.

important to listen and to hear other person's opinion, learn from future mistakes, to look for and to find new ways and tools for conflict control.

Conflicts are a part of everyday life, work and learning. Every person sometimes is involved into complex communication situations. In order for interpersonal conflicts to be solved successfully, a person needs a lot of knowledge and skills. However, communication is impossible without conflicts. The conflict itself is not bad yet. The essence is the nature of the conflict: productive or destructive. According to psychologists, destructive conflict is oriented not towards the solution of the problem, but towards the destruction of the opponent. Since conflicts are inevitable in the process of becoming a personality, it is necessary to look for positive ways to solve them in order to reduce their negative impact on both the personality and quality of group's activity³⁸.

It is noted that of all the chances the perception of communication process is the hardest. It is not perfect by itself; it does not mean agreement; it does not mean that essential disagreements are impossible; it does not mean that individuals must obey the will of the majority³⁹.

False decisions are most often stimulated not by conflicts, but by superficial consensus. Disagreements begin when a spirit of loyalty dominates in a group which encourages indifference or even hostility to others between the groups. Communication is a joint creative process: two or more individuals who have skills that complement each other work together when creating a common understanding none of them had before and would not have been able to achieve it independently⁴⁰. In order to cooperate, every partner must be prepared to change his/her culture and relations. Joint work can create conditions for coherence, coordination and persistence; that is what an employee and development of the organization need. Both partners must try to cooperate, i.e. create new structures, respect each other's culture and share a common experience in order to solve problems. The conflict when different opinions intersect openly is not only inevitable, but also a valuable thing in life, work and learning. It helps to ensure that different possibilities will be observed. Not conflicting may demonstrate reluctance to take responsibility, lack of interest or sluggish thinking. Therefore, many conflicts have both rational and irrational elements and their range is very wide, i.e. from interests to personal conflicts.

Interpersonal conflicts often arise between two people when at least one of them is angry, disadvantaged or is against another person. However, the hostility must be repressed and this is the main way to solve the conflict. The essence of the conflict solving – what is discussed in a conflicting situation and how, together with the inner state of the participants. It is not enough to understand the origin of the conflict, internal mechanism of its emergence and development. It is more important to remove interpersonal conflicts and their negative impact on learning environment⁴¹.

When a situation with incompatible objectives occurs, measures are taken in order to prevent the conflict. One of the first steps of conflict control is the outpouring of feelings. After a person says everything he/she wanted and outpours his/her emotions, it is easier for him/her to start talking again and make the decision. In order to improve the conflict situation, one must always know the reason of the conflict. Every person is unique and has the right to have his/her individual opinion, and he/she has a right to express the dissatisfaction.

³⁸ Cf. A. Gumuliauskienė, R. Pocevičienė, *Novacijų valdymas vietimo organizacijoje globalizacijos slygomis: požiūriai ir interpretacijos*, Šiauliai 2007.

³⁹ Cf. M. Fullan, *Pokyčių jėgos: skverbimasis į ugdymo reformas gelmes*, Vilnius 2004.

⁴⁰ Cf. M. Teresevičienė, G. Gedvilienė, V. Zuzevičiūtė, *Andragogika*, op. cit.

⁴¹ Cf. L. Joyce, W. Wilmot, W. Wallace, *Interpersonal conflict*, op. cit.

An appropriate note of the teacher or colleague, compliment or encouragement will affect the person, who may feel disadvantaged, positively. There would be much less conflicts if the atmosphere is quiet and friendly⁴².

J. Kasiulis and V. Barvydienė⁴³ state that if there is compatibility in the learning environment, there will also be coherence, and capability to co-operate and communicate with each other. They distinguish the following four levels of compatibility:

1. Functional compatibility: matching by age, anthropometric data (height...), physical endurance, etc.
2. Psycho-physiological compatibility: matching by the speed of reaction, movement, information processing, etc.
3. Psychological compatibility: matching by temperaments, emotional expression techniques, situation assessment, etc.
4. Social-psychological compatibility: matching of objectives, interests, values, etc.

In these authors' point of view, the most important is a social-psychological compatibility. When selecting people for a learning groups, attention is paid to features as the need to dominate, introversion and extroversion, aggressiveness, pliability, etc (personality type, temperament and others). Another „layer” includes valuable orientations, individual every person's objectives, positions, approach towards other people and teamwork. Especially emphasized must be positivity: in a group successfully learning groups those people who have positive attitudes towards others, trust them and think that others can also provide valuable ideas and properly perform the goal.

Conclusion

Communication is an exchange of information using a particular notation. In order to transmit this information, various techniques are used: language (verbal communication), mimics, and gestures, sometimes even some particular details of clothing or accessories (non-verbal communication).

Communication is important in the creation of study environment. The intercourse between teacher and student is active in communication process. It is extremely essential in adults learning process.

Communication is education. In the content of education (as of intercourse process) is interaction (mutual impact...) and communication (exchange of knowledge...).

Communication is the basis of intercourse, collaboration and social activity. For the expression of social activity (for initiative, responsibility, sociability), cognitive interests and activity of individuals are important. Communication in social learning environment can be defined as a technique of social relations and contact, a social reciprocity of conditions and specific result and an interaction of various social institutions in order to satisfy intercourse needs and to fulfill learning objectives.

Development of communication capabilities can help to restore psychological balance, to return the status favorable to the activity, creativity and communication of employees. On the other hand, the development of self-confidence, self-esteem and pro-social values can facilitate the communication. The basis of good relationships with others is a positive approach towards oneself. Only those who help and collaborate themselves can receive a positive assessment from the surrounding people. The essential method of communication

⁴² Cf. J. Almonaitienė et al., *Bendravimo psichologija*, op. cit.

⁴³ Cf. J. Kasiulis, V. Barvydienė, *Vadovavimo psichologija*, op. cit.

improvement is personal involvement into productive communication. It is necessary to make conditions for the person to have a desire to communicate and act together. Therefore, it is important to take into account his/her hobbies, experience, interests and expectations. In contrast, those who oppose others negatively, are suspicious, irritable, critical, unwilling to help often become lonely and others avoid interacting with them. Goodwill, trust, respect to another person's freedom of self-determination, ability to tolerate different views and conscious disposition to strive in the name of better intercommunion are the cornerstones without which it is impossible to create a meaningful, stable and effective style of one's communication with others.

The artistic expression of children artworks in the preschool and young school age

“Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. Education is the art of learning”¹.

Children's artistic expression

Children are developing constantly. In the children's lives and school's is creativity form of help: the Art Education is one of place when we use concerning with characteristics, signs, colors, shapes, areas, spaces, and by all elements, which we call creative and expressing means, the creative Art characteristic is developed from graphic record and gesture, colours, lines, space of paper, materials for drawing, painting and more next. The art picture is a specific universal communication of human from history. And the Art work of kids are little forms, when their written language is next form of naturally contacts with children's draws a pictures of understanding, pictures of imagination, visual – graphic conventional recording of ideas and picture in the mind. Children's drawings are a useful method to monitor the development a child goes through.

Children's drawings and hand writings are your opportunity to understand what they are really going through, and obtain clear answers to questions that preoccupy you as a professional or parent, as they provide you with a variety of new tools that can help you enhance your relations hip with the child and the atmosphere in the family, as well as improve the child's social status performance in various areas².

That is now widely acknowledged and that the art expression is a one way to visually communicate thoughts and feelings, that are too painful to put into words.

Leisure a time and school a time become the public phenomena of a recent time and is importantly workout by specialists, which are involved with this phenomena in their theoretical works. In them, they deal with priorities and the gist of the sense wholly expected part in human live³.

When a young child draws they are offering us a window into their own developing understanding of the world and their relationships to significant people, things and places

¹ <http://www.gutenberg.org/wiki/Education>

² Cf. M. Wimmer, Interpreting children's drawings. Drawings as windows into the inner world of children. Drawing interpretation. <http://www.roshida.com/wp-content/uploads/2014/03/12-Must-Know-Facts-about-Childrens-Drawing-Interpretation.pdf> [30.05.2014]. Drawings are a second language children use to express their inner world. Their interpretation relies on developmental psychology theory – indeed, it is immediately apparent that children of the same age draw similar elements. Nevertheless, each child has his own personal style, which sheds light on his character and critical events in his life. Wimmer offers more than 100 effective coping tools and solutions inspired by these drawings, which may be used to enhance children's self-confidence and family relationships in this book.

³ Cf. J. Šlédr, *Basics questions of the art psychology*, Prague 1988, p. 5-7.

around them. Drawings provide rich insights into young children's thinking and developing sense of self, including their gender roles. Drawing also provides children with a tool for telling themselves and us elaborate stories. However, what they draw and how they draw reflect the complexity of communication system and visual images, signs and symbol systems in the domestic and leisure activities around them. They are acculturated into using a wide range of graphicacy through their everyday experiences⁴.

Recent studies of newborn babies suggest that expressive thought begins at, or soon after, birth⁵.

This is very different from the idea of the baby as a blank slate. Studies reveal that when babies enter the world they are quickly able to take part in elementary 'conversations' with an adult partner, usually the mother⁶.

From last important studies is the one topic: Children are everything very impressive with color drawings.

Studies both of animals and babies showed that development of the neuronal mapping of the system is triggered and stimulated by experience and practice. Self-initiated and self-directed a movement are of prime importance. Another crucial a factor is the effect of other people. Other people also constitute a part of the environment. Babies interact with people in special ways which are launched to further levels of complexity with the acquisition of symbolic systems⁷.

Sense fullness of creative work making in free time is firmly coherent with:

- Interest about its process and experience from creation;
- More opportunities for making of creative creations;
- More of creative materials for any art work;
- More of creative communication means in sign and symbol meaning for all receivers;
- Final aim to create creative works for individual self realization and fulfillment of personal creative skills and abilities;
- Distinction of psychology needs for supporting of creating creative work as object or useful objects;
- Esthetic of mental and transcendental human characteristics;
- Value differentiation of a creative creation as activities and which leads to independent thinking and acting in present and future working relation;
- A sociology of significant of creative work in common culture;
- With conservation of traditions and art education of ethic norms to national culture;
- With inter discipline and integrated problems solution and tasks;
- With flexible and creative attitude to interest in lifelong art education all of human live.

Creative activities in the Art Education have have creative, active and aesthetic character and event. They fulfill equivalent contents course of activities in environment external from school. Except of regeneration and relaxation function they have also cure and supportive

⁴ Cf. A. Anning, K. Ring, *Making Sense of Children's Drawings*, Glasgow 2004.

⁵ Cf. <http://knowledge.sagepub.com/view/drawing-and-painting-2e/n3.xml> (28.05.2014).

⁶ Cf. *ibidem*. The author examines children's development in visual expression and suggests how this development might be supported. The book takes issue with the inherited wisdom about children's development in visual representation. The traditional approach describes children's development in terms of supposed deficits in which children progress from 'primitive' earlier stages to 'superior' ones, until the 'defects' in their representational thinking are overcome and they arrive at an endpoint of 'visual realism'. This approach is the pervasive influence on curricular planning, in arts education and in early years education.

⁷ Cf. *ibidem*.

psychological function. Progress of creative activities in free time has a form of education creative tasks connected in realization of creative and integrated project and course during classes.

We agree that the benefits of arts programs reach much deeper than the academic aspects, but pointing out the external benefits is crucial in the argument for protecting arts programs in schools. The Art Education with methods of Education programs⁸ is the one system for drawings communication of children and pupils everybody. We see many benefits to art education but we was aware of the correlation between art and academic achievement.

“If they are only following what an adult has created and then [are] asked to copy the adult's work, then they are learning to follow directions—a fine skill—but they are not growing creatively”, says MaryAnn Kohl, an arts educator and author based in Bellingham, Washington. What young kids need in order to develop a sense of self-expression is the chance to make their own decisions in their artwork. “Children can come to rely on the feedback or approval of an adult”, explains Molly Campbell, Manager of the San Francisco Children's Art Center. “Rather than trusting their own judgment or feeling safe enough to play around with different outcomes, they should take risks and make mistakes—all important aspects of creating knowledge and of the creative process”⁹.

Here is the creative activity which has been using in psychotherapy. We use counseling not only because it serves another language, but also because of its inherent ability to help people of all ages explore emotions and beliefs, reduce stress, resolve problems and conflicts, and enhance their sense of wellbeing.

Children´s drawings and researches and interpretations marks

The topic of researches of children´s drawing are spontaneity´s interpretations of drawings children's for new little discovering and for simplify a complex for on theoretical area of the Art Education. Researches problems of the topic of the art Education and artistic children drawing from my experiences:

1. Using symbols are of the history from psychological cognitivity of family.
2. Colours paintings with childrens experiences are the playing with fantasy an immagination from a reality living.
3. Interpretation of children´s artwork is the best only communication for psychology imagination is reality of every children´s world. All children and young pupils believes to the with power of the smile or deep inside hope is aims of the every human life.

The Art is a powerful tool in communication. The material with which the semiotic systems work is very different. An individual chooses it on the basis of his or her goal, on the basis of with kind of a function he or she gives preference in the work with a certain semiotic system. When the man tries to express the contens of his or her mind and if a man gives her or his semiotic system mainly the expressive function – he or she uses first of all the material that is able to picture something, next, pictures and gestures and next thingsThe material with which the semiotic systems work is very different. An individual choosesit on the basis of his or her goal, on the basis of with kind of a function he or she gives preference in the work with a certain semiotic system.When the man tries to express the contens of his or her mind and if a man gives her or his semiotic system mainly the expressive function – he or she uses first

⁸ Cf. The Slovakia ISCED 0 and 1- the Preschool and Elementary education <http://www.statpedu.sk>.

⁹ Cf. *Encouraging Self-Expression Through Art.*, <http://www.pbs.org/parents/education/music-arts/encouraging-self-expression-through-art/> [30.05. 2014].

of all the material that is able to picture something, next, pictures and gestures and next things. The children's drawings are expression different 'art'. The children's drawings have got expression different 'art'. Special emphasis is placed on how drawing spirituality is viewed in regard to young children.

Symbols, colours on children works



Figure 1. Picture of girls, 6 year old.

What is the symbolic here – it is tree, an butterfly and story or this butterfly is toy story, maybe, the sun, the flower, and the hill, the sky are form real. If you watching that things on this the figure (like this see how psychology). Her figure drawing have more details, there is some differentiation in figure to show waist hair, colour are emotionally and that is a nice expression.

Table 1. Subjects and real in children's drawing and your artworks

OBJECT AND THEME Drawing by children's work	ARTISTIC TECHNICS Use tradition storys	STORY's AND REAL composition In between Differences
TREE	Colouring – like a real	Like a Real Real colours
BUTTERFLY	Colouring and Fantasy	Impression Figural with butterfly Fantasy and symbolic colours
HILL	Real	Real and natural colours
SKY	Real	Blu colours like a Real Symbolic colour
SUN	Real And fantasy With human marks	Story and real – personal marks: eyes, lips, human smile Real and symbolic colour
BODY (HUMAN)	Real and fantasy or story's body To near real	Colour of cognitive Natural and symbolic

Towards the end of this stage, the drawings become slightly more realistic, and some features that were previously missing may be added. At this stage, “intellectual realism”

occurs¹⁰; and next: the child depicts real objects much more accurately from their knowledge of the world. The child also fails to draw from one single perspective.

The use of colors in children's drawing indicates only to some extent their mental state or mood. Sometimes children use black only because it is available. Many children like black because it creates a strong contrast with the white page.



Figure 2. Boy, 3-4 year old. Next types of human body.

The child arrives at a „schema”, a definite way of portraying an object, although it will be modified when he needs to portray something important. The schema represents the child's active knowledge of the subject. At this stage, there is definite order in space relationships: everything sits on the base line¹¹.



Figure 3. Girl, 7 year old. Fantasy or fly? Nice painting and drawing with spontaneity expression.

Conclusion

Children are developing constantly. We develop more in the first eighteen years of life than the following (hopefully) fifty or sixty. Children's drawings are a useful method

¹⁰ Cf. <http://psychohawks.wordpress.com/2010/02/21/childrens-drawings-what-can-we-learn-from-them/> [30.05.2014].

¹¹ Cf. <http://www.learningdesign.com/Portfolio/DrawDev/kiddrawing.html#anchor2468272> [30.05.2014].

to monitor the development a child goes through. At first the child may not intend their scribbles to represent anything, but this may change with age. As the child ages these marks become more representative and often more realistic. This contribution explored the pattern of development for drawing, and also explained what can be inferred from a child's drawing.

Students' motivation for artistic and creative work

Nowadays educational approaches and technologies which are not completely focused on the knowledge and skills development but on encouraging students to extracurricular activities and on developing their creativity are becoming extremely urgent. Students' artistic and creative work requires from them willingness to know as much as possible in the field of specialization and desire and ability to master knowledge and techniques of arts on their own and to put acquired experience into practice as well. Under these conditions alumni are creative, able to innovate and productive. Before considering ways how to encourage students to do their artistic and creative work we have to define what is creativity.

The concept of creativity is defined in psychology glossary both as psychological process and activity intended to produce new tangible and mental values¹. Also, creativity is considered as a capability to come up with extraordinary ideas, to diverge from the traditional patterns of thinking, to solve problems quickly². S. L. Rubinshteyn defines creativity as an activity which produces something new, original. That becomes not only a part of the author's history, but a part of the history of science, art, etc.³ D. B. Bogoyavlenskaya⁴ and A. M. Matyushkin⁵ consider creativity as some going beyond the limits (of the present situation, of the available knowledge). V. N. Druzhinin has summarized creativity theories and concluded that in all the cases such traits like autonomy in setting objectives, the multiplicity of the proposed solutions and a high level of cognitive activity are emphasized⁶.

D. B. Bogoyavlenskaya suggests examining creativity through intellectual activity. From her point of view it is an integrated quality that consists of two parts⁷. The first one is intellectual (general intellective ability), which is a base of intellectual activity and determines the width and depth of the cognitive process. However, it does not manifest directly but only through the former component of intellectual activity which is motivational. As the old east proverb stated: "One person can lead a camel to water, but even one hundred people can not make him drink". Even a teacher of high professional excellence can not give new knowledge to students with out their willingness to. More over, V. N. Druzhinin highlights that creativity development as a personal trait in onto-genesis appears as motivation firstly and as productive behavior later⁸. Let us consider what is motivation.

Motivation is a system of motives which cause, maintain human activity and determine the direction of this activity. High activity motivation draws significant efforts leading to excellent results. What in turn leads to success and gratification experience encouraging

¹ Cf. V. N. Koporulina, M. N. Smirnova, N. O. Gordeeva, K. M. Balabanova, *Psychological glossary*, Rostov na-Donu 2003, p. 484.

² Cf. *ibidem*, p. 205.

³ Cf. C. L. Rubinshteyn, *Fundamentals of General Psychology*, Moscow 1940, p. 205.

⁴ Cf. D. B. Bogoyavlenskaya, *Intellectual activity as creativity problem*, Rostov-na-Donu 1983.

⁵ Cf. A. M. Matyushkin, *Problem situations in thinking and learning*, Moscow 1972.

⁶ Cf. V. N. Druzhinin, *Cognitive skills: structure, diagnostics, development*, Moscow 2001, p. 39.

⁷ Cf. D. B. Bogoyavlenskaya, *Intellectual activity...*, *op. cit.*

⁸ Cf. V. N. Druzhinin, *Cognitive skills...*, *op. cit.*, p. 189.

to keep this type of activity on at a high level. Contrary, there is no neither efforts nor good result nor pleasure with the work done without motivation. Our experience suggests that students mostly do not use their potential because of insufficient involvement in the educational process, what is caused by lack of interest or intrinsic motivation. All that ends up with incomplete learning from the educational program, a formal attitude to task performance and even, in some cases, plagiarism, or just undone tasks.

Depending on quality of incentives, which are components of the stimulus and contribute to different motives, we can talk about the intrinsic and extrinsic motivation⁹. When the extrinsic motivation is discussed, either other people sway (forcing teachers or parents) or some desires objects' attractiveness (credits, passed test, diploma or degree) are meant. Intrinsic motivation is caused by pleasure from the process itself or interest in this activity direct results .

Generally, any activity is polymotivated. It means that activity can be prompted by several motives. Both intrinsic and extrinsic motives can be among them. It was found in massive studies¹⁰ of the ratio of intrinsic to extrinsic motivation that the more a person realizes external circumstances as his or her behavior reasons, the less he or she considers oneself as the main cause of own actions. In other words, the extrinsic motivation is stronger, the intrinsic motivation is weaker. Thereby, when we increase control by regulating students' outclass work, we get rise of external motivation to perform educational tasks.

Convenience of extrinsic motivation is that it is relatively simply organized and allows to get planned result quickly and easily. However, with intrinsic motivation learning from the educational program is more effective in general. Learning theory and getting practical skills occur at higher level. Intrinsically motivated activity goes on for a long time even in the absence of tangible incentives.

Artistic and creative work are prompted by intrinsic motivation mostly¹¹. The reasons we are doing it are great sense of interest in it, subjective sense of its value contrary to extrinsically motivated activity. No wonder that a great contribution to the study of creativity as an individual trait was made by representatives of humanistic psychology (A. Maslow, C. Rogers), who emphasized subjectivity of the individual in their studies.

In his analysis of the intrinsic motivation prerequisites V.A. Klimchuk¹² referring to Self-Determination Theory by Edward L. Deci notes several necessary circumstances. The first one is competence which is given as fulfillment of person's capabilities and sense "I know it. I can do it". The second condition is autonomy. What means understanding oneself (and no-one else) as one's own actions reason and will source. Furthermore, V.A. Klimchuk referring to Richard DeCharms, other author of Self-Determination Theory, notices that strict external requirements reduce the sense of autonomy. The third important precondition of intrinsically motivated activity is the need for relatedness or affection.

It is intriguingly that I.V. Lvova¹³ highlights in her research of inner factors of personality creativity development three key points. These are activity of the individual, successful communication and intelligence. We can not help notice resemblance between intrinsic motivation prerequisites, which were pointed out in Self-Determination Theory, on the one

⁹ Cf. H. Heckhausen, *Motivation and action*, St. Petersburg 2003.

¹⁰ Cf. V. I. Chirkov, *Self-determination and intrinsic motivation of human behavior*, "Voprosy Psichologii" 1996 no. 3, p. 116-132.

¹¹ Cf. ibidem; V. A. Klimchuk, *Intrinsic motivation training*, St. Petersburg 2006.

¹² Cf. ibidem.

¹³ Cf. I. V. Lvova, *Psychological factors of person development. Avtoref. ... candidate of science*, Novosibirsk 2005; idem, *Person's creativity: psychological factors and development peculiarities*, Kemerovo 2006.

hand and inner factors of personality creativity development according to I.V. Lvova on another hand. Competence corresponds to intelligence; autonomy to individual's activity (moreover, A.A. Volochkov considers activity of the individual from the standpoint of internally determined activity¹⁴); relatedness corresponds to successful communication. Thus, intrinsic motivation prerequisites are motivation for creativity terms at the same time.

According to Self-Determination Theory¹⁵, there is an opportunity to include some components into students' artistic and creative work organization in order to emerge and fortify intrinsic motivation. The discussion of each motivation for creativity terms in relation to the characteristics of the process of learning activity is presented below. Real examples from 1Photo- Video- Arts Department experience as it has already been described are provided as well.

Competence

Positive correlation between intelligence and creativity, which exists till to quite high intellect score equal 120, was describes a long time ago (J.P. Guilford, E.P. Torrance). In this case, the intellectual capacity is an obligatory basis for creativity. Despite the fact that according to common sense creative students have a lot of problems and show low results in learning, some optimal level of intelligence, which can be achieved reproductively at the initial stage, is necessary for creativity to emerge. At the same time, an objective to exercise students' capability to think is urgent for teachers constantly.

In addition, V.N. Druzhinin¹⁶ concludes that creativity and reproductive abilities are complementary skills demanded equally by life. The reproduction of existing lets acquire the basic level of required social experience. The minimum level of socialization and knowledge will be transformed into source for design of a new product. Here creativity starts.

The reason why creativity correlates with low students' academic achievements can be explained with strict regulation of school learning activity. It manifests extremely under condition of lack of individual approach, standard curriculum, orientation to the average level student. On the one hand order and regularity in learning life increases the effectiveness of learning by students, on the other hand it decreases autonomy as the second intrinsic motivation prerequisite.

So, what could be done to provide one of important factors emerging intrinsic motivation – competence¹⁷. It reveals in desire to achieve the aim, willingness to perform an interesting task, to show own artistic skills. Tasks ought to be designed at enough high level of complexity in order to be interesting, to challenge students (too plain tasks cause boredom, interest vanishes). And at the same time tasks should not be too difficult, otherwise insuperable difficulties may discourage and cause senses of inadequacy.

Sense “I know it. I can do it” is essential. Tasks which involve applying different skills and abilities arouse interest. For example, performing strictly stated merely mechanical tasks, like shooting scenery or panning or any other tasks made to practice camera skills, in photo- and video-arts is boring. However, if this task is supplemented with some abstract goal, for

¹⁴ Cf. A. A. Volochkov, *Subject's activity and student development: theory, diagnostics and developing technologies problems*, Perm 2003.

¹⁵ Cf. D. N. Stone, E. L. Deci, R. M. Ryan, *Beyond Talk: Creating autonomous motivation through self-determination theory*, “Journal of General Management” 2009 no. 34, p. 75-91.

¹⁶ Cf. V. N. Druzhinin, *Cognitive skills...*, op. cit., p. 41.

¹⁷ Cf. R. W. White, *Motivation reconsidered: The concept of competence*, “Psychological Review” 1959 vol. 66, p. 297-333; V. A. Klimchuk, *Intrinsic motivation...*, op. cit.

example panorama from sorrow to delight, its sense becomes absolutely different. From this moment it is important for student not to perform some technical task only, but to achieve an abstract goal. Solutions of such kind of tasks are usually unique and let students demonstrate their individuality. Thus, according to the above example of task abstract goal a student has not only to use camera skills, but to come up with the shot and put it. Namely, a student needs screen writing and directing skills also.

If results are proper, positive feedback ought to be provided. On the contrary, if results are poor, the feedback should be neutral and facts founded. If a student makes some mistakes, a teacher waits till a student independently proposes ways to correct them. In this case competence and autonomy, which we will discuss below, are retained.

The simple way to define a mistake is to draw student's attention to it and explain why this is a mistake. But before discussing the mistake it would be better to ask the student why he did exactly that. There is a possibility that the point which was taken as a mistake is an indispensable expressive element of this particular work. As a rule, the mistake is corrected after answering the question "What do you mean by it?" immediately.

For all these reasons, Photo- Video- Arts Department professors never amend students' works. Instead of that, group discussions and reviews of students' works at different phases of creation are held. In these meetings both professors and classmates and other year students share their opinions sincerely. No one point of view is considered to be immutable truth. To agree or not to agree is the matter of the work of art author's choice.

So, the more a person feels competent and efficient in an activity, the higher intrinsic motivation for this type of activity is. In addition, competence has to be supplied by autonomy.

Autonomy

According to the Self-Determination Theory, people perform their work when they feel themselves "masters of the situation"¹⁸. A human innately tends to do activities giving him a sense of personal cause of what is happening. All strict requirements decrease this sense. V.N. Druzhinin has given us the concept about ideal conditions when creativity emerges. In these conditions a testee sets the task himself, chooses the solution way himself, has unlimited time to solve the problem and produces several products. Some of them can be new not only subjectively, but objectively also.

Learning process provides ambiguous situation to students' autonomy emergence while they are involved in it. A.N. Voronin discovered in his research¹⁹ about high school teachers' individual mental representations of creativity that there is peculiar substitution in teachers' mental representations. If teachers describe their students as gifted, initiative and polymath, they associate these traits with the intellect, but not with the creativity. Creativity is related with the violation of the established stereotypes and has a negative emotional evaluation in teachers' representations.

¹⁸ Cf. R. Charns, *Personal causation: The internal affective determination of behavior*, New York 1968; E. L. Deci, R. M. Ryan, *The «What» and «Why» of Global Pursuits: Human Needs and the Self-Determination of Behavior*, "Psychological Inquiry" 2000 vol. 11, no. 4, p. 227-268.

¹⁹ Cf. A. N. Voronin, *Implicit creativity theories when "environment" characteristics change*, [in:] *Psychology of abilities: the current state and future prospects*, ed. A.L. Zhuravlev, M.A. Kholodnaya, Moscow 2005, p. 26-30.

Autonomy in students' outclass learning can be emerged by giving them the opportunity of choice. For example, a teacher could collaborate with students in choice of syllabus, control forms, complexity and volume of homework, types of work on certain topics, rules educational interaction, the performance criteria of educational activities, etc. Modern educational models approximate to these points more and more (project method, research projects, opportunity to choose core subjects).

As soon as subjectiveness emerges in a situation of choice mostly, let us agree with A.A. Volochkov²⁰ that the most important effective high-school education model rule, which provides conditions for creativity as well, should be letting young people make their choices. As an example, at the Photo- Video- Arts Department practice course is conducted twice a year. The students are given only genre of work and approximate timing of the film for film directors or the number of photos in the task for photographers. What the theme, stylistic solutions and other parameters of the task to take students decide themselves. This lets the author select a question exiting him and develop it. Students have plenty of time to perform the task. So they can collect the necessary material independently. And if they want, they are allowed to change their project several times. This kind of outclass activity trains not only self-sufficiency in artistic activity and using learning aids, but self-sufficiency in selection and organization of tasks, and ways to achieve them.

H. Heckhausen supposed that an action is intrinsically motivated if it relates to it's purpose directly. That is, the activity is accomplished for the sake of its own content and is done to achieve it's first-hand result²¹. Is this case the first-hand result does not become a mean to reach some another goal.

This idea can be illustrated with Photo- Video- Arts Department students' practical works analysis. Students who are not motivated intrinsically make stereotyped and uninteresting works with the main emphasis on performance of the technical requirements, which are needed to get positive score. At the same time, students who are strongly intrinsically motivated make their tasks “for themselves”. These art works show author's creative pursuit. There is an affective pressure in these art works usually. Moreover, such kinds of art works sometimes are done with author's boldness and break some of the requirements for practical work.

Relatedness

Other need emerging intrinsic motivation is the need for relatedness or meaningful relationships²². Interaction simultaneously satisfies a variety of human needs. It becomes extremely urgent, since intimate personal communication (like educational and professional activity as well) is considered in Russian psychology as “leading” activity in adolescence. Moreover, the majority of teenagers prefer community-oriented varieties of interaction. When it is not available, they have to satisfy their need for communication in spontaneously formed groups. Creative teams could become reference groups for teenagers. Staid patterns of creative behavior are available in such kind of groups. In turn, group tasks and presentation of a piece of art created in collaboration with peers and its collective discussion; the charismatic influence of the professor or any other significant adult, when students come under the influence of his energy and charm and who is an standard for them, serve to satisfy

²⁰ Cf. A. A. Volochkov, *Subject's activity...*, op. cit.

²¹ Cf. H. Heckhausen, *Motivation...*, op. cit.

²² Cf. V. I. Chirkov, *Self-determination...*, op. cit., p. 116-132; V. A. Klimchuk, *Intrinsic motivation...*, op. cit.; E. L. Deci, R. M. Ryan, *The «What»...*, op. cit., p. 227-268.

the need for relatedness in doing art and creative work. Social reinforcement of creative behavior patterns takes place there as well. More over, any subject's activity is directed towards another person to some degree.

As an example, a professor, who is well-known in the region films directing field, works for the Photo- Video- Arts Department. Despite the fact that he has not been working for a local TV-station for several years, he continues to make documentary films and arranges personal photography exhibitions regularly. Thus, he gives a model of energetic creative activity not only for students, but for his colleagues from Photo- Video- Arts Department.

Also, motivation can be increased by high significance tasks, if task results effect on people life greatly²³. Thereby, students' achievements gain a special quality. Students are involved into doing something significant, have an opportunity to get the recognition they deserve and be proud of obtained results. For instance, even if a technical task is done well but it is meaningless, it will never be an object of an enthusiastic audience, and even it will hardly ever take at least some place in a student's portfolio. As opposed, the same task made in the context is a simple but entirely finished piece of art.

Furthermore, a successful result in student's art work has to be appreciated. The best award for an author is public recognition. For this reason, it is urgent to arrange open shows and exhibitions of the best art works regularly. Availability of these events is important. Applause and cheers of overcrowded hall encourage creative activity far better than good marks and even financial rewards. That is why the department should do its utmost to help students take part in local, regional, national and even international events, exhibitions and festivals.

To sum up, the major effect is in intrinsic motivation which arises from the inside. Students learn because they enjoy it. Creativity motivation emerges and evolves under three obligatory conditions. They are when a student understands the source of all of his own actions as his own will, when a student considers oneself competent and when a student feels included in the system of meaningful relationships. On the other hand, in order to motivate students intrinsically more efforts and resources, both time and mind, are required. Extrinsic motivation of students is simpler and faster. Both types of motivation have their own advantages and limitations. And we are in charge what the way to choose, what kind of motivation we will use in organizing students' outclass art and creative work.

²³ Cf. E. V. Sidorenko, *Motivation training*, St. Petersburg 2006.

(No) safe school - the areas endangered the safety in education

According to psychologists, safety is one of the basic needs of the individual. Hollowness of the needs associated with the formation of personality disorders, improper building interpersonal relationships, as well as a lack of skills in the functioning of the society¹. Sense of security thus includes many planes of human existence, and responsible for its implementation are different socialization environments. The aim of this paper is to look at the secondary school as an educational environment in which its activities are the tasks associated with their students a sense of security. Presentation of the school as an environment in which, - the challenge - is to ensure safety of students is so reasonable that more and more often we see a loosening of family ties, instrumentalization and sometimes interpersonal relationships. Against the background of these transformations school environment appears to be fairly stable. In the first part of the text will approximate the theoretical recognition of safety. Subsequently shown to be tasks that stand before school and are designed to ensure the safety and due to legal provisions. Against this background, we look at the school as a place of (un) safe for students and for teachers.

Security - theoretical background

Analysis of the literature of psychology, pedagogy, and the right leads to the conclusion that the safety category scrolls in almost every field and is used to describe human existence and its functioning in the surrounding reality. The multiplicity of definitions showing security concept leads to the conclusion that it is not clear and, depending on the field of knowledge in which you are presenting is sometimes understood differently. It is worth noting that the safety category occurs in conjunction with other terms by which other contexts gaining meaning. Generally we can say that security is a state of subjective perception of lack of danger². Generally we can say that security is a state entity that gives a sense of confidence, the belief that it has the support of other persons or the legal system³. According to M. Skarzynski the safety of the unit consists of satisfying such needs as a sense of identity, peace conviction of the possibility of self-development and life planning. All actions are disrupting the sense of security in August cause of anxiety and insecurity⁴.

As you can see safety category is very complex. The theories on human needs security appears as one of the elements for the functioning of a human and has a dimension of objective and subjective. The term refers to an objective external conditions in which man lives and which can be measured using specific indicators. However, in the perspective of subjective security is related to the individual human feelings. Analysis of needs theory

¹ Cf. I. Korcz, *Inteligencja emocjonalna –gwarantem bezpieczeństwa i determinantą rozwoju uczniów*, [in:] *Edukacja dla bezpieczeństwa -bezpieczna szkoła, bezpieczny uczeń*, ed. D. Czajkowska-Ziobrowska, A. Zduniak, Poznań 2007, p. 107-109.

² Cf. L. Korzeniowski, *Zarządzanie bezpieczeństwem. Rynek, ryzyko, zagrożenie, ochrona*, [in:] *Zarządzanie bezpieczeństwem*, ed. P. Tyrała, Kraków 2000, p. 437.

³ Cf. B. Dunaj, *Słownik współczesnego języka polskiego*, Warszawa 1996.

⁴ Cf. A. Włodarek, *Problemy międzypokoleniowe a poczucie bezpieczeństwa*, [in:] *Edukacja dla bezpieczeństwa - bezpieczna szkoła, bezpieczny uczeń*, ed. D. Czajkowska-Ziobrowska, A. Zduniak, Poznań 2007, p. 97-98.

leads to the conclusion that the security can be recognized as a basic human need or as a wider category which consists of the needs for the basic unit of living conditions. It should also be emphasized that the safety category can be considered as a need or a sense of security. Consider the ranges conceptual needs and safety. Generally need is understood as a basic dispositions for action, which in significant part are innate. Although needs can be described in different ways to their characteristic feature is the fact that they are the internal motivational factor. When it comes to satisfying homeostasis body shall take measures enabling it to achieve relative stability. Thus, the implementation needs is essential for life and normal humans. Since the unit does not operate in a vacuum and live in certain environments is the realization and satisfaction of needs also refers to the regulation of relations between the individual and the environment. Subjective criterion of the level of safety is feeling a sense of security, which may be the result of meeting the needs of. The sense is raising awareness itself by the phenomena in her environment as well as the ability to determine the conditions occurring within the unit. Sense of security will therefore be a condition in which an individual is satisfied with the occurrence of the situation, is convinced of its capabilities, is the result of actions taken related to the implementation needs. For a sense of security consists of the external conditions and external. Sometimes the external conditions are of less importance for the functioning of the individual than the internal conditions that are subjective. We can say that is a subjective sense of security felt by the individual state, a state which consists of not only internal factors but also external factors. There is a danger of inadequate assessment of security. August may happen that the unit will be declared a high level of security in the moment when external factors will threaten its existence.

Safety at school

As mentioned earlier safety category refers to various spheres of human functioning and can be seen on many levels. In view of the issues taken try to look at the sense of security in the school. Analysis of school and educational documents leads to the conclusion that all educational entities are responsible for the safety of the school.

It is worth noting that the multidimensionality of safety category implies the need to deal with a sense of security in the area of psychosocial, ethical, as well as institutional. The area of psychosocial determinants is nothing like climate of the school, interpersonal relationships that are formed both between students, between students and teachers, as well as between teachers. The area consists of ethical values that are preferred by the school, the attitude of educators and the system of norms and principles prevailing in the school. Since the school is the institution responsible for teaching and educational process, talking about safety in school will mark an institutional level, which consists of all legislation governing the organization of school governance⁵. Given the multiplicity of dimensions in which it operates and in which the school is considered safety category you can ask yourself whether Polish schools are safe? What areas of security are most at risk? The answers to these questions I will try to look appealing and analyzing specific areas of safety at school.

Research feeling of safety at school is carried out on the basis of the diagnosis subjective feelings of students. An extremely important role in the life of a student fully peer group, the smooth and proper functioning of the unit ensures proper development and socialization

⁵ Cf. E. Nerwińska, *Psychospoleczne uwarunkowania bezpieczeństwa w szkole*, file:///C:/Users/Piotr/Downloads/Psychospoleczne_uwarunkowania_bezpieczenstwa_w_szkole%20(1).pdf (8.09.2014); P. Mazur, *Kultura prawna a wychowanie do bezpieczeństwa życia codziennego i pracy*, [in:] *Edukacja – praca – bezpieczeństwo*, ed. M. Rybakowski, Zielona Góra 2009, p. 99-107.

process. Unit operating within the peer group learns to certain standards principles of group interaction. He noted Zbigniew Zaborowski⁶ what kind of relationships exist among the students in the school may have relevance for their future life, both personal, social, and vocational education. Properly configured peer relations become the basis to maintain a balance between the student and the environment. Important role in maintaining the balance of play elements and mechanisms of mental, which include the individual constellation of personality structure relationship and interaction partners. Often examining the level of security, if you want to explore the interpersonal relationships that refer to categories Aug. lack a sense of danger from peers. In the literature we find a number of pedagogical research on the sense of threat from peers, often because they were diagnosed aggressive behavior of children and adolescents. Risky behavior may also include various forms of aggression. Analysis of the literature leads to the conclusion that the phenomenon of violence among young people is addressed in a variety of contexts. Namely, created works on the incidence, types and forms of aggressive behavior, the causes of aggression or the experience of those suffering from the aggression of others. The literature also encounter different understanding of the term aggression. Generally under this heading are hidden behavior believes that „the aggression should be understood task-oriented behavior of harm to others. On the other hand Dobrochna Wojcik describes it as „human behavior aimed at causing damage to another person or institution”. As follows from the definition of aggressive behavior is an action that is intended to make others suffer, harm or loss. Aggression can also be defined as „any intentional action in the form of open or symbolic - to inflict harm someone or something damage, loss or pain. Aggression is defined as the antisocial behavior is a result of hostile tendencies and a desire to harm others or destroy”⁷. For the purposes of the study it was assumed that aggression is a behavior aimed at making someone something wrong, leading to the cause of evil, pain (from Lat. Aggressor - the attacker; agresio - assault; aggredi - join, replace, attack). Aggressive call these behaviors, the essence of which is harmful, anormatywność. Research on peer aggression indicate that peer dominated by aggressive behavior, which can be described as a psychic aggression and physical. The first group behaviors include name-calling, isolation, ridicule or denigration. However, in the area of physical aggression distinguish such behaviors as pushing, fights⁸.

Being in the peer group gives a sense of security. However, in order to fulfill between peers correct interpersonal relationships based on friendship, they must „be with you”. Time spent with peers is primarily a time devoid of specific activities or tasks. The most important feature of friendly conversation is a mutual understanding, taking place in an atmosphere of openness, trust, acceptance point of view of another person, often in spite of differences of opinion. It is also important that a contemporary group operates at the interface between school and residence, thus creating a „youth local community”. The role of the community is very large. It organizes activities for their members, provide new sensations and experiences, acts as a back-emotional and social development of young people. It teaches self-reliance, is the site of polarization of gender roles. A student entering the peer group, formed at the same time the identity of their own group.

The organization of modern day teenager often prevents him from establishing deeper interpersonal relationships. Often due to participation in a variety of peer groups or even limit the participation by the need to commute to school the young man can live „social

⁶ Cf. Z. Zaborowski, *Stosunki międzyludzkie a wychowanie*, Warszawa 1974, p. 64.

⁷ Cf. Z. Skorny, *Psychologia wychowawcza dla nauczycieli*, Warszawa 1968, p. 141.

⁸ Cf. I. Pospiszyl, *Agresja wewnątrz rówieśnicza jako sposób rozwiązywania problemu własnej tożsamości*, [in:] *Przemoc w instytucjach opiekuńczo-wychowawczych*, ed. I. Pospiszyl, Warszawa 1997.

loneliness". Although, according to Joseph Rembowski⁹ loneliness can be seen from the perspective of psychodynamic, phenomenological, existentialist, interactionist, as well as cognitive, however, in each of these landing points out that the weakening of the emotional ties or their unformed, makes it difficult to produce self-esteem, sense of life. Jan Szczepanski believes that social loneliness is the exclusive communing with himself, focusing attention on the issues of his inner world¹⁰.

In contrast, Janusz Gajda¹¹ points out that social loneliness is a situation characterized by weakness or lack August natural bond with another human, life as it were in a very loose relationship with the public, or even beyond.

Area in which we observe the factors causing the reduction of sense of security is also an appreciation and noting student achievement. The belief that the actions taken by the students have meaning and contribute to building self-identity and self-image are very important in the development of the individual. Unfortunately the analysis of research shows that students often are not valued in schools. There is also the argument that in some schools deliberately limited the number of successful alumni. In schools dominated the atmosphere of constant competition, which is not conducive to wards rather exacerbates August anxious behavior, fear. In the process of education and motivate students to work on themselves, teachers often use punishment. The grading system used in schools often do not have the character diagnosing students' knowledge level and takes the form of elimination of weak pupils. In the opinion of students who are not successful school teaching is seen as a place where they can not get the help and support and indeed they are exposed to constant criticism¹².

The school is also considered in the area of institutional and here also we find the perspective in which you can analyze the safety of students in a category of educational institution.

Educational provisions govern the school principal task of ensuring their students a sense of security. Under the provisions of that regulation MEN that headmaster organizes and exercises general supervision over the safe and hygienic conditions of work and study, in particular:

- provides students and employees with a safe and healthy working conditions and learning during their stay in the school, as well as the mandatory classes and extracurricular activities organized by school beyond,
- in the week's schedule distributes educational didactic lectures on each day of the week, provides a variety of activities each day, it combines several hours of classes teaching units of the same subject (with the exception of items, which the program requires it),
- organizes various forms of school staff training in health and safety, take them up to date with new regulations, instructions and guidelines in this regard and shall exercise supervision over the observance of these provisions by tutors with students.

Regulation of the Ministry of Interior on fire protection lays down detailed rules for fire protection of buildings, other buildings and land, and providing them with equipment, fire-fighting and rescue. It specifies the types of buildings, other buildings and areas in which you

⁹ Cf. J. Rembowski, *Samotność*, Gdańsk 1992.

¹⁰ Cf. J. Szczepański, *Sprawy ludzkie*, Warszawa 1984.

¹¹ Cf. J. Gajda, *Telewizja, młodzież, kultura*, Warszawa 1987.

¹² More on the dangers of child development, see. I. Rudka, A. Soroka-Fedorczuk, *Role kindergartens and schools in preventing risks of child development*, [in:] *Edukacja wobec zagrożeń rozwoju i bezpieczeństwa dzieci*, ed. S. Guz, J. Andrzejewska, Lublin 2008, p. 75-84.

need to install sygnalizacyjno- alarm. Paragraph 4 of the Regulation lists the prohibited activities, the performance of which may cause a fire, hinder the evacuation of people or an obstacle to carry out efficient rescue operation.

To the child can develop normally must be provided with a sense of security in the school; and not just about physical safety, but also about a sense of internal security - a little understanding, acceptance, empathy on the part of an adult. This is a huge task before every school that wants to be friendly to students¹³.

Summary

What can the teacher to their school was safe for students? Earlier I wrote about the areas where disturbances may be in safety. In conclusion, it is worth considering what is a safe school. In the context of the previous considerations we can say that a safe school is one in which security is built atmosphere and positive interpersonal relationships. The task of the teacher is to ensure that the students formed a cohesive group, and none of them feel isolated. Building a sense of security also helps to teach the principles and standards of good contact, paying attention to the language and culture of taking care of that all problems have been solved to date. The safe school seeks to recognize and diagnose the educational environment and conditions for chewing students. Because the disorder of the sense of security is aggressive behavior that is essential to a safe school to help the perpetrator help in uncovering better ways of discharging energy, rebound tension.

¹³ *Rozporządzenie Ministra Edukacji Narodowej z dnia 17 sierpnia 1992 r. w sprawie ogólnych przepisów bezpieczeństwa i higieny w szkołach i placówkach publicznych* (Dz.U. nr 65, poz. 331) wydane na podstawie ustawy o systemie oświaty z 7 września 1991 r. znowelizowane *rozporządzeniem Ministra Edukacji Narodowej z 19 września 1996 r. zmieniającym rozporządzenie w sprawie ogólnych przepisów bezpieczeństwa i higieny w szkołach i placówkach publicznych* (Dz.U. nr 119, poz. 562). Nowelizacja dotyczy wypadków uczniowskich. *Rozporządzenie Ministra Spraw Wewnętrznych z 3 listopada 1992r. w sprawie ochrony przeciwpożarowej budynków, innych obiektów budowlanych i terenów* (Dz.U. nr 92, poz.460) wydane na podstawie ustawy o ochronie przeciwpożarowej z 24 sierpnia 1991 r.

*Implementation of preventive measures in schools as a factor
in the safety of children and young people*

Introduction

This paper tackles an important issue from the perspective of human development and the effective impact of the school. Its aim is to show school prevention activities that can contribute to the students and the conditions for their implementation. A sense of security is a precondition for the proper development of human, and therefore students should be one of the objectives of the school prevention program and parental care. The way for its implementation should be considered and effective action taken under these programs.

In view of many risks associated with social change, cultural, technological we should provide children and young people - the most vulnerable to the adverse effects of these changes - the sense of security which is an important task and a challenge for many environments, including the school, which will be presented below.

The concept of safety and prevention

The key for the concepts is: security integrally linked with the concept of threats, dangers and prevention.

Security is most often defined as a state of calm where there is no risk¹. We have differentiated between various types and aspects of security. There is security for the individual (personal safety) and in terms of collective (national security). On various aspects of the security there is put attention in terms of psychological, highlighting security: physical, mental, social, moral, emotional, educational, cultural, ideological, and economic health². As emphasized K. Czarnecki, "Every, even the smallest, but felt violation of one of the highlighted aspects of security becomes a threat to our existence, being, development"³.

Security is thus one of the basic human needs. It is a prerequisite for ensuring the implementation of the needs and values of higher order and therefore human development and, conversely, a failure to satisfy the security needs may pose a threat to development. A.H. Maslow places the need for security on the second level in the hierarchy of needs. This hierarchy is as follows:

- physiological needs associated with maintaining their own lives and the life of the species;
- security needs, including the need for care and support, order, stability, security substantive - legal, etc.;
- the need to belonging and love;

¹ Cf. *Słownik języka polskiego PWN*, Warszawa 2007, p. 49.

² Cf. K. Czarnecki, *Bezpieczeństwo – zagrożenia dzieci i młodzieży w ujęciu psychologii*, [in:] *Bezpieczeństwo dzieci i młodzieży i jego zagrożenia*, ed. K. Czarnecki, W. Kojs, M. Rozmus, Mysłówice 2001, p. 11.

³ *Ibidem*, p. 11.

- the need to respect, including two groups: - the need for strength, achievement, adequacy, mastery, competence and self-confidence to the tasks of life, independence and freedom; - The need for reputation, prestige, adequate social status, dominance, recognition, attention and validity;
- the need to self-realization, which is striving for the development of potential opportunities⁴.

In the light of this hierarchy we can be assumed that the need for security is indispensable for the development of well-functioning unit.

The concept of safety is integral to the concept of opposing threats. A man works in different areas of the circuit formed by the security and its opposite risk. Development and human existence is threatened when the mutual arrangement advantage of a security breach occurs. The threat is therefore to create a state of danger, when, for example something threatens the health or safety⁵. "The threat can be seen as a condition preceding the devastating impact factors and the process of destruction"⁶.

Another concept relevant to the theme is taken prophylaxis. The general definition of the term derives from the Greek (prophylassein), which means "to guard, to prevent"⁷. In everyday language most often prophylaxis is associated with the prevention of such diseases, pathologies, accidents and so on. From the perspective of pedagogy, educational it is worth noting that "prevention is protecting the human development from threats and responding to these threats"⁸. It is worth mentioning here that preventive measures include not only the prevention of undesirable phenomena, but also the appropriate response when we have in a school already undesirable phenomena and behavior of students. This definition thus corresponds to the needs of the modern school, which is struggling with the intensification of undesirable behaviors and still new problems. About the prevention we can speak in broad and narrow sense. In the context of our topic it is important to understand prevention in the strict sense, which "refers to actions that are taken by people who look after other"⁹.

School prevention program and the safety of children and young people

Prevention of hazards to be effective should integrate different environments. In this article the focus will be primarily on the activities undertaken by teachers within a school prevention program.

General functions of schools in this area are governed by legislation. *On the basis of the general education curriculum for primary schools* are designated educational goals and ways to achieve them¹⁰. In the context of our topic deserves the attention among the general objectives such as: shaping students' attitudes and responsibility which are essential for smooth functioning of the modern world, the ability to use modern ICT. Exemplification

⁴ Cf. A. H. Maslow, *Teoria hierarchii potrzeb*, [in:] *Problemy osobowości i motywacji w psychologii amerykańskiej*, ed. J. Reykowski, Warszawa 1964, p. 164.

⁵ Cf. *Słownik języka polskiego...*, op. cit., p. 1252.

⁶ W. Kojs, *Wstęp*, [in:] *Bezpieczeństwo dzieci i młodzieży i jego zagrożenia*, ed. K. Czarnecki, W. Kojs, M. Rozmus, Mysłowice 2001, p. 8.

⁷ M. Szpringer, *Profilaktyka społeczna. Rodzina, szkoła, środowisko lokalne*, Kielce 2004, p. 63.

⁸ M. Simm, E. Węgrzyn – Jonek, *Budowanie szkolnego programu profilaktyki*, Kraków 2002, p. 8.

⁹ M. Szpringer, *Profilaktyka społeczna ...*, op. cit., p. 64.

¹⁰ Cf. *Rozporządzenie Ministra Edukacji Narodowej z 30 maja 2014 zmieniające rozporządzenie w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół* (Dz. U., poz. 803), Załącznik nr 2.

of the general objectives of education takes place in the objectives and content of individual subjects and learning areas.

At the first stage of the education the task of the school has to provide child-friendly, safe and healthy environment to learn and play, individual and team activities, develop independence and responsibility for self and immediate surroundings. In the field of public education, it is assumed that the student, at this stage of education, knows where he can safely organize fun, and where he cannot and why; knows the danger from people; can inform adults about the accident, danger; knows the numbers for: ambulance, fire, police, and a nationwide emergency number 112. In the field of environmental education knows the basic principles of rational nutrition; understands the need to control health and follow the recommendations of doctor and dentist; cares for the health and safety of himself and others (if possible); verses in the risks posed by plants and animals, as well as the risks of type of storms like, hurricane, blizzard, avalanche, flood, etc.; knows how he need to behave in such situations. In the field of computer classes: knows the risks arising from the use of a computer, the Internet and multimedia. In terms of technical activities: cares about his others safety: maintains law and order around himself in the workplace; cleans up after himself and helps others to maintain the order; actually uses tools and technical equipment; knows how to safely navigate the roads (including a bicycle), and uses the means of communication; knows how he need to behave in case of an accident. In the field of safety and health education: takes care of personal hygiene and cleanliness of clothing; knows how important for health is proper nutrition and physical activity; knows that he cannot take on his own medication and use chemicals misused and so on. Likewise, on the second stage of education (class IV - VI of primary school) the objectives and content of the safety permeate almost all the subjects and mainly wildlife, computer classes, technical classes or physical education¹¹. The content of education in the field of safety are also implemented within hours of education, school activities, extracurricular activities, school events and important events in the life of the school. The educational activity of the school is determined by:

- 1) set school curricula, which, have regard to the educational dimension, covers the entire school's business in terms of teaching;
- 2) the educational program of the school, including all content and activities of education;
- 3) prevention program, tailored to the developmental needs of students and the needs of the environment, including all content and activities of prevention¹².

In the context of our below topic we will focus attention on the prevention program, although it seems necessary to check that these programs need to complement each other and penetrate. Especially the educational program and prevention program must be consistent.

School prevention program is a "general measures to protect children and adolescents against interference in the development of and intervention in the situation emerging threats. Includes actions taken during the implementation of the curriculum and educational program, where there is a general task of the school, as well as specific actions for prevention"¹³. As defined prevention program indicates the need for integration of all teachers around the construction of an effective prevention program, integrating it with the teaching and educational activities, and relying on the real needs of schools and communities in which they operate students, followed by the integration of all stakeholders, including parents and community. Only such an approach will make preventive measures not only the character of occasional ventures which is usually ineffective, but will be a coherent concept of objectives and actions for the proper development of students and protect them from

¹¹ Cf. *ibidem*.

¹² Cf. *ibidem*.

¹³ M. Simm, E. Węgrzyn – Jonek, *Budowanie szkolnego programu profilaktyki ...*, op. cit., p. 13.

threats. It is important in constructing a school prevention program a diagnosis of the situation, i.e. determination of what situations threaten the orderly development of the students in the building, the educational and preventive action taken in advance proved to be effective and what is not, on whose support we can count; what action could be of interest to students. Diagnosing the situation is difficult and must be frequently upgrade. At preventive measures in schools it is put greater pressure because we have to deal with systematically increasing number of risky behaviors, or actions that increase the likelihood of adverse psychological, social and health consequences that interfere with the normal development of children and youth¹⁴.

Z. Kwiasowski to hazards common in the Polish school mainly includes: school violence and aggression, accidents, injuries, school stress; dependence on youth subcultures, the lack of organization of free time; incompetent teachers; lack of communication skills; the collapse of moral values, lack of practice; threat information¹⁵.

As the results of empirical research shows growing group of students take the risky behaviors. Educators surveyed of Middle Schools indicate that it is up to 25.21% of all students. Among these behaviors dominated by aggression, violence, truancy but also increasingly apparent recourse to various types of drugs, taking too early sexual contact, "escape" in the world of media, thoughtless imitation of the heroes of media and cyber bullying¹⁶. All of the above behaviors threaten the normal development and functioning of the student; sometimes directly threaten the security of physical security and sickness by reaching for addictive substances. One of the most radical forms of human degradation is just falling into dependency by addictions which give "loss of liberty and truth, a crisis of faith, hope and love, relationships and values crisis. A man can become addicted to almost everything from specific people, things, situations or chemicals; from the TV, Internet, computer, music or sports; of instincts, eating and emotions"¹⁷. As noted by M. Dziewiecki the most painful form of slavery is addiction manifested in the regular resort to the addictive substances¹⁸.

Observation in the media behavior of young people, tracking their activity on social networking sites and most of all conversations with teachers shows an image of children and young people enslaved to addictions of electronic devices, the Internet, various types of "fashions" to perform specific actions, for example doing fashionable lately, Rainbow Loom bracelets that deplete their capabilities, disrupt curiosity, spontaneity, social development, experiencing the surrounding reality.

If we take in school preventive measures to protect against hazards or react to those which have already appeared a starting point should be searching for an answer to the question: what leads young people to take such behavior? Determinants of risky behavior are very different; they may be stuck either in the pupil, as well as outdoor environments. It seems that the transformation of civilization, social, cultural, along with the rapid development of technology, including information technology have brought many negative consequences. As emphasized by W. Brezinka "on one hand, almost every person today has more freedom and possibilities of diverse experiences, learning and action, on the other hand, is much harder to find in the radically expanded living space. The intensity changing experience hinders

¹⁴ Ibidem, p. 9

¹⁵ Cf. Z. Kwiasowski, *Wybrane aspekty bezpieczeństwa szkolnego*, [in:] *Edukacja – szkoła – nauczyciele. Promowanie rozwoju dziecka*, ed. J. Kuźma, J. Morbitzer, Kraków 2005, p. 106-107.

¹⁶ Cf. B. Kumorowska, *Wolność czy zniewolenie ucznia sprawiającego trudności wychowawcze? – wskazania dla praktyki wychowawczej*, [in:] *Wartości w pedagogice. Wolność, odpowiedzialność, godność we współczesnej pedagogice*, ed. W. Furmanek, Rzeszów 2013, p. 56-57.

¹⁷ M. Dziewiecki, *Nowoczesna profilaktyka uzależnień*, Kielce 2001, p. 12.

¹⁸ Cf. ibidem, p. 12.

orientation and choice of what is essential. Advanced freedom from tradition, authority and the social control lifestyle (...) causes uprooting, loneliness, a sense of danger"¹⁹. School, in turn, must be seen" in the broad context of cultural - social, demographic influences, political, technicality and globalization"²⁰.

Thus, the present reality of cultural - social and embroiled in youth, often does not understand who is familiar with it, how to "move" in it, makes choices and takes responsibility forces to seek the most effective ways of educational and prevention.

In this context, we can distinguish risk factors and protective factors against behaviors that threaten the safe development of children and youth.

The risk factors, those characteristics of the individual and the environment that are conducive to making risky behaviors K. Wojcieszek include:

- "social environment that promote data patterns of behavior (...)
- social norms (promoting, provocative behavior data)
- modeling such behavior at home and school,
- conflicts and isolation experienced in childhood,
- peer group, which are the norm dysfunctional behavior,
- low performance in school and lack of life goals,
- easy to get psychoactive substances,
- early initiation of risky behavior"²¹.

And protective factors, those that increase human resistance to the risk factors outlined above are as follows:

- strong emotional bond with parents,
- interest in learning,
- regular religious practice,
- internalized respect for the norms, values, authority,
- constant care exercised by a competent adult,
- capability to good grades,
- ability to solve problems,
- social sensitivity,
- self-efficacy"²².

The presence of protective factors and risk factors in the environment indicates the objective of the action, which is to strengthen these interactions and attitudes that protect and eliminating those that pose a threat.

Recognizing the risk factors and protective factors are present in the school environment and the communities in which they operate; pupils determine the next steps to build a school prevention program. First of all, allows to evaluate which set of risks we face, what is the degree of risk, which in turn will help to determine the purpose and nature of the planned prevention activities.

There are three basic groups at risk. Children and young people who do not take the risky behavior is defined as the low risk group. This group includes mostly children from the first stage of education. The second group, the so-called higher risk are people who are

¹⁹ W. Brezinka, *Wychowanie i pedagogika w dobie przemian kulturowych*, Kraków 2005, p. 5.

²⁰ B. Dobrowolska, *Szkoła w perspektywie globalizacji i zagrożeń – ujęcie interdyscyplinarne*, [in:] *Szkoła w perspektywie globalizacji i zagrożeń*, ed. B. Dobrowolska, Toruń 2013, p. 13.

²¹ M. Simm, E. Węgrzyn – Jonek, *Budowanie szkolnego programu profilaktyki...*, op. cit., p. 11.

²² Cf. ibidem, p. 10.

experimenting, take the occasional risk behaviors. Often these are students of higher grades of Primary Schools, Middle Schools, or High Schools. The third and last group - high risk - are people who regularly take risky behavior, and suffer the negative consequences. They are often dependent students requiring specialized medical, psychological or legal help²³. According to a particular risk, as part of the diagnosis, prevention level is chosen. Adequately we distinguish to each of groups' three levels of prevention.

The group of low-risk is addressed primary prevention in which the activities are focused mainly on promoting healthy living contact, reinforcing the good behavior of children against the risks; develop skills to cope with problems. If we are dealing with a group of venture then action should be taken of the level of secondary prevention. These are all situations of learning and education that encourage students to withdraw from the risks taken and certainly definitely be a hindrance. For high-risk activities are addressed in the field of tertiary prevention, which are decisive intervention, often specialized, with the task allow the person to return to normal life.

The school should be a place only primary prevention, but the presence of students pursuing risky behaviors also forces to take action in the field of secondary prevention. School prevention programs therefore play an important role in the early prevention. The above three risk groups and their associated levels of prevention are an important indication for the design of preventive measures. Only prophylaxis corresponding risk group, which we deal with will bring positive results and has the potential to actually increase the safety of children, contributing to their proper development. Prevention incompatible with the bond order in itself pose a threat, or even provoke situations that threaten children and adolescents. Assuming for example that we are dealing with a group of low-risk and begin to talk about drugs, their types, albeit temporary illusory and dangerous "good", well-being after taking drugs then we cannot so much discourage but arouse curiosity and encourage students to reach for drugs.

In addition to preventive measures adapted to the risk it is worth paying attention to the ways of their implementation. First of all, students create conditions for active participation in preventive activities. A student cannot be just a passive recipient, must have the chance to think, design different solutions, appreciatingly them and anticipate consequences. A big role may play here activities of a project. Important are also diverse organizational forms, not only during school lessons, but also extra-curricular and activities, for example homework assignments in which students could work with parents. One of the conditions for the effectiveness of school prevention program is in fact the integration of school subjects to the action taken. It mainly concerns the involvement of parents in the program. Observation by children consistency of content, activities, practices in this regard on the part of parents and teachers certainly increase the effectiveness of interactions.

Summary

Both the notion of safety and prevention are related to human development. Ensuring security is a prerequisite for proper development, and the preventive measures taken to contribute to this man to feel safe, it was safe for themselves and others.

Taking into account the integral development of human security we must apply to all areas of its operation. So it is not only about security in the physical (health, life), but also

²³ Ibidem, p. 11.

in the sphere of psychological, social, moral and spiritual. It is worth noting that, for example disorder in the moral sphere (incorrectly shaped hierarchy of values) can cause a man to himself become a threat. All these aspects must be taken into account in the prevention and closely interact with the implementation of other programs, mainly educational program. Prevention program cannot therefore be limited to occasional activities such information like the negative effects of smoking cigarettes. They must not only include measures to broaden the students' knowledge, but also the acquisition of their specific skills and above all the development of attitudes that help young people make the right choices and take responsibility for it, so as to contribute to their becoming more fully develop.

*Collaboration between teachers and parents as a factor
in the growth of the child's safety*

Introduction

Ensuring the safety of the child during his stay in the school should be a priority for both the management, as well as teachers. Parents entrust children school, they want to be fully convinced that children are safe there and have appropriate care. Although the legal responsibility for the safety of children borne by the school and its staff, the integration of the activities of teachers, parents and students can significantly increase the safety of children at school, educating them to care for their own and others safety. This paper will discuss issues related to the performance of the school and the family of care and education functions, with particular emphasis on the safety of children and attempt to answer the question: How can the integration of family and school activities contribute to the safety and security of students in the school?

Cooperation with parents and school for the safety of students

Wincenty Okoń defines school as "educational institution - educational dedicated to upbringing of children, adolescents and adults, according to accepted in a given society goals and objectives and the concept of educational - education and programs; achieving these goals is appropriately educated teaching staff, educational supervision, university premises and equipment, and security budget from the state treasury, local government or other sources"¹. W. Dutkiewicz writes that "school for students is an environment where membership is conditional on the decision of school authorities. This environment is characterized by a high degree of similarity of structures and functions, and a large number of contact and the contacts. It is a separate unit, in which contacts are based on the principles of the common objectives"². The organization and operation of schools in Poland corresponds with the advice of the director of schools and the teachers' council, and it acts in accordance with the rules and regulations of the Ministry of National Education and the subject to the Ministry superintendents and school boards. M. Łobocki writes, school, through its activities fulfils to students "didactic (instructive) function, educational and caring: it transmits knowledge from various fields of science, technology, literature, art (didactic function); shapes attitudes towards things, people, norms, values (educative function); satisfies the basic needs necessary for the proper development of the physical and psychosocial students (protective function)"³. As the author writes, "sometimes the school is attributed as the main initiator and coordinator of educational activity outside the school (region), from which are derived attending students"⁴. Apart from the above mentioned features we can also

¹ W. Okoń, *Słownik pedagogiczny*, Warszawa 1992, p. 201.

² W. Dutkiewicz, *Czynniki warunkujące poziom akceptacji społecznej uczniów w zespole klasowym*, [in:] *Uwarunkowania osiągnięć szkolnych uczniów*, ed. B. Niedośpiał, Kielce 1983, p. 164.

³ M. Łobocki, *Teoria wychowania w zarysie*, Kraków 2006, p. 318.

⁴ Ibidem.

distinguish culture-function, involving the exploration, spreading and creating a culture and developing a culture of personal pupils.

These functions are performed by the school in isolation. This was pointed out by M. Łobocki who said that these functions are complementary. Each of them can be fulfilled in a satisfactory manner only if the other functions also find their fulfillment in the process of education⁵.

Although often a considerable attention is paid to the implementation of the teaching function, subjecting it to the assessment of student achievement through research, competence tests, and so on, it is in no way belittled the role of the two other functions. This is particularly important as the implementation of tasks of care and education allows increasing the safety of children both at school and beyond it. It also allows to educate students to care for their own and others safety. Ensuring the safety of the child and giving him a sense of safety falls in the broader field of activity which is an educational institution care. According to Z. Dąbrowski "care is relatively constant and continuous giving back the child, (which has unmet needs and the inability to satisfy on its own) by the supervisor taking responsibility for it"⁶.

According to J. Raczkowska, in documents implementing the reform of the education system, "(...) the most space and attention is devoted to structural changes in education, a lot of the teaching program, few educational activities of the school completely omits the problems associated with the function of caring"⁷. These words may bother so much, that when child stays in the school; the school has responsibility for his safety. I. Jundził writes "for the duration of the school day this institution is obliged to replace the parents to provide care for all students to realize their needs, to create the right conditions for learning and leisure, takes care of their safety and well-being"⁸. Among the tasks in the field of social work schools are those who implementation is to serve the safety of children. These include:

- "Creating in environment and school optimal conditions for the development of students.
- Address the needs of the biological, psychological and social.
- Provide students with the opportunities for individual development.
- Help students in choosing a particular value system and in creating themselves and finding among the actual living conditions their own way to the ideal complete man.
- Education for free action- time to organize various forms of rational use of free time"⁹.

An important factor in this respect is coordination. There are coordination within schools (interaction and cooperation between school classes, extra activity classes) and external coordination, which is particularly needed in the activities of the various establishments and institutions in the educational environment of the school¹⁰. Tasks coordinated inside and outside the classroom are related to the child, his family and the local community. Due to the problems of the study will be indicated only those that relate to security.

⁵ Cf. M. Łobocki, *ABC wychowania*, Lublin 1999, p. 51.

⁶ Z. Dąbrowski, *Pedagogika opiekuńcza w zarysie*, vol.1, Olsztyn 2000, p. 250.

⁷ J. Raczkowska, *W sprawie opiekuńczo-wychowawczej funkcji szkoły*, „Problemy Opiekuńczo-Wychowawcze” 2000 no. 7, p. 20.

⁸ I. Jundził, *Opiekuńczo-wychowawcza funkcja szkoły*, [in:] *Encyklopedia Pedagogiczna*, ed. W. Pomykało, Warszawa 1996, p. 790.

⁹ Ibidem.

¹⁰ Cf. ibidem, p. 792-793.

In respect to a child:

- ensuring personal safety in school and on the way to school
- protection of the child's health
- bringing first aid
- basic biological needs
- boring childcare while parents work
- organizing free time of children (to ensure proper contact with cultural values, limiting contact with pathological phenomena).

In respect to the child's family:

- assistance in solving educational problems in the family (poor family conditions of the child, financial situation, family relations system, the degree of responsibility of parents)
- raising the culture of teaching parents.

In relation to environment:

- inspiring recreation facilities and cultural institutions in the area of school
- combating negative phenomena, antisocial behavior and any pathology
- organizing community activities¹¹.

In recent years, there has been an increase of interest in state educational policy safety of students in schools. Minister of Education announced the school year 2012/2013 Year of Safe Schools.

Safety tasks imposed on the school or educational institution were included in a number of legal acts. They are not only the provisions of the education law, although in these directors and teachers will find the most important issues. The following are some of them:

The Education Act (Journal of Laws of 2004 no. 256, pos. 2573, as amended.)

1) Art. 1, point 10, 16: The education system shall ensure a safe and healthy learning environment, education and care, and raising awareness among children and young people knowledge of the safety and appropriate attitudes towards emergency situations.

The Education Act (Journal of Laws of 2004 no. 256, pos. 2573, as amended.)

1) Art. paragraph 33. 2 point 7: The supervisor pedagogical subject, in particular providing students with safe and hygienic conditions.

2) Art. paragraph 39. 1 point 5a, para. 3: The Director of the school or workplace is a manager within the meaning of the Labour Code, performs tasks related to the safety of students and teachers during activities organized by the school or institution.

3) Art. paragraph 34a. 1 and 2 point 2: Body of a school or institution supervises the activities in the field of financial and administrative matters. Supervision of the authority conducting the subject, in particular compliance with the legislation on safety and health of workers and students.

The Act of 26 June 1997. Labour Code (Journal of Laws of 1998. No. 21, pos. 94, as amended.)

1) Art. 207; 207 (1):

a) The employer shall be responsible for the state of occupational health and safety in the workplace.

b) The employer is obliged to protect the health and lives of workers.

¹¹ Cf. *ibidem*, p. 793.

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- c) The employer and the person driving the employees are obliged to know, in terms of necessary to perform their obligations, the provisions on the protection of work, including the provisions and principles of occupational health and safety.
- d) The employer is obliged to provide information on hazards in the workplace, protective measures and preventive and employees appointed first aid and implementation of activities in the field of fire fighting and evacuation of workers.

The Act of 26 January 1982. Teachers' Charter (Journal of Laws of 2006. No. 97, item. 674, as amended.) 1) Art. 6: The teacher is required to reliably perform tasks related to his post, and the basic functions of the school - teaching, educational and caring, including tasks related to the safety of students during activities organized by the school.

Regulation of the Minister of National Education and Sport of 31 December 2002. Concerning safety and hygiene in public and private schools and institutions (Journal of Laws 2003. No. 6, pos. 69, as amended.)

1) § 2; § 3.1; § 3.2:

- a) The Director provides a safe and hygienic conditions of staying in school or institution, as well as safe and hygienic conditions of participation in the activities organized by the school or institution outside the objects belonging to these units.
- b) The Director at least once a year carry out checks to ensure the safe and hygienic conditions for use of facilities belonging to the school and identifies directions for improvement.
- c) checks shall be drawn up and signed by the person taking part in it. A copy of the Director shall transmit to the maintainers.
- 2) § 4; §4a; § 5, § 8.1; § 9; § 13; § 14.1:
- a) The Director of the school ensures the safety of the area around the school and institutions.
- b) The premises provide the proper lighting, ventilation and heating, hot and cold water and personal hygiene.
- c) School Equipment has appropriate certificates.
- d) Teaching takes place under the supervision of duly authorized persons.
- e) Students spend break in class under the supervision of a teacher.
- f) Teaching and educational classes should take into account the need to load classes on each week day.
- g) In the premises of a school or institution provides the students the opportunity to leaving parts of textbooks and school supplies.
- h) It is forbidden to carry out any activities without the supervision of a person approved for that purpose.
- i) Plans for evacuation are placed in a prominent place, escape routes are determined in a clear and stable way.
- 3) § 30; § 31; § 50, § 51:
- a) During a sporting event organized by the school or institution students remain under the care of the persons authorized to do so.
- b) The degree of difficulty and intensity of exercise adapts to the current physical fitness and endurance athletes.
- c) Training machines which may pose a threat to the health of athletes are fixed permanently.
- d) Status of facilities and sports equipment is checked before each class.
- e) The school principal shall keep a register of accidents and discuss with employees their causes and determine the measures necessary to prevent them.

Regulation of the Minister of National Education of 21 May 2001. Framework statutes on public kindergartens and public schools (OJ of 2001. No. 61, item. 624, as amended.)

1) Attachment. No. 2 - the statute Primary School, § 2. 1 point 2 and § 11:

a) The Statute of the school determines, in particular, how to perform the tasks of school, taking into account the optimal conditions for student development, safety and the principles of health promotion and protection.

b) The statute defines the scope of the tasks of school teachers and other staff, including tasks related to the safety of students during activities organized by the school.

3) Attachment. No. 3 - the statute Middle School, § 2. 1 point 2 and § 13:

a) The Statute defines how to perform the task, taking into account the optimal conditions for student development, safety rules and principles of health promotion and protection.

b) The statute defines the tasks of Middle School teachers and other staff, including tasks related to the safety of students during activities organized by the high school.

In building a sense of security and safety among school children are involved all stakeholders' facility: the students, the school (teachers, management) and parents. The roles which play in this range the parents are very important. Parents and family care for the children not only at home but also can and should support the school in this area of business.

Health and safety of children is resulted from the functions performed by the family. There are many divisions and types of family functions. M. Ziemska distinguished the following features of the family: procreative, production, service and caring, socialization and psychohygienic¹².

W. Okoń for family functions includes:

- procreative function,
- preparing children for entry into the social life of their nurture and education, and providing them proper start in life,
- maintaining a household that meets the needs of family members,
- custody of life of family members, their behavior, culture and health¹³.

Z. Tyszka lists ten functions of the family: the material-economic, care and safety, procreative, legalization- control, socialization, class, cultural, recreational, sexual, social, and emotional expression¹⁴.

According to M. Łobocki the most important functions of the family include:

- "procreative function (biological), aimed at procreation, which ensures the continuity of the biological society, as well as meeting the needs of erotic- sex of spouses;
- protective function, which consists in providing and concreting assistance to family members in different situations and circumstances of life, when they are not able to meet their basic needs;
- economic function, concerning the provision of family members the necessary conditions to maintain life, or delivering goods substantive family living;
- educational function (socialization), as reflected, inter alia, in the implementation of family members in the wider society including language, customs, patterns of behavior and cultural values;
- Function of stratification"¹⁵.

¹² Cf. M. Ziemska, *Rodzina i dziecko*, Warszawa 1980, p. 234.

¹³ Cf. W. Okoń, *Słownik pedagogiczny...*, op.cit., p. 261.

¹⁴ Cf. Z. Tyszka, *Socjologia rodziny*, Warszawa 1976, p. 61.

¹⁵ M. Łobocki, *Teoria wychowania...*, op.cit., p. 310.

The essence of stratified function is explained by F. Adamski. According to the him it is a function of "guaranteeing family members a status in life, defining their membership of a particular class or social stratum"¹⁶.

Although the above are the features and breakdown by different authors, in each group there are those that are related to health and safety.

The above analyses show that both the school and the family prioritize the safety of children. Integration of care and educational functions performed by parents and teachers at school, their cooperation, common goals and common actions can increase the safety of children both in school and beyond, and effectively educate children to care for their own and others safety. M. Łobocki writes, "both teachers and parents feel a greater or lesser extent, the need to interact, cooperate for the good of children and young people"¹⁷. B. Bogucka - Osińska writes, "some experts focus on internal security (dimension of human personality), while others deal with external security (environmental dimension). Both groups through education and training (education) want to remind people what can endanger their safety; how to proceed to avoid hazards; why the need for personal commitment is important to effectively mitigate the threats"¹⁸. Each person can meet with the variety of threats depending on the place, the environment in which it is located and the age in which it is at the moment. "In the case of children, these threats can come from adults, peers and youth, ignorance of natural phenomena and animal behavior, and as a result of their own carelessness"¹⁹.

If the co-operation between the school and parents regarding the safety of students is effective, in addition to the common objectives are also important principles and forms of cooperation. These are:

- The principle of positive motivation - part in the interaction is completely voluntary, but forced the need for change. Both parties need to feel allies and be equally motivated to act;
- The principle of partnership - parents and teachers are equal; working on behalf of the young generation;
- The principle of multilateral flow of information- systematic and continuous exchange of information on student / child;
- The principle of unity of impact- compliance purposes in educational work;
- The principle of active and systematic cooperation²⁰.

Among the different forms of school contact with family we can distinguish:

- Meetings with parents;
- Events class, school;
- Meetings on educational problems;
- Gathering the opinions of parents about school activities;
- Caring for the appearance of the class;
- Consultation;
- Home visits;
- Telephone calls;
- Contacts correspondence
- Activities of the Council of Schools and the Class threes;

¹⁶ F. Adamski, *Socjologia małżeństwa i rodziny. Wprowadzenie*, Warszawa 1984, p. 50.

¹⁷ M. Łobocki *Współdziałanie nauczycieli i rodziców w procesie wychowania*, Warszawa 1985, p. 11.

¹⁸ B. Bogucka-Osińska, *Edukacja dla bezpiecznego życia*, „Życie Szkoły” 2009 no. 6, p. 12.

¹⁹ Ibidem.

²⁰ Cf. M. Łobocki, *Współdziałanie nauczycieli i rodziców...*, op.cit., p. 32-35.

- Participation in teaching of school;
- Organizing free time of students²¹.

In principle, any of the above mentioned forms of cooperation conducive to taking joint measures for the safety of children.

On joint meetings with parents teachers inform about the applicable safety rules at school, work is undertaken on the development of educational plan-class programs - and the educational and prophylactic school programs. Such work will help plan and then take joint action for the safety of children. They also provide parents with information about the program content of security implemented in class.

Another form of cooperation with parents is a teacher educates parents. It is worth, among other topics, find time to stir issues of safety. In May school year 2013/2014 in the Primary School No. 7 in Świdnik has been conducted study among parents of the school's students about co-operation with parents. The study included parents of students in grades I-III - 294 parents. Among the questions regarding the collaboration of one topic concern what should be addressed at the meetings. Among the responses received from parents were also safety issues. They accounted for 16% of all subjects. These were the following proposals:

- Child Safety on the Web - 5%
- What does it mean to be assertive? How to teach your child to say "no" - 4%
- Ways to prevent violence and aggression among children - 6%
- Ways of coping with anxiety of the child's school - 1%

The above-mentioned proposals of topics of parent's education are only a suggestion of parents of one school. Each teacher - tutor in consultation with parents, takes into account the needs of the class and the school decides on topics within the joint meetings of security.

Another area of cooperation between teachers and parents is the safety participation of parents in didactic work of school. It is worth to use the advantage of the knowledge, experience, interests in the classroom - even concern safety.

Conduct joint activities with parents integrates students, teachers and parents in promoting safety.

Individual meetings, contact by phone or e-mail allows the current flow of information in this field, as well as giving the ability to quick respond to situations that may threaten the safety of children in school.

Summary

Jointly undertaken by the students, parents and teachers activities provide the opportunity to provide greater security to students, effectively preventing the wider dangers, building a sense of security in children and educating them to take care of their own and others safety.

²¹ Cf. T. Plichta, *Pedagogika społeczna*, Warszawa 1995.

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