

Introduction

The issues of institutional and non-institutional resocialization have been dealt with by resocialization pedagogy for years. It is a compendium of interdisciplinary knowledge aimed at explaining the causes, symptoms and possibilities of counteracting unfavorable individual and social phenomena, including in particular the phenomenon of adult criminality, as well as code prohibited acts of children and youth.

Resocialization pedagogy as a sub-discipline has a relatively short history in Poland. From the very beginning, it was both a theoretical and applied science, which was its strength and importance. Passing through successive stages of development, it has “consolidated” theoretically and methodically, becoming a prestigious and important science and educational practice, gaining more and more popularity among candidates for studies, students and doctoral students.

The history of its creation is full, on the one hand, of attempts to oppose the pedagogical scientific circles’ centuries-old traditions of ruthless and cruel treatment of people in conflict with the law (especially children and adolescents), and, on the other hand, of humanist research discoveries, which in the first half of the 20th century dealt with the problems of etiology, phenomenology and the possibilities of counteracting social and individual deviant and pathological phenomena on a larger scale than before.

At the same time, however, both among academic resocialization pedagogues and trainee educators, almost from the emergence of this new field of science, there have been voices pointing out discrepancies between the adopted theoretical assumptions and the resulting methods of conduct and the evaluation of these effects by various levels of political and administrative authorities.

Professor Stanisław Jedlewski wrote emphatically about it 56 years ago, pointing out as the reasons for the insufficient reckoning of administrative decision-makers with the achievements of the humanities, especially psychology and pedagogy, and the insufficient level of professional education of the staff of the institutions, whose behavior resulted more from bad penitentiary traditions than pedagogical knowledge. He also noted that in juvenile institutions, instead of a pedagogical vision, a formal-administrative and a penal-discipline vision is definitely dominant.

Following in the Professor's footsteps, one can say that the Polish resocialization thought has been underestimated for years by those who decide on the practical dimensions of the institutional resocialization process. And yet it offers interesting and inspiring methodological solutions that are successful in other countries. So it may be worthwhile to pay closer attention to its proposals.

It is worth to briefly mention at this point a certain imperceptible but extremely important dimension of institutional social life in resocialization centers, a dimension on which not only the sense of security of employees and their charges, but above all the level of reaction of authorities dealing with public security depends.

The problem, which is worth mentioning, determines the emergence of an increasingly common syndrome of maladjustment and deviant behavior in various social environments, and on the other hand, it leads to professional burnout and a high level of frustration among various professional groups dealing with resocialization.

This problem is more and more visible as a "crisis of change" resulting from political, civilizational and economic transformations that took place in Poland at the turn of the last century.

The "crisis of change" is an immanent part of every social development. It usually appears on the "meanders of history" causing anxiety and fear in some people, while in others – admiration and hope. This general regularity also (or perhaps above all) applies to the citizens of countries that are making a civilizational leap in terms of their political and social achievements and the practical solutions resulting from this.

Each "crisis of change" also contains "potential for development", just as both resocialization institutions and their employees and wards have it. Both potentials can be used or wasted. What happens to them depends in the first case on the fate of the human community and in the second case on the fate of individuals.

The Polish space of resocialization practice, and perhaps also partly of academic practice, has a certain disadvantage, resulting from the "crisis of change" which affects its substantive dimension and its co-participants, and thus all of us. This is what is called "a repressive or oppressive social climate" in social studies.

The concept of social climate was first used by Kurt Lewin in his pedagogical teachings, defining it as a function of personality and environment. He pointed

to the relationship between the individual and the institution and between the institution and the individual. At the same time, the concept of social climate includes the attribution of subjectivity, since the climate is a resultant of the subjective feelings of the participants in the organization, concerning objectively existing reality.

According to Rudolf H. Moos, the *social climate* is a kind of “personality” of the surroundings or environment. Each social environment has a unique “personality” that gives it unity and cohesion and, as a certain “personality”, it may show deviant tendencies.

Certain social groups, like people, are more friendly and supportive than others, task-oriented or self-driven. They also differ in their level of stringency and control. The social climate can have a strong influence on people in the environment, causing their various deviant or pathological behavior.

The institutional social climate, as well as its structure, is closely linked to the legal regulations that result from both the political model and its concepts of governance, while the social climate in human communities is a result of the institutional climate.

The social climate of resocialization institutions should be conducive to building relationships based on trust and cooperation, taking into account control factors. This requires the involvement of circles representing resocialization institutions in broad cooperation with the scientific community, thus providing an example of the direction in which the changes in the social climate of institutions dealing with institutional rehabilitation should go.

It seems, however, that all too often such cooperation is of an apparent or merely formal-administrative nature, which is experienced by both scientists dealing with resocialization issues and educator-employees in many resocialization institutions in our country.

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