

Personal Circumstances of Successful Social Rehabilitation

Social rehabilitation can be considered in two dimensions: as a specific process of educational interaction and as a result of this process. The first is associated with the use of specific methods, techniques and interactions, while the second is the actualized, materialized and permanent sum of the effects of these interactions. A characteristic feature of the educational activities of social rehabilitation is its complementary and staggered character. It means mutually dependent and integrated forms of behavior that result from methodological assumptions.

Social rehabilitative education is a conscious and deliberate pedagogical action to obtain relatively permanent consequences in the personality of the charge, his social functioning, creating the parameters of his identity, and the resulting life and social roles. So, this is a particular method of pedagogical proceedings, justified theoretically and methodically, and targeted towards persons and groups exhibiting negatively motivated styles of individual and social functioning.

Social rehabilitation can be considered in several contexts. Its basis is usually axiological doctrine, thus an officially accepted and respected set of standards and values representative of a larger cultural circle. In such a grasp of the issue, the majority of a given social circle wants to impose its rules of conduct on the minority. This is evident in the course of various interpersonal relations, especially in personal contacts that occur in the described institutional space of social rehabilitation.

Every educational reality includes the object of education, i.e. the charge, the educational situation (educational subjects) and teacher or teachers. All of these objects are correlated and interdependent. The quality of interactions and educational effect are largely the result of the depth and intensity of interpersonal contacts.

There is no doubt that among the factors which have a real impact on social rehabilitation, the greatest importance is given to interpersonal relations, both in

the process of adaptation of the charge to institutional conditions as well as educational activities. Their initiators and executors are educators, and more broadly the personnel of the institutions and the charges.

It is during teacher-charge relations that there is a transmission of various linked information affecting the personal characteristics of both the charge and the teacher. The space of contacts of two personalities – the charge and the teacher – is a plane on which the traces of changes of identity parameters of both interaction partners are imprinted.

It is important that these changes proceed directionally – from the teacher to the charge, and are focused on the creative process of developing the personal structures of charges, and especially: the structures that create self-image and the image of the outside world as well as the structural components of cognitive and creative.

The concept of the social rehabilitation process, understood as the construction of a new higher level of relations of the personal structures of a charge who is socially maladjusted with the outside world, is linked inextricably with the concept of “I” as the integrator of these structures. One can say that from the educational viewpoint, the definition of the “personal I” is the key to beginning the process of creating a progressive change of the charge’s identity.

Almost all experts on the issue agree with the thesis that the educational success of a pedagogue is determined by three factors: professional competence, experience and personal skills. These same factors also co-decide about the fate of institutional social rehabilitation, which is of interest to us.

Pedagogical professional competences are the result of several factors. On the one hand, these are factors that are educational in nature (objective factors), so the level and model of education during pedagogical studies (the quality of transmitted theoretical knowledge, the multiplicity of methodological solutions, practical experience, etc.), and on the other hand, personal factors (subjective) which can include, for instance, the motivation to learn, intellectual activity, a desire to focus on studying, predisposition to practice the profession, etc.

The teaching staff has influence on shaping motivation to take up a profession in accordance with education. However, experience shows that some people who study social rehabilitation do not externalize such motivation, and sometimes even declares willingness to seek work in other professions. Nevertheless, the way of teaching, thus equipping future social rehabilitation educators with professional competences, is one of the most important factors that lets them achieve measurable professional success.

Another premise which determines the effectiveness of the social rehabilitation process is experience of educators, generally defined as information gained through observation and experience, knowledge of life, things and people. So, we can say that such an understanding of experience suggests that it may be an individual and social product, subjective and objective at the same time.

Here, we refer to the category of personal individual and social experiences, subjective and objective, which is aimed at solving the problems of children, adolescents and adults exhibiting the syndrome of social maladjustment. In this regard, the most important feature of professional experience understood in this way is not the time of its acquisition, but the involvement of the teacher in solving the problems of the charge.

Experiences relating to the interactions of social rehabilitation pedagogy can be of institutional and non-institutional character. In the first case it is about conducting social rehabilitation interactions in the conditions of correctional facilities, while in the second it is about involvement in environmental educational work taking place in non-institutional conditions (family, residential estate, street, sports field, etc.).

The category of professional experiences and the category of professional competences definitely have an impact on shaping the character profile of the teacher. We can accept, in certain simplification, that of the many structural components of a character profile, some of them play a leading role in shaping the process of social rehabilitation education. These include categories such as: abilities, intelligence, temperament, character.

We can assume that the professional qualifications of educators consist of: axiological attitudes oriented at humanistic and anthropological values, recognizing the priorities of personal and social development of youth, physical and mental health, as a factor enabling persistence in achieving a goal, and theoretical and practical knowledge treated as an instrument of methodological educational activities.

However, in pedagogical and educational qualifications, understood as the proper preparation to conduct pedagogical activities of the specialist and educational dimension, we can distinguish: pedagogical knowledge, thinking in terms of pedagogy and educational actions. Extensive pedagogical knowledge (in a narrower or wider scope) comprises long-term achievements in pedagogical sciences and related sciences.

Specialist qualifications can be defined as the sum of personal abilities and expertise that make up educational success. This means on the one hand, a specific set of personal traits that predestine to perform specific activities and treatments (perseverance, intelligence, the ability to abstract, innovativeness, creativity, perceptiveness, reflectivity and others), and on the other hand, knowledge and skills in specialized methods of interactions.

The methodical educational activities of social rehabilitation requires appropriate teaching and specialist qualifications of people performing it, which is a prerequisite for the success of this type of interaction. If we can assume that teaching qualifications obtained during typical studies of pedagogical social rehabilitation are sufficient to undertake activities in the field of “administrating” a charge in a social rehabilitation facility, then they do not provide the qualifications for con-

ducting the process of creating developmental changes of the personal and social dimension of charges.

There are four basic groups of factors enabling to implement the proper process of social rehabilitation education. First, personal conditions must be fulfilled – professionally prepared persons who are in charge of this process. Second, in institutions or in the environment in which it is to be conducted, there should be an adequate social climate, which can be defined as a system of interpersonal relations and mutual interrelations of the educational and administrative personnel as well as other people from the nearest environment, which is conducive to innovative and unconventional pedagogical activities. Third, there must be legal and administrative reasons for allowing such activity (statute and regulations of the institution, provisions of a general nature, etc.). Fourth, infrastructure and architecture solutions should allow the implementation of specific classes, which sometimes require a specialized venue.

Significant indicators of social rehabilitation activities apply to the roles and functions of charges in this process. This concerns their attitudes (active or passive) towards certain tasks and substantive activities, as well as individual and personal cognitive skills. An important factor is the developmental advancement of the structures of cognitive and creative processes, and the represented level of social maladjustment in all its structural dimensions. These factors are important for the process of institutional social rehabilitation, making it possible, hindering or preventing its course.

The result of the social rehabilitation process, understood as complementary educational activities, creating the personal and social development of the charge, can be a socially readapted person who through the development of his potentials gained new individual and social skills, self-creating identity parameters that are alternative to those that existed. This perspective aims to equip the socially rehabilitated person with the ability to self-stimulate self-development and methods of solving problematic situations innovatively and differently than until now.

But for this task adequately professionally trained educators are needed, who also have a set of personal-identity features predisposing them to work with socially unfit people, and not, as it is often, people who have a diploma in the field of social rehabilitation but lack the personal traits, and are additionally graduates of various private universities which are unfamiliar to the pedagogical environment.

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