

OPPORTUNITIES FOR DEVELOPMENT OF SOCIAL WORK IN CZECH SCHOOLS

INTRODUCTION

Analysis of the relevant Czech legislation in the area of education system demonstrates that there are no legislative prerequisites for establishing the position of school social worker (Pešatová, Matulayová 2013). At present, there are no institutions of tertiary education system in the Czech Republic which would prepare and train the social workers for being a specialist in the school environment. There are social workers employed in the school sector, yet their job description covers administration rather than assistance provided in a professional manner. It can be concluded, that the profession of school social work is unrecognised in this system.

There are several causes of the current state which appears unsatisfactory from the perspective of social work. One of them is the fact that the counselling system at schools was built in the 1970's. Those days, due to ideology, social work was no longer institutionalised as a profession in the Czech society. Thus, the counselling system was built as a space for providing services of specialised pedagogical and psychological profession.

THEORETICAL BACKGROUND

This article offers partial findings of the search for answer to the following research question: *Are the conditions for establishing the position of school social worker fulfilled in the Czech education system?* Theoretical background for this research is formed by the theory of postmodern institutionalisation of social work (Mousil 2008; 2012). Libor Musil has dealt with the issues of identity and institutionalisation of social work on a long-term basis. In his most recent articles, he discusses the differences of institutionalisation processes in the modern and postmodern age. He draws on the characteristics of modern and postmodern age as defined in sociology. The modern age, which gave rise to

social work as a profession and science, is for example characterised by the so-called grand theories (projects) and trust in the possibilities of expert professions. The postmodern age, characterised by uncertainty, fragmentation and relativism, requires new methods of profession institutionalisation, suggests Musil. What are the conditions for institutionalisation of social work? Applying Musil's definition of conditions for institutionalisation, the representatives of the professions which have already been established within the education should be able to identify the specific problems to be managed and addressed by the social worker, and to admit that they need to be addressed using the methods of social work. Other conditions include the fulfilment of expectations held by the society and potential clients, i.e. that the school social workers will offer help to those who are confronted with the specific problems.

In the Czech education system and its environment, where the position of school social worker is not established, to know whether the conditions for postmodern institutionalisation are fulfilled at least partial, one inevitably needs to obtain some evidence from the research.

The research should be focused on finding the answers to the following questions: "What kind of help can be provided by the school social workers being different from that provided by teachers, special pedagogues, psychologists?", "What services do they offer?", "What kind of problems or troubles of pupils, their parents and families are school social workers able to manage differently than the other professionals?", "What are the specific method(s) they can use to address these problems?", "What can teachers, special pedagogues or psychologists expect from school social workers?".

METHODOLOGY

The goal of the research mapping the opinions of pedagogues, counsellors and social workers concerning the possibilities and barriers of establishing a hitherto non-existent position of school social worker, was to obtain the initial data, the first research evidence. A quantitative methodology was used. Data collection was carried out by the students involved in the research. The specifically designed questionnaire was tested at the pre-research stage. It comprised 21 questions (of which 7 pertains to identification). Individual questions were formulated as closed. They were concentrated on 6 areas: roles of social workers in school; managing the problems which should also involve the school social workers; activities of social workers in school, the performance of which should increase the success rate of pupils in school; target groups which the social worker should cooperate with; obstacles and conditions for establishing the position of school social worker.

We have searched for the answers to the following research questions:

- In which areas of cooperation do the representatives of individual professions (special pedagogues, psychologists, teachers, social workers) declare the need for establishing the position of social worker?
- Which areas of problems are considered by the representative of individual professions as the domain of social workers?
- Which competences would the representative of individual professions share with social workers?
- Which target group would have the highest priority for school social workers?
- Which subject or entity should be the employer of school social workers?
- What kind of employment relationship should school social workers have with the employer?
- What obstacles hinder the institutionalisation of school social work in the Czech education system?
- Which conditions should be fulfilled to have the profession of school social worker established in the Czech education system?

The examined group was comprised of 648 respondents professionally active in the school sector across the Liberec Region and the Ústí nad Labem Region, willing to participate and be engaged in the research. In the statistics of the school sector, the Liberec Region and the Ústí nad Labem Region belong to those with the highest degree of exposure to social exclusion among pupils.

The proportionality of professions involved in the research corresponds with the practice. Seventy percent of respondents were pedagogues (incl. teachers, special pedagogues, prevention tutors, school counsellors, principals and other representatives of schools). Sixteen per cent of respondents were counsellors working at the counselling offices, and fourteen per cent were social workers.

PUPILS FROM SOCIALLY DISADVANTAGED ENVIRONMENT IN CZECH ELEMENTARY SCHOOLS

What specific problems should the social worker manage and address in schools? The problem identification is based on the current discourse of academics and pedagogues, as presented in the specialised literature and statistics issued by the Ministry of Education, Youth and Sports. Social worker is an expert at social environment, he/she contributes to the promotion of social justice and enforcement of children's rights. Through his/her activity,

he/she help achieve the proper social functioning, solution to the life situations and hurdles in the interpersonal relations (interactions).

With reference to this brief definition of mission and job description of social work, another partial topic, being currently under discussion concerning the Czech school and education system, is that of interpersonal relations and interactions. The discussion covers such topics as the atmosphere in schools, especially between teachers, pupils and parents. In general, identified problems include a lack of discipline in certain portion of pupils, connected with lax attitude to parenting, which is primarily caused by the existence and proportion of single-parent families and family dysfunctions (Čáp, Mareš 2001; Matějček 2002; Matoušek, Kroftová 2003; Marková 2007; Lazarová 2011).

In this context, the discussion also covers the occurrence of risk phenomena in school. Another subject of discussion is the demonstrable increase in education-related, social and health problems in pupils and their families which is also confirmed by the research results (Kuchařová, Broulíková 2002; Pešatová 2007; Česká Školní Inspekce 2013).

Major topics also include: issues related to leisure time, communication in the school environment, management of difficult life situations of pupils and their families, as well as the issues concerning poverty and social exclusion.

Children and youth in all types of schools encounter problematic, anxious, difficult and demanding, distressing, psycho-traumatic, frustrating (i.e. interfering with adequate satisfaction of one's needs, interests, goals), depriving (leading to destitution) and conflict situations, processes and states which may impact their health (i.e. physical, mental and social comfort) (Kohoutek 2012).

Even if the current statistics of the Czech Ministry of Education show that the average percentage of pupils from socially disadvantaged environment is only 0.8 (Česká Školní Inspekce 2013), they also mention the persisting problem with economic provision of welfare benefits for pupils suffering from social disadvantage. The aforementioned statistics imply that the greatest proportion of pupils with special education needs was seen in the school year 2011/2012 (Česká Školní Inspekce 2013) in the Ústí nad Labem Region – 22% as against the nationwide average of 12.5%.

The important question is the failure rate of pupils, evaluated on the basis of the number of pupils who need to repeat the class. The ČSI annual report (Česká Školní Inspekce 2013), for example, implies that the Liberec and Ústí nad Labem Regions, which belong to the regions with the highest number of socially excluded communities, take the lowest places in the evaluation of the first nationwide general examination.

Among the major causes of such a failure and poor records of pupils the teachers often mention (Česká Školní Inspekce 2013) a less stimulating family background (52%), difficulty with focusing attention (41.1%) and intellectual immaturity (32.5%), dependence and insufficient work habits (25.9%).

IDENTIFICATION OF SPECIFIC PROBLEM OF SCHOOL SOCIAL WORK

Respondents were offered a list of eleven problems identified on the basis of the previous analysis of the academic and pedagogic discourse. They were asked to fill in their opinion on each problem, namely whether they consider it appropriate to involve the school social workers in the solution thereof (Table 1).

It is evident that the majority of respondents (irrespective of their profession) believe that developmental disorders, neurotic problems and learning difficulties should not be addressed by school social workers. On the other hand, problems with learning resulting from a different language and cultural environment of the pupil, irregular attendance, truancy, behavioural disorders, bullying or creating a healthy social climate in school are seen by the respondents as problems the solution of which requires involvement of school social workers.

IDENTIFICATION OF SPECIFIC METHOD FOR PROBLEM SOLUTION

In its opening part, the article pointed out to the problem of success rate of pupils in school. The research examined whether the respondents think that school social workers would contribute to an increased success rate in school. Respondents were offered thirteen activities which correspond to the basic activities of social workers, as determined e.g. by the applicable legislation in the field of social services and social-legal protection of children and youth in the Czech Republic. All these activities are seen by the respondents from all three professions (i.e. pedagogues, counsellors and social workers) as helpful for increasing the pupils' success rate in school. These activities include: early diagnosis of the pupil's exposure to danger, searching (depistage), crisis intervention, remedial activity, social counselling, creating equal opportunities, work with parents, school and family mediation, collaboration with selected institutions in dealing with individual cases, acquisition of resources, communication with media and other organisations (Table 2).

Table 1. Pupils from socially disadvantaged environment in Czech elementary schools

Problem	YES						NO					
	pedagogues/%		counsellors/%		social workers/%		pedagogues/%		counsellors/%		social workers/%	
1 developmental disorders	107	16.85	23	3.62	14	2.20	338	53.23	80	12.60	73	11.50
2 neurotic problems	129	20.25	19	2.98	20	3.14	319	50.08	83	13.03	67	10.52
3 learning difficulties	139	21.72	23	3.59	27	4.22	312	48.75	79	12.34	60	9.38
4 problems with learning resulting from a different language and cultural environment of the pupil	320	50.31	64	10.06	64	10.06	129	20.28	37	5.82	22	3.46
5 problems with learning resulting from socially disadvantaged environment of the pupil's family	396	61.97	83	12.99	74	11.58	54	8.45	19	2.97	13	2.03
6 irregular school attendance, repeated lateness, truancy	407	63.40	93	14.49	79	12.31	45	7.01	10	1.56	8	1.25
7 behavioural disorders	239	37.34	60	9.38	45	7.03	210	32.81	44	6.88	42	6.56
8 problematic behaviour of pupils towards authorities	271	42.34	73	11.41	52	8.13	179	27.97	30	4.69	35	5.47
9 disputes and quarrels among pupils	186	29.38	48	7.58	51	8.06	257	40.60	56	8.85	35	5.53
10 bullying, cyberbullying	286	45.11	76	11.99	51	8.04	158	24.92	27	4.26	36	5.68
11 creating a healthy social climate in school	293	45.64%	82	12.77	63	9.81	158	24.61	22	3.43	24	3.74

Prevailing response for each sub-group is in **bold facetype**.

Absolute numbers express the number of valid votes.

Relative numbers are given in lines.

Table 2. Identification of specific method for problem solution

1	2	Activities	YES						NO					
			pedagogues/%		counsellors/%		social workers/%		pedagogues/%		counsellors/%		social workers/%	
			3	4	5	6	7	8	9	10	11	12	13	14
1		early diagnosis of the pupil's exposure to danger	359	56.36	91	14.29	74	11.62	90	14.13	10	1.57	13	2.04
2		searching activity with a view to find pupils in material and social distress	343	53.85	88	13.81	71	11.15	104	16.33	15	2.35	16	2.51
3		crisis intervention	338	53.74	84	13.35	74	11.76	103	16.38	17	2.70	13	2.07
4		remedial activity, which incorporates all the measures that are necessary for achieving a positive change in the pupil's behaviour with a view to relieve material or social distress	373	58.28	84	13.13	70	10.94	77	12.03	19	2.97	17	2.66
5		social counselling aimed at identification of severity and nature of material or social distress	397	62.32	84	13.19	73	11.46	52	8.16	18	2.83	13	2.04
6		social counselling aimed at recommending the provision of professional counselling services to parents and pupils by specialised institutions	396	61.78	98	15.29	76	11.86	54	8.42	6	0.94	11	1.72

1	2	3	4	5	6	7	8	9	10	11	12	13	14
7	creating equal opportunities in education for pupils from socially excluded groups	323	51.03	81	12.80	62	9.79	120	18.96	22	3.48	25	3.95
8	work with pupils' parents, using methods of social work combined with methods of adult education	339	53.22	86	13.50	65	10.20	108	16.95	17	2.67	22	3.45
9	school and family mediation	293	46.81	83	13.26	51	8.15	146	23.32	17	2.72	36	5.75
10	collaboration with selected institutions in dealing with individual cases	388	60.91	98	15.38	79	12.40	58	9.11	6	0.94	8	1.26
11	support in creating the multi-cultural school environment	319	50.55	83	13.15	69	10.94	123	19.49	19	3.01	18	2.85
12	acquiring the resources, e.g. through projects or media coverage	267	42.05	64	10.08	50	7.87	179	28.19	38	5.98	37	5.83
13	communication with media and other organisations in the area of social work, as delegated by the founder	262	41.32	65	10.25	52	8.20	183	28.86	37	5.84	35	5.52

Prevailing response for each sub-group is in **bold facetype**.

Absolute numbers express the number of valid votes. Relative numbers are given in lines.

COMPETENCES OF THE SCHOOL SOCIAL WORKER

The contents of the specific activity of the social workers in schools are based on the mission, tasks and contents of the so-called general social work. Concurrently, it reflects the specific features of the school environment, the needs of the pupils, their families and pedagogues. Social services are a part of the package of services provided to the pupils and their families. Owing to the variety of services offered by the general social work as well as its unclear identity (Musil 2008) and different national conditions, one can easily see a relatively wide spectrum of activities carried out by the school social workers around the world. In this context, Speck (2009) points out to other determinants in the diversity of services offered. These determinants include: the initial theoretical conception of school social work, type of school and specific regional conditions. Legislation concerning the performance of school social work in individual countries is another important determinant.

The contents of the activities performed by the school social workers has been researched since 1925 when Julius Oppenheimer (Allen-Meares 2004) analysed 300 case studies concerning the activities of the so-called “visitin-teachers” in the United States. The research identified 32 key functions. Among the most important, Oppenheimer (Allen-Meares 2004) identified the concentration on the reorganised school practice and adverse conditions which cause various problems among children.

At present, the recent literature describes a wide range of definitions of the social workers’ activities. Thus, Linda Openshaw (Openshaw 2008) summarised the activities to identify four basic roles that are common to the school social workers around the world. These include: counselling/consulting; situation assessment; direct intervention and help with the design and development of programmes aimed primarily at children. Definition of the contents of these tasks corresponds to the definition of methods applied and services provided by social work. In the framework of the direct service, social workers apply the social work methods in situations where they influence the educational development of pupils. These situations are for example advocacy and counselling. In relation to the community and for the sake of communication between the school and the community, the school social workers directly provide coordination/negotiation, resource raising and participation in the positive image of the school. In relation to the school as an organisation, they participate in the work, resource and time management. Important area of the social workers’ operation is self-education and self-improvement.

It is worth mentioning that school social workers, as experts at social environment, provide not only the services to the pupils and their families. They also have various functions related to the school as an institution, where they play an important integration role in the sphere of social prevention, intervention and in producing positive changes in the pupils' educational progress and achievements. They help schools in fulfilling their social functions (educational, educative, qualification, integration, selective, allocation, protective) by mediating and coordinating the services of all subjects (school, family, community, social-legal protection bodies, etc.) involved in the social development of the youth.

Allen-Meares (2004) emphasises the importance of the social worker's activities in the inter-disciplinary teams of experts from public schools and the environmental mission of school social work in creating a healthy, school and family environment. Sabatino (2006) describes the school social workers as experts assessing the psycho-social factors which create barriers for the pupils in the course of learning.

The issues concerning the contents of the school social workers' activities have been long discussed in the Czech-Slovak literature on social work in spite of the absence of any legislation governing the conditions for performance of school social work in the Czech and the Slovak Republics. Analysis of the current state of this discourse was conducted by Lipčaková (2012).

The summary of all activities carried out by the school social workers, as discussed in the literature home and abroad, implies that their specific feature lies in the emphasis on the school social environment. The eco-system perspective of social work, which reflects complex interactions and exchanges between various types of environment and the person in the particular environment (Payne 2005) appears to be suitable for understanding and recognition of specific nature of social services in the school environment. School social workers have all necessary competences used for interventions in the interpersonal relations and system relationships in various types of environment. Their all-round activity helps pupils and their families in coping with social functions and the school in accomplishing its mission of a social institution.

The following Tables 3 to 8 illustrate the competences of the school social workers. The questions apply the functionalist approach and the functions have been adapted according to the ASSW functions.

Who should primarily assess the family environment of the pupils in the event of any problem?

Table 3. Assessment of the pupils' family environment if a problem arises

Respondents	Psychologist	Social worker	Specialised pedagogue	Teacher	Total
pedagogic staff	49	127	163	117	456
	7.6%	19.6%	25.2%	18.1%	70.4%
counselling staff	13	28	34	30	105
	2.0%	4.3%	5.2%	4.6%	16.2%
welfare personnel	3	47	16	21	87
	0.5%	7.3%	2.5%	3.2%	13.4%
total sum	65	202	213	168	648
	10.0%	31.2%	32.9%	25.9%	100.0%

Table 3 indicates that the majority of the pedagogic staff (163) think that the family environment of pupils, in the event of problems, should be assessed by a specialised pedagogue (which accounts for 25% of the respondents), the majority of the counselling staff (34) is of the same opinion. On the other hand, the majority of the welfare personnel (47) believe a social worker is the right person for this task.

Who should primarily organise the preventive activities aimed at the prevention of socio-pathological phenomena in schools?

Table 4. Organising the preventive activities aimed at the prevention of socio-pathological phenomena in schools

Respondents	Psychologist	Social worker	Specialised pedagogue	Teacher	Total
pedagogic staff	49	258	58	91	456
	7.6%	39.8%	9.0%	14.0%	70.4%
counselling staff	11	72	9	13	105
	1.7%	11.1%	1.4%	2.0%	16.2%
welfare personnel	4	48	17	18	87
	0.6%	7.4%	2.6%	2.8%	13.4%
total sum	64	378	84	122	648
	9.9%	58.3%	13.0%	18.8%	100.0%

Table 4 indicates that an absolute majority (58%) was in favour of a social worker. This means that it should be a social worker who organises the pre-

ventive activities aimed at the prevention of socio-pathological phenomena in schools?

Who should primarily cooperate with the pupils' families, social care authorities and other institutions and organisations?

Table 5. Cooperation with the pupils' families, social care authorities and other institutions and organisations

Respondents	Psychologist	Social worker	Specialised pedagogue	Teacher	Total
pedagogic staff	31	166	76	183	456
	4.8%	25.6%	11.7%	28.2%	70.4%
counselling staff	4	42	7	52	105
	0.6%	6.5%	1.1%	8.0%	16.2%
welfare personnel	6	43	6	32	87
	0.9%	6.6%	0.9%	4.9%	13.4%
total sum	41	251	89	267	648
	6.3%	38.7%	13.7%	41.2%	100.0%

This question produces virtually the same number of votes for teachers (41%) and social workers (39%).

Who should primarily arrange for counselling services provided to pupils, parents, as well as teachers and other school staff, concerning the welfare system and socio-legal protection of children and youth?

Table 6. Counselling services concerning the welfare system and socio-legal protection of children and youth

Respondents	Psychologist	Social worker	Specialised pedagogue	Teacher	Total
pedagogic staff	26	319	83	28	456
	4.0%	49.2%	12.8%	4.3%	70.4%
counselling staff	9	82	7	7	105
	1.4%	12.7%	1.1%	1.1%	16.2%
welfare personnel	3	71	9	4	87
	0.5%	11.0%	1.4%	0.6%	13.4%
total sum	38	472	99	39	648
	5.9%	72.8%	15.3%	6.0%	100.0%

Table 6 illustrates that the vast majority of the respondents – irrespective of their profession – believe that counselling services in the sphere of welfare should be provided by a social worker – 73% of the respondents.

Who should primarily help the pupils with emotional problems, problematic and disorder behaviour in their integration in the peer group?

Table 7. Help to the pupils with emotional problems, problematic and disorder behaviour in their integration in the peer group

Respondents	Psychologist	Social worker	Specialised pedagogue	Teacher	Total
pedagogic staff	221	15	115	105	456
	34.1%	2.3%	17.7%	16.2%	70.4%
counselling staff	58	7	23	17	105
	9.0%	1.1%	3.5%	2.6%	16.2%
welfare personnel	53	7	21	6	87
	8.2%	1.1%	3.2%	0.9%	13.4%
total sum	332	29	159	128	648
	51.2%	4.5%	24.5%	19.8%	100.0%

Table 7 implies that the majority of the respondents (51%) think the pupils with emotional problems should be assisted by a psychologist.

Who should primarily promote the school and contribute to its positive public image?

Table 8. Promotion of school aimed at positive public image

Respondents	Psychologist	Social worker	Specialised pedagogue	Teacher	Total
pedagogic staff	3	39	22	392	456
	0.5%	6.0%	3.4%	60.5%	70.4%
counselling staff	0	8	7	90	105
	0.0%	1.2%	1.1%	13.9%	16.2%
welfare personnel	1	8	4	74	87
	0.2%	1.2%	0.6%	11.4%	13.4%
total sum	4	55	33	556	648
	0.6%	8.5%	5.1%	85.8%	100.0%

The question on who should primarily promote the school answered with the vast majority (86%) in favour of a teacher. The issue of school social workers and their status requires to mention the preventive programmes suggested by Labáth (1999) which would be suitable for promoting the school.

DISCUSSION AND SUMMARY

It can be concluded that social work is not established in Czech schools as a profession which would contribute to the resolution of pupils' problems and difficulties (Pešatová, Matulayová, Hrušková 2013). Yet the counselling services, as mentioned in Decree No. 72/2005 Coll. (Sbírka Zákonů ČR 2011) on counselling services provided in schools and school-based counselling centres, as amended in Decree 116/2011 Coll. (Sbírka Zákonů ČR 2011), are treated in a wide and comprehensive context.

The real situation in schools does not correspond with a high demand on the part of the applicants, i.e. pupils, parents and pedagogues, and even fails to cover the necessary range of individual counselling services. Nevertheless, the purpose of the counselling services, as defined in the aforementioned decree, is to contribute primarily to the creation of appropriate conditions for a healthy physical and mental development of pupils, for their social development, development of their personality before and during the education process. Counselling services are expected to help fulfilling the educational needs and to develop the abilities, skills and interests before and during the education process. The services should deal with prevention and resolution of educational and educative troubles, manifestation of various forms of risk behaviour, which precede the emergence of socio-pathological phenomena and other problems related to the education and motivation for overcoming the problematic situations. Counselling services are used to create appropriate conditions for education of pupils with special learning needs. The services also establish suitable conditions, forms and methods of work for pupils coming from different cultures or ethnic groups, including the mitigation of consequences of various disabilities and impairments, health and social disadvantages as well as the prevention of risk phenomena in schools.

The need for the position of school social worker has been greatly supported by the respondents participating in the research. The respondents pointed out to quite insufficient cooperation between the parents and schools, poor competences on the part of the pedagogues which may obstruct the upbringing and education of children, insufficient work with pupils prone to behaviour disorders. The need for the worker with the competences of school social worker thus predominates in cooperation with the pupils'

families and the social care authorities where the respondents would welcome the aid primarily in handling the problems connected with the assessment of problematic family environment of the pupils, and provision of counselling to the pupils, legal guardians and pedagogues in the welfare system and socio-legal protection of children and youth. Children prone to behaviour disorders or with developed symptoms of behaviour disorders might be provided these services directly in school. Docking (Rabušicová 2002) suggests that the school may perceive and treat the parents three ways: parent as a problem, parent as a client, parent as a partner. The target and ideal state is that of partnership between the parents and the school. The problematic behaviour in pupils is often reflected in failure to perform the school assignments and improper conduct with a low level of positive communication and a higher level of negativism among the teachers, parents and pupils themselves (Whalen, Henker 1999). NUV (2013) suggests that schools often insufficiently or improperly cooperate and communicate with the pupils' parents and the pupils prone to behaviour disorders.

A school social worker necessarily needs the competences associated with the assessment of the family environment in terms of material or social need in the family for a timely diagnosis of the endangered pupil. This concerns the social counselling whose part is information about opportunities for solving the problematic situation and the selection of individual forms of social help (Pešatová, Matulayová 2013). In addition, the respondents' reactions imply that the school social worker is the one to organise the preventive activities aimed at the prevention of socio-pathological phenomena in school as the increased emergence of the socio-pathological phenomena in children and youth requires the professionalised provision of the socio-educational assistance during and outside the classes. This may also increase the low parenthood competences in families.

In addition, as suggested by the respondents, the school social worker should deal with the problems of learning process, which come from the socially disadvantaged environment of the pupils' families and their different language and culture. If the school environment expert is not directly involved and interested in the direct everyday work with the pupils in a particular school institute, he/she cannot with certainty identify the sources of problems (Rabušicová 2002).

Based on the viewpoints of the respondents, it can be concluded that the competences of the school social worker suitably fit the assessment of the pupils' family environment when dealing with the pupils' educational and educative problems and other risk phenomena. Counselling service in school would be greatly supported by the school social workers with competences in the field of socio-legal protection of children and youth in the assessment of

the family environment from the perspective of the material and social need, including the socio-education assistance outside the classes.

As regards the competences necessary for the provision of counselling services in schools, it would be useful to have a school social worker integrated in the counselling team in the majority of schools. Counselling services would then be provided in the necessary scope directly in the schools, applying methods that correspond to the conditions of the specific school and the number and educational needs of the pupils. The counselling staff would then collaborate in teams and openly communicate inside and outside the school.

The change that currently takes place in schools emphasises the social aspects of life situations of pupils, their parents and families. A heavy workload of the teachers and a lack of competences for handling the social problems all cause unusual situations in schools which would be competently addressed by the school social workers.

CONCLUSION

While school social work in the world (Huxtable 2012, 2001) sees a great boom, the social workers in the Czech school system seem to refuse participation in the discussion about the changes in schools. The most prominent recent studies (Matulayová 2008; Zita 2008; Levická 2008; Pešatová, Matulayová 2013) indicate a potential for further development of school social work. Yet, what we lack is evidence, i.e. research, which would explore the opportunities, obstacles and limits for establishing the profession of school social worker. The Czech school legislation does not recognise the position of school social worker although school social work develops in more than forty-three countries around the world, as stated by the International Network for School Social Work.

For this reason, it is necessary to acquire empirical data for establishing the position of school social worker in the Czech school system because the provision of school services within this system contributes to performing all the functions of school and to an all-round development of pupils in compliance with the international legal standards for children's rights.

BIBLIOGRAPHY

- Allen-Meaers P.** (2004), *School social work: historical development, influences, and practice*, [in:] P. Allen-Meaers (ed.) *Social work services in schools*, Allyn&Bacon, Boston, ISBN 020538109X.

- Čáp J., Mareš J. (2002), *Psychologie pro učitele*, Praha, Portál, ISBN 807178463X.
- Česká Školní Inspekce (2013), *Výroční zpráva České školní inspekce (ČŠI) za školní rok 2011/2012*, Praha, <http://www.csicr.cz/getattachment/elb96137-2102-4a87-8cae-7384d9dba60c>, date access: 10.05.2014.
- Huxtable M. (2001), *School social work: A growing international profession*, „Journal of school social work”, 2(27), ISSN 15347273.
- Huxtable M. (2012), *GlobalSnapshotofSchoolSocialWork in 2012*, [Nepublikované].
- Kohoutek R. (2012), *Stresy a psychotraumata dětí s handicapem*. *Psychologie v teorii a praxi*, <http://rudolfkohoutek.blog.cz/1206/stresy-a-psychotraumata-deti-s-handicapem>, date access: 10.05.2014.
- Kuchařová V., Broulíková J. (2002), *Opatření sociální politiky k problémovým typům rodin*, VÚPSV, Praha, ISBN 8023895516.
- Labáth V. (1999), *Školská sociálna práca – potreba alebo rozmar?*, „Efeta“, Roč. IX, č. 3, ISSN 13351397.
- Lazarová B. a kol (2011), *O práci zkušených učitelů*, PAIDO, Brno, ISBN 9788073152062.
- Levická J. (ed.) (2008), *Školská sociálna práca*. *Zborník z konferencie s medzinárodnou účasťou*, Trnava, FZaSP, ISBN 9788080822460.
- Lipčaková M. (2012), *História školskej sociálnej práce v USA – výskum ako jeden z kľúčových faktorov jej etablovania*, [in:] B. Balogová, I. Lyócsa, A. Moravšíková (eds.), *Výskum v sociálnej práci [on-line]: zborník príspevkov z II. doktorandskej konferencie konanej dňa 04. novembra 2011 na Filozofickej fakulte Prešovskej univerzity v Prešove*, Prešovská univerzita v Prešove, Prešov, ISBN 9788055505930.
- Marková M. (2007), *Vliv socioekonomických a demografických faktorů na problémové chování a kvalitu života mládeže*, Disertační práce na Zdravotně sociální fakultě JČU v Českých Budějovicích, České Budějovice.
- Matějček Z. (2002), *Úloha a možnosti učitele v prevenci rizikového chování mladistvých*, [in:] M. Rozehnalová (ed.), *Rizikové chování dospívajících a jeho prevence*. III. odborný seminář na SZU Praha, 9.–11. 9, Free Teens Press, Praha, ISBN 809028986X.
- Matoušek O., Kroftová A. (2003), *Mládež a delikvence: Možné příčiny, struktura, programy prevence kriminality mládeže*, Portál, Praha, ISBN 807178771X.
- Matulayová T. (2008), *Možnosti rozvoja školskej sociálnej práce na Slovensku*, [in:] J. Levická (ed.), *Školská sociálna práca*. *Zborník z konferencie s medzinárodnou účasťou konaná 20. Apríla 2006 na Fakulte zdravotníctva a sociálnej práce Trnavskej univerzity v Trnave*, FZaSP TU, Trnava, ISBN 9788080822460.
- Moušil L. (2008), *Různorodost pojetí, nejasná nabídka a kontrola výkonu „sociální práce“*, „Sociální práce/Sociálna práca” 2008, č. 2, ISSN 12136204.
- Moušil, L. (2012), *Postmoderní institucionalizace SPR a výzvy pro vzdělávání v oboru*. *Prednesené na konferencii Výzvy a trendy vo vzdelávaní v sociálnej práci 26.–27. 4. 2012*, FF PU v Prešove, Prešov.
- NUV. (2013), *RAMPS VIP III*, <http://www.nuv.cz/ramps/publikace-projektu>, date access: 2013.
- Openshaw L. (2008), *Social work in schools. Principles and Practice*, Guilford Press, New York, ISBN 9781593855789.
- Payne M. (2005), *Modern Social Work Theory*, Palgrave Macmillan, ISBN 9781403918369.

- Pešatová I.** (2007), *Sociálně patologické jevy u dětí školního věku*, TUL, Liberec, ISBN 9788073722913.
- Pešatová I., Matulayová T.** (2013), *Kompetence školních speciálních pedagogů a školních sociálních pracovníků v inkluzivním školství v České republice*, „ACC JOURNAL“, roč. 19, č. 3, ISSN 18039782.
- Pešatová I., Matulayová T., Hrušková R.** (2013), *Development of school social work in Slovakia and the Czech Republic: Current issues*, „Ljetopis socijalnog rada. Annual of social work“, Pravni fakultet Sveučilišta u Zagrebu, Faculty of Law, University of Zagreb, Zagreb, ISSN 18465412.
- Rabušicová M.** (2002), *Škola jako instituce v síti vnějších vztahů. Interní metodický materiál z projektu FRVŠ, Inovační kurz školní psychologie*, PF UK, Praha.
- Sabatino Ch. A.** (2006), *Effective Strategies for Marketing a School-Based Practice in the School and Community*, [in:] C. Franklin, M.B. Haffis, P. Allen-Meares (eds.), *The School Services Sourcebook. A Guide for School-Based Professionals*, Oxford University Press, New York, ISBN 9780195175233.
- Sbírka Zákonů ČR.** (2011), Vyhláška 72/2005 Sb. o poskytování poradenských služeb ve školách a školských poradenských zařízeních, novelizovaná vyhláškou 116/2011 Sb.
- Speck K.** (2009), *Schulsozialarbeit: eineinführung*, Reinhardt, München, ISBN 9783825229290.
- Wahlen C.K., Hanker B.** (1999), *The child with attention-deficit/ hyperactivity disorder in family context*, [in:] H.C. Quay, A.E. Hogan (eds.), *Handbook of disruptive behavior disorders*, Kluwer Academic Publishers, New York, ISBN 0306459744.
- Zita J.** (2008), *Subjekty konstruují objekty*, [in:] J. Levická (ed.), *Školská sociálna práca. Zborník z konferencie s medzinárodnou účasťou konaná 20. Apríla 2006 na Fakulte zdravotníctva a sociálnej práce Trnavskej univerzity v Trnave*, FZaSP TU v Trnave, Trnava, ISBN 9788080822460.

Summary

Results of research project Potential of School Social Work in the Czech Education indicated that teachers, special educators and psychologists working within education sector reflect the increase of pupils from socially disadvantaged backgrounds and pupils with problems in the family environment. Although jobs for school social workers are not set up in the Czech schools, such professions declare the need of specialists for interventions when dealing with difficulties in social interaction. The main obstacle for school social work development within Czech education is, according to respondents, lack of awareness about the social work profession and its lack of legislative and financial security.

Key words: social work, education, disabled pupils, pupils with problems