

***Challenges
in Building Child Friendly Communities***

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TABLE OF CONTENTS

INTRODUCTION.....	i
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SCIENTIFIC PAPERS

Creating Pupils' Internet Magazine.....	1
<i>Branko Bognar and Vesna Šimić</i>	
Service-Learning Program at University and Its Role in Building Child-Friendly Community.....	17
<i>Irena Krumes Šimunović</i>	
Supporting Friendly Atmosphere in a Classroom by Technology Implementation	32
<i>Mirko Lukaš</i>	
SOS Children's Friendly Community Historical Overview	44
<i>Mirko Lukaš and Ivan Lenard</i>	
The Importance of an Architectural Research and Design Intervention for Defining Architectural Guidelines and Codes of Practice for the Special Needs Users.....	56
<i>Maja Matenicharska</i>	
Equality and/or Gender Typing in Nursery School.....	62
<i>Vesnica Mlinarević, Maja Brust Nemet and Marija Lončarić</i>	
Youth and Media Literacy: Usage, Critical Understanding and Communication Abilities	71
<i>Domagoj Morić and Filip Gospodnetić</i>	
University – Community Partnership Project on Social Pedagogues to Work with Autistic Children Training	83
<i>Olena Pavlenk and Natalia Volkova</i>	
Portrait of the Modern Teacher	88
<i>Oksana Rostorotskaya, Alla Batyukova and Svetlana Zvereva</i>	
Future Teachers' Opinions about Montessori Language Didactic Materials.....	93
<i>Marija Sablić and Emina Berbić Kolar</i>	
Factors Influencing a Student's Personal Development	99
<i>Eugeniusz Świtala</i>	

PROFESSIONAL PAPERS

National and Local Strategies for Child Friendly Communities	113
<i>Bodil Alver Moen</i>	
Can “Philosophy with Children” Motivate Students for Quality Thinking?	117
<i>Bruno Ćurko</i>	
Children and Inclusion – European Standards and Community Implementation.....	124
<i>Teodora Kaleynska</i>	
Workshop “What Is Beauty”	130
<i>Ivana Kragić and Bruno Ćurko</i>	
Background and Process of the Development of Citizenship Education in Croatian Educational System	136
<i>Nevenka Lončarić Jelačić</i>	
Schools, Child-Friendly Spaces in an Unfriendly World?	140
<i>Maria Luisa Lopes</i>	
National and Local Strategies for Child Friendly Communities	146
<i>Jur Moorlog and Simone Innemee</i>	
Practical Examples of Implementing Edc/Hre in Croatian Education System From Pre-Schools to Secondary Schools.....	149
<i>Tomislav Ogrinšak</i>	
Ethics Education in Schools – Project Ethos.....	154
<i>Vojko Strahovnik</i>	
Teacher – Bearer of Educational Process in a Rural Area.....	165
<i>Ivana Skripek Kladarić</i>	
Building Skills of Independence at Children’s and Adolescent’s Age.....	170
<i>Daniela Tasevska</i>	

INTRODUCTION

Europe House Slavonski Brod has implemented a project “*Building child friendly communities*”, in collaboration with its partners – *Faculty of Teacher Education in Osijek* and non-governmental organization *Butterfly* – in the frame of European Instrument for Democracy and Human Rights.

Project's objective was promotion of different initiatives for children's rights focusing on capacity building of local communities. Especially supported were those initiatives that mobilize all stakeholders to create and implement programs, projects and activities that are concerned about the priorities of children and which will eventually lead to the development of the whole community and its inhabitants.

Important part of the project was the international conference “Challenges in building child – friendly communities”. The Conference took place on October 10 – 12, 2014, at the Donat Hotel in Zadar, Croatia. The main idea was to gather scientists, professionals and practitioners to reflect on and discuss about the various aspects of the challenges and not only educational ones, which our local communities have been facing in times of recent global changes.

The conference was a unique opportunity to discuss about the discrepancy between the proclaimed national educational strategies and the level of active cooperation of institutions in the implementation of relevant programs in practice. Apart from that, the sticking points of the discussion were also recognizing the needs for funding additional community programs; the dysfunction between the institutions and the practitioners; difficulties in the integration of children with special needs into the existing educational system; the challenges of adapting existing “traditional” structure of educational institutions to the society marked, among all other things, by the rapid development of technology; problems of children and their families in intercultural, rural and other disadvantaged areas; the importance of individual responsibility in creating better future for our communities.

Conference was conducted through series of lectures, paper and project presentations, workshops, exhibitions and through panel, interactive discussion. An interaction with colleagues on research and practice was the cornerstone for building communication on the mentioned themes. However, special added value of the conference was the participation of many young people from different European countries with different backgrounds. This provided experts and practitioners a very useful mechanism to help them exchange their experience about determined topics with youth, to get the opportunity to listen and to be heard, to expand their views on familiar creative problems and to gain new perspective not only on topics of their professional interests, but also of their vital interests.

Proceedings consisted of papers presented at the conference whose authors are university professors, graduates, educational counsellors, principals, teachers, representatives of the business community and of civil society organizations. All papers were reviewed and authors accepted recommendations of the reviewers. The papers are methodologically very different - from theoretical and review papers, research papers on the state of the practice, to the action research of individual practitioners who displayed examples of good practice.

All articles are published in English, and, additionally, the titles and abstracts are published in the Croatian language. Papers are divided into two categories of scientific and expert papers, and arranged within the proceedings by alphabetical order of the first author on the paper.

Reviewers confirm that the broad thematic orientation of conference has provided a great number of diverse and high-quality contributions.

Božica Sedlić

Scientific papers

CREATING PUPILS' INTERNET MAGAZINE

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Vesna Šimić, Primary school "Vladimir Nazor" in Slavonski Brod, Croatia

Abstract

This article presents an action research, which aimed to improve pupils' literary creativity and enable them to use computers connected to the internet. The study was conducted in a small district village school in Croatia. Creating a pupils' internet magazine appeared to be an excellent way for achieving the educational aims of almost all subjects. Participation in the project was presented as a challenge to pupils to encourage their creativity as a way of life. Providing the possibility of representing their creativity and getting positive comments from readers increased pupils' self-confidence, made them proud of their published accounts and enabled them to develop their significant learning in an amusing way. These are all reasons that indicate pupils' internet magazines should be more often present in our schools. However, traditional teaching cannot serve as a successful model for encouraging pupils' creativity. Instead, it is necessary to introduce methods of active and cooperative learning. Writing about different everyday life topics, pupils made connections with members of their local community, particularly with elderly residents who recognised and supported their activity and participated in it as well. Change that was initiated ten years ago was institutionalised in the school in which it was implemented. This demonstrates how action research can contribute to achieving significant changes in teaching, and the results of this study can be used to stimulate the creativity of other teachers and their students.

Key words: action research, classroom blog, change process, creativity in teaching, web-based learning

Sažetak

U ovom radu prezentirani su rezultati akcijskog istraživanja koje je imalo za cilj unaprijediti učeničko pismeno stvaralaštvo i osposobiti učenike za korištenje računala, odnosno Interneta. Istraživanje je provedeno u kombiniranom četverorazrednom odjelu male područne škole u Klakaru. Aktivnost stvaranja učeničkog časopisa na Internetu pokazala se kao izvrstan način ostvarivanja zadataka nastave gotov svih predmeta. Učenicima je sudjelovanje u projektu predstavljao izazov koji ih je poticao na stvaralaštvo kao način života. Mogućnost prezentacije svog stvaralaštva i dobivanje pozitivnih komentara čitatelja kod učenika je povećala samopouzdanje, stvorila osjećaj ponosa te im omogućila suštinsko učenje na zabavan način. Sve su to razlozi zbog kojih bi se razredni časopisi na internetu trebali više susretati u našim školama. Međutim, klasična nastava ne može poslužiti kao uspješan model za ostvarivanje učeničkog stvaralaštva, već je potrebno omogućiti učenicima veću aktivnost i suradnju. Pišući o različitim temama iz života svog mjesta, učenici su se povezali sa starijim mještanima koji su prepoznali i podržali njihovu aktivnost te i sami u tome sudjelovali. Promjena koja je započeta prije deset godina je zaživjela u školi u kojoj je ostvarena. To pokazuje kako akcijsko istraživanje može doprinijeti ostvarivanju suštinskih promjena u nastavi, ali isto tako rezultati ovog akcijskog istraživanja mogu poslužiti kao poticaj stvaralaštvu drugih učitelja

Ključne riječi: akcijsko istraživanje, internet u nastavi, kreativnost u nastavi, proces ostvarivanja promjena, suradnja lokalne zajednice i škole.

1. INTRODUCTION

When the French teacher Célestin Freinet introduced students' magazines printed on the simple printing machine at the beginning of the last century, he could not begin to imagine that students' magazines could be created and distributed using the sophisticated devices which have subsequently become available, such as computers and the internet. Although contemporary technical capabilities are far bigger, the main idea stayed the same – to give students the freedom to express themselves through text in a way that surpasses plain writing exercises and develops into literary creations of their thoughts and feelings. That is why those words written by Freinet in 1927 still sound like the ideal to be achieved in contemporary schools:

“The dream of all the modern educators who are looking for a rational education is to make the life of a child and the life of the village the center of the life in the classroom. The necessity to teach reading from textbooks conceived, written, and printed by adults cannot be implemented to meet the needs of our students and their milieu. But if we have a printing device that would allow us to print what interests us, and if our students can put down on a page their thoughts, their feelings and narratives they wrote, then these pages become the centerpiece of their schoolwork.” (Freinet, as cited in Acker, 2007, p. 53)

Computers and mobile devices connected to the internet are now easily accessible and have become an inseparable part of the modern way of living, especially for young people using them in various ways. Sadly, most of our schools do not use these multimedia devices for educational purpose, and, furthermore, forbid their use in school in general¹. This results in children and young people being left to themselves in a very complex, but also very appealing, communicational space. Young people have a great freedom to express themselves using the new media. However, without the participation of the older generations – the digital newcomers², the media space is often filled with superficial, infantile and even vulgar contents. In the eyes of the new generations, the school, due to its inertia and rigidity, has less and less meaning and becomes, for these young generations, a place where they learn about things that have almost no connection with the needs and lives of people in the modern society.

The school should, instead of the current praxis, recognise the educational possibilities of the new information-communication technologies. Teachers should use them more to enable learning that is not reduced to the mere transfer of knowledge, but give the students the possibility to participate in many joint activities with their peers and adults, because the learning process happens in relations to other people (McDermott, 1999, p. 16) and activities that are a part of everyday life (Smith, 1999). It is important that children and young people learn to express themselves clearly with words, and thus emancipate their human capabilities, which at the same time presents the goal of education:

“Namely, if education is development of human essential strengths, their human powers, and it is, then it is above all development of their creative powers, through which people establish themselves as free beings, as beings relying completely on themselves, as beings belonging to utterly themselves, and that is their essence as humans. Education is, therefore, activity which develops human strengths according to their maximum abilities, and that means that the way towards something possibly different stays continuously open.” (Polić, 1993, p. 21-22).

¹ That refers to using mobile phones in the classroom.

² Prensky (2001) thinks that all those born before the general digitalisation of the everyday life, i.e. before the internet, find it difficult to adapt to the new surrounding. It is a very serious problem, especially for education because “our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language“ (p. 2)

2. RESEARCH METHODOLOGY

Since this study is focused on improving existing practice, we chose action research as the most appropriate research design. Namely, “action research provides a means for teachers or educators in the schools to improve their practices of taking action and to do so by participating in research” (Creswell, 2011, p. 577).

Carr and Kemmis (2004) distinguish technical, practical and emancipatory action research. Unlike technical action research, in which the control over the research is not in the hands of the practitioner, and practical action research, in which the accent is put on better understanding of practice, critical-emancipatory action research tends to create basic changes that influence social formations in which the practice is conducted:

“Thinking of these social formations as (...) practice architectures allows us to think of them as made by people, and thus as open to be re-made by people. People involved in critical action research aim to change their social world collectively, by thinking about it differently, acting differently, and relating to one another differently—by constructing other practice architectures to enable and constrain their practice in ways that are more rational (in the sense of reasonable), more productive and sustainable, and more just and inclusive.” (Kemmis, McTaggart, Nixon, 2014, p. 14)

In our case, the intention was to emancipate the creative potential of all participants in the case study, especially of the students, and to change the routine way of the educational practice. Teachers and the students were actively included in “designing and implementing the changes, so it becomes participatory and more democratic, and hence socially critical” action research (Tripp, 2005, p. 456).

This action research is also created as the case study. Case study represents systematic research focusing on individual cases. Cases can be individuals, programmes, institutions or groups, even whole states. Data gathered on each case can be versatile: interviews, observations, documentation, statistic ratios, impressions and opinions of others about the case, personal logs and other. Although more teachers were involved in realisation of the idea about the students’ internet magazine, this study describes only one of these cases. In so doing, we tried to cover all features of a case study:

- “It is concerned with a rich and vivid description of events relevant to the case.
- It provides a chronological narrative of events relevant to the case.
- It blends a description of events with the analysis of them.
- It focuses on individual actors or groups of actors, and seeks to understand their perceptions of events.
- It highlights specific events that are relevant to the case.
- The researcher is integrally involved in the case.
- An attempt is made to portray the richness of the case in writing up the report.” (Hitchcock & Hughes, 1995, as cited in Cohen, Manion and Morrison, 2005, p. 182)

Taking into consideration that we conducted this research with children, we asked for and gathered written permissions of their parents to videotape, photograph and publish the materials in scientific and professional publications. We tried to avoid publishing students’ names, but since they undersigned the published literary works in the magazine, which was published on the internet, it was impossible but also unnecessary to preserve their complete anonymity. The ombudsman for children interpreted the law, which says that “filming children with the aim of promoting the work of a kindergarten or a school and children activities in the positive context, generally should not harm the child, but the parents should be given a chance to declare whether they give their consent.” Our case included positive children activities that made both them and their parents proud.

3. CONTEXT AND RESEARCH PROBLEM

This action research was conducted in a small district village school in Klakar, part of Primary school "Vladimir Nazor," Slavonski Brod. During the time of the research (January until end May, 2006) classes were organised in a combined four-class group of 12 students, held by the schoolteacher Vesna Šimić. Branko Bognar, at the time of the research, was the school pedagogue and later became assistant on Faculty for Humanities and Social Sciences in Osijek.

During the time Branko was a pedagogue, he started a learning community in which we discussed various professional issues such as cooperative learning, communication in the classroom, creativity inside the class and similar. At the beginning, a few other teachers from other schools joined this learning community, and some even started such a community in their schools. Using a virtual space for cooperation³ (<http://mzu.sbnet.hr/>) put at our disposal we designed and started a project "Network of Learning Communities". The main aim of the project was professional cooperation and exchange of experience between members of learning communities from different schools, some of which were situated in other cities.

In the learning community in our school we learned about technical possibilities of the blog system, which we decided to use for publishing students' magazines, and we held multiple workshops about class organization, which encourages students' literary and art creation. Vesna Šimić, a schoolteacher, was also actively included in the learning community activities and had the conditions for creating a students' internet magazine in her district school in Klakar. That school had only the morning shift classes, and the classroom was furnished according to the needs and ideas of the students and their parents. This classroom was the other home for the students. They could use various educational tools, most importantly the new computer that was in constant use. Beside the computer, they could also use the colour printer, for which they often had to buy cartridges and paper themselves. They also had at their disposal a CD player and TV with video recorder. Other equipment and materials were also obtained by the students and the teacher. This made a rich collection of educational materials (colour chalks, buttons, small stones, shells, seeds, threads, wool threads, sticks, books, newspapers and so on) that students could play with and use for creative work. The classroom, which was newly renovated, had large windows that were used for displaying students' works and nice curtains chosen and decorated by the teacher Vesna and her students. Cleaning of that classroom was also one of the responsibilities the students willingly took on, which gave the cleaner a pleasant surprise.

The school is situated in a restful plain village Klakar in Posavina, 14 km away from Slavonski Brod. The school building goes back to the time of Slavonian Military Frontier when it was used for military purposes. It has been used as a school since 1880. During the implementation of the project, the school façade was decrepit and only the roof of the building was newly renovated. Inside the school building there is one other classroom, the hall, toilets and a two-bedroom apartment for the schoolteacher. Around the building there is a yard, whose spring and summer blossoms and smells invite students and many of the passer-byes to actively spend their time in it or just to relax in the shades of the hundreds of years old walnut and pear trees (<http://youtu.be/YL9ecq77-D8>). The students, the teacher, the janitor and the cleaner do maintenance of the yard.

Values that we tried to create in our praxis are freedom, creativity, cooperation and entertainment. Freedom means the students' choice to decide on and participate in deciding

³ It is CMS (content management system) and e-learning system whose author is Željko Klindžić, computer programmer from Slavonski Brod. Later on we used Moodle – „a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments“ (https://docs.moodle.org/27/en/About_Moodle).

about important aspects of educational process. Only free students can be highly motivated for achieving quality in what they are doing (Glasser, 2004).

Plucker and Makel (2010) think that creativity “is the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context” (p. 49). However, usefulness or adequacy in children’s creativity cannot be evaluated in the same way as the creativity of adults:

“We can consider children’s efforts appropriate if they are meaningful, purposeful, or communicative in some way. If students successfully communicate an idea or endeavour to solve a problem, their efforts can be considered appropriate. If they do so in a way that is original, at least to them, we can consider the efforts creative.” (Starko, 2010, p. 8)

Cooperation is the organisation of the classes in various sociological forms that contribute to the learning in the wider sense of the word. It includes development of social skills that are a part of the group of important competences of a modern human being (Klippert, 2001).

We also think that learning should be saturated with humor (Matijević, 1994), conducted in the relaxed class atmosphere and in a fun way (Dryden and Vos, 2001). Only in those conditions are students capable of expressing themselves and developing their creative potentials.

Despite the awareness of the importance of these values, they were not always fulfilled fully. Creativity of the teacher sometimes dominated the students’ creativity. In addition, Branko’s “optimistic” expectations from the students and the teachers were soon exceeded by their creative ideas and performances. The biggest problem at the beginning was Vesna’s lack of trust in her abilities and those of her students. She thought that she and her students had insufficient knowledge for editing a students’ internet magazine. Branko encouraged her by telling that editing an internet magazine is not so difficult and that it would be a learning process for all of us in the realization of that idea.

In order to realise her values, Vesna tried to provide her students with different ways of developing their literary and art creations (<http://youtu.be/d-vSsF4k7hw>), some of which were included in the class magazine called “Klik-klak.” At the beginning, students wrote this magazine by hand and later on the computer and then they printed materials and bound them on a bookbinding machine. Although these magazines enabled students to publish their literary and art creations, the students and their teacher faced a number of technical difficulties. Due to the lack of financial means, they published a very small number, namely only two copies of their magazine. Students had to supply paper and cartridges for the printer themselves. Only a small number of people could read their magazine as students borrowed them and took them home for their parents and friends to read. After the donation of new computers with internet connection, “Klik-klak” has been published on the internet. Hereby started our new action research in which we wanted to improve students’ literary creation and teach students how to use computers and the internet.

4. ACTION RESEARCH PLAN

During the school year 2004/2005, the activities of creative writing and publishing materials on the class blog were conducted spontaneously and without planning, supervision and evaluation of the results. In the second semester of the school year, 2005/2006 editing the students’ internet magazine was included in the project “Network of Learning Communities” and grew to be an action research. The important step was making the plan that, according to our wish, had to include students’ ideas. Their ideas were gathered during the homeroom class, and in the art class. They expressed their ideas through art works

Figure 1. Students illustrate the action research plan



Some of the students' proposals were:

I. G., 1. C: "I would like to take pictures with my camera! I took your pictures at [the pond] Bebrinka, so I know how to do it."

I. B., 2. C: "It would be good if everyone would write, not only the older students."

I. S., 2. C: "We could draw unusual characters and write only using our imagination, about something that is not real."

I. S., 3. C: "How about writing a funny weather forecast, on Monday and Friday?"

M. B., 3. C: "We could write about animals, we haven't done it till now."

S. A., 3. C: "We could write about the past times, old customs and games."

F. G., 4. C: "Let us make it funnier, it is so serious now."

I. M., 4. C: "How about finding something in that book on history of our school?"

(Students from Klakar, personal communication, January 16, 2006)

Acknowledging students' ideas we agreed to try to achieve four main goals: improvement of children's literary creation; training of students and the teacher to use a computer; preserving local domestic culture and especially the blog system and; the satisfaction of the students in participating in those activities (Table 1). We intended to: use creative writing methods; research local customs, costumes, games, toys, folk songs, tools, trades, ways of living, all done by talking to the local people; read and gather old books, items, and then writing texts in WORD programme; take photos and do graphic processing on the computer; use the internet browser, E-mail and other curricular and extracurricular activities of the students.

We gathered data from published articles and readers' comments in the students' magazine (<http://www.cvrcak.net/blog/klik-klak/default.htm>), E-mails with comments from professionals, interviews with professionals, local people and students, video recordings of the students' activities, photo collections, audio recordings, research diaries and comments of critical friends put on the web forum.

Table 1. Goals and criteria for evaluation of success

Goals	Criteria
Improvement of children's literary creation	More inclusion of the students in literary work for publishing on the BLOG. Positive review of professionals and positive readers' comments.
Training of students and the teacher to use a computer	Students can write MS Word document, process a photo in graphic programme, copy and paste text in BLOG editorial, write and publish articles on BLOG and on forums, use internet browser, write and send E-mails.
Preserving local domestic culture	Students show interest in learning about the local culture, they can name and understand the use of items from the past, they revive old games, communicate with the elderly villagers.
Satisfaction of the students in participating in planned activities	Students express their content in the evaluation papers. Video recordings and photographs show the satisfaction of the students with their participation in the activities (e.g. smiles on their faces).

In action research, critical friends play an important role. A critical friend is mostly a person who shares the professional context and helps the practitioner in the implementation of the action research by advising him/her and giving feedback information (McNiff & Whitehead, 2009). During this action research, Branko was Vesna's critical friend and he often visited and video recorded her class, talked to her about possibilities in dealing with certain issues, gave advice and emotional support. Besides that, critical friends became other teachers in one-teacher education from other district schools, who themselves started publishing students' internet magazines. This close group of critical friends also joined other participants in the project "Network of Learning Communities" through the Moodle electronic system, which Vesna used to publish her research diary.

5. PROCESS OF CREATING STUDENTS' INTERNET MAGAZINE

At the beginning of the project and with the help of the computer programmer Željko Klindžić, who created and installed the blog system, Branko helped all interested teachers to create class internet magazines. Students and their teachers chose names and interfaces out of several given options. Students needed to be trained in order to edit the internet magazine. With the help from Branko, students from Klakar learned very quickly the first steps. However, our wish was to help the students from other district schools, who also wanted to participate in the project. So we arranged for Vesna's students to create instructions for creating class internet magazine. We thought that they could do that in a simpler way that is more understandable to their peers than we adults could ever do. Branko thought that they should do it in the form of written and illustrated instructions. Instead of doing that, they surprised him with their creativity. Namely, a few boys made a blogger rap song in which they, in a very comical way, explained how to publish articles on the blog (<http://youtu.be/LvYdbx5x59A>).

Two professional journalists soon noticed students' blog creativity: Anita Benić, news correspondent of the national daily journal "Vjesnik" and Dunja Vanić from the weekly newspaper "Posavska Hrvatska". The journalists wrote their comments on the students' blog. As publishing articles on a blog is connected with a journalist's profession, we arranged that students contact the journalists and invite them to come for a visit. Students also prepared questions and sent them in E-mail and soon they received very interesting and useful answers and suggestions. The journalist A. Benić suggested following themes that students could write about in their magazine: "like the ZOO in Ruščica, granny who makes dolls (P.S. invite me to the exhibition), local customs, your school success, old customs in Klakar, are students

satisfied with the local transport to their school...” (A. Benić, personal communication, January 17, 2006). The journalist D. Vanić wrote: “Stay honest and cheerful as you are. Write a lot and as often as you can! Explore your surroundings and present it to the whole world. Texts do not have to be long, important is that you know what you want to express.” (D. Vanić, personal communication, January 18, 2006).

Students chose topics, prepared texts and interview questions for the local people and chose pictures for publishing. The materials were then read in the homeroom class, Croatian language class and during the informatics class. Other texts and articles were completed and put in folders (portfolios) or were displayed on the panels in their classroom. In that way all their materials were saved and available for presentation⁴.

One part of the articles that were published in the students’ magazine was created during the regular classes. One example of that is a video recording of the Croatian language class (http://youtu.be/c7ZnC3i2K_o) held on February 16, 2006. The task was to create a story with an ending, but without the beginning. As a motif for creating a story students used the class computer to view and listen to the video recording of an elderly woman telling a story of how she once lost a ducat, which was very valuable at that time. After viewing the video recording, the teacher suggested they wrote their stories alone or as a pair work. To the first year students she suggested, since they could not write yet, to rewrite the headlines of other students into their notebooks, on the blackboard or on the computer and to illustrate the story according to what they had seen on the video recording. In the background, a very relaxing music played while the students were working. Students were writing their stories for about 20 minutes, and those who finished early also illustrated their stories.

After they had finished, each pair of students read their stories. Other students gave them a big applause and the teacher congratulated them and shook their hand. After reading, students exchanged their papers, wrote their comments on them and gave points to each paper. Each pair of students read the comments and added up their points. The students with the largest number of points soon published the article by themselves on the class blog (<http://www.cvrcek.net/blog/Klik-Klak/a001078>). Other stories and illustrations were displayed on the class display panel. At the end of the class, students completed evaluation papers and all of them expressed positive feelings.

Even some parents took part in writing some of the literary works. One student, I. S., sent by E-mail his homework paper, which he wrote with his father (<http://www.cvrcek.net/blog/Klik-Klak/a000948>)



*I have talked with dad...
How my dad won my mum's heart
Dad and mum met at the promenade.
Dad was a student and he hung around the town all the time.
Mum went to school and she waited for a bus at the
promenade.
Dad says that he liked mum, so he took her for a cup of tea,
and mum says that she went with dad to tea only because it
was so cold outside.
Dad enjoyed making mum laugh, and mum happily laughed at
his simple jokes.
Dad says that he fell for mum's eyes, and mum says that even
today she does not know what exactly she fell for.
Written by: I. S. with dad*

⁴ Sometimes students brought their portfolios home to show them to their parents and family members.

Some comments about this article were:

“I have never met a boy who is so familiar with the love story of his parents (till now)! The story about your parents really touched me with its warmth, simplicity (a lot said with so little words), sincerity and wit! I am so glad that you published your story so I could enjoy it. Greetings from the pedagogue of high school in Zagreb.” (S. Milović, personal communication, January 22, 2006)

“I confirm that everything written above is true!” (I.'s mum, personal communication, January 29, 2006)

The teacher Vesna wrote the following note in her research diary:

“In the morning, at the beginning of the Croatian language class, we read I.'s message. He wrote his article with the help of his father. We enjoyed the story and it reminded me of the story when Tadijanović⁵ met Jela⁶ and how one slice of pear bound them for life.

What followed was looking for a tea mug that would best suit the student's paper. We browsed tens of data files from earlier collected photographs and chose the most suitable one. I. published his text in the new article, while F. processed the photograph and made it smaller and then added a photo as an illustration. We always award the authors and their work with applause. However, we were still working too slowly, so the planned article was not published immediately because we had to do the maths class. We published it, nevertheless, after the school.” (V. Šimić, personal communication, January 18, 2006).

One of the subjects of students were interested in was the toys and games played in the old times in their village. Students gathered most information on the subject from their grandparents. During the preparation of the articles about games and toys of the old times, students also made these toys and played with them as their grandparents used to play when they were children:

Old toys⁷

Grandma told me how they played in the old days. They made toys by themselves. Grandma made a toy from her childhood for me. This toy looked funny, but I noticed that younger girls were interested in this toy. I took a photo of Irena and Ketu how they dragged the dish with cloth-dolls. It was a beloved toy of my grandma. (Student I. M., personal communication, January 18, 2006)

Figure 2. Mutual help in using the computer



⁵ Dragutin Tadijanović was a renowned Croatian poet.

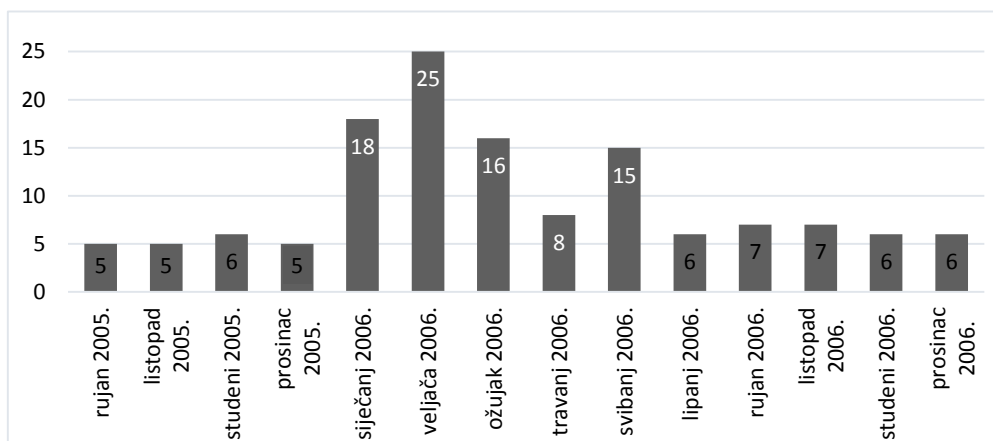
⁶ Tadijanović's future wife.

⁷ Student's article about old toys was published at <http://cvrcak.net/blog/Klik-Klak/a000949>

After some time, the students in the first grade also started publishing their articles. A few of the older students expressed their dissatisfaction with their slow writing and the fact that they had difficulties coping with the computer, but still they helped them publish their articles (<http://youtu.be/tNez3nTwG7M>). By helping each other, we all learned how to use the computer and various computer programmes (Figure 2).

January and February 2006 showed the highest level of activities in editing the students' internet magazine. Students prepared texts and published them on the blog almost every day. Figure 3 shows that during the implementation of the action research, from January until May 2006, the activities of publishing the articles in Klik-klak were higher than before and after that period.

Figure 3. Number of published articles on Klik-klak blog in months



With the increase of published students' articles on the blog, the readers' comments also started to increase. Every morning before the class students would read aloud the readers' comments (<http://youtu.be/CK8ilbAakCo>). These comments were encouraging little bloggers, and if the article was without any comments, students showed a short-term dissatisfaction. Students of the other district schools, former students, relatives and friends of the students and the teacher mostly wrote the comments but unknown readers from other cities and countries wrote some of them too:

"Klakar-kids, you are great! Your page is a real refreshment, and I must give you a credit for doing also an excellent journalist work. Just keep on the good work, you and your teacher. See you soon." (D. Vanić, journalist of Posavska Hrvatska, personal communication, May 12, 2005)

"It is excellent that you talk to your grandparents about toys from the past in Croatia. We had something similar in England where we were supposed to try to hit something with a stick. It was called a 'tipcat'." (S. Davis, personal communication, January 26, 2006)

Even more important than readers' comments were suggestions of our critical friends who often visited our classes. Besides them following students' activities in creating students' internet magazine, participants of the project "Community of Learning Communities" also followed and commented on those activities over the web forum: "Vesna, I like your research diary. I think I have never read so interesting notes from your class." (M. Zovko, personal communication, February 16, 2006). On some occasions, students received a visit from students of the Faculty of Teacher Education in Osijek, Dislocated Faculty in Slavonski Brod.

Students gladly talked with their guests, who expressed their positive opinion on the young students' literary work, but also about the efforts of their teacher: "I think that this is a very useful way of working with students, but also for teachers. Not only does it motivate for cooperation, creativity and critical thinking, but also entertains people reading their articles." (Ostojić, 2006, p. 44)

Students had the chance of expressing their feelings during the action research and what they thought about each activity in which they participated in several different ways (e.g. evaluation papers, interviews and so on). They used evaluation papers to express their positive feelings, and in interviews with the one teacher education student Mirjana Ostojić, which she used for her diploma work, they said:

M. Ostojić: "What do you like in this way of work?"

I. S.: "I like when we write about something, then the others read it, and then we get many comments on it."

S. A.: "When we dig up something, when we find an interesting story."

F. G.: "When we write funny jokes and not the articles that can offend someone, and when other schools can see our work."

M. Ostojić: "What don't you like in this way of work?"

S. A.: "That we don't have a colour theme [in the blog]."

M. B.: "I don't like when I write an article and I make a mistake and then the others [pupils] say that it is not good and I should start from the beginning."

I. M.: "Everything is great, I just don't like that we used to hold a first place and now we're holding the fourth one [on the rank scale of the most read blogs]." (M. Ostojić and the pupils from Klakar, personal communication, May 4, 2006)

The teacher had a group interview with the students' parents and she talked with the elderly villagers with whom the students cooperated during the implementation of the action research. To her question what they thought about publishing the students' texts in the internet, granny L. I. answered (<http://youtu.be/5okl0ao0USI>):

L. I.: "I think that it is so nice and I was surprised how interested they were. They don't come just to talk to me, they visit also other grannies. We feel so glad that they remind us in that way of our old customs, and we are so happy to show them all of it..."

V. Šimić: "What would you recommend to our little journalists? How should they behave? What should they do?"

L. I.: "They don't need me to recommend anything, they soak up all our stories and they remind us... remind us of everything and we are glad to tell them all these stories and show them what it was like before. Moreover, we always tell them: "Come if you need anything" and they are already interested and they've sent so much into the world already, as I have heard from them. And it makes me happy that our school has all these gadgets that can send everything to the world." (V. Šimić and L. I., personal communication, May 2006).

Pupils who finished the one-teacher classes or who moved somewhere else stopped participating in editing the internet magazine in their new surroundings. Nevertheless, they all remember with a lot of joy the times when they were actively participating and they continued visiting the internet magazine pages, which were then edited by some other students:

V. S.: "I had so much fun last year. I feel very proud I was the main editor of Klik-klak."

I.: "In the fifth grade we have to learn very much, but we never use computer in school."

A.: "My brother and I visit your pages from Zagreb, especially since they are our pages, too."

M.: "I am not publishing any more, but I am helping my sister Ivana to publish the best she can. I am glad that they continued the work..."

V.: "It is good that we have so many photographs and video recordings that remind us on our happy blogging days." (Former students of Klakar school, personal communication, April 4, 2006)

After completing the research in June 2006, the teacher Vesna Šimić moved to another position as a school principle in primary school "Vladimir Nazor" in Slavonski Brod. Classes were then held by her colleague T. R. who was not participating in the project of creating students' internet magazines and could not use the computer, but Vesna's former students taught her how to use it.

"I must admit I was a bit scared of the responsibility, because I worked with the teacher Vesna and I know how good and with how much love and passion she did her job, but on the other hand it was certainly a challenge, and now I feel very content because I know how much I had to learn and how much my students, her former students, have taught me. I slowly learned everything and it was really interesting." (From the interview with T.R., personal communication, June 5, 2007)

Creating students' internet magazines was noted in other media, too. In the local weekly newspaper "Posavska Hrvatska" they published an interview with the teacher Vena Šimić and her students from Klakar. The example of the students' magazine Klik-klak was mentioned even in a few television programmes, and the teacher herself wrote a short paper in the magazine "Profil akademija" describing her experiences in creating this magazine.

6. INTERPRETATION

This action research contributed to achieving all the planned goals in accordance with the set criteria, which were almost completely fulfilled:

During the research period, there was an increase of the students' activities in writing literary texts for publishing in students' magazine Klik-klak. It can clearly be seen in image 3, but also on the video recordings, photographs and in the research diary from the teacher. Positive comments of the professionals (journalists, pedagogues, and teachers – critical friends) and the readers indicate the quality of the students' works, what is in accordance to the pedagogy of success as Freinet advocated in his time:

"Produce a beautiful school journal. Be technically well prepared so that without taking any undue risks your success will be recognized. Little by little, you will be able to accentuate – in your classroom and your life – the success that gives hope, drive and energy." (Freinet, as cited in Acker, 2007, p. 69)

Students found readers' comments very important and they encouraged them to write and edit their magazine. This was unlike the traditional education process where children rarely have the opportunity to get the feedback information about what they wrote in school or at home. Instead of creative expression and communication, writing very often is just a spelling and accurate writing exercise, which is without much sense for the children. In our case, the blog gave an opportunity to students to be authors whose works draw attention of a reader. This made them proud and happy, and made learning a meaningful result of the interaction with other people, some of whom were not a part of the narrow social context the students live in.

In the everyday activities concerned with creating this magazine, the students and their teachers learned to use computer programmes: text editing, digital manipulation of photographs, weblog editing, reading, writing and sending E-mails, browsing the internet and similar. However, all participants experienced the learning process as a challenge and a need, not as some boring activity in which they were forced to participate. Therefore, in our case we experienced significant learning, to which Rogers assigns the following characteristics:

"It has a quality of personal involvement – the whole person in both his feeling and cognitive aspects being in the learning event. It is self-initiated. Even when the impetus or

stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from within. *It is pervasive*. It makes a difference in the behavior, the attitudes, perhaps even the personality of the learner. *It is evaluated by the learner*. He knows whether it is meeting his need, whether it leads toward what he wants to know, whether it illuminates the dark area of ignorance he is experiencing. The locus of evaluation, we might say, resides definitely in the learner. *Its essence is meaning*.” (Rogers, 1969, p. 5)

Students paid a lot of attention to exploring their local heritage and culture, and as a result they communicated almost every day with the local people, especially with elderly people. The local community reacted very positively to the students’ activities concerning editing the internet magazine and were very glad to help them. Instead of experiencing as a problem the gap between the generations, which often occurs with the new information-communication technologies, the gap served as a motivation for communication, cooperation and mutual learning. Students learned a lot about life in the past from the elderly community members, especially about old games and toys which, owing to the general commercialisation of childhood (Kenway & Bullen, 2001), were long forgotten and abandoned, although some of them had more educational values and potential than some modern toys. Old toys were, in fact, often made by children themselves from available materials and that allowed them to show their creativity and imagination. Unlike that, modern toys, being fabricated, do not allow such creativity and are often used as status symbol and not as stimulation for socializing and playing with peers.

In exploring the local culture, this project managed to avoid different levels of disinvolvement of students that, according to Hart (1992), means manipulation⁸, decoration and tokenism.⁹ We should especially emphasize decoration that refers to:

“...those frequent occasions when children are given T-shirts related to some cause, and may sing or dance at an event in such dress, but have little idea of what it is all about and no say in the organizing of the occasion. The young people are there because of the refreshments, or some interesting performance, rather than the cause.” (Hart, 1992, p. 9)

In Croatia it very often refers to participation in various folk activities in which children wear national costumes, they sing, play and dance trying to display past times without deeper understanding of it. This makes them only the decorative element in festivities organised by adults. Instead of that, our project enabled students to actively participate in making a culture product which became recognizable even outside their place of living, which is proven by the following comment of one reader: “My friend from Japan came across your blog and she loves it because she learns about Croatian language and culture! Your blog is very interesting and we can hardly wait to read some more of your works!” (Mariko and Kamegoro, personal communication, May 18, 2006)

We found it was very important that participation in the project was entertaining and fun for the students. That we succeeded in that is proven by testimonies of students, video recordings and numerous photographs (e.g. figure 4) that shows laughing faces of the students who participate in the activities they chose themselves and that they find meaningful: “I.S.: It is interesting to me that we can write and choose letters we want, we are allowed to publish photographs we like most and that we edit our page ourselves. I.K.: It gives us real joy to publish something.” (From the interview with students, personal communication, May 2006)

⁸ “Manipulation, or literally handling (from Latin manus=hand), and in broader sense management, is an act of using someone or something as means for achieving special goal.” Therefore Polić thinks that “education can not in any way be what manipulation in its essence really is: instrumentalisation or interpositoning of the child in achieving some predetermined and for that child external goal.” (Polić, 2002, p. 11)

⁹ “Tokenism is used here to describe those instances in which children are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions.” (Hart, 1992, p. 9)

Figure 4. Joy and satisfaction on the faces of the former students in Klakar during inspection of the Klik-Klak magazine, in whose creation they themselves participated before



This action research presents the example how it is possible to create a process of change in the school context which, according to Fullan (2007), consists of three phases: initiation, implementation and institutionalisation. Sadly, in our schools these changes often stop in the first phase, and little of them become part of the everyday praxis of the institution. In our case, creating students' internet magazines was not just some temporary attempt, because most of these magazines have been, even after ten years, edited by new students and in some cases new teachers. It shows that the change we started ten years ago is well established, i.e. it is institutionalized on the school level, now run by the principle Vesna. That Vesna is now principle means she has been able to contribute to the institutionalisation of students' internet magazines, and, being a principle, can support teachers in this valuable practice:

"My moving to a new work position as a school principle did not stop the activity of the students. More importantly, other teachers embraced the idea of the class internet magazine, so we today have eight students' magazines in our primary school "Vladimir Nazor" (see <http://cvrcak.net/blog>). It is interesting to mention that during our research, different news about the students' misuse of the internet started to appear in the media. Our research showed that the new media, especially the internet, can be used for expression of the literary creativity of students, but only if it is a part of the well-thought educational activity." (Šimić, 2008, p. 11)

We feel that we need to add one more phase to the process of change, and that is the dissemination of the gathered experiences during the introduction of the changes. This can be greatly supported by the action research, for whose affirmation we advocate ourselves. Of course, "one family, one teacher, one psychologist, or one advocacy group alone cannot combat a \$15 billion industry" (Linn, 2005, p. 117) and behavioural models people uncritically accept in the institutional context and everyday life, but some action research projects of the teachers that make significant changes can create hope that "the way to possibly different can always stay open" (Polić, 1993). We hope that the results of this action research project will serve as stimulation to the creativity of other teachers and their students¹⁰ and as a challenge in building child friendly communities.

¹⁰ Our project partly achieved that since five years ago it encouraged teacher Mario Gavran to initiate a journal at the Internet with his first grade pupils (Gavran, 2009), and several hundreds students and teachers have listened to and watched the multimedia presentation of this project. We hope that publishing this account will additionally contribute to dissemination of our experiences in creating the pupils' internet magazine

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SERVICE-LEARNING PROGRAM AT UNIVERSITY AND ITS ROLE IN BUILDING CHILD-FRIENDLY COMMUNITY

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Abstract

This paper presents an action research associated with Faculty of Education in Osijek, dislocated study in Slavonski Brod with pre-service teachers during the four academic years. The study follows the process of improving student learning through collaboration colleges and local communities for the benefit of gifted children in lower grades of elementary school. This work follows the process of creating workshops and creativity, imagination and cooperation that has developed through activities related to Children's ceremony, "In the world of fairytales of Ivana Brlić-Mažuranić" in Slavonski Brod. The paper traces not only the development of future teachers learning, but also the creativity of children and the circumstances that lead to better cooperation with local institutions.

Key words: service-learning, pre-service teachers, children communities, action research, university education

Sažetak

Rad predstavlja akcijsko istraživanje koje je provedeno na Učiteljskom fakultetu u Osijeku, dislociranom studiju u Slavonskom Brodu sa studentima četvrti i pete studijske godine tijekom četiri godine. Istraživanje prati proces unaprjeđenja učenja studenata kroz suradnju fakulteta i lokalne zajednice na dobrobit nadarene djece nižih razreda osnovne škole. U radu se prati proces nastajanja radionica i kreativnost, maštovitost i suradnja koja se razvija kroz aktivnosti vezane za Dječje svečanosti „U svijetu bajki Ivane Brlić-Mažuranić“ u Slavonskom Brodu. Rad prati ne samo razvoj učenja budućih učitelja nego i kreativnost djece i okolnosti koje dovode do kvalitetnije suradnje s lokalnim institucijama.

Ključne riječi: služenje zajednici, budući učitelji, zajednice djece, akcijsko istraživanje, visokoškolska nastava

1. INTRODUCTION

The roles of universities and education in general have changed significantly in 21st century due to the changes in the labor market and the needs of economic development which is based on new knowledge and working individuals who are expected to possess specific skills. Changes in the society point to the need for individuals with various competencies and knowledge, which requires innovative learning approaches. The leader of these changes is certainly the teacher who has to combine innovative strategies with experience-based learning and theory with practice. This is especially important for the universities that educate teachers. University learning has changed because the conditions for studying have changed. Bologna process set high goals and compelled universities to increase the quality of education continually (Marentić, Požarnik 2009: 342). This means directing attention in university teaching towards pedagogical competencies in teaching. "The quality of teaching connected to the competencies of teaching staff is slowly getting its place among quality criteria" (M. Požarnik 2009: 343). It is also emphasised that there have to be changes

in teaching in higher education especially in traditional "lecture-based teaching to more student-centered concept of encouraging active learning with more diverse methods" (M. Požarnik 2009: 343). "Active teaching strategies" contribute to this and they include "dialogue, brainstorming, interactive lecturing, group work, pair work, experiment, role-play, project based teaching plan" (Mattes 2007). Chiari (according to Močinić 2010: 98) says that methods of active learning are, "a) simulation methods: games involving simulation of imaginary situations and role play, b) discussion methods: discussion, case study, brainstorming and c) problem based teaching."

Higher education teaching and active teaching methods research conducted at one Croatian university (Močinić 2012: 101) shows that these methods are not used enough and that the frontal method is prevalent. This means that students learn by listening, watching and repeating using one-way communication whereas their needs are completely different. They want to be relaxed, take an active role, be successful in acquiring knowledge and build their confidence while learning (Močinić 2012: 102).

The answer to these needs can be found in John Dewey's theory in 1938. He pointed out that students need to be active participants involved in the learning process and learn through experience with the help of well-planned classroom activities which should encourage students to become members of society. Service learning is the most widely spread experience-based learning in the USA.

It is a "special approach to teaching which combines theories and concepts of scientific disciplines with real community problems and society in general. It is also a teaching method which encourages active learning and a model of experience-based learning; a pedagogical approach that integrates the study programme and service learning; the process of practical and direct implementation of the existing resources of educational institutions in a community with the aim to respond to the needs of a community in which students learn from their own experience" (Čulum, Ledić 2009: 77). Service-learning is a model which enables students to learn and to develop through active participation in carefully planned and organized activities that respond to the needs of a community, and are coordinated by both university and partner organizations/institutions in the community integrated in the academic curriculum. Furco (2000: 12) points out that "service-learning programmes are distinguished from other approaches to experimental education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring". Tinkler and others (2014) emphasize the importance of a transformational relation between the institution and the community which is based on a long-term change of both parties.

Jami L. Warren's research (2012) confirmed that service-learning has a positive influence on the success of students' learning results, and it develops social awareness and responsibility. This is the reason why service-learning is a welcomed teaching method in higher education and an opportunity to apply it in teaching pre-service teachers.

2. METHODOLOGY

The activities that have been undertaken in this research are aimed at improving the existing higher education teaching and encouraging the development of creative potential in all participants. This is the reason why action research is a suitable scientific frame that enables realization, monitoring and evaluation of the changes that occurred upon implementing certain activities.

Action research is the key strategy of professional development that can be generally defined as individual or group analysis of one's professional practice for the purpose of self-improvement which in turn increases the probability of a more successful learning for the student. Furthermore, it improves teacher professionalism

because they recognize that they are capable of solving problems in teaching by themselves and encourages them to do so. (Markowitz, 2011:12)

The action research commenced in 2008 and was finished in 2011. It included pre-service teachers of Faculty of Teacher Education in Osijek, Slavonski Brod Branch. We wanted to encourage students to organize high-quality activities for gifted pupils by setting example through improving our own teaching methods. We connected service-learning and our teachers' teaching practice in order to follow and implement these changes by using questionnaires for students that questioned their level of content, expectancy and creativity.

Every year a new group of students was prepared to participate in the workshops for gifted pupils. The students were familiarized with the organizational possibilities of pedagogical workshops and characteristics of gifted pupils at the very beginning. Next, the students were taught how to plan and prepare workshops. The preparation usually lasted for two months. Finally, the students did these workshops with pupils from several schools. After the workshops, the students filled a questionnaire comprising of questions that evaluated the level of content on a Likert scale (from 1 strongly disagree to 5 strongly agree). A similar questionnaire adapted to the teachers who observed the workshops and the pupils that participated in them was conducted as well. The teachers that observed the workshops were encouraged to write comments about the things they observed in the workshops.

In our research, we tried to encourage changes in students' creativity and cooperation and to improve and expand working methods with gifted pupils. We also think that service-learning approach opens up a large number of possibilities for cooperation, teamwork, creativity of all participants so the questionnaires were aimed at self-reflection and self-rating.

The information about the workshops were collected in several ways: via interviews, continuous observation with the help of a video camera and a camera, participating and observing, statistics, teachers' opinions about the workshops. All participants wanted complete anonymity, which was respected in this research.

3. THE RESEARCH CONTEXT

Irena Krumes Šimunović and Mirela Števančić-Pavelić participated in creating the workshops for the research. They are senior assistants at courses Methodology of Croatian language and Methodology of Science and Social Studies at the Faculty of Teacher Education in Osijek, Slavonski Brod Branch. The Faculty of Teacher Education was renamed Fakultet za odgojne i obrazovne znanosti in Slavonski Brod. Mirela passed away in 2010.

Along with the need to improve our own classes, we thought that teaching students should suit the real needs of the society and the community in which we live and work. Therefore, we had tried to build bridges of cooperation with our local community and search for its real needs before we implemented changes in the practice of Methodology of teaching curriculum. We talked about the needs of the community with the Administrative Department of Social Affairs and Services of Slavonski Brod.

The conclusions were that we lack programmes for gifted children¹ in our primary schools. Therefore, our faculty should join children celebration In the World of Fairy Tales of Ivana Brlić-Mažuranić.

This long-standing children festivity organized by the City of Slavonski Brod is very important for the City and the country because it promotes unfading cultural values and literary

¹ The school system often does not recognise gifted children nor does it have prepared and developed methods to teach them according to their needs and abilities. Gifted children are noticed in practice but this is mostly teacher's subjective estimation. Teaching these children comes down to their teacher's knowledge and effort. These pupils should get more systematic attention so their skills and abilities could be seen and their potentials developed. So far, there are only attempts of some teachers to prepare a programme for gifted pupils or a group of them gifted in one field.

heritage of this famous author at the same time encouraging students' activity and creativity. It was also an opportunity for students to participate actively in planning the activities for gifted pupils in Brod area during the practice at the faculty. This resulted in a fruitful collaboration with local authorities and numerous schools to the benefit of children.

The result of this was a project called Searching for Ivana's Treasure which included students of the faculty and town pupils. The pre-service teachers, supervised by the two of us, planned and prepared the workshops for gifted pupils based on new learning and teaching theories acquired during practice in Methodology of Croatian language course. These workshops were then realized with pupils that came from various schools in our County.

These workshops were held annually, in April, during the children celebration In the World of Fairy Tales of Ivana Brlić-Mažuranić in Slavonski Brod². They were coordinated by students and held in the open, in the city park in front of the Theatre and Concert Hall Ivana Brlić-Mažuranić where the bust of this great author could also be seen. All the activities were open to the public so passers-by and citizens could watch. The workshops lasted three to four classes.

The workshops were prepared and held for four years (from 2008 to 2011), and around 100 pupils, 51 students, 26 teachers observers, nine schools (Antun Mihanović Primary School, Bogoslav Šulek Primary School, Dragutin Tadijanović Primary School, Ivan Goran Kovačić Primary School, Hugo Badalić Primary School from Slavonski Brod, also Ivan Mažuranić Primary School from Sibenj, Ivan Filipović Primary School from Velika Kopanica, Antun Mihanović Primary School from Nova Kapela Batrina, Viktor Car Emin Primary School from Donji Andrijeveci) participated.

The programmes prepared every year in collaboration with students were supplemented and adapted to the responses of pupils, teachers' observers and students who filled in surveys and questionnaires after each workshop, wrote comments or suggested other new activities.

The basic values promoted in these workshops were about creativity, cooperation and an active role of students. They in turn, promoted the same values in pupils. The local community recognized the advantages of the programme designed to encourage the learning of gifted pupils. An interrelated circle of activities was created so that all participants could benefit from it³.

The workshops were a part of an official programme of Children celebration In the World of Fairy Tales of Ivana Brlić-Mažuranić and can be found on web pages of the celebration in the document archives from 2008 to 2011. <http://www.usvijetubajki.org/>

4. THE PROBLEM AND THE PLAN OF THE RESEARCH

We noticed that higher education does not always comply with the needs of students for modern, active classes. Disinterest of some students for faculty activities pointed to this as well as their lower results in comparison to their abilities. It was necessary to motivate the fourth-year students to do some extra-curricular activities, implement active learning methods, and build cooperation in teaching, to motivate students' creativity as future teachers and to integrate their activity in the local community context.

We also believed that the local community does not fully recognize the potential of students who are educated in the same town. Similarly, the local community does not have any long-term activities planned to include gifted pupils (apart from Lidrano) in learning programmes which would encourage their creativity. Namely, there is no place for their

² These celebrations have been held traditionally since 1971 and are a part of the cultural heritage of Slavonski Brod. They are supported by the Ministry of Culture of Croatia.

³ Books awarded to pupils who participated in the first workshop, in 2008, were donated by publication houses: Školska knjiga, Mozaik knjiga, Profil and Matica hrvatska Slavonski Brod Branch.

specific needs in the programme. Furthermore, school teachers have no time, strategies or methods to encourage gifted pupils to be creative.

We concluded that in higher education in general as well as in Methodology of Croatian language that we teach, there is a lack of connection between theory and practice for pre-service teachers. Therefore, we decided to involve students in creating better learning conditions for pupils in the local community through active learning and service-learning. "Teaching through practice is an excellent way to prepare future teachers for the classroom, but also to promote values of active participation in the civil society and development of cultural competencies" (Tinkler et al. 2014: 219).

Accordingly, we expected changes in more levels than one: in higher education teaching Methodology of Croatian language and Methodology of Science and Social Studies, learning of lower-grade pupils and in the local community which would improve the lives of our youngest citizens.

The principal purpose of this action research was to improve the relationship between students – future teachers and lower-grade primary school pupils as well as the local community by implementing service-learning methods.

In order to realise this purpose, we set special aims of the research along with the criteria to assess the successfulness at several levels:

1st level: Improving higher education by creating motivating surroundings for student activities, cooperation and creativity development

The successfulness criteria are:

- Increased student satisfaction (the sources of this successfulness are the evaluations of students themselves after the conducted workshops),
- Increased students' creative activities (self-evaluation of the achieved and evaluation of teachers critical friends),
- Positive reaction of pupils to the organized activities (evaluation of pupils after the workshops)

2nd level: Improving the knowledge of gifted lower-grade pupils in primary school and developing their creativity

The criteria to assess the successfulness:

- Pupils show an increased interest and a better understanding of life and works of Ivana Brlić-Mažuranić (pupils' written statements),
- Satisfaction with the conducted activities (pupils' evaluation paper),

3rd level: Improving the cooperation between the faculty and the local community

The criteria to assess the successfulness:

- Cooperation with local government (Administrative Department of Social Affairs and Services and the Administrative Department for Education, Sport and Culture of Brodsko-Posavska County),
- Cooperation with other educational and pedagogical institutions ("Braco I Seka" Kindergarten in Slavonski Brod, other schools e.g. "Milan Amruš" Primary School to educate and rehabilitate pupils with developmental delay),
- Permanent follow-up of activities by the local media (radio, SB Television, Posavska Hrvatska)

Critical friends were numerous teachers-observers who accompanied gifted pupils in all activities in which their pupils were involved. After each workshop, they wrote comments that were a valuable feedback about the success of the activities. Their comments pointed to what was good and what was not, they expressed their opinion and often encouraged the research.

The two of us were in turn critical friends to our students helping them to prepare the workshops for gifted pupils. We recorded and photographed all workshop stages. We respected the ethical code, especially the right to privacy and anonymity of participants, children rights, human rights and dignity, the principles of protecting child welfare. Pupils were notified in

advance about the length and type of workshops and about the possibility to opt out. The place to conduct the activities was chosen in compliance with ecology education and basic values of respecting nature and surroundings. All participating schools had a written parental agreement about photographing and taping the pupils.

5. DESCRIPTION AND INTERPRETATION OF THE CONDUCTED ACTIVITIES

Since our project was realized in collaboration with local authorities, the task of notifying the schools and providing a suitable place was given to the Department of Social Affairs of the City Slavonski Brod. The department communicated with schools and informed us about the number of entrants that helped us plan and prepare the activities. Invitation emphasized that pupils who stand out with their results in curricular and extra-curricular activities in Croatian language and Science and Social Studies should enter.

Improving higher education teaching was realized through correlation and integration of two courses, which was the reason to begin the cooperation. Together with Mirela, who taught Methodology of Science and Social Studies, I held a meeting at which we discussed finding the links between our courses and organizing them. Our first aim was to improve higher education and we thought that by setting our own example we could contribute the most to the learning qualities of our students. We came to realize that the best idea was to offer students to participate in the planned extra-curricular activities. Students had to be given an opportunity to create and daydream freely, which is why participation was not obligatory. However, around ten students were happy to embrace our ideas.

Since one of our goals was to improve the quality of work of gifted lower-grade primary school pupils, we decided, together with our students, to offer more information about the compulsory reading works of Ivana Brlić-Mažuranić that could not be found at school. We chose a literary sample (a book by Ivana Brlić-Mažuranić) and asked our students to find links with Croatian language and then with Science and Social Studies⁴. We were aware that in class teaching there could be a methodological correlation between subjects because this type of teaching motivates students to develop a wholesome understanding and active problem solving.

We coordinated the team activities and supported those students who started with the notion that pupils should be led into a situation to discover problems themselves and through solving them, acquire new knowledge. We were led by the idea that the pupil "has to be given a chance to participate and undertake new cognitive adventures in order to gain a more wholesome and profound knowledge." (Polić, 2008: 188). Sometimes we had meeting three times a week in order to supervise their ideas and suggestions. We encouraged them not to repeat familiar methods of working with pupils but to create their own, to develop their potential (e.g. to think of names for planets, of a story in which Quest saves his grandfather, to illustrate and create flags for their stations, to create an original way of character analysis, figure 1). This built their self-confidence because they had doubts at the beginning about the quality of their activities or that pupils would not like them.

⁴ Contemporary research in the field of literature shows that correlation and integration methodical approach in teaching Croatian language deepens the experience of characters and situations, encourages pupils to develop their own creativity when expressing their emotions but understanding a literary text as well (Visinko, 1994:47).

Figure 1. Students at the faculty are working on creating and preparing teaching materials for pupils



Students worked together on analyzing motifs of a part of a fairy tale so they could present this to their colleagues. They all expressed their opinions about the ideas proposed and only those acceptable to the majority were accepted. Mirela and I coordinated the activities so they would not be repeated but connected logically. We wanted to increase our students' content and meet their ideas with special attention. Their content was to be measured through the final evaluation paper.

The other part of the research was aimed at involving pupils in the workshops which were meant to familiarize pupils with less known facts about the life and works of Ivana Brlić-Mažuranić. We tried to do that through active learning, exploration and game. For example, one student thought of a way to check whether the pupils had read the story by telling them that every new question or a task had to be earned by a correct answer, solving a riddle or reading instructions that guided them to the next activity. All this was met with satisfaction because the pupils participated in fun, dynamic and creative learning (Figure 2). At the beginning, these activities were competitive, but in our second year, we abandoned that.

Figure 2. A workshop prepared to motivate experience, fun and dynamic learning (the work of students)



We built a template for the workshops which was then supplemented with matching activities depending on the text which served as the basis: the first part meant interpreting fairy

tales and checking the level of comprehension. The activities for interpretation of fairy tales included answering different types of questions that motivate pupils' various mental processes⁵ (Figure 3). Each interpretation was adapted to each fairy tale. Different activities encouraged pupils to memorize the plot, analyze characters' actions, role-play, dramatize some textual parts, talk and behave as heroes of the fairy tales, solve their problems and express their own attitudes. For example, the moderator tells the story of Jagor. At one point, they stop narrating at the place where many characters appear. Each pupil chooses one of these characters and has to work with the team of pupils to act out this scene in real life. Everybody stands still and when the moderator taps their shoulder, they start acting the role they were caught in. The moderator can ask everyone some questions.

Figure 3. A students monitoring the stage of the workshop in which reading comprehension is checked using questions. In the background are children from "Braco i Seka" Kindergarten.



In the second part, we prepared outdoor games based on motifs from fairy tales. One motif of each fairy tale was the theme of a certain game. The game *Kraljičini ključevi* (The Queen's Keys), a group game, was based on the motif from the fairy tale *Bridesman Sun and Bride Bridekins* (Figure 4), the game *Potruga za istinom*⁶ (Searching for Truth) on the fairy tale *How Quest Sought the Truth*, as well as *Vreća krumpira*⁷ (A Sack of Potatoes), *Stani mi na rep*⁸ (Stand on my Tail), played in pairs, based on the motif of rope from *Jagor* or passing under a rope. We wanted to use these games to develop students' creativity, but to encourage interest for reading in pupils as well.

⁵ The questions were based on Bloom taxonomy (Vizek-Vidović, Kletzien, Cota Bekavac, 2005: 35)

⁶ This is a modified play with a bottle or some other object that is placed in the center of the circle of children. Papers with scenes from a story are in the bottle. The one at whose direction the bottle points, has to take a paper and use the scene to continue the story. This game is very good for revising the plot or retelling.

⁷ The whole group forms a circle and raises their hands above their heads imitating a knot on a sack of potatoes. They play the forest goblins in the sack. At a given mark, they have to mime the untying and jumping out of the sack.

⁸ This is a game with a rope. Some pupils are chosen and a long rope is tied to each as a tail. Other pupils try to step on the tail while they run from them. The winner is the pupil whose tail was not stepped on. As a reward, he or she is told where to go next.

Figure 4. The game The Queen's Keys in the Searching for Ivana's Treasure workshop



In the third part of the workshops, the pupils participated in the exploration of unusual natural occurrences and the wildlife that appears in fairy tales (the bark remains in Jagor, making a sun dial in Bridesman Sun and Bride Bridekins⁹, determining the age of a tree using tree rings in Stribor's Forest).

We started our first workshop in 2008, with compulsory reading book, *Croatian Tales of Long Ago*. The students based their workshop on orienteering and navigating in the countryside using a map which was replaced by a treasure map. The quest or travel was organized in teams of five pupils¹⁰ who followed the instructions with the help of their own, distinguishing color. They were given a map with the trail on it at the beginning of the workshop.

Special attention was given to the organization and script of the workshop in which a team of students took part. Rules and scoring were planned and they were printed and sent to schools so pupils could get ready. The pupils' preparation included reading *Croatian Tales of Long Ago* by Ivana Brlić-Mažuranić.

The results of the cooperation with the local community could be seen in some local media. Workshops were covered by SBTv. The press wrote about the first workshop (Posavska Hrvatska, 25th April 2008), and a short text with a photo was published on web pages of The World of Fairy Tales (http://www.usvijetubajki.org/arhiva/svijet_bajki_2008/vijesti/u_potrazi_za_ivaninim_blagom/default.aspx).

In order to evaluate the success of the activities, evaluation was done with the aim of estimating the content of pupils and creativity of students. It was conducted by anonymous, open questionnaires for pupils, participants of the games and a special anonymous survey for the teacher observers of the teams.

Conducting a survey among teacher observers showed very positive reactions and delight. They said that they had never participated in something similar, and they also pointed out the numerous advantages of this workshop for the pupils: expanding the pupil's knowledge, reading and enriching their vocabulary, feedback given to the pupils immediately, developing

⁹ In this fairy tale, the sun helped Bride Bridekins. The pupils had to determine the cardinal points of the world and find their direction. Two flat stones were used as points of the compass marked East and West. A stick was stuck in the ground so that most of it was aimed straight in the air. The West stone was to be put at the end of the shadow of the stick and then the other directions were supposed to be determined. When the group determines where East is, they move eastwards.

¹⁰ The groups are heterogeneous and pupils had no saying in forming them. The teachers chose the representatives of their school from different fourth graders. The members of the groups partially knew each other.

a competitive spirit, creativity and imagination, encouraging cooperation between pupils, their joy and happiness.

We would like to quote one teacher, "The children were content, fulfilled and happy. They had fun in a different way and discovered that they can learn a lot through a fun game, express their creativity... act and be happy!" (a teacher, personal communication, 16th April 2008).

Just one reaction of a teacher implied that we have to change something. A small number of participating schools, the place and the time were said to be a drawback.

All teachers say that this model should be used in teaching all school subjects, in the classroom but on the playground as well, "with the proper preparation... and perhaps some help from parents, students as co-moderators etc." (a teacher, personal communication, 16th April 2008). One comment was especially encouraging, "This workshop is a great experience and should be held annually, but maybe it should involve more pupils and primary schools. My congratulations to all organizers!" (a teacher, personal communication, 16th April 2008).

Pupils' answers show extraordinary motivation which proved that the activities fulfilled the goals of the research. When asked about what she had learned in the game, one pupil wrote, "I learned that we need to read books more and enjoy doing it." A pupil from another school wrote, "We had learned a lot about Croatian Tales of Long Ago by Ivana Brlić-Mažuranić. About characters, their personalities, we learned that learning can be fun."

When asked what they liked in the workshop they participated in, some of the answers were:

I like the fact that we used a game to check our knowledge.

I like the creativity of the games.

I like the fact that we learned more about some tales, and had fun as well.

I like the fact that the books were very educational and we could check what we had learned from them.

I like it because it is much easier to learn through a game than through classes.

(Pupils, personal communication, 2008)

After the evaluation, we were proud of our achievement but we were also aware of the fact that the workshops had to concentrate more on the qualitative approach to the text, not on games based on motifs from them. Games have to motivate pupils but they have to be more thought of to influence the cognitive processes of pupils.

The competitive mode of the workshops was not continued the following year although the pupils in the first workshop said that the best moment was when the winner was pronounced. However, the answers to what they did not like, showed that it was the competition, "because we were given points for time."

The next year we narrowed down the number of texts that pupils had to prepare for our workshops. Everything was based on *How Quest Sought the Truth* which inspired our students' imagination and creativity. A script was written based on basic relationships between the characters that fitted station learning.

From students' responses in the evaluation papers we could conclude that the workshops met their expectations, enabled them to cooperate and express their creativity:

This was more than I had expected. Children learn in a fun way. It was all as we had planned it. Excellent. The children were thrilled.

I liked the creativity that this workshop inspired and our equal participation. I was able to show my creativity.

It was an excellent, new experience. I was happy to work. We had a small clash with other obligations, but somehow we managed (with a few sleepless nights).

(Students, personal communication, 16th April 2008)

Teachers as critical friends praised but also suggested some changes for betterment of the activities:

Everything was great. I was thrilled with the work, ideas, interest of children. I commend the time and effort spent on this. Keep up the good work! Thank you for everything! (a teacher, personal communication, 16th April 2008)

This should be a part of our classes. It has a great influence on the child's development.

(Teacher, personal communication, 16th April 2008)

When asked whether this could be used in classes, more than a half of the examined teachers thought this model perfectly applicable in classes, 25% said not completely, and 25% that it was applicable to a lesser degree in everyday classes. In later interviews, we learned that this model could be used in classes but that it was too wide and demanding to prepare. Some flaws of the model were time-consuming preparation of the workshop and the need for a number of teachers to cooperate. Teacher survey showed that on the scale from one to five of the usefulness of this learning model, they all thought that it was extremely useful thus confirming affirmative values in this research.

In the survey in which pupils were asked to grade the workshop, 80% of pupils gave it an excellent grade, 15% gave it a B, and 5% gave it a C. Overall impressions and grades point to a high degree of content. In open-ended questions, pupils expressed their opinions on the success of the workshop: "Fantastic! Unique! Great! Beautiful! All aces! Nice, perfect, fun! Very good! ", and only one student wrote: "Not completely pleased." (Pupils, personal communication, 20th April 2009)

A sixth-grader wrote a text about the second workshop on Children celebration "In the World of Fairy Tales of Ivana Brlić-Mažuranić" web pages accompanied by photos: http://www.usvijetubajki.org/arhiva/svijet_bajki_2009/vijesti/u_potrazi_za_ivaninim_blagom/default.aspx

These positive reactions motivated us to continue working, but warned us to lessen the number of activities and focus only on basic goals.

In 2010, we chose a less known text by Ivana Brlić-Mažuranić with the aim of introducing the artistic creation of our "Croatian Andersen" to our pupils, which also fitted in the extended programme for gifted pupils. The text was *Srce od licitara* (Gingerbread Heart).

We published a video with clips from our workshops: <http://youtu.be/TPeitJIIZfE>

Pupils' reactions were extremely positive: "the best, great and very interesting, superb and fun, excellent, interesting experience". (Pupils, personal communication, 20th April 2010)

In the evaluation form for teacher observers we read some very interesting reactions. All teachers said that this is a very useful teaching model, but they thought it could not be applied in classes because it required extensive preparation. The workshop was given a grade A, and their comments were: Keep up the good work! Excellent ideas! More children should participate" (Teacher, personal communication, 20th April 2010)

The students were very happy with the results and they said so in the survey,

We established cooperation between students and pupils. All my expectations were fulfilled.

There was a lot of creativity and success at the workshop amongst pupils and us.

We saw our real success in practice.

I achieved everything I had planned. I am waiting for the children's evaluation.

(Students, personal communication, 20th April 2010)

This workshop achieved cooperation between students, motivated creativity, and pupils were happy with the activities.

The last workshop was held in 2011 with a very motivating text *U vilinskim dvorima* (In the Elven Halls). For the first time, the workshop was held in-doors. The pupils did not have to prepare by reading the text, everything was done during the workshop.

Pupils' reactions were positive once again when asked what they liked the most,

What I liked the most... was being here... outside when we searched for numbers... Elves and fairies and the quest... The clothes, the mime. When the fairies acted in the play. The play... When we acted in the shadow theatre. When we did an interview... The task to make a play with shadows. Acting. Decorations. Everything. The games... The quest. Searching for envelopes... Looking for the continuation of the story. Fairies and elves. Costumes. Shadow theatre... Making fairy tales. When we acted. The story. (Pupils, personal communication, 23rd April 2011)

The workshops encouraged pupils' oral creativity through creative tasks¹¹ (Figures 5 and 6).

Figure 5. Pupils at an interview with the main characters from the fairy tale



Figure 6. Picture shows a scene from the shadow theatre presented by pupils based on one segment of the fairy tale



¹¹ For example, one task in the workshop In the elven halls was to use the verbs, nouns and adjectives they found in the text to make a potion (a complex text) to put a spell on the main hero. The potion had to be prepared from the exact amount of ingredients: one verb, three nouns and two adjectives. The second task involved the main characters. The pupils had to think of an interview with all the characters but they also played these characters. The third task was connected with creating a different ending. They were supposed to do it through the shadow theatre. They learned how to create shadow theatre in this task. The task that was related to Science and Social Studies involved the forest in which Tomica, the main hero, lived. The pupils had to make a forest but they were given only leafless trees. The leaves were put in several boxes. Each box contained a different type of leaves for different trees. They had to separate the coniferous from deciduous trees and hang the leaves to their tree. After that, they had to write a poem which puts a spell on the forest.

When asked about their expectations and realization of them, the students said,

The main aim was for pupils to like the workshop therefore we are pleased. It turned out to be even better than we had expected due to active students (most of them) and a creative professor.

These workshops fulfilled all my expectations because those students who are really creative participated along with our professor Irena.

I think everything was great and that the children had a great time.

(Students, personal communication, 23rd April 2011)

Students' creativity could also be seen in costumes they designed and made themselves in order to increase the pupils' experience. (Figure 7)

Figure 7. Various costumes that the students made for the workshops



Teachers as critical friends saw the advantages of this type of work with pupils as well as many values and methods,

Spending time together, learning, play, cooperation.

Developing their creativity. The pupils learn through practice.

The pupils are active and are learning a lot.

Cooperation, interaction, fun learning through playing.

Group work. Creativity. Innovation.

Relaxed atmosphere. Cooperation and learning.

Encourages creativity and various ways of solving tasks. New methods of teaching and learning.

Developing abilities and skills. Freedom of work and expression.

(Teachers, personal communication, 23rd April 2011)

One proof of a successful cooperation between the faculty and the local community was the participation of the deputy mayor during the ceremony of giving recognition notes.

Our work was noticed by the officials of the County Office who ensured financial funds and the transport for pupils from distant parts of the County. This was the reason we were able to involve more pupils and schools in the last workshop.

The students who participated in this project expressed a wish to participate again in similar activities, and later we had calls from our former students who started working in the meantime. They said that they had similar workshops with their pupils. In addition, one teacher said that she used these methods in her class.

A new course started on our 5th year called Korelacijsko-integracijski sustav u nastavi hrvatskoga jezika (Correlative and integrative system in teaching Croatian language) in which the basic ideas of the workshops are passed down to the next generations of students. One

segment of the atmosphere in this course can be seen in the following video clip:
<http://youtu.be/MI7TJMAZXVg>.

6. CONCLUSION

In this research, all planned aims were achieved and confirmed by numerous reactions of participants and critical friends at several levels.

In higher education, Methodology courses were modernized because service-learning proved itself to be a successful method of learning through experience. Students', teachers' and children's reactions showed that our aims were achieved,

1. Students were content with the achieved (seen from their evaluations)
2. A positive reaction from pupils participating in the workshop prepared by the students was extremely great (results of the pupils' evaluation after the workshops)
3. A cooperation between students was achieved, and their creativity was noticed which can be seen from the reactions of teachers observers. (evaluation results and personal communication)

At a cognitive level, a positive result was achieved which can be seen from the pupils' reactions because they often emphasize how much they had learned. It can be seen from their reactions and joy after the workshops. Apart from that, creativity of all participants could be seen which is proved by numerous photos and praises of teachers observers.

The cooperation between the faculty and the local community was extended, and is proved by the invitations from the City and County representatives to participate in all festivities that mark certain annual events. The cooperation with kindergartens and "Milan Amruš" Primary School was seen in visiting the workshops in which the children and the pupils were actively involved, and later, the students visited these institutions as guests or participants in professional training lectures.

The local media also covered our work and our cooperation resulted in covering other activities of our faculty.

Numerous goals realized through the service-learning method in preparing pre-service teachers to work with gifted pupils pointed to great possibilities of cooperation between the faculty and the local community. The students are prepared for many real situations through active learning, they could apply the acquired teaching skills to the more sensitive members of our society. These positive results show that the service-learning method should be a permanent part of Methodology curriculum, and that the connection between the faculty and the local community should be expanded. In addition, new methods of learning should be explored in more detail.

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SUPPORTING FRIENDLY ATMOSPHERE IN A CLASSROOM BY TECHNOLOGY IMPLEMENTATION

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Abstract

Extremely rapid development of information technology and the lack of monopoly in the technological market have resulted in a sudden price reduction of the informatic equipment and gadgets enabling them to be used in all segments of a human life, hence the education as well. In the modern, digital era it is almost impossible to make any significant result without the integration of technology in work. However, integrating technology in a classroom and educational process does not imply only to equip classrooms and offices with modern technological equipment, but also to improve and readjust the curriculum in order to fully use the available IT tools. Using technology in a classroom must be efficient, transparent and simple. Furthermore, it aims at improving learning quality in a class, but also at preparing students for real-life situations. The necessity of technology implementation in classrooms is not only a formal process of equipping classrooms, but also adjusting the curriculum in order to refocus on the development of technological competences of both students and teachers. This will train future young generations for everyday life in their surroundings in which their class would be a functioning model of a friendly community simulating real life problems we are preparing for and dealing with successfully.

Key words: integration, educational and ICT classroom, tools

Sažetak

Munjevitim razvojem informatičke tehnologije i nedostatkom monopola na tehnološkom tržištu došlo je do značajnog pada cijena uređaja i informatičke opreme, što je omogućilo njen ulazak u sva područja ljudskog života, a samim time i u obrazovanje. U suvremenom, digitalnom dobu gotovo je nemoguće ostvariti značajniji rezultat bez integracije tehnologije u rad. No, integrirati tehnologiju u razred i nastavni proces ne znači samo opremiti učionice i kabinete suvremenim tehnološkim alatima, već doraditi i potpuno preurediti kurikulum kako bi svakodnevno dostupni tehnološki alati maksimalno iskoristili. Korištenje tehnologije u razredu mora biti učinkovito, transparentno, jednostavno i s apsolutnim ciljem poboljšanja kvalitete učenja na nastavi ali i priprema za realan život. Nužnost implementacije tehnologije u razrede je ne samo formalan proces postavljanja tehnologije u učionice, već i prilagodba kurikuluma koji bi se dodatno usmjerio i na razvoj tehnoloških kompetencija kako učenika, tako i učitelja. Tako bi buduće mlade generacije bile osposobljene za svakodnevni život u svom okruženju u kojem bi razred bio model funkcioniranja prijateljske zajednice koja dočarava realne životne probleme za koje se pripremamo i s uspjehom ih rješavamo.

Ključne riječi: alati, integracija, obrazovna i IC tehnologija, razred

1. INTRODUCTION

Not so very long ago, the concept of contemporary education and educational equipment implied only television. Today, however, due to extremely fast development of technology, it is available and accessible to everyone. Together with television, technology itself has rapidly developed, so almost every student today owns a smartphone - a device which can be considered as a 'pocket computer'. Due to technology accessibility and its use in consumerist societies, slowly but undoubtedly people have been entering the era where some basic tasks will be impossible to do without computers or similar devices usage. Moreover, communicating, shopping, entertaining, learning foreign languages, running state affairs can already be done using computers and the Internet without even leaving the comfort of your own home.

Implementing technology in educational system is a part of a general plan for improving methods of teaching and learning, work strategies, educational tools both inside and outside the classroom. School has the task to create a modern student who will be an active participant in the educational process and a creator of educational contents. A student should evolve together with technology instead of embracing it only when needed. Further, a student should learn how to develop critical thinking and creativity. Such student leaves school as an informatically and information literate person capable of using technology in a transparent way not only for solving problems, but also in everyday life situations. He should be able to keep up with the rapid social development and technological advancement. Technology leads us on a journey through new stages and possibilities of the classroom from the future which will emphasize cooperative work methods, thus change and create friendly atmosphere inside the classroom.

2. LET US NOT IMITATE, LET US LIVE LIFE IN A CLASSROOM

25 centuries ago, Confucius believed that learning liberates a person from four things: dogmatism, biased thinking, egoism and stubbornness (Wang and King, 2006, 2007). He considered learning to be an emphasised meditation through which an individual controls himself. Based on Confucius' learning on silent reflexion, the scientists divided learning on active and passive. Regardless of the learning definition, it is widely accepted that learning is reflected in behavioural changes as a result of experience (Haggard, 1963) and it has to be connected with development and growth (Merriam, 2004). Most likely Maslow saw the goal of learning in self-actualization that he explains as a complete utilization of talents, capacities and potentials (Maslow, 1970).

Using educational technology in a classroom enables us to create more efficient ways and methods of achieving educational goals and use different actions and means for successful teaching (Pastuović, 1999). Its efficiency can be achieved only by adapting its use to the goals of learning, contents and personalities of students. Educational means and related educational technologies should not only provide contents for learning, but also teach how to find and value information and how to be a 'good person': cooperative, tolerant, non-violent... (Matijević, 2004).

Regarding educational technologies, we have to take ICT (Information and Communication Technologies) into consideration. ICT is a diverse set of technological tools and resources used for communication and creation, spreading, storing and managing information. According to UNESCO, the definition of information and communications technologies used in education presents an area of fast changes and rapid growth. Having this said, ICT contributes to emphasizing new terms such as information-communication literacy and digital literacy. Information and communications technologies include a wide spectrum of computer hardware, computer software and telecommunication facilities including computer devices, ranging from the cheapest calculator to multimedia computers, projectors, local area

and broadband networks using computer systems which serve people who communicate over them (Andić, 2007).

Cost-effectiveness and traditional views of school and education either limit or improve work possibilities. Education is a practical science; a place where we fulfil or destroy wishes and dreams of our students. Curriculum should not be focused only to the tools needed to develop sensible and logical constructions of new knowledge in different areas, but also aggressively create culture which encourages creativity of all students, not only of children, but also of responsible adults who have creative ideas that are feasible, rational and constructive (Jacobs, 2010). If we move the focus from technology to the formal review of every part of the curriculum, we will be able to find a potential connection between technology and the curriculum much easier. We will not modernize our work just by replacing an overhead projector with a video projector. This is not an advanced and innovative step indeed. The goal is to change the existing models. The change of our mental model of teaching, the way we teach, evaluate and grade the growth of our students will demand time and adjustments. Such changes require open-mindedness, flexibility, patience and courage. The change of the curriculum is preceded with the change of our minds and followed by forming new habits and routines whilst ignoring traditional and obsolete ones. Many teachers are frustrated because they are trying to simultaneously prepare students for the present and the future - the time completely unknown to them all.

3. TECHNOLOGY INTEGRATION IN THE LIFE OF A CLASSROOM

Technology integration is a concept which can be defined in different ways each been partially correct. Technology integration in the curriculum is considered to be the usage of technology by both students and teachers with the aim of improving teaching, learning and strengthening the existing curricular plans and aims. Technology is not nor will it ever be a cure for all problems in the classroom because technological tools are not always the best or the most suitable for specific situations. Furthermore, technological tools will not themselves create contents, but more skilled teachers and interested students might benefit from them since they can create a better life in the class. Integration processes tend to develop the vision in which teachers easily use technology to realize the idea of teaching that is focused on a student. At the moment, teachers do not use technology easily and skillfully since most of them consider technology to be the reason of changing the existing ways of teaching instead of considering it to be the possibility for enriching their teaching abilities and programs.

Apple Classrooms of Tomorrow (ACOT) study discovered that teachers go through different stages while integrating technology into their teaching. Teachers who grasped the potential of technology for improving teaching tend to gain technological competences and change the way they teach. ACOT study led to the conclusion that teachers undergo five stages in which they learn how to implement technology in the classroom: First is an entering stage in which they learn the basics of technology; second is an adoption stage when teachers use new technologies as a support to traditional way of teaching; third is an adaption in which teachers already integrate technology into the classroom; fourth is an approval and focusing on cooperative projects and interdisciplinary work and finally the fifth stage in which teachers discover and create new ways of using technology for teaching (Sandholtz, Ringstaff, Dwyer, 1997).

The parallel to ACOT study identified four stages of how teachers learn to use technology: first stage is a survival one when a teacher resists to technology because it is new and unknown. Further, he has unrealistic expectations and uses it as less as possible; second stage is the time in which he develops tolerance toward technology, starts using new ways of integrating technology in the classroom and successfully solves minor problems in his work; third stage makes an impression on a teacher and he, amazed by technology possibilities, starts

using it in the classroom relatively easy. He keeps balance between his lectures and students' activities in projects focusing lectures on technology; fourth stage is the one in which a teacher fully accepts technology in his work to the extent that he self-initiatively organises a classroom in order to fully incorporate technologically adapted curriculum and students' activities; he modifies working environment and realizes ideas and measures he created himself (Mandinach and Cline, 1992).

The key of integrating technology in the curriculum is to focus on what needs to be achieved within the curriculum and then to identify the suitable technological tool which will help to achieve that goal. Teachers used to believe that the best way of teaching is to repeat, so students spent time learning new words by spelling them, rewrote history notes or repeated mathematical calculations until they would 'learn them'. Contemporary behaviourists see the surroundings as the key to successful learning in terms of stimulus and reaction. They have been trying to prove that students' behaviour is related to external rewards or amplification which follows stimulation in relation to a positive response. For example, problematic students 'learn' to sabotage a class looking for the attention from their teachers and classmates. Shy students 'learn' that their surroundings do not encourage social interaction so they become shy and silent. The result of all that is that students' behaviour is analysed in terms of history of substantiation (amplification).

Learning by discovering, deductive learning and the model of processing information represent the implementation of cognitive principles in technologically related lectures planning. Teachers look for an educational software which allows students to personally explore the subject, provides presentations offering students the basic information to build new ones, and the Internet pages that respect students' cognitive needs for encoding, storing and retrieving information.

Humanistic teacher creates an educational surrounding that encourages independent development, cooperation, positive communication and personalised information. Open education and cooperative learning are primary manifestations of Humanism. Technology supports open education through individual learning, while teachers primarily observe and ask questions. Humanistic teacher searches for a software designed for individual work, presentations used by groups of students and web pages that support interpersonal communication instead of thematic content itself.

Brains of today's students are for several hours a day (over)stimulated by video games, television, mobile devices and internet communications. One of the main reasons of students' boredom in the classroom is the perception that the methods used for presenting the curriculum are unimportant for the way they learn. In addition, there is the perception that school tasks and duties are of no importance. Why work so hard when whatever they are learning about seems irrelevant? (Jensen, 2005) Today's students are 'digital natives' born in the digital world, fluent 'speakers' and users of modern technology unlike 'digital immigrants' who later entered the world of technology and who will, no matter how skilful they are in using technology, always keep the certain 'immigrant accent' (Prensky, 2005/2006).

One of the newer trends in the process of technology integration in the curriculum is TPACK frame which tends to unite all currently existing theories into one unique leading thought. TPACK (Technological Pedagogical Content Knowledge) is a frame that identifies knowledge and ability of professors and teachers to efficiently teach using technologies. TPACK frame is based on Shulman's (1986) theory about pedagogical and content knowledge (PCK), and is designed to evaluate the kind of teacher's knowledge about successful integration of information-communication technology in the teaching process and teacher's activity (Altun, 2007; Akkoc, 2010). Building on Shulman's theory, Mishra and Koehler (2006) added technology into PCK and described the resulting TPCK as the intersection of technology, pedagogy and content knowledge. Finally, the name was changed into TPACK which is a combination of content, pedagogical and technological knowledge integrated into

one unit. Thus, we got the frame that focuses on complex interaction between teacher's content knowledge (CK), pedagogical knowledge (PK) and technological knowledge (TK) (Mishra and Koehler, 2006).

With the appearance of digital technologies, technology itself has become very significant part of teachers' and students' lives changing the way they work and learn in technologically rich surroundings. Early attempts of technology integration would always treat it as a unit that has to be learned apart from pedagogical and content competencies. Today, however, researchers looking for complete teachers' knowledge start using TPACK as a frame for designing and developing programs with the aim of equipping teachers with correlated knowledge that concentrates on students' learning in different areas, especially technological pedagogical content knowledge (American Association of Colleges of Teacher Education, Committee on Innovation and Technology, 2008). TPACK served as a useful frame for thinking about what teachers need to know in order to successfully integrate technology in teaching and to continue developing that knowledge. This frame recognized unique and integrative parts that content, technology and pedagogy overtake in the learning surroundings. Furthermore, it suggested taking new forms of knowledge that go beyond idea of the content, technology and pedagogy into consideration (Mishra i Koehler, 2006). Each new situation that would be presented to teachers is a unique combination of these three factors and according to that, there is no unique technological solution applicable to every teacher, course or way of teaching. The solutions are to be found in teachers' competencies to successfully work within the elements of pedagogy, technology and contents and applying complex interactions in certain contexts. Under the complex upper layer of structures of these three domains, there are also three components of the teachers' knowledge: understanding contents, understanding teaching and understanding technology. The complexity of technological integration is based on the relationship between these three types of knowledge and the complex ways that are used in dynamic and ambiguous contexts of the classroom.

4. IMPLICATIONS FOR PARTICIPANTS IN EDUCATION

Since each context of teaching is unique and the interaction of technology, pedagogy and content may have different and situation-oriented implications, there is no universal solution for all teaching problems. Due to complex and intertwined connections of the mentioned three domains, teachers face a number of decisions they have to make. Decisions change according to every new permutation of technology, pedagogy, content of teaching or contexts inside the classroom. The diversity of possible answers implies that a teacher should be an active researcher and a designer of his own curriculum. The complex structure of teaching using technology leads towards the idea of 'teachers as designers' being included in an active and interactive process of detecting problems and creatively finding solutions to these problems (Koehler and Mishra, 2005). Firstly, teachers start the process of designing by detecting a problem. Secondly, they find a part of solution and try to find the meaning in all that. Finally, they try to change the situation and continue with solving that problem (Kafai, 1996).

Tens of methods for developing TPACK were suggested and each one differs regarding efficiency. The argument that teachers integrate technology in their praxis is more important than the argument what they are integrating in their praxis on (Mishra and Koehler, 2006). For example, methods and approaches that develop technological knowledge (TK) not connecting it with other types of knowledge do not manage to develop educational ways to use technology tools. Approaches that develop only pedagogy and content, and even pedagogical content knowledge, do not manage to grasp details of knowledge needed for effective teaching by using technology. Other methods of TPACK frame development dodged these problems by directing themselves to different approaches of developing context-oriented knowledge described in TPACK. There are two unique approaches to technology implications: 1.

designing learning technology in this approach is such that students are not receivers of instructions, but they engage in 'cognitive apprenticeship' with their instructors (Nishra and Koehler, 2006). The principle of designing learning technologies is based on students creating educational technological artefact (e.g. online course, film, web page) which develops alongside with students' progress in acquiring the content or their professional growth; 2. learning according to the type of an activity where students build their technological knowledge on their teachers' knowledge. This approach has proven to help teachers make careful strategic decisions about integration of technology in their teaching. Teachers use this approach to set the goals of students' learning upon which they choose the types of activities suitable for chosen goals (Nishra and Koehler, 2006).

Each type of technology has its advantages and disadvantages, hence the development of TPACK should begin with relatively familiar technological solutions and then gradually progress to more advanced ones (Koehler and Mishra, 2008; Koehler and al., 2011). Efficient use of technology is difficult since technology brings new variables into the already complicated equation of planning and teaching content. TPACK's frame describes the possibility of efficient teaching using technology by pointing out open relations between technology, pedagogy and content. Using TPACK's frame for teaching by using technology demands contextual knowledge and understanding of technology, where technology can be chosen or used differently to suit the specific pedagogical and content needs of versatile educational contexts (Mishra and Koehler, 2009; Kereluik, Mishra and Koehler, 2010).

5. TECHNOLOGY IN TERMS OF CREATING FRIENDLY CLASSROOM ATMOSPHERE

Integration of technology in the classroom does not only imply the physical aspect, but also social trends, the ways technology influences these trends and what implications does it have on culture, society, learning and teaching in the 21st century. New technologies combined with social and cultural adjustment fundamentally change our understanding of knowledge, its creation and authority. Teachers' duty is to examine these trends effects and answer the question: "What does it mean to be educated in the 21st century?"

Today's student, regardless of his residential address, lives in the technological era in which the Internet and Google are present almost from the beginning of his education, and for many of them even from the beginning of their lives. Experiences of today's students are diametrically opposite from linear and hierarchical structures of knowledge that is widely accepted and institutionalized in educational systems developed a few generations ago which serve as today's educational frame. Needless to say, these frames and systems in today's world are completely obsolete and with no chances of succeeding. Retrospectively speaking, it is exactly the technological progress, e.g. adoption and development of symbolic system of communication – alphabet - that collapsed the previous system of oral knowledge passing. In addition, the invention of the printing press ended the era of scholastic authority of priests and religious communities which resulted in making common people in all cultures literate. The very similar scenario has been happening right now all around us with the new technology again changing the situation and redefining our understanding of the term literacy (Van't Hooft, 2008).

The need for controlling the traditional classroom led to the prohibition of using different modern technological tools which can be used for learning. Mobile phones, tablets and similar devices are forbidden in classrooms of many schools. We live in the time in which, for the first time, our children learn how to use these powerful technological tools without the supervision of adults. What concerns teachers and parents the most is the fact that children can also misuse the aforementioned technologies for private purposes. The chance of this happening is greater were there no adult supervision. We have to accept the fact that forbidding the use of technological tools children want to use for learning and in the classroom is pointless.

Furthermore, if we do not embrace them, it may only deepen the gap between a teacher and content on the one hand, and children on the other (November, 2010). Tools and services accessible over the Internet (e.g. Facebook) can have negative consequences for a student because they impede his learning process. Teachers have every right to fear that because of the services like Facebook, teaching might experience great damage in the whole process. We could ask a question from a different perspective: why is not then the culture of learning and teaching transformed in the direction of adjusting itself to the technological tools? Children are growing up in the time when global communication and unlimited sources of information are accessible almost for free. The real problem of technology integration in the curriculum is not adding technology to the preexisting programs, but changing the culture of learning and teaching (November, 2010). Mobile devices can indeed become valuable assets to technologically supported learning for a number of reasons. Such devices are relatively small, easier than a laptop or a computer to carry around, have multiple possibilities of connecting to the Internet, thus to information, too. Further, their price is gradually becoming more and more acceptable and as such, it encourages students to use technology throughout the whole curriculum and everyday activities because they accept mobile phones as the tools for lifelong learning which they can use anywhere at any time (Sharples, 2000; Inkpen, 2001). Mobile devices are bringing students closer to the theory of the omnipresent computerised surroundings which was defined in 1991 by Mark Weiser. He described it as "the new way of thinking about computers in the world...it allows computers to disappear in the background" and become invisible in everyday life. Furthermore, he points out that omnipresent computing means not only portability, movability and constant connectivity, but also the existence of the surroundings in which people use various devices of different sizes that communicate with each other. Those are combined with the changes in human psychology to that point that users know how to easily use technology and become unconscious of its existence (Weiser, 1991). This version of omnipresent computing was restored by Yvonne Rogger who suggests the modified version of the theory which says that "technologies are not designed to complete tasks for people, but they actively involve them in what they are doing" (Rogers, 2006). This theory perfectly fits into the current vision of technology integration into education and its potential impression on learning and teaching. Academic researches have shown that using computers and learning are closely associated with accessibility of computers to all students in their classrooms (Becker, Ravitz, and Wong, 1999, Shin, Norris, and Soloway, 2007).

Benefits of technology integration in the classroom are long term and multiple. It is important to distinguish learning from technology that is based on the assumption that a computer itself is a tutor that provides instructions for carrying out a task. On the other hand, there is the assumption that it is important to learn with the help of technology, where a computer is only one more tool used for solving a problem and is used in a way we use a pocket calculator, ruler or a divider. Due to that, scientists claim that if it is possible to solve a task using just a pen and a piece of paper, it should be solved by using just a pen and a piece of paper (Warlick, 2005). A teacher who wants to integrate technology in the classroom can present interesting relevant projects, questions and problem tasks to students, use the Internet to find and show the newest discoveries in fields students are studying, explore details about historical events, study the newest trends in teaching languages and so on. Researches show that software tools are very important for making study-encouraging surroundings in which students should use new technological tools to gather information, organize information, share with others what they have learned and demonstrate it (Norman and Hayden, 2002). In technologically improved classroom, the role of a teacher changes from an information provider to a creator and a supporter of cooperative surroundings. A teacher leads his students into the process in which they independently, through cooperation with others, shape their own knowledge. The role of students changes from a passive information receiver to an active

associate in the teaching process. A student defines goals, evaluates his progress being responsible for his own learning (Gebhard, 2008).

Using technology and computers, a student defines problems and organizes their solutions. This assumption supports the constructional teachings that technology is a cognitive tool which can broaden learning. Moreover, with the help of computers and the Internet, teachers can cooperate with other colleagues, schools, institutions or they can use modern technologies to show unique, invisible or imaginary phenomena (with the help of computer simulations). Teachers are left with far more time to design and organise contents when students work and learn on computers, instead learning from them. However, this can be done only if a student is informatically and information literate. Informatically literate person is a person who can evaluate a problem, search for its solution, think independently and solve a problem with the help of technology. In comparison, information literate person is a person who can process a large number of information, question, evaluate, analyse and synthesize only those which are needed and vital for solving the problem (Reeves, 1998).

Nowadays, however, teachers are better prepared for using software solutions in the classroom. Together with them, students who use these solutions instead of completed, complex applications for learning are also prepared. Nowadays, instructional technology is blossoming because teachers and students are much more informatically literate, computers are faster, simpler to use, completely focused on a user and are available in schools more than ever before (Kulik, 2003). Software enables students to develop higher levels of thinking; they show the improvement in the capability to write, understand mathematics better, have better capacity for solving problems, show more developed critical thinking and consequently show more trust in computers. One study showed that when students are presented with clear goals and expectations, when they are being evaluated during the whole process of learning and when they have the feedback from their classmates, they become higher motivated students, more engaged in learning and show the capacity of strategic thinking, planning and completing projects (McKenzie, 1998).

Computers improve the process of teaching and learning; however, they cannot control students and the classroom, though they can help in doing that. Technology can be an integral part of the organization of the classroom and the work with students. Using technology and different software applications, it is possible to simplify the preparation of the classroom even before the school year begins. One study examined the work of teachers who were using technology for these purposes. They recognized its importance when doing teachers' obligations, like keeping records of students' absence, communication, research, planning and making instructions for the classroom (Ascione, 2005). Computers and softwares can greatly help with the introduction to students, e.g. a teacher can print out the sitting arrangement of students or use 'name tags' which would fasten the introduction. As a classmaster, he can print a note or send an email to parents, send an initial letter or an invitation to the PTA meeting, etc.

As it frequently happens, there can be several students who are technologically superior to other students and sometimes to their teacher, too. To keep their motivation, avoid boredom and unproductiveness in the class, they can be assigned as class experts for special areas – software, hardware, help and support. Needless to say, we should not forget that technology per se is not nor will it ever be a teacher itself. Technology in the classroom must be a tool for helping students solve problems they are given. In today's schools, for various reasons, technology is being isolated. Computers are put in separate laboratories or classrooms and their separation from academic standards is not an efficient way of using them. But, if there is no other way, it is necessary to organise classes using this technology in the arrangement with a teacher assigned for that equipped classroom.

Although technology makes work significantly easier, it has its downsides. Computer components are sensitive to atmospheric changes and other conditions. Because of the large

number of equipment using electrical supply, it is necessary to install a sufficient number of electric plugs that need stable power and voltage which results in financial costs of equipping the classroom. Furthermore, computers and computer components optimally function only in specific atmospheric conditions (low humidity and room temperature) which require additional equipment for the classroom (air-conditioning and similar). Another problem is the purchase of computer components and equipment. For successful operating and showing the screen to the whole class, the classroom needs a video projector, being a bit priceful. For purchasing computer components, school can rely on local companies, hardware stores and other institutions that can donate the equipment, thus contributing to schools modernization.

Additionally, it is necessary to include the human factor. In the case of some equipment malfunctioning, a person in charge of maintenance should be available at every moment in order to fix problems on a computer, internet connection or communicational system.

Technology integration in the classrooms demands "radical turnover in the style of teaching and in the teacher's vision what actually life in the classroom is. This vision is the one that changes teacher's role by diminishing the importance of "write and talk", increasing the sensitivity towards problems and achievements of each individual, describing the changes of the physical arrangement of the classroom, how to evaluate, how teachers treat their colleagues and a large number of other situations in the everyday life in the school" (Kerr, 1996).

6. CONCLUSION

Classroom as the place children are prepared for life with their competencies being developed must provide technological competences acquisition. Those competences students, as modern young citizens, will be able to transparently use in order to improve their personality, knowledge and skills. Integrating technology does not mean to equip the classroom with computers or provide students with portable devices and tablets and to expect a teacher to know what to do and how to use these advanced tools. Technology development has helped us to get a better insight in the ways people learn and acquire knowledge. Having this said, we can help students upgrade their knowledge by using specifically developed technological tools. It is vital to make changes in the existing educational praxis, methods and ways of teaching with the aim of helping a modern teacher to adjust to teaching by using technology. Teachers will never refuse the possibility of technology implementation into their teaching once they realize it undoubtedly improves their work and increases students' capability to learn. For the professional development of teachers, numerous scientific methods can be used; methods which can improve that process, including also TPACK frame of pedagogical and content knowledge. This is a very useful frame because the three starting domains of knowledge (pedagogical, content, technological) unite in one common frame in which teachers do not have a unique, clearly defined technological solution for every single problem, but both teacher and students are capable of using their own creativeness and imagination in creating solutions.

On the other hand, the results gained through technology implementation in the curriculum regarding students' success and improvements are remarkable. Numerous studies have shown that today's young people are very skillful in using technological tools like the Internet, social networks, systems of instant communication (instant messaging) outside the classroom. Simultaneously, obsolete forms and methods of work are considered to be boring. Further, students do not see the point of using methods irrelevant to the ways they acquire knowledge. Availability of smart phones and tablets has solved the issue of students' access to technological tools. Hence, students can be guided to use devices, they normally use outside the classroom, inside it. Consequently, a teacher can create exercises and contents specifically adjusted for those devices.

Speaking of technology in classrooms, physical aspect (computer components) seems to be the more used one; however, virtual elements (software applications) are undoubtedly more important. Using software, the traditional way of school work may be transformed. Digitally prepared papers can be easily rearranged, reorganized, problematic parts removed or changed in comparison to hand-written papers. Needless to say, papers written on a computer look nicer and more professional. Moreover, students can be included in the creation process.

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SOS CHILDREN'S FRIENDLY COMMUNITY HISTORICAL OVERVIEW

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Abstract

SOS Children's Village Croatia is categorized as a children's home whose primary goal is taking care of children without an adequate parental care or parents themselves. Moreover, it aims at providing children, regardless of their racial, national or religious affiliation, with affection and love in a safe family environment. In addition, SOS Children's Village is a non-governmental organization founded and provided for by the international organization SOS Kinderdorf International with the headquarters in Innsbruck, Austria. SOS Children's Village itself dates back to 1949 when Hermann Gmeiner opened the first such institution in Imst, Austria. Furthermore, SOS Children's Village Croatia has been active since February 25, 1992. It consists of two SOS Children's Villages, namely SOS Children's Village Lekenik and Ladimirevci, five SOS Youth facilities and one SOS Kindergarten. SOS Children's Village Ladimirevci was built in 1995 and has been active since 1997. It is composed of sixteen SOS houses providing for more than eighty children. Equally important, two SOS Youth facilities have been actively working in Osijek. This paper aims at providing historical overview of SOS Children's Village Ladimirevci, analyzing its organization, work methodology as well as its educational policies. For the purposes of this paper, SOS Children's Village pedagogical documentation and annual reports have been analyzed. Additionally, qualitative analyses of documents contents and quantitative analyzes regarding children's and educational activities' fluctuation have been used. The purpose of providing the historical overview of pedagogical documentation is to study fluctuation of children regarding time dimension together with the methods used for educational purposes. SOS Children's Village Ladimirevci has been widely known for looking after children without an adequate parental care or parents per se, creating safe family environment and giving affection and love to the aforementioned; hence, it undoubtedly deserves the attribute of the children's friendly community.

Key words: historical overview, pedagogical documentation analyzes, SOS Children's Village, welfare

Sažetak

SOS Dječje selo kategorizirano je u skupinu dječjega doma čija je temeljna zadaća zbrinjavanje djece bez roditelja ili roditeljske skrbi te pružanje ljubavi i sigurnosti u obiteljskom okruženju neovisno o njihovoj rasnoj, nacionalnoj i vjerskoj pripadnosti. SOS Dječje selo nevladina je organizacija koju osniva i o kojoj skrbi međunarodna organizacija SOS - Kinderdorf International sa sjedištem u Innsbrucku, Austrija. Povijest SOS Dječjeg sela datira od 1949. godine kada je u Imstu, Hermann Gmeiner u Austriji otvorio prvu ovako ustrojenju ustanovu. Na prostoru Hrvatske, udruga SOS Dječje selo djeluje od 25. veljače 1992. godine, a u svom sastavu ima dva SOS sela, Lekenik i Ladimirevci, četiri SOS zajednica mladih i SOS dječji vrtić. SOS Dječje selo Ladimirevci izgrađeno je 1995. godine, a otvoreno 1997. godine. U svome sastavu ima šesnaest SOS kuća u kojima se zbrinjava preko osamdesetero djece te dvije SOS zajednice mladih koje djeluju u Osijeku. Ovaj rad ima za cilj prikazati povijesni razvitak SOS Dječjeg sela Ladimirevci, prikazati unutrašnju organizaciju, načela rada SOS Dječjeg sela kao prijateljske zajednice te odgojnu dimenziju njihova rada. Za

potrebe rada analizirana je pedagoška dokumentacija te godišnja izvješća SOS Dječjeg sela. U radu se koristi kvalitativna analiza sadržaja dokumenata i kvantitativna analiza u području prikaza fluktuacije djece i odgojnih djelatnosti. Povijesnom analizom pedagoške dokumentacije želi se uočiti vremenska fluktuacija djece kao i oblici rada korišteni u odgojne svrhe. Od svoga osnutka SOS Dječje selo Ladimirevci promovira i njeguje principe rada brigom i pružanjem ljubavi, sigurnosti i topline obiteljskog doma djeci bez roditeljske skrbi ili bez roditelja i zaslužio slovi kao dječja prijateljska zajednica.

Ključne riječi: analiza pedagoške dokumentacije, povijesni razvoj, skrb, SOS Dječje selo Ladimirevci

1. INTRODUCTION

Nowadays, economic inequality continuously rises resulting in people losing their jobs and homes having no vision of the future. These situations result in poverty increase, modern societies' breakup together with families, as the foundation of the society, disintegration. Consequently, many children are forced to spend their childhood separated from their families. In those cases, children are taken care by the state, more specifically, by the specialized institutions for juvenile welfare. This paper aims to present the SOS Children's Village – a nongovernmental institution taking care of juveniles.

Furthermore, the paper aims at providing the historical overview of the SOS Children's Village in terms of it being a children's friendly community. Therefore, the theoretical part provides the historical development of the SOS Children's Villages on the global level; its organization, purpose, working principles and the beginning of the institution's development in Croatia. In the analysis and discussion section, the pedagogical principles applied in the SOS Children's Village Ladimirevci will be elaborated on. Furthermore, for the purposes of the historical analysis, both the SOS Children's Villages Croatia annual reports and the SOS Children's Village Ladimirevci annual reports are used. The purpose of this paper, with respect to the pedagogical principles, is to elaborate on the purpose and working principles of the SOS Children's Village, thus justifying its attribute of the children's friendly community.

Personal preferences for the popularization of the development and positive results the institutions specialized in juvenile welfare achieve are the grounding for dealing with this issue.

2. REFERRING CHILDREN TO SOCIAL INSTITUTIONS

An SOS Children's Village is the contemporary example of a children's home aiming at taking care of abandoned and orphaned children (Vukasović, 1995). In addition, children's homes are institutions for upbringing youth; children are raised and educated there and it provides them with basic living conditions in terms of shelter, school supply, personal and legal protection, food and clothes, etc. (Vukasović, 1995). In comparison, another type of a children's home is an organization where children live while schooling structured to facilitate their studying and life in general. Those institutions can be boarding schools and dormitories (Rosić, 1986).

Children's homes have numerous purposes, thus being categorized according to different criteria, e.g. purpose, childrens' age, sex, capacity, duration of stay and an openness level. The mentioned can be applied to categorize the SOS Children's Village, which undoubtedly is a children's home. Children's homes can be further categorized as homes for children of preschool and school age (Rosić, 1986). According to the capacity, the SOS Children's Village belongs to the category of small children's homes able to accept up to 100 children.

Furthermore, in terms of duration, the SOS Children's Village is a permanent residence children's home. It provides its residents the contact with a local community and accommodates both boys and girls.

Every children's home has its curriculum containing both educational and pedagogical activities which consist of the study time organization, leisure activities, cultural and public activities, pedagogical committee activities, health service, specialized development service activities and children's organization. Pedagogical activities to be realized in children's homes are related to the following areas: 1 Health, recreation and ecology; 2 Intelligence; 3 Moral and social values; 4 Working habits; 5 Spare time activities and leisure; 6 Culture and amusement activities; 7 Home and social community correlation (Vukasović, 1995).

Children without an adequate parental care, orphaned, neglected or otherwise in need children are referred to children's homes (Pravilnik o vrsti doma za djecu, 1999). Consequently, the children's home takes care of a child's physical and mental development, his nutrition, social, medical and educational development. Children's homes provide for permanent, temporary, daily, half day or weekly accommodation taking care of a child's education, health and all others necessities. Specially trained children's homes staff members cooperate with the Public Centre for Social Care with the aim of shortening a child's stay in an institution and providing for a child to be raised in a family environment. Children without an adequate parental care are underaged children who are orphaned, abandoned or been taken away from their parents. In order to protect children's rights and interests, Public Centres for Social Care allocate a guardian for each child who looks after them (Ministarstvo socijalne politike i mladih, 2012).

For a child to be allocated a place in a children's home, a Public Centre for Social Care should first issue an adequate document. However, before referring a child in a children's home, a Public Centre for Social Care should get permission from parents or the court instructing for a child to be referred to an institution or entrusted with a person other than a child's parents. In special circumstances when parents are absent, mentally or otherwise unable to take of a child, a Public Centre for Social Care is obliged to separate a child from his family without parental consent (Zakon o socijalnoj skrbi, 2013). This decision is made in regards to a child's best interests being in accordance to a child's abilities, reasons for referring him to a children's home and the urgency of a procedure.

2.1. Establishments of the SOS Children's Villages

The consequences of the Second World War were massive villages and cities destructions accompanied by numerous casualties resulting in many children becoming homeless and orphaned. Hermann Gmeiner (23rd June 1919 – 26th April 1986), who himself participated in the Second World War as an Austrian soldier fighting on the Russian border, witnessed horrors and sufferings of soldiers and children. Upon the ending of the war, Hermann Gmeiner established the first SOS Children's Village in Imst in the Austrian federal state of Tyrol in 1949.¹² Originally, the SOS Children's Village looked after children who lost their parents in the war. However, it eventually started looking after children without an adequate parental care or otherwise orphaned children. In the second half of the 20th century, the SOS Children's Village, as the nongovernmental organization, spread all over Europe. Moreover, the spreading continued and nowadays SOS Children's Villages can be found worldwide. Furthermore, the first SOS Youth Facility was founded in Innsbruck, Austria in 1959 and in the same year, the first SOS Children's Villages were established in Italy, France and Germany. Equally important, the umbrella organization SOS Children's Villages International with the aim of taking care of all SOS Children's Villages associations in the world was established in 1960. The same year, the first SOS Children's Village was established in the South America in

¹² SOS Children's Villages International (Brief history of the SOS Children's Villages).

Uruguay. Further, the first SOS Children's Villages in Asia were established in North Korea and India in 1963 and in Africa in the Republic of Ivory Coast, Kenya, Ghana and Sierra Leone in 1970. In the North America, more specifically in the United States of America, the first SOS Children's Village was established in 1991. To summarize, nowadays there are more than 500 SOS Children's Villages worldwide, 2310 additional SOS projects in 133 states on 5 continents.

Hermann Gmeiner was the SOS Children's Village president until 1985 when he was succeeded by Helmut Klein. Further, at the time Hermann Gmeiner died on 26th June, 1986 there were 230 SOS Children's Villages worldwide. Helmut Klein, born in 1941 in Bolzano, Italy, led the organization SOS Children's Villages International for 27 years after which in 2012 he was succeeded by the current president Siddhartha Kaul, born in 1951 in Pilana, India.

The purpose of an SOS Children's Village is to build families for children in need and help them plan for their own future. It provides the opportunity for children to build lasting family relationships and to live according to their religious and cultural beliefs. In addition, it helps them recognize and develop their individual abilities, interests and talents. Equally important, it ensures that children receive the formal education and skills needed to be contributing members of society (SOS Children's Village-Manual for the SOS Children's Village Organisation, 2004).

The SOS Children's Village principles are international and implemented in every SOS Children's Village in the world. Hermann Gmeiner has composed four basic principles, which are still being applied, and those, according to the Manual (SOS Children's Village-Manual for the SOS Children's Village Organisation, 2004) are:

1) An SOS Mother – each child has a caring parent

An SOS Mother builds a warm and loving relationship with an every entrusted child and provides love, security and stability. She has to be specially trained to work with children, lives with them, takes care of their development and runs a household. Moreover, she has to accept and respect each child's background, religion and cultural roots.

2) Siblings – family ties develop naturally

Boys and girls of different ages and backgrounds live together in a family as brothers and sisters while biological siblings always stay within the same family. Together with their SOS Mother, they build warm emotional relationships labeling them as a family.

3) A House – each family creates its own home

Each SOS Family has its own House that has a unique atmosphere, rhythm and routine. Children are brought up together; they learn and share responsibilities, joys and sorrows of everyday life.

4) A Village – An SOS Family is part of a community

SOS Families live in a village environment where children enjoy a safe and happy childhood. Within an SOS Village, families share experiences and mutually help each other. They are integrated in a local community being active participants in its cultural activities. The final aim is, through a family, SOS Village and community, for an each child to become an active and successful participant of a society.

An SOS Children's Village Director is responsible for, on the one hand, overall children's development and on the other, financial and personnel activities. He directly communicates and cooperates with SOS Mothers, SOS Aunts, SOS Family Assistants and SOS Youth Facility Directors. An SOS Children's Village Director tightly works with a senior child development coworker and a senior administrative coworker. The Table 1 illustrates how responsibilities in an SOS Children's Village can be organized.

The most responsible people are a Village Director, SOS Mothers and Youth Facility Directors. SOS Mothers look after their families being responsible for an each child entrusted to them. An SOS Mother reports to a Village Director who she works with in the spirit of openness and trust. SOS Mothers work together supporting and helping each other.

Table 1. Organization of an SOS Children's Village responsibilities

VILLAGE DIRECTOR	SOS MOTHERS AND YOUTH LEADERS They ensure that the children feel at home in the SOS Children's Village and develop according to their abilities into independent and contributing members of society.	
	Leading child development coworker	SOS AUNTS AND FAMILY ASSISTANTS They support and substitute the SOS Mothers
		CHILD DEVELOPMENT COWORKERS <i>Educators, social workers and psychologists</i> They support the SOS Mothers and youth leaders by providing their professional assistance in the children's development.
	Leading administrative coworker	ADMINISTRATIVE AND MAINTENANCE COWORKERS <i>Administrator, bookkeeper, secretary, handyman, driver, gardener and cleaner</i> They are responsible for maintaining administrative systems and village property.

Source: SOS Children's Village - Manual for the SOS Children's Village Organisation

A Youth Facility Leader is responsible for taking care of and bringing children up upon the completion of primary and during their secondary education in addition to guiding them towards independence. They directly respond to the Village Director except for the cases when a Youth Facility Leader is appointed as the overall youth programmes coordinator. Further, they usually live in or close to the youth community.

Together with SOS Mothers and Youth Facility Leaders, SOS Aunts, SOS Family Assistants and Child Development Coworkers are responsible for the children's development. The SOS Aunts and Family Assistants provide many kinds of general support to the SOS Mothers. The SOS Aunts live in the Village, while Family Assistants may live outside the Village.

A Child Development Team consists of educators, social workers and psychologists. Educators are responsible for providing opportunities and programmes supporting each SOS Mother in promoting her children's development.

Furthermore, the primary goal of Administrative Coworkers is to maintain the administrative system in the SOS Village building financial responsibility within each SOS Family. The Administrative Coworkers include an administrator and a secretary.

In addition to the Administrative Coworkers, Maintenance Coworkers ensure the upkeep of the Village facilities (administration building, SOS houses), vehicles and grounds. The Maintenance Coworkers include the positions of a handyman, driver, gardener and cleaner.

An SOS Family composed of six or seven children of different sex and ages together with an SOS Mother live in one SOS House. The SOS Mother takes care of children, their development and education, runs a household, builds mutual trust among family members, creates tolerance and interaction based on mutual trust of all SOS family members. Having this said, the SOS Mothers criteria are high implying a lot of sacrifices from the prospect SOS Mothers. SOS Children's Village is usually built near local primary schools so that children can be educated and their skills and competencies developed. In the SOS Children's Villages, children live in the environment which is very alike to the normal family environment; to paraphrase, each child has his own home, siblings and the SOS Mother who he lives with (Vukasović, 1995).

3. AIM AND METHODOLOGY

This paper aims at providing the historical overview of the SOS Children's Village Ladimirevci; its organizational structure, purpose and working principles as a children's friendly community. Furthermore, it aims at emphasizing the pedagogical dimension of such institutions and the importance of their activities.

For the purpose of this paper, pedagogical documentation and the annual reports of both SOS Children's Village Croatia and SOS Children's Village Ladimirevci have been analyzed. Applying both qualitative and quantitative analysis, the fluctuation of children in the period from 1995 to 2014, i.e. from the establishment of the above mentioned institutions until the present date is elaborated on. Additionally, the paper presents the overview of the pedagogical activities undertaken in the Village, identifies the activities that annually take place and presents the working principles used for pedagogical purposes.

4. SOS CHILDREN'S VILLAGES IN CROATIA

The SOS Children's Village Croatia has been active since 25th February, 1992. It is composed of two SOS Children's Villages, namely the SOS Children's Village Lekenik and Ladimirevci, four SOS Youth Facilities and one SOS Kindergarten. The first SOS Children's Village was established in March, 1992 in Lekenik, a small place located between Zagreb and Sisak. The same year, in four months period, 15 SOS Houses with additional facilities were built. The first SOS Mothers and children moved to the Village at the beginning of 1993. Given the children expansion and the work automatization, the Village was officially opened on 8th October, 1993. In addition to the SOS Children's Village, the SOS Kindergarten has been active in Lekenik since 1995. Furthermore, there are two SOS Youth Facilities; one in Zagreb since 1996 and one in Velika Gorica. Upon the completion of primary and when starting their secondary education, children are referred to SOS Youth Facilities which prepare them for independence and teaches them how to be responsible young people.

4.1. An overview of the SOS Children's Village Ladimirevci working principles

The decision on founding the SOS Children's Village Ladimirevci was made on 12th May, 1994. It was decided for the Village to be located on the address August Šenoa 30 in Ladimirevci, a place located between Valpovo and Osijek in the Osijek-Baranja County. Furthermore, it was decided for the Village to be composed of 21 houses able to admit up to 100 children (Odluka o osnivanju, 1995). The foundation stone was laid on 17th September, 1994 and in June, 1995 the Village was built. When built, the Village had 21 objects: 16 houses for SOS families, guests and aunts, an administration building, a house for a handyman, a house for a village director and a house for an educator. On 31st December, 1995 the SOS Children's Village Ladimirevci had 16 employees (6 SOS Mothers, 4 SOS Aunts, a Village Director, an educator, a secretary, a psychologist, a handyman and a cook) and was looking after 20 children of different ages; from 6 months to 12 years of age (Izvjješće o radu, 1995). Despite started working in 1995, the SOS Children's Village Ladimirevci was officially opened on 25th May, 1997, thus being celebrated as the Day of the SOS Children's Village Ladimirevci. In addition, the important event was opening of all 16 SOS Houses. Needless to say, the number of admitted children rapidly grew.

The SOS Children's Village Ladimirevci was, together with the SOS Children's Village Lekenik, opened for the orphaned children who were victims of the Croatian War of Independence fought from 1991 to 1995. Eventually, the number of orphaned children whose parents died in the Croatian War of Independence decreased; hence the SOS Children's Village changed its policies and started admitting children without an adequate parental care or otherwise orphaned children. Therefore, on 23rd September, 1999 the SOS Children's Village Croatia board appointed Odluku o osnivanju Dječjeg doma Ladimirevci. According to Odluka,

the SOS Children's Village Ladimirevci is a children's home looking after children without an adequate parental care, orphaned, neglected or otherwise in need children on a permanent basis (Odluka o osnivanju Dječjeg doma, 1999).

Considering the fact the SOS Children's Village share the postal code number, the houses are not appointed numbers. The Village Director, together with the SOS Mothers and the teams, appointed the decision on the SOS Houses' names. In comparison to other countries where SOS Houses are named after the location of a village or other easily understandable terms, the SOS Houses in Ladimirevci are named after the fruits and vegetables grown in the region, namely, Peach, Quince, Grapes, Strawberry, Chestnut, Pear, Blackberry, Watermelon, Hazelnut, Raspberry, Apricot, Walnut, Sweetbrier, Plum, Cherry and Sour Cherry. Employees live in the Houses named Apple, Onion and Black Radish and guests are situated in the House Pumpkin.

In addition to the SOS Children's Village Ladimirevci, there are two SOS Youth Facilities in Osijek which were opened in 2004. When being admitted to the SOS Youth Facility, children are given more freedom but simultaneously they take greater responsibilities.

4.2. The pedagogical principles of the SOS Children's Village Ladimirevci

Analyzing the pedagogical documentation and annual reports, the fluctuation of children in the SOS Children's Village Ladimirevci from 1995 to 2014 has been illustrated in the Table 2 clearly showing that the number of children has changed. To clarify, the lowest number was naturally in 1995 and continuously growing stabilized at around 80.

The SOS Children's Village Ladimirevci admitted the first children, 20 war orphans, in 1995. The number continuously grew reaching the Village's almost full capacity in 1999. The highest number of 97 children was recorded in 2002 resulting from the fact that the SOS Children's Village Ladimirevci decided to admit children referred there by the Public Center for Social Care. The number of children decreased from 79 in 2007 to 55 in 2008 and 52 in 2009 when only 13 in 2008 and 12 in 2009 houses were active. Given the analyses of the children fluctuation, one can draw a conclusion that the SOS Children's Village Ladimirevci has always provided a loving home being the children's friendly community for 1508 children. The Village admits children of different ages; from infants to 15-year-olds due to the adaptation and acceptance of SOS Mothers as persons young children can embrace as future mothers.

Table 2. The number of children in the SOS Children's Village Ladimirevci

Year of the report	Total number of children	The number of children who came during the year	The number of children who left during the year	Active SOS houses
1995	20	20	-	4
1996	54	34	-	13
1997	81	27	-	16
1998	88	7	-	16
1999	86	-	-	16
2000	86	-	10	16
2001	82	6	-	16
2002	97	11	-	16
2003	94	-	3	16
2004	88	7	9	16
2005	82	-	6	16
2006	82	15	15	16
2007	79	-	3	16
2008	55	-	14	13
2009	52	-	3	12
2010	80	42	14	15
2011	75	-	5	15
2012	75	-	-	15
2013	74	11	12	16
2014¹³	78	5	1	16

Children are usually taken away from their biological families due to parents' alcohol-related problems, parents' drug abuse and lately economic reasons, i.e. the inability of parents taking care of their children. The Table 2 shows children's arrivals and departures. According to the analyzed reports, the reasons for children leaving the SOS Children's Village Ladimirevci is returning to their biological families, moving to other institutions (usually closer to their biological families), moving to other institutions due to various behavioral disorders (reformatories), identification of behavioral disorders and referring children to reformatories, adopting orphaned children or their relocation to SOS Youth Facilities upon the completion of primary education. There are, however, situations when children are urgently referred to the SOS Children's Village Ladimirevci because they have to legally be separated from their family for at least 6 months after which, if the problems have been solved, they may return to their families. By analyzing the available documentation, we have selected the Public Centres for Social Care which have so far cooperated with the SOS Children's Village Ladimirevci and those are the following: Čakovec, Nova Gradiška, Osijek, Požega, Velika Gorica, Vinkovci, Zadar, Županja, thus implying that children are referred to the SOS Children's Village Ladimirevci from all over Croatia. This leads to the conclusion that Croatia lacks in the institutions for helping socially neglected and otherwise in need children.

Pedagogical and education activities include planning on monthly and yearly basis which is the responsibility of the Expert team for children's development. Since children are lately

¹³ According to the data for January, 2014

referred to the SOS Children's Village Ladimirevci due to neglecting and maltreatment, the special attention is paid to their emotional and social adjustment.

Table 3. Pedagogical principles of the SOS Children's Village Ladimirevci

Pedagogical principles	Content and working modules	The group of children who need help
Care about psychophysical health	individual psychotherapy and expert psychological help	children with emotional and social issues
Logopaed and defectologist help	correcting and eliminating speech impediments; correcting and eliminating specific difficulties and disabilities	children with speech impediments; children with learning difficulties
Help for studying	tutoring; help for studying and fulfilling education requirements	School children
Help for social adjustment	help for social adjustment to the SOS Children's Village; help for social adjustment to the SOS Youth Facility; educational roadtrips	newly-arrived children; 8 th grade children
Learning social and life skills	communication; assertive behavior; conflict resolution; team work; learning how to cook; learning how to sew	peer groups; primary school children
Acquiring additional knowledge and skills	informatics; model-making; music, art and journalist workshop; foreign language classes; alcohol and drug abuse prevention workshops; instruments playing	primary school children

The analyzis of the documentation and annual reports from 1995 to 2014 has shown that children who are referred to the SOS Children's Village Ladimirevci have serious developmental disabilities, thus needing the help from a psychologist, defectologist, logopaed, psychiatrist and other therapists. Those children live in very difficult conditions lacking in both pedagogical and educational elements. Consequently, they have learning disabilities; therefore, the study help regarding homeworks and papers writing is organized. Furthermore, it has been proved that the aforementioned children are eventually referred to enroll in the education adjustment programs (individualization, personalized program or special needs program). In addition, it has been proved that those children show very low level of cognitive skills so they usually continue their education in specialized educational institutions. Hence, children are taught various skills (cooking, sewing, ironing, etc.) with the purpose of becoming more responsible and independent young people once they leave the SOS Children's Village Ladimirevci. Several working methods are applied in the SOS Children's Village Ladimirevci, namely individual work, group work, counseling, psychotherapy work, help study, educational and pedagogical workshops, etc. Every SOS House has its counselor who visits SOS Houses on a week basis and helps SOS Mothers in solving problems. When arriving, many children

are neglected in terms of health and hygiene so a special attention has to be paid to their psychophysical development.

Analyzing the pedagogical fields and contents, one comes to the conclusion that children's development regarding health, hygiene, intelligence, moral, work and esthetic values is taken care of in the SOS Children's Village Ladimirevci.

Different sport and cultural activities, roadtrips, summer and winter camps are annually organized in the SOS Children's Village Ladimirevci. The Table 4 shows the activities so far organized in the SOS Children's Village Ladimirevci.

Table 4. Activities in the SOS Children's Village Ladimirevci

Sport activities	"Old Sports" Olympic Games; judo club; local community sport meetings; bowling; dancing; swimming; football; gymnastics; riding; handball; basketball
Cultural activities	Sculptor's colony; Vinkovačke jeseni; carnivals; Christmas and Easter party; monthly visits to the cinema and theatre; Children's week; SOS Children's Village Ladimirevci Day; Saint Nicholas Day; children's works exhibition; Bread Days; art workshops; Valentines Day; chestnut festival; quizzes; Cultural Arts Association Ladimirevci; young journalist group
Road trips, summer and winter camps	A roadtrip to Orahovica; summer camp in Caldonazzo; winter camp in Slovakia; roadtrip to Stubičke toplice; roadtrips for nature lovers; summer camp in Zadar; summer camp in Fažana; summer camp in Rogoznica; diurnal or half-diurnal roadtrips to the wider local community

The presented activities are essential for children socializing, building up relationships, actively participating in sport and cultural events in both the SOS community and the local community. With respect to the sport activities, the judo club "SOS Children's Village" has achieved the best results in 1998 when children participated in 13 international tournaments and won 92 medals. Together with participating in competitions, sport activities provide children with the opportunity to be physically active. In addition to that, they can be used for therapeutical purposes where riding is the mostly used activity.

The cultural activities listed in the Table 4 show that children in the SOS Children's Village Ladimirevci are provided with activities they would probably be provided if being with their birth families. Furthermore, building strong relationships affect the children's psychosocial development. Children do these activities in the interaction with their friends. Moreover, they are the basis for cognitive, social, communicational and emotional development. Given the fact many children, when referred to the SOS Children's Village, lack in motor, perceptual, cognitive, linguistic, communicational and social skills, the activities presented above are necessary for children to develop in normal social adults. According to the reports and documentation, summer camps are financed by private donations which implicates the high social sensitivity for this group of children. Further, involving in different activities result in children connecting with the local community and not feeling isolated or abandoned being one of the SOS Children's Village as a friendly community goal.

5. CONCLUSION

This paper aimed at elaborating on the historical development, purpose, working principles, organization and pedagogical principles of the SOS Children's Village Ladimirevci based on the annual reports and pedagogical documentation from 1995 to 2014 study. Quantitative analysis has shown that the SOS Children's Village Ladimirevci applies the principles Hermann Gmeiner formulated. The annual reports analysis has demonstrated the children's fluctuation over a period of time by illustrating pedagogical and educational principles applied in the SOS Children's Village Ladimirevci whose importance is confirmed by children's continual arrivals. Furthermore, the analysis has shown that children are provided with numerous sport, cultural and educational activities for the purpose of their socialization and resocialization.

Both quantitative and qualitative analysis clearly demonstrate that the SOS Children's Village Ladimirevci is a big family and friendly community providing children with love, affection, warmth, welfare, friendship, affiliation and a chance for a normal development. SOS Children's Village Ladimirevci provides children with emotional and physical stability for them to enjoy their childhood preparing for the future.

Considering all the above said, one comes to the conclusion that the SOS Children's Village Ladimirevci is undoubtedly children's friendly community. It should also be pointed out that the SOS Children's Villages have always claimed to be an adequate substitute family. Needless to say, the SOS Children's Village is not only an example of a good practice but also, considering today's developed and globalized world, essential.

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THE IMPORTANCE OF AN ARCHITECTURAL RESEARCH AND DESIGN INTERVENTION FOR DEFINING ARCHITECTURAL GUIDELINES AND CODES OF PRACTICE FOR THE SPECIAL NEEDS USERS

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Abstract

The situation and the need for architectural research for children with special needs, with an emphasis on children with autism as a specific condition that our country and others find difficult to cope with. Insufficient research has been done on autism, as well as defining it precisely, and the number of autistic children is increasing rapidly. Their inclusion in pre-school and school institutions is particularly important for their development and progress in the context of their condition (illness).

Architectural psychological research as an important interdisciplinary branch which can provide answers to such complex and intricate issues. Previous experiences and best practices. The example of the architect Magda Mostafa and her architectural research on this topic. Results and findings of Magda Mostafa as a starting point for further research. Psychological studies and architectural research as a base for building appropriate sensory environment for autistic children.

Challenges and solutions for implementation of these strategies not only for autistic users but also for pre-school and school population in general, thus providing optimal built environment for their learning and development.

Key words: autism; architecture; design strategies; architectural research; sensory environment, Sensory Design Model

Sažetak

Situacija i potreba za arhitektonskim istraživanjima za djecu s posebnim potrebama, s naglaskom na djecu s autizmom kao posebnim stanjem s kojim se naša država i ostale države teško snalaze. Autizam se nedovoljno istražuje i nedovoljno je precizirano, dok broj autistične djece rapidno raste. Njihovo uključivanje u predškolske i školske institucije je osobito važno za njihov napredak uzimajući u obzir njihovo stanje (bolest).

Arhitekturna psihološka istraživanja su važna interdisciplinarna grana koja daje odgovore za takve složene i zamršene probleme. Ranija iskustva su najbolja praksa. Primjer začetnice Magde Mostafa i njezinih arhitektonskih istraživanja na ovu temu. Rezultati i zaključci Magde Mostafa su početna točka za daljnja istraživanja. Psihološka istraživanja i arhitektonska istraživanja su temelj za stvaranje prikladne senzorne okoline za autističnu djecu

Izazovi i rješenja za implementaciju ovih strategija nisu samo za autistične korisnike, nego i za predškolski i školski uzrast općenito, čime se stvara optimalna okolina za njihovo učenje i razvoj.

Ključne riječi: autizam, stvaranje, strategije stvaranja, arhitektonska istraživanja, senzorna okolina, senzorni model dizajna

1. INTRODUCTION

We live in a time of a turning point. There is a paradigm shift happening in every area and profession, a shift from a mechanistic way of thinking into a new one, organic and holistic.

The architectural profession itself is trying to emerge from the fog of mechanistic thinking of the previous century, from the ergonomic abstraction – to achieve architectural functionality, and to step into the new one, where diversity and the holistic user are fully appreciated. In that way the profession is becoming more and more aware about the role of a built environment towards productivity and wellbeing of its users.

The person-environment relationship has long been an integral part of architectural research. The careful examination of the dynamic between the built environment - with its attributes of acoustics, visual character, spatial quality, color, texture, geometry etc.-and human behavior can lead to the development of more specific and sensitive design guidelines. With these more attuned guidelines, designs become more conducive of productivity, efficiency and comfort for all users. (Mostafa, 2008)

On the other hand, there is an enormous responsibility of the architecture as a profession of creating environments that provide the needs of all of its users. Certainly, here we understand by all means also creating environments for persons with special needs, who mustn't be excluded or left by chance. On the contrary, the architectural profession should and must take much more responsible attitude than the present one in designing environments for this kind of users. It could be said that the first real effort has been made in the past few years. It started with focusing a really close attention to the development of more sensitive and more specific design guidelines of environments for this type of users. But one specific group of people with special needs - those with autism, "a developmental disorder which is characterized by delayed communication skills, challenged social interaction, and repetitive behavior - has long been excluded from various architectural guidelines and codes of practice for special needs". Despite the high rate of autism (one in every 68 children, according to the statistics in 2010), yet there are only initial attempts to develop guidelines for meeting the needs of autistic individuals.

Moreover, it is still in our attitudes and in our thinking on these individuals the cause for such unfortunate situation. Namely, we would never expect from a person in a wheelchair to "adapt" to its environment when faced with innumerable stairs in front of him. On the contrary, we are obliged to provide ramps with adequate slope, width and location which respect his needs¹. But for an individual with autism, we still expect it to modify its behavior "to cope with the overloads our built environments bombard them with". Although, "they ultimately have to live in a non-customized environment, but we need to be more conscious of the quality required of the environments built specifically for their basic needs – such as learning environments and homes - to allow them the sensory reprieve to develop the skills they need to cope"².

And even more if we try to replace mechanistic way of thinking in architecture, especially with regard to the issue of the environment - it is static, unchangeable i.e. in the same way interpreted by various users and strictly defined and marked by its functionality, with new organic and holistic thinking where environment is seen as a complex system composed of sensory experiences that can be interpreted differently by different users, we will inevitably come to the question of appropriate sensory environment, as a basic human right. The autistic user in a completely different way, but not necessarily abnormal, is experiencing the world,

¹ Mostafa, Magda. "An Architecture for Autism: Concepts of Design Intervention for the Autistic User." *International Journal of Architectural Research*. Volume 2 Issue 1. 189-204. March 2008.

² Goodyear, Sarah. "Designing Buildings for Children with Autism. And what it can teach us about architecture." 28 Apr 2014. Retrieved from <http://www.citylab.com/design/2014/04/designing-buildings-children-autism/8960/>

the environment, and thus design. He has a different view of the world from us and we are obligated to respect it. And considering the great influence "built environment as a multi-sensory phenomenon" has on individuals with autism we mustn't continue to ignore the issue of architectural research on this topic. Especially the question of what kind of architectural research would lead us to the most accurate data on what type of design interventions are most useful for autistic users and more specifically what kind of built environment causes most productiveness, most effectiveness and most comfortableness for these users.

2. THE IMPORTANCE OF A SYSTEMATIC ARCHITECTURAL RESEARCH AND DESIGN INTERVENTIONS IN CREATING APPROPRIATE BUILT ENVIRONMENT FOR USERS WITH AUTISM

Until recently, the only data on which architectural interventions are most useful for individuals with autism "came from post-occupancy interviews with teachers, staff, and parents. These types of evaluations are highly unreliable because of their susceptibility to selection and cognitive biases"³. There are various untested claims about this issue, which are mired in anecdote and conjecture. If we want to do the architectural profession really responsibly, especially when it comes to such a vulnerable population it would not be allowed to rely on the post-occupancy interviews, anecdotes and assumptions as our guiding design parameters. Very serious systematic scientific research and tests to verify certain claims regarding this issue should be made. In fact every claim to verify if it is true, it should be measured in a certain way. If not, then they cannot be able to claim it is true. "If architects claim there is an effect, but it cannot be measured, then all is valid based on conjecture. That is an idea the profession cannot accept if architects wish to be taken more seriously than snake oil salesmen"⁴.

Moreover, if it is not approached with such seriousness in investigating, this issue is risk taking, which should not be allowed - especially not for such vulnerable category of children - from inadvertent damage to this population.

Only few architects have approached this question with such seriousness in the last few years. The effort of Professor Magda Mostafa from the American University in Cairo is especially important because it raises a whole new level to the resolution of this complex and intriguing question. In 2008 Professor Mostafa published a small study that used a control group to measure the effects of changing a classroom's spatial characteristics and a speech room's acoustics. This study, as is explained in, examined the effects of two architectural interventions (spatial sequencing and acoustics) on a group of children with autism. The observational phase of the study involved one control group and one study group. The duration of the study lasted one academic year. For spatial sequencing, Mostafa partitioned the study group's classroom into different learning areas; one-on-one learning spaces, a group learning space, and one "escape" space. The acoustical intervention involved the acoustical modification of a speech and language therapy room. The control group's classroom and speech therapy room remained unchanged.

The main purpose of this research, according to the architect Mostafa, is to pull out autism of its invidious situation due to lack of various architectural guidelines and codes of practice for these special needs. The correction of the exclusion of autism she sees "by developing a preliminary framework of architectural design guidelines for autism"⁵. Because of this, the

³ Henry, Christopher N. "Architecture for Autism: Architects moving in the right direction" 05 Jan2012. ArchDaily. Retrieved from <http://www.archdaily.com/?p=197788> (Accessed 13 Sep 2014).

⁴Ibid.

⁵ Mostafa, Magda. "An Architecture for Autism: Concepts of Design Intervention for the Autistic User." International Journal of Architectural Research. Volume 2 Issue 1. 189-204. March 2008

study was performed in two stages. In the first stage, through a questionnaire of first hand caregivers of autistic children, Mostafa measures the impact of architectural design elements on autistic behavior to determine the most influential. And in the second, thanks to the findings of the first, she “tests the conclusive highest ranking architectural elements in an intervention study on autistic children in their school environment. Specific behavioral indicators, namely attention span, response time and behavioral temperament, will be tracked to determine each child’s progress pre and post intervention, for a control and study group”⁶.

Using an intervention study of a group of autistic students, the impact of the architectural environment on their behavior and development is analyzed. The conclusive analysis of the data collected from this case study provides the catalyst for the development of a framework, or “sensory design matrix”, which organizes the complex and dynamic relationship between sensory characteristics of the built environment and the variant spectrum of sensory issues found in autistic users. (Mostafa, 2008)

The conclusive guidelines of her research, she underlines, include specific design criteria which may be used to customize a space for an individual user or a group of autistic users with similar sensory profiles. Less case specific, broader guidelines are also outlined and include concepts such as sensory zoning, use of transition spaces between zones, adoption of escape spaces and the use of visual cues to enhance way-finding. Such guidelines, being based on the “sensory design” concept, and after further research, may be universally applied to any building type for autistic users, from educational to residential to medical and recreational.

Such a sensory sensitive environment is not a goal for itself but should help autistic children to gain skills that can be generalized to different settings. Mostafa came up with hypothesis that students who gain and develop skills by using sensory sensitive environment will perform better results than the control group in neutral setting. With this she undoubtedly confirms the importance of the built environment for users with autism, and in the same time she stresses that her outcome from this research – named Autism ASPECTSS Design Index is “the first worldwide to address this issue in a structured and evidence-based manner”⁷.

2.1. The ASPECTSS Design Index

When in Cairo, architect Magda Mostafa was engaged to help design a school for children with autism⁸ and other special needs, the Advance Special Needs Education Center, she never assumed that it would lead her to develop the Autism ASPECTSS Design Index, “a unique tool that assesses architectural environments for people with autism”. And now it is being applied to other projects internationally.

As Mostafa explains, buildings designed with the index in mind minimize the sensory input that can overwhelm children with autism, such as buzzing noises from lighting that others might not notice. They provide a smooth sequence of transitions from room to room, to enable the preservation of reassuring daily routines. And they allow for “escape spaces” where children who are feeling overwhelmed can find a “sensory haven.”

At the same time, Mostafa notes that children have to learn how to navigate less controlled environments in order to avoid what she calls “the greenhouse effect,” in which they are too protected from stimuli. The ASPECTSS index thus allows for different levels of stimulation within a given building or group of buildings. In other words, part of the ASPECTSS concept is to provide environments that support skill development of individuals with autism that could then be generalized in the everyday city environment. ASPECTSS design would help develop

⁶ Mostafa, Magda. “An Architecture for Autism: Concepts of Design Intervention for the Autistic User.” *International Journal of Architectural Research*. Volume 2 Issue 1. 189-204, March 2008.

⁷ Goodyear, Sarah. “Designing Buildings for Children with Autism. And what it can teach us about architecture.” 28 Apr 2014. Retrieved from <http://www.citylab.com/design/2014/04/designing-buildings-children-autism/8960/>

⁸ Ibid.

skills that would mitigate the effects of sensory overload in other environments, by allowing the development of coping skills and avoiding the "greenhouse effect."

But, when faced with the broader environment – the city itself – Mostafa affirms that it is exponentially more challenging to apply the concepts of sensory design, and the specifics of Autism ASPECTSS, to limit and control the sensory environment of a city. These concepts, however, can be applied to discrete urban spaces, particularly natural gardens and parks. Nature provides abundant opportunities for positive, subtle, and customizable sensory input. We should see natural environments as sensory havens where inputs are balanced organically.

Mostafa's research and findings not only enables the architects to design a building that makes life easier for people with autism, a place where autistic children can learn more easily and develop with less stress, but simultaneously creates a paradigm shift in how we look at architecture. Actually, her Sensory Design Model is, as she explains, based on two basic premises: the first is looking at autism as a sensory processing issue, and the second is defining architecture and design as the primary sources of the majority of sensory input in the built environment.

Although some authors argue that "the study has methodological weaknesses, such as a small sample size, treating the children as individual data points when they weren't, and struggling to control for confounding factors and cognitive biases"⁹, they all agree that disregarding this study because the results might be inconclusive would be to miss the importance of it. Even one of the leading criticsers, Christopher N. Henry, apropos of her work non doubtly affirms that the study is among the first autism design studies to be prospective not retrospective, have a control group, and measure quantifiable factors in a systematic way. This approach is leagues above what most other architects have been doing. Additionally, Mostafa is currently improving on the study's weaknesses by putting together a larger more robust study. And Mostafa herself, does say the study was a first stage exploratory study that needs to be tested in a larger and more diverse sample size, "but as we have seen other variables need to be controlled for".¹⁰

The significance of Mostafa's study „does not rest upon the methodological rigor, but on Mostafa's great efforts to drag autism design research out of the current anecdotal quagmire it is now currently in"¹¹.

3. CONCLUSION

Seeing the importance of the built environment to achieve optimal results in the process of learning, development and acquisition skills of autistic children through the first conducted scientific research of the architect Magda Mostafa, I could not realize how one such systematic and methodological research would be of particular benefit to studying the learning environments of children of pre-school and school age. They could identify specific architectural elements from their surroundings - learning centers, homes etc. - that have relevance to their learning and development, they could determine the level of importance for each of the essential elements, and ultimately would predict which design interventions would enable the most efficient and productive results in learning and development of children. As an already present research on the role of an environmental factors such as cultural acceptance, early intervention and educational programs have already been shown to substantially improve the quality of life not only for autistic user but at the same time for all categories of pre-school

⁹ Henry, Christopher N. "Architecture for Autism: Architects moving in the right direction" 05 Jan2012. ArchDaily. Retrieved from <http://www.archdaily.com/?p=197788> (Accessed 13 Sep 2014).

¹⁰ Henry, Christopher N. "Pitfalls of Observational Studies" 10 May 2012. ArchDaily. Retrieved from <http://www.archdaily.com/?p=233177> (Accessed 13 Sep 2014).

¹¹ Ibid.

and school children, so let us do not allow architectural design interventions in the built learning environment of our children and architectural elements in it, be established on the basis of anecdote and conjecture, but derived from fundamental architectural systematic scientific research.

Each such architectural and methodological research could also raise awareness not only in the architectural profession, but in the community and society generally, of the importance of the built environment on productivity, efficiency and comfort for all users. It would encourage more interdisciplinary studies that would also investigate other aspects and variables.

Moreover, the research of Magda Mostafa shows that each within their profession can contribute to improving the quality of life of the youngest generations. Do not leave the battle only to the educators, teachers and parents but to all within their profession.

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EQUALITY AND/OR GENDER TYPING IN NURSERY SCHOOL

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Abstract

The process during which children learn behaviour and acquire attitudes considered appropriate for their sex is called gender or sex typing. During our growing up, parents, educators, teachers, peers, the media and other socialization factors indicate very clearly what kind of behaviour is appropriate or inappropriate to boys/men and to girls/women. Through socialization, children internalise specific gender role and accept it as their own. A strong influence on children, in addition to parents, have educators in nursery school, where behavioural differences between girls and boys can develop.

A qualitative and quantitative research was conducted among children and educators in nursery school in order to verify the existence of gender typing. The research results confirm the existence of differences among children in the selection of toys and that parents relate to children according to their gender, which is also evident in the clothing of children. Both girls and boys do not consider male gender better than female gender. Educators do not use strategies and behaviours of gender typing in their work. Still, gender typing is being observed in educators' assessments of desirable characteristics with respect to gender.

Keywords: sex and gender typing, toys, games, parents, educators

Sažetak

Proces tijekom kojeg djeca uče ponašanja i stječu stavove koja se smatraju prikladnim za njihov spol naziva se rodno ili spolno tipiziranje. Tijekom našeg odrastanja roditelji, odgojitelji, učitelji, vršnjaci, mediji i drugi socijalizacijski čimbenici vrlo jasno pokazuju koja su ponašanja prikladna, odnosno, neprikladna za dječake/muškarce, a koja za djevojčice/žene. Djeca kroz socijalizaciju određenu rodnu ulogu internaliziraju i prihvaćaju kao svoju vlastitu. Osim roditelja, velik je utjecaj i odgojitelja u dječjem vrtiću u kojem mogu nastati razlike u ponašanju među djevojčicama i dječacima.

U dječjem je vrtiću provedeno kvalitativno i kvantitativno istraživanje među djecom i odgojiteljicama s ciljem provjere postojanja rodnog tipiziranja. Rezultati istraživanja potvrđuju postojanje razlika među djecom u odabiru igračaka te da se roditelji prema djeci odnose u skladu s njihovim spolom, što je vidljivo i u samom oblačenju djece. Djevojčice i dječaci muški rod smatraju superiornijim u odnosu na ženski rod. Odgojiteljice u svom radu ne koriste strategije i ponašanja rodnog tipiziranja, no uočava se rodno tipiziranje u procjenama odgojiteljica o poželjnim osobinama s obzirom na rod.

Ključne riječi: spolno i rodno tipiziranje, igračke, igre, roditelji, odgojiteljice

1. INTRODUCTORY REMARKS

Gender is being defined as a category for the division of people, consisting of a gender determinant (sex), gender role, gender identity and gender attribution. Sex is a part of gender and refers to the organs that define a person as a man or woman. In contrast, gender identities of men and women are socially and psychologically (historically and culturally) defined.

Gender is being determined by taking into account social and cultural perceptions of male and female characteristics and roles.

The process of adopting the above-mentioned roles is called typing, and depending on the author, it may be called sex or gender typing, but their essence is that this is a process during which children learn behaviours and acquire beliefs that are considered appropriate for their gender (Grubnić, 2010, 1). This paper takes the term gender typing. The awareness about gender develops and evolves from the view that gender roles are fixed to the view that they are flexible. The impact of gender typing has led to differences in behaviour among girls and boys. From the very birth, parents behave in accordance with the child's marker of sex and support the behaviour of their child that is consistent with it. In addition, children see their parents as models that they mimic in a symbolic play.

Stereotypes are simplified and often distorted mental images that occur with a certain gender group. Some of the stereotypes are activated immediately after the baby is born. Gender role and stereotypes about gender role constitute a pattern of behaviour that is considered appropriate for women or men in the culture in which they live (Vasta et al., 2003, 562).

According to Grubnić (2010, 1), the development of gender roles and gender typing is a process during which children learn behaviours and acquire beliefs that are considered appropriate for their gender: behaviour (activities, interests, cognitive abilities and skills, personal choices (the desire to be male or female), selection of toys, interests, choice of friends and partners) and perceptions of oneself (sexual identity, sexual orientation).

Gender typing involves biological, cognitive and socialization processes that have an effect on a child. And indeed, the sexual typing is the most important issue insofar as the development of gender roles (Vasta et al., 1998, according to Huston, 1983, 1985, Serbin, Powlishta and Gulko, 1993).

Family is the most influential social environment in which gender typing occurs. Different characteristics of the families affect the acquisition of knowledge about gender roles and gender-typed behaviour (Hodzic et al., 2003, 20). From the moment the parents discover that their child is a girl or a boy, they are beginning to encourage gender typing. The environment is being decorated according to child's sex category. The child's sex determines whether the room will be pink or blue, will the toys be dolls or trucks, or whether the clothes have ruffles or not (Vasta et al., 1998, 570, according to Pomerleau et al., 1990, Shakin, Shakin, and Sternglanz, 1985). A direct parental influence is visible in the activities and some parents react adversely, namely, they object to the child's play and procedures that are not consistent with their sex category and thus affect the sexual typing of children. This refers to the choice of clothing, the rules of behaviour, buying toys. Furthermore, the boys, as opposed to girls, receive from the environment more physical stimulation and girls receive more stimulation in the sphere of language (Wharton, 2005).

Gender typing is the process by which features consistent with gender roles develop, such as gender-typed behaviour, personality traits, beliefs, preferences and attitudes (Galambos, 2004). The most renowned theories that explain the adoption of socially prescribed set of behaviours, qualities and roles for men and women are social learning theory and cognitive development theory. At the beginning of the development of the social learning theory, parents were held to be key models for the adoption of gender-typed behaviours, but in recent times, more attention is paid to other socialization influences, such as educators, teachers, coaches, peers. Their positive and negative reactions to child's behaviour can also shape the development of gender roles in children in ways that are consistent with the influence of parents or that are in conflict with them. Given the fact that gender-typed behaviours are being learnt, they can also be modified and children can learn behaviours that are unencumbered by gender stereotypes. Social learning theory indicates the importance of socialization in shaping gender-typed behaviour in children. However, the acquisition of gender-typed behaviours is presented as a process in which children passively learn behaviours set beforehand by the

grown-up culture bearers to be adopted. The theoreticians of cognitive development tried to change this in their theories. In the 70s and 80s of the last century emerged in psychology an interest for research of gender cognition and the way in which the role of child in learning was conceptualised was also changed. It was no longer believed that children were passive recipients of socialization influences, but that they actively chose and used information relevant to their developmental level and personal goals (Lips, 2007). The cognitivist approach to the development of gender roles is focused on the acquisition of knowledge about sex, gender and gender roles and the relationship of this knowledge to the emergence of gender-typed behaviours (Vasta, Haith, & Miller, 1997). It is a theory which says that the three-year-olds first develop sexual identity. At this age, a child becomes aware whether it is a boy or a girl. By the age of four, a gender stability is being developed, that is, an awareness that a boy will grow into a man and girl into a woman. The third, and also the last stage, is gender constancy that develops by the age of five. At that point, children realise that sex is a permanent feature and that it cannot change - they understand its immutability (Vasta et al., 1998, to Kohlberg and Ullian, 1974, Slaby and Frey, 1975). Five-year-olds have a knowledge about sex-typed behaviour. Children are beginning to realize that certain toys, activities or characteristics are considered more appropriate for a particular gender. In order for those children to start behaving consistent with sex-typing, they must first believe that trucks are for boys and dolls are for girls.

Every society establishes rules of conduct, rights and obligations of its members, that is, it prescribes what we call social roles (Ministry of Science, Education and Sport, 2013, 227). One of the questions raised by many pedagogues and psychologists is: can the sex/gender typing originate by observing a model that has sex stereotyped behaviours, beliefs and desires? The results of the theoretical analysis of the subject of feminist pedagogy Vrcelj and Mušanović (2011) presented a retrospective and perspective of girls' education. It was found that there is a strong interdependence of educational practice and the status of women. Subordinate position of women is linked to education as manipulation, as opposed to education as emancipation leading to the liberation of women.

In nursery school, peers are the ones that affect gender typing of other children. They serve as a model. The child pays attention to with which toys they are playing and starts doing the same activities as its same-sex peers (Grubić, 2010, according to Masters, Ford, Arend, Grotevant and Clark, 1979). In addition, they affect the way of punishing gender-inappropriate activities. This occurs to a greater extent in boys than in girls (Hodžić et al. 2003). The behaviour of children who gain knowledge about gender roles earlier is more gender-typed than the behaviour of children who acquire such a consciousness later (Vasta et al., 1998, according to Fagot and Leinbach, 1989). As gender-typed behaviours are being learnt, they can be unlearned or modified. This is being achieved through changes in child's environment or in his experience and through democratisation of relationships through enlivening rights of the child (Maleš et al., 2013). In order to achieve success of educational activities in the field of human rights education, it is important to take an individual approach in educational work, to emphasize what makes people alike and to treat differences as a richness of life - to notice them and to accept them, to allow choices, to try out one's own solutions, to assess personal actions and assume responsibility taking into account gender equality. (Mlinarević and Marusic, 2005). Raising awareness about possible gender stereotypes is one of the aspects of raising awareness about hidden curriculum (Redžep Borak, 2004). We should often ask ourselves how space is organised, centres of interest, material; do centres condition already adopted stereotypical pattern of behaviour and whether they have enough material for better social interaction; are practical activities organised in a way which makes children realise that the sphere of existential needs is a part of life of all people irrespective of their sex and is the cooperation based on human values being encouraged?

An important issue is to which extent the culture of nursery school, all employees with their values, relationships, rituals, attitudes, organization of work and general atmosphere have an effect on child's sense of security and satisfaction with his or her gender role in the sense of humane relationships.

Vrsaljko and Gjurković (2010) point out that the process of reducing stereotypical beliefs takes place slowly. There is a need to educate parents in order to raise awareness about their stereotypical beliefs. Only when they become aware of the ways in which they can resist their stereotypical beliefs, the development of stereotypes in children can be prevented.

With a view of exploring the presence of gender equality and/or gender typing in nursery school, a research was conducted in an educational group through ten days of systematic observation of the ways in which children are dressed, choice of toys and games and the assessments of children and all nursery school educators about gender equality were examined.

2. NEW EMPIRICAL SUBSTANTIATION

Parents and educators affect gender typing of children through their attitudes and practices. One of the acts of parental gender typing is the relation toward choosing clothes for girls and boys. The colour of clothing that they pick is consistent with the child's sex. Furthermore, children also exhibit occurrence of preferences for gender-typed toys. In addition to parents, educators in nursery schools are influential models of education and they shape, in as specific way, educational situations through their educational strategies in a direct work with children, especially if they have gender stereotypes. As it is extremely important for children in an educational group to be equal in terms of gender affiliation, status and power, the attitudes of educators about desirable characteristics of boys and girls have been surveyed. The organisation of physical and social environment also affects child's image of the world. The ability of being aware of metacognitive processes is extremely important for child's learning, i.e. of the role of self-reflection and self-evaluation of children in the process of learning (Bruner, 2000). A learning environment refers to the complete organisational context of living and learning. The preferences of girls and boys in choosing games and toys that are appropriate to their gender were also examined.

The aim of this research is to prove whether gender typing exists in the nursery school. The following hypothesis arise from this aim:

H1: Parents most often dress girls in clothes of pink and purple colour.

H2: Parents most often dress boys in clothes of blue and black colour.

H3: There is no statistically significant difference in the choice of games / toys with regard to gender.

H4: Both girls and boys consider male gender better than the female gender.

H5: The nursery school educators do not use strategies and behaviours of gender typing in their work.

H6: There are no statistically significant differences in the assessments of educators about desirable characteristics with regard to gender.

From the foregoing hypothesis, **the objectives** emerged as follows: to investigate whether the parents most often dress boys in clothes of blue and black colour; do parents most often dress girls in clothes of pink and purple colour; do girls and boys choose games and toys appropriate only to their gender; the opinion of children about positive features of their gender and the opinion of educators about the use of strategies and activities of gender typing and the opinion about desirable characteristics of girls and boys.

The sample group was composed of preschool children belonging to one educational group (3 – 5 years) in the Osijek-Baranja County and educators of the same nursery school, who are a purposive sample of this research.

17 children took part in the **systematic observation** of the colour of clothes and selection of toys and games. The children were observed for a period of 10 days. In September 2014, they were asked to answer two questions dealing with the superiority of one gender over another, while 7 educators, through structured interviews, self-assessed the behaviours and strategies of gender typing. Prior to systematic observation, activity centers were examined and materials and toys in the educational group, in order to understand better child's actions and behaviour, but also the implicit pedagogy of the educator.

This research is both qualitative and quantitative, and the most suitable instrument for this kind of research is the systematic observation of the survey participants in natural conditions and interviews with children and educators. In the observation protocols for girls and for boys, entries were made separately for each item of clothing (T-shirts, dresses, tights, socks, pants and slippers) and notes were made about the time of observation, child's serial number and the colour of a certain article of clothing. Observation protocols for both girls and boys were used for the observation of toys with which children play and the notes were made about time, child's serial number and the choice of game and toys. For one part of the research games/toys were divided/categorised into feminine, masculine and neutral games/toys. The educators were evaluated through structured interviews in which they pointed out strategies and activities which they use in their work and which are a part of a gender non-typing of children. They were also asked to assess, on a scale from 1 to 5, desirable characteristics of boys and girls.

3. RESEARCH RESULTS AND DISCUSSION

Systematic observation of the entire clothing of girls (pants, leggings, stockings, skirt) reveals that pink is the most common colour of clothing (38%). It is followed by purple and blue (15%), white (9%), grey (7%), black (5%), green and red (3%), brown and orange (2%) and turquoise (1%). Therefore, we can say that the parents most often dress their girls in the clothes of pink colour. The colours of purple and blue are equally represented and promptly follow pink. This confirms H1, which reads as follows: *Parents most often dress girls in clothes of pink and purple colour.*

Systematic observation of the entire clothing of boys (shirts, pants, shoes) reveals that blue is the most common colour of clothing (34%). It is followed by black (19%), grey (16%), brown (10%), red (8%), green (5%), white (4%), yellow (2%), purple and turquoise (2%) and orange (0%). Therefore, we can say that the parents most often dress their boys in the clothes of blue and black colour. This confirms H2, which reads as follows: *Parents most often dress boys in clothes of blue and black colour.* Empirical research indicates that parents are still the ones that have the strongest influence on the development of gender roles (Lips, 2007). Research on the different socialization of boys and girls have shown that there is little difference in the way parents treat sons and daughters when it comes to the traditional dimensions of education (permissive, restrictive, monitoring, responding to the needs of the child and warmth). Nevertheless, there is one dimension where they are treated differently, and that is the encouragement of gender-typed activities (Maccoby, 2000).

In 49% of cases, girls choose social games, games that develop work skills and practical skills and toys that are appropriate to their gender; in 27% of cases, they choose games / toys that are in accordance with their and the opposite gender and in 24% of cases they choose games/toys that are appropriate to the opposite gender. Thus, we can conclude that girls mostly choose social games and games that develop work skills and practical skills as well as toys that are appropriate to their gender, but they also sometimes chose toys of the opposite gender.

In 60% of cases, boys choose game / toys that are appropriate to their gender; in 31% of cases, they choose games related to leisure time and sports and toys that are appropriate to

their and to the opposite gender; in 9% of cases they chose game/toys that are appropriate to the opposite gender. Thus, it can be concluded that boys mostly choose games related to leisure time and sports and toys that are appropriate to their gender, but they also sometimes chose toys of the opposite gender.

Given that boys and girls choose the games and toys that are most often characterized as male/female, but they also sometimes chose games and toys appropriate to the opposite gender, H3, which reads as follows, can be confirmed: *There is no statistically significant difference in the choice of games / toys with regard to gender.*

The results about preferences of toys indicate that there are gender-typed toys, and games/activities accordingly. Children, through role playing everyday situations, develop an understanding of parents, other people, their roles and behaviours, and thus learn. Neutral toys are being used by boys (31%) and girls (27%), and they play together and separately. Numerous research support the fact that it frequently occurs that boys and girls play in a same-gender group, which in their later lives turns into same-gender socializing. Research results by Maccoby (2000) show that parents more often offer dolls to girls and trucks to boys, and talk more about feelings with girls than with boys. Fathers play in early childhood more roughly and actively with their sons than with their daughters (Vander Zanden, 1990) and exhibit particularly negative reactions to the behaviour of their sons which they consider effeminate (Maccoby, 2000). It was confirmed that girls spend much more time helping their mothers, while boys spend more time in a free play (Myers, 2005). The research of Redžep Borak (2004), conducted also in a nursery school in Osijek-Baranja County, shows that girls prefer dolls more, as well as kitchen and household play sets, reading and drawing (socio-emotional relationships), while boys choose materials for construction, toy cars and a ball (motor activities). Seemingly surrounded by the same physical and material reality, they are becoming acquainted with it and they perceive it in a different way. The research of Battle (2007) states that adults, parents, educators and teachers during the early life promote gender differences and usually respond favourably to child's play when this play is appropriate to its sex and that they do not encourage characteristic of the opposite sex. In this way, the notions of traditional gender roles are being transferred to children, which continue to sustain unequal opportunities for men and women in education and employment and in the society in general (Battle, 2007).

Results of a study conducted among girls and boys about the superiority of a male or female creature are in congruence with previous results and demonstrate gender typing. All girls (100%) assess that it is better to be a girl and cite a variety of reasons that confirm their opinion, such as the following responses: it is better to be a girl because they are beautiful and have beautiful dresses, pink tracksuits and ballet shoes; they can dance on the road, and boys cannot dance because they do not know how; they can have a baby, look after kids, wear their older sister's clothes, wear dresses and skirts, and boys can only wear pants; can do things that boys cannot and wear pink tracksuits, jewellery and can have a long hair, make different hairstyles, have a pink room, and boys' rooms are blue; they can put on a make-up; they quarrel less, they are calm and they do not fight, they are always good, they are not bad and they always do their chores, and are not allowed to work at the dumpsite. Boys (100%) also assess that it is better to be a boy, and they used the following arguments to explain why: they can play football, and girls cannot, they can only watch it, they can train in the gym and go fishing; the boys do not have to cook and do not have to play with Barbie dolls because Barbie dolls are for girls; you can play war, police, and the girls play only with Barbie and other dolls; when they grow up they can ride a motorcycle and girls cannot ride a motorcycle; they can go to boxing, wrestling and taekwondo, lift heavy weights and girls are weak for that; they can stack firewood and this is very difficult for girls; they can fix and push cars with grandpa, boys can watch men's things, practice tennis, play with animals and girls are afraid and they cannot fish. Based on these results, the existence of gender typing can be observed in the views of

girls and boys about the importance of gender and attribution of gender-typed characteristics. Girls most often consider themselves calmer, they stress the importance of appearance and making oneself beautiful, while the boys consider themselves superior, more important and stronger, but both groups believe that it is better to be just what they are according to their gender. Therefore, H4 is being dismissed: *Both girls and boys consider male gender better than the female gender.*

The research results (Redžep Borak, 2004) also show a series of gender typing in the responses of girls and boys about the importance of female or male beings. Some of the girls' answers are as follows: it is better to be a girl because they are good, can wear skirts, play with Barbie dolls, they are better, they do not fight, they are quieter, and the boys are lazy. Only one girl assessed that it is better to be a boy because boys move more, can't be pregnant, they are always happy and in a good mood, they find a job faster and earn more money. All the boys confirmed that it is better to be a boy and some of the arguments are as follows: boys are stronger, they are better at football and other sports, they don't have to tidy up a lot, they have more jobs, they earn more, they rest more frequently, ride motorcycles and build houses.

A child adopts one of the gender schemes (girl or boy), which has a threefold effect: it is paying more attention to the information associated with its gender; it affects the child's self-regulation of behavior; the gender scheme can prompt a child to certain conclusions. Children can better remember information consistent with gender schemes. Children use their experience as the basis for the creation of cognitive schemes about the categories "male" and "female". Therefore, gender typed behavior leads to the formation of cognitive structures, and not vice versa. Educators have a professional responsibility for living of children and adults in an atmosphere of gender equality.

On the basis of structured interviews among educators, a self-assessment of educators has been observed about the use of behaviours and strategies in relation to each individual child. All educators (7) specially emphasized individual approach to each individual child through talking, listening, learning, self-criticism, belonging to the group, friendly relations, decency, love, respect for diversity, freedom in the choice of activities, fostering self-esteem. The educators (7) assessed that they implement actions and activities that are free of gender typing and give examples of such behaviour and activities: I point out that we are of equal value, I set the same criteria for both boys and girls, I give the same tasks to boys and girls; I implement activities in which boys and girls are equally represented, boys and girls have their roles and each of them plays in accordance with its sex, work on the project "Respecting Differences", appreciation of differences, complementing mutual characteristics, mutual learning of our body and sex through activities.

With the help of Likert scale, educators were assessing the agreement with the statements on gender typing during their work in the nursery school. Five (5) educators fully agree with the statement that they equally use male and female pronouns; the majority of educators (5) do not agree with the statement that they highlight parts of the story in which girls are strong and boys are gentle; the majority of educators (4) neither agree nor disagree with the statement in which literature containing male and female stereotypes is being avoided; educators agree with the statement (5) that they commend girls and boys when they are successful in activities that are not typical of their gender; the majority of educators (5) organize the space and materials in the nursery school related to family and non-stereotyped family roles in them; educators (7) select activities taking into account that girls and boys are equally represented. Based on previous research findings, H5 can be confirmed: *The nursery school educators do not use strategies and behaviours of gender typing in their work.*

The educators were assessing characteristics which were in their opinion more suited to girls or boys. Girls were most often evaluated as open (25%) and conscientious (25%), while boys were most often evaluated as polite (25%) and conscientious (25%), and both groups

were offered the same categories (polite, brave, open, decisive, conscientious). The educators were also evaluating characteristics which were in their opinion more suited to girls or boys. Girls were most often evaluated as beautiful and cuddly (85.68%), while boys were most often evaluated as dexterous (85.68%) and one educator pointed out that she doesn't want to answer this question because the attribution of qualities to boys and girls would constitute a gender typing. Given these research results, H6 can be partly confirmed: *There is no statistically significant differences in the assessments of educators about desirable characteristics with regard to gender.* Namely, the educators were partially gender typing girls and boys and for them, girls and boys were partially different in their characteristics.

4. CONCLUSION

Children differ primarily from each other in their sex. Sex is a biological designation which distinguishes girls from boys. Sex belongs to gender, which connotes the division of people into categories. They are closely associated with stereotypes of gender and gender roles. Ensuing from that is a process that can be called gender or sex typing. Gender stereotyping is a lengthy process during which children learn what is appropriate to their gender.

In the research that was carried out, four hypothesis were confirmed, H6 was partially confirmed, while H4 was entirely dismissed. This suggests that parents act in a gender-typed manner, while educators avoid gender typing in a nursery school. The research shows that girls are more eager to accept social games and games that develop work skills and practical skills and toys that are appropriate to the opposite sex than boys who are very sensitive about that. The theory that boys are likely to choose toys such as trucks and building blocks, and that girls are likely to choose dolls, dress up games and kitchen and household activities has also been confirmed in this research.

Vasta et al. (1998) claim that the gender-typed behaviours are being learnt and can consequently be unlearned or modified. This can be achieved through changes in child's/pupil's environment and in its experience, as it is also being cited in the Teacher's Manual for Health Education (2013). The children's environment for living and learning must be structured in the way that promotes self-regulation, independence, cooperation, mutual respect for different opinions, asking questions, research, discussion, problem solving, reflection and self-evaluation of children and educators (Slunjski, 2008). Accordingly, educators should encourage children to engage in games that are typical for the opposite gender and should try to reduce stereotypes about male and female issues. Educators can, through self-insight in their practice and through reflection of personal actions, change their implicit pedagogy and raise awareness of possible gender stereotypes. The research results indicate that women were, in higher percentage than men, exposed to gender discrimination in the family. These findings are in line with our expectations and with other studies that suggest that women are still worse off than men in our society (Galić and Nicodemus, 2007, 2009).

The influence of parents, educators, peers and the entire community on the development of gender roles in a preschool child is unquestionable, but discovering best educational practices and methods of establishing democratic atmosphere in a nursery school is a complex and demanding task. Integrated preschool curriculum should articulate the contents, sources and methods that take into consideration the holistic development of a child, integrity, needs and interests that contribute to the acquisition of new knowledge, and education that dissolves stereotypes, prejudice and stigmatisation among children along the lines of challenges of humanistic curriculum.

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YOUTH AND MEDIA LITERACY: USAGE, CRITICAL UNDERSTANDING AND COMMUNICATION ABILITIES

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Abstract

Media literacy, as an important skill needed for the development of young people competences, is completely neglected in the Croatian educational system. According to the National Curriculum Framework, media topics are discussed only in the context of the general media culture. The initial step in resolving this situation is introduction of Civic Education in Croatian schools, which can help in achieving progress in the critical understanding and communication skills, but not entirely, because it was introduced as cross-curricula content. Therefore, the research was conducted during August and September 2013, using qualitative and quantitative methods – online questionnaires and semi-structured interviews. The study included 4283 young people, 32 media representatives, 39 representatives of youth organizations and seven representatives of media organizations. The results showed that for young people, the most important media is Internet and social networks. Additionally, the prevailing attitude among young people is that they are underrepresented in the media in issues dealing with economics, politics, religion, health and the environment. On the other hand, they are over-represented in the light topics, such as sports, entertainment and fashion. Young people have the technical skills required to use the media, especially the Internet, but they lack awareness of social issues and activism. Furthermore, it was shown that 57.1% of youth, during the usage of media content, never or rarely think that the news is not true. Furthermore, 54.4% never or rarely doubts that there's a part of the story that is not being told in the media. Besides that, it was shown that youth are not cautious while communicating with strangers online – 65.2% aren't cautious. This study represents a starting point for further research efforts associated with media literacy of young people in Croatia.

Key words: media, youth, media literacy, critical understanding, media usage.

Sažetak

Medijska pismenost, kao ključna vještina potrebna za razvoj kompetencija mladih ljudi zapostavljena je u hrvatskom obrazovnom sustavu. Prema Nacionalnom okvirnom kurikulumu, teme vezane za medije se raspravljaju samo u kontekstu medijske kulture. Prvi korak u rješavanju navedene situacije je uvođenje Građanskog odgoja i obrazovanja u hrvatske škole, što može pomoći u stvaranju kritičkog razumijevanja kod učenika, kao i razvoja komunikacijskih vještina. Međutim, to neće biti moguće napraviti u potpunosti, jer su sadržaji Građanskog odgoja uvedeni u škole kao međupredmetni sadržaj. Stoga, kako bi se ispitalo korištenje medija, kritičko promišljanje i komunikacijske sposobnosti mladih, u kolovozu i rujnu 2013. godine provedeno je istraživanje koristeći kvantitativne i kvalitativne metode – mrežni upitnici i polu-strukturirani intervjui. Istraživanje je obuhvatilo 4283 mladih ljudi, 32 predstavnika medija, 39 predstavnika organizacija mladih te sedam predstavnika medijskih organizacija. Rezultati su pokazali kako su mladim ljudima najvažniji mediji internet te društvene mreže. Također, prevladavajuće mišljenje među mladim ljudima je kako su podzastupljeni u temama vezanim za ekonomiju, politiku, religiju, zdravlje i okoliš. S druge strane, mišljenja su da su previše zastupljeni u tzv. laganim temama, kao što su sport, zabava i moda. Mladi ljudi posjeduju tehničke vještine za korištenje medija, ali im nedostaje kritičko mišljenje te svijest o društvenim problemima i aktivizmu. Nadalje, pokazalo se kako 57,1% mladih nikada ili rijetko sumnja u istinitost određene vijesti u medijima, a 54,4% nikada ili

rijetko je posumnjalo da dio vijesti nije objavljen u cijelosti. Osim toga, pokazalo se kako su mladi neoprezni prilikom komuniciranja na internetu s nepoznatim osobama (neoprezno je 65,2% mladih). Ovo istraživanje predstavlja početnu točku za daljnje istraživačke napore povezane s medijskom pismenosti mladih u Hrvatskoj.

Ključne riječi: mediji, mladi, medijska literatura, kritičko razumijevanje, upotreba medija

1. INTRODUCTION

In today's world, young people are surrounded by media and are influenced by them. Many of the children and youth are growing up being surrounded by television, video games, tablets and smartphones. As society is progressing quickly, it is important that children and young people are being provided with proper education, especially in fields related to their everyday life. One of the important educational topics in this sense is media literacy, which is currently not completely introduced in the Croatian educational system. In the next few pages, the research dealing with young people and their media literacy skills will be presented. The research was carried out with the support of Open Society Foundations and was published online in full and available on http://bit.ly/YM_istrazivanje. The following presentation is a summary of the most important findings.

2. MEDIA LITERACY IN CROATIA – LEGAL AND INSTITUTIONAL FRAMEWORK

Media literacy represents an important competence, which consists of use skills, critical understanding and communicative abilities (Zgrabljic-Rotar, 2005; Tolić, 2008; Livingstone and Helsper, 2010; Rumble, 2011; Barber, 2012; European Commission – Media Programme, 2013a; Gospodnetić and Morić, 2014). Media literacy education should include the education about usage of media and understanding the media, but also, it is necessary to include the consequences that can arise from the communication with different groups and effects it can have, some of which include desensitization, mocking of other people, aggressive behavior, inappropriate social behavior and even criminal acts (Potter, 1999; Barker, 2001; Huesmann, 2007; Bryant and Oliver, 2009; Bilić, 2010; McQuail, 2010; Ružić, 2011; Bilić, 2011; Kowalski et. al., 2012; Mandarić, 2012).

Legal and institutional framework in the field of youth and media barely exists in Croatia. The analysis of laws, strategies, curricula and other documents has shown that Croatian government has not created a defined policy on the topics regarding media literacy, youth in the media and youth in general. When talking about the media literacy in Croatian schools, it has to be emphasized that this subject is not a part of the school curriculum in Croatia. From the analysis of the National Curriculum Framework for Preschool Education and General Compulsory and Secondary Education (NCF), as well as from the information available from the Education and Teacher Training Agency in Croatia, it is quite clear that there is no media literacy included in the curricula. But, it has to be emphasized that as a subject theme media culture is taught in primary schools as a part of Croatian language. The media culture in schools focuses on specific areas regarding understanding and evaluating theater plays, different radio and television shows and movies. Also, it is educating students on media communication skills. As the media literacy consists of critical understanding towards media messages and use skills, which are not part of this media culture, it can be said that this subject cannot be considered as media literacy (European Commission – Media Programme 2013b). The NCF and other strategies are leaving enough space for possibility of introducing the media culture and film culture as the new subjects in primary and secondary schools.

When talking about the media literacy and media culture in Croatian school system, it has to be mentioned that teachers and students (who are studying the teaching and education streams) have the opportunity to attend different non-formal education workshops and seminars which train them in the fields of media culture, audiovisual techniques and theatre. (ibid.)

Furthermore, some of the components related to media literacy can be found in civic and health education. In the year 2012/2013, the experimental implementation of civic education has started in 12 schools throughout Croatia. Six of those schools have started with experimental implementation on the basis of an EU funded project implemented by several NGO's ("New Era of Human Rights and Democracy in Croatian Schools") and the other six schools were additionally chosen by Education and Teacher Training Agency in Croatia. After the experimental implementation, the Ministry of Science, Education and Sports has decided to introduce the civic education as a cross-curricula theme, which means all teachers have to implement it in their subjects.

Even though media literacy is not an integral part of civic education, the curricula says that teachers will use different sources of information in order to train and empower pupils for critical approach towards the political, civic, cultural and economic reality. The highlight is given to the critical understanding of text and different media. Specifically, a curriculum says that pupils in the fifth grade will know how to describe the role and different types of media. It is said that practical knowledge can be enhanced with development of classroom newspapers. In the seventh grade, pupils will learn the positive and negative influence of the media, advantages and disadvantages of the Internet and they will know how to critically understand the media content. In high schools, this content is upgraded and includes the knowledge of different citizenship rights including the right to truthful information and the right of protection of privacy. During the high schools, pupils will also learn how to differentiate media based on their type and status (Education and Teacher Training Agency 2014). With all former being said, it can be concluded that with introduction of civic education in schools, the media literacy will become represented in schools in a greater manner than it is today. However, the question of the content quality will stay, as the teachers are not currently prepared to deal with all the content related to civic education, for which all the stakeholders, especially the Ministry of Science, Education and Sports is responsible.

3. CONTEXT OF YOUNG PEOPLE

In order to understand the results of the study and in order to understand the complexity of the question related to media and young people, the situation and context needs to be addressed first. According to the data provided by the Census made in 2011, the youth represents 18, 55% of total population in Croatia (794 901 people) (Ostroški 2013). Youth in Croatia, who are by the legislation defined as people from 15 to 30 years old, face several issues today. One of the most important issues is the one related to employment. The unemployment rate has been increasing constantly from the period of 2010 - according to the Eurostat. The Eurostat data (2014) shows that Croatia has one of the highest unemployment rates of young people less than 25 years of age. It was shown that in the EU, the youth unemployment rate is high in the following countries: Spain (53.7%), Greece (51.5% in June 2014) and Croatia (43.9% in the second quarter 2014). Secondly, political participation of young people is quite low - youth participation in active citizenship needs to be improved using advocacy and other techniques. The Commonwealth Youth Development Index shows that Croatia is lacking in political participation, civic participation and employment, whereas situation with education, health and wellbeing is above average, in comparison to 169 examined countries (Commonwealth Youth Programme 2013). Thirdly, youth political literacy is also quite low. Civil society organization GONG has conducted a research in 2011

on 999 high school graduates with a goal of gaining an insight to political literacy of youth. The results have shown that political literacy is quite low, especially the knowledge of youth on the European Union and the way EU institutions function. (Bagić 2011). Also, research on experimental implementation of Citizenship education has shown that pupils in the second grade of high schools have not learned how democratic government functions and what is the role of democratic citizen in modern societies (Spajić-Vrkaš 2014).

The knowledge of this context is quite important, as it is crucial for understanding the results of the research. Furthermore, context can influence the attitudes of young people in certain country.

4. METHODOLOGY

To examine the level of media literacy of youth in Croatia, the study has been conducted, which overall objective is to define the perception of youth, the media and civil society sector about the level, quantity and content of the media coverage on youth topics on national level. More specifically, the specific goals were to determine young people's needs from the media; determine perception of young people about the benefits they receive from the media; determine perception of youth about their media presence and profiling; to determine the level of youth media literacy and to examine the perception of youth about media accessibility. Furthermore, aim was to research how different stakeholders perceive young people in the media and to determine in which programmes youth are underrepresented or overrepresented.

In order to achieve the above-mentioned goals, the qualitative and quantitative methods were used. The online questionnaire was developed for the following target groups: youth, media representatives and youth organizations. The qualitative research – semi-structured interviews were conducted with media organizations representatives.

The online survey targeting youth was designed to measure youth media literacy and perceptions of youth about the media. The questionnaire was based on similar questionnaires already used across Europe; however most questions were drawn from the final report on Testing and Refining Criteria for Assessing Media Literacy in Europe, conducted for the European Commission by the Danish Technological Institute and European Association for Viewers Interests in 2011. The core questions on media literacy segment, was actually a basic survey that measured trends in media access, balanced use, critical understanding, communication and participation. More specifically, three areas of media literacy were measured: use skills, critical understanding, and communication abilities. The conduction of survey and acceptance of answers started on end of July and finished in mid August. After the clearing of data, the results showed that 4283 youth gave valid responses.

The questionnaire for youth organizations contained few sections that intend to measure their relation with media, organization's media capacities, activities organized to cover media issues and their perception on youth profiling and inclusion in the media. The leading representatives or the persons authorized to represent the organization answered this questionnaire. After the clearing of the data, 39 responses were included in the statistical interpretation of the data.

Media questionnaire was created to measure the perception of the media representatives about the prevalence of youth issues in the media, to define youth interests and needs from the media and to describe their relation with the youth. The editors or other representatives with authority to decide within the media outlet hierarchy filled in this questionnaire. After the clearing of the data, 32 media representatives have submitted valid responses and are included in the statistical analysis.

The main aim of the interview with the representatives from media organizations was to get better insight in the fields related to hate speech in the media, propaganda and their views on the media literacy. During the implementation of the research, seven interviews were made

with the presidents, directors and program coordinators of the media organizations. The interviews were conducted in the period from August to September 2013 and the length of the each interview was approximately one hour.

All the respondents have been guaranteed with anonymity.

Some limitations of the research need to be addressed, based on the methodology used. The results cannot be generalized, as they do not represent the general population of the youth. The research was conducted using the online survey, which limits the outreach and does not include respondents such as youth without computer, without access to Internet or are in unfavorable economic situation and cannot use the Internet. However, on the other hand, it has to be mentioned that the usage of Internet in Croatia is quite satisfactory. According to the data by the GfK Institute, 63% of general population older than 15 years is using the Internet. From the collected data, it could be seen that the youth in the age group from 15 to 24 years, are using the Internet the most – 96% of them are using Internet. (GfK Croatia, 2011a). On the other hand the same Institute has made a research called „GfK Youth online 2011.“ and the data has showed that penetration of the Internet is 85%. Every day the Internet is used by almost 80% of youth. (GfK Croatia, 2011b).

5. DEFINITIONS USED IN THE RESEARCH

For the purposes of the research, the following definitions were used:

- youth are defined as people aged between 15 and 30, based on the National Programme for Youth in Croatia;
- youth organizations are defined as organizations which can be youth-led (the ones where young people are employed and governing board is completely consisted of young people) and youth oriented (organizations for youth, in which the youth are beneficiaries of activities);
- media are defined as any sense of communication, including television, radio, print media, internet and digital media;
- media organizations are defined as non-profit organizations that deal with freedom of expression, fight censorship, monitor freedom of information and promote professionalism in journalism, provide educational or other type of assistance to journalists and media workers.

6. RESULTS

Question of media access is quite important, as through media, young people are receiving information; they are communicating and are using the media for entertainment purposes. Because of that, a question regarding possession of different media devices was investigated. In their household, the most young people own television (98,7%), regular smart phone (97,0%), radio (91,7%), laptop (79,4%) and PC (78,0%). On the other hand, the lowest percentages are connected with new types of equipment, such as e-readers (85,5% of young people do not have it in their household) and tablets (70,5% do not have it in their household). It is interesting to notice that television is still the most owned device, even though it is not used mostly on everyday basis for receiving information.

Table 1. Owned equipment in household

	Yes	No	Don't know
TV	98,7%	1,2%	0,1%
Mobile phone (not smart)	97,0%	2,4%	0,6%
Radio	91,7%	7,1%	1,2%
Laptop	79,4%	19,3%	1,3%
PC	78,0%	17,7%	4,3%
Mobile smart phone	75,2%	22,1%	2,7%
DVD/Blu-ray recorder	71,7%	24,0%	4,3%
Video Games	50,2%	44,1%	5,7%
Tablet	24,4%	70,5%	5,1%
E-Book reader – (ex. Kindle)	5,4%	85,5%	9,1%

Connected with previous question, young people had to determine how often do they carry out activities related to media consumption, which included using the Internet, watching television, listening to radio, playing games or reading the print media. It was shown that the most significant percentage of young people are using the Internet on everyday basis, either using the mobile phone (77,3%) or using the other devices (81,2%). On the third place, young people are watching television every day, whereas reading newspapers or books, as well as going to cinema are the most poorly used activities. These results can be connected with the several indicators such as the accessibility and affordability of certain activity. The differences in carrying out the activities could be seen by sex - regarding the video games and book reading. It was shown that girls read more than boys in general. When it comes to playing games, boys are more keen to play video or computer games, which can be seen from the data - almost half of them play computer or video games every day (47,5%), whereas only 1/5 (17,5%) of girls play games. Also, unemployed youth play video/computer games more than their peers. The youth with university degree are more keen to listening to radio stations (44,1% of them on a daily basis).

Table 2. Carrying out the activities related to media

	Every day / almost every day	At least once a week	At least once a month	Less than once a month	Never	Don't know / No answer
Use the Internet on any other device	81,20%	8,60%	2,60%	1,60%	3,50%	2,50%
Use the Internet on your mobile phone	77,30%	9,80%	3,40%	3,00%	5,80%	0,80%
Watch television	59,80%	26,00%	7,10%	5,40%	1,40%	0,30%
Reading online news	54,00%	26,30%	10,50%	4,90%	3,00%	1,40%
Listen to the radio	35,10%	26,40%	13,80%	13,20%	8,60%	2,90%
Play a video or computer game	25,80%	21,60%	14,80%	18,70%	15,60%	3,50%
Read a printed newspaper	21,90%	36,60%	20,80%	12,60%	5,50%	2,60%
Read a book (print or online)	18,80%	19,80%	25,60%	20,10%	10,70%	5,00%
Go to the cinema	0,20%	1,60%	15,60%	55,70%	19,10%	7,80%

After researching the access to media, it was necessary to research usage of the media. It was shown that young people have strong skills in information technology, as it could be seen that most of them can send an e-mail with attached files, protect computer from different

malware, spyware and viruses, change the privacy settings and use the Internet to make telephone calls. More than half of respondents have said that they use torrents and other peer-to-peer file sharing sites. On the other hand, only small percentage of young people is maintaining a blog or has skills in creation of web pages, as those skills are more advanced. However, the skills needed for everyday usage of information technology are mostly represented.

Table 3. Carrying out the activities related to use skills

	Yes	No	No answer
Send an e-mail with attached files	77,8%	21,1%	1,1%
Protect your computer (installing ad-on, delete cookies, malware, spyware, etc.)	76,6%	20,1%	3,3%
Change your privacy setting or blocked other users online	70,6%	26,1%	3,3%
Use the Internet to make telephone calls (i.e. Skype)	70,4%	28,9%	0,7%
Used peer-to-peer file sharing (such us torrent)	57,9%	35,1%	7,0%
Create a web page	13,4%	85,8%	0,8%
Maintain a blog	12,9%	86,2%	0,9%

As youth have access to different equipment, they are exposed to different kind of content and information. Most interesting types of programs and information are movies (films) - almost 2/3 of young people have emphasized these programs as the most appealing ones. This is followed by music, documentaries and general entertainment. Religion programs and business/finance are at the rear of the list. It was shown that people with university degree have greater interest in the information news and programs regarding culture and documentaries, whereas youth with only primary education are keen on watching youth oriented programs (e.g. Briljanteen on Croatian Radiotelevision). As it will be shown later, youth are consuming programs in which they are represented the most and are not consuming the programs and information in which they are underrepresented

Table 4. Types of programs and information most interesting to youth

Type of programs or information	%
Films	73,1%
Music, including music videos, music shows	69,2%
Documentaries, documentary information	45,4%
General entertainment	32,7%
News information/programs	32,6%
Youth's programs	30,9%
Series/Soaps	30,6%
Fashion	23,5%
Sports information/programs	23,3%
Computer/technology	23,2%
Games	20,5%
Culture	17,2%
Talent shows	14,2%
Nature and environment	13,5%
Reality programs	12,5%
Religion	7,3%
Business/Finance	5,2%

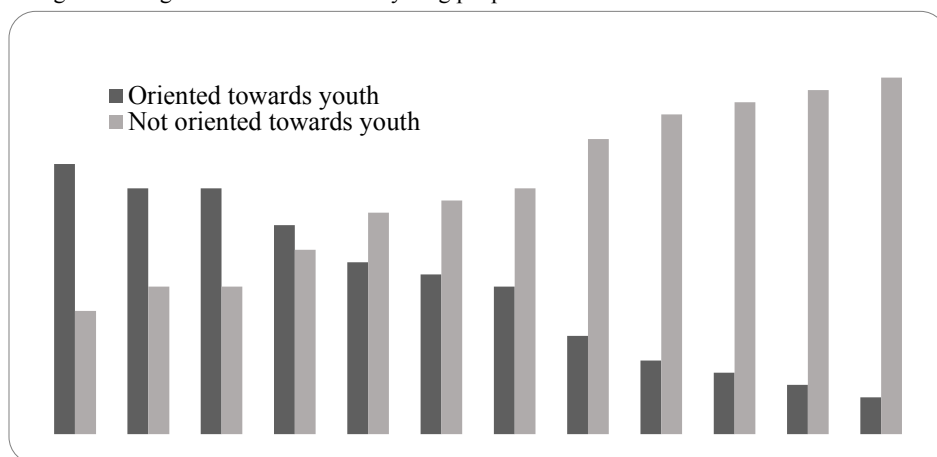
Regarding the content in the media, the attitudes of youth towards their presence in media were also examined. The results showed that young people think they are underrepresented in media when topics like politics, economy or business, religion, health and nature or environment are being covered. This can be put in relation with their interest in programs - for example, religion, health, economy and business are the topics that do not interest them enough, so their voice in those topics is also missing. On the other hand, young people consider they are over-represented in areas such as fashion, entertainment and sports. From the results, it can be seen that youth think they are underrepresented in the areas regarding the active citizenship and social engagement, as well as in the topics regarding economy. This can be connected with the portrayals of youth in the media, where youth also consider they are portrayed as apolitical and passive. The so-called light topics are the ones where youth is present most in the media

Table 5. Presence of youth in the media in different areas

	Not at all	Too little	About right	Too much	Far too much	Don't know
Politics	40,6%	41,6%	7,7%	2,9%	5,4%	1,8%
Economy/ business	39,3%	43,1%	9,4%	3,6%	2,3%	2,3%
Religion	16,7%	44,2%	19,9%	7,6%	7,7%	3,9%
Health	14,4%	44,1%	28,3%	9,0%	1,2%	3,0%
Nature and environment	14,0%	48,9%	26,0%	7,6%	0,9%	2,6%
Crime news (deviance)	9,9%	18,3%	21,4%	15,3%	28,6%	6,5%
Culture	9,2%	36,3%	37,5%	14,1%	1,1%	1,8%
Education	4,6%	23,3%	38,5%	29,6%	2,5%	1,5%
Fashion	3,8%	11,6%	22,3%	35,8%	23,8%	2,7%
Entertainment	2,0%	6,6%	17,3%	45,1%	27,3%	1,7%
Sports	1,6%	7,6%	23,6%	54,4%	11,3%	1,5%

On the other hand, editors in the media gave their perspective on the programs oriented towards young people. Media dominantly target youth within sports, education, entertainment and culture. Fashion, health and nature/environment are the next topics where about two fifths of media target youth. It is necessary to be aware that more than three quarters of media do not have youth specific focus on the topics of media literacy, crime news, religion, politics and economy/business, which can be closely connected with previous question and opinions of youth about their presence in certain topics.

Figure 1. Programs oriented towards young people



Furthermore, suitability of media roles was examined. It was shown that young people perceive the Internet as the one which is the most useful for almost all the activities related to communication, education, informing, recruiting, self-expression, entertainment, self-promotion, activism and mobilization and acquiring membership in a particular group. From the data gathered, it could be seen that internet, and especially social media becomes more and more represented in everyday life of young people and traditional media are slowly becoming neglected in all aspects related to information receiving and communication.

Table 6. Suitableness of media roles divided by media

	Television	Radio	Print media	Internet	Social media
Communication	1,5%	1,8%	0,5%	26,0%	70,2%
Education	15,3%	0,9%	19,1%	63,2%	1,5%
Informing	17,2%	3,8%	13,2%	62,8%	3,0%
Recruiting	3,3%	3,1%	2,8%	33,5%	57,3%
Self-expression	5,4%	1,7%	3,2%	32,4%	57,3%
Entertainment	12,7%	1,8%	0,4%	55,3%	29,8%
Acquiring membership in a particular group	2,9%	2,1%	3,5%	38,4%	53,1%
Self-promotion	13,4%	3,7%	4,5%	42,2%	36,2%
Activism and mobilization	13,7%	7,5%	7,6%	41,6%	29,6%

When it comes to critical understanding of the media and critical questioning of the content provided by the media, it was shown that young people do not have skills related to critical understanding. As it can be seen from the table, 57.1% of youth during the usage of media content, never or rarely think that the news is not true. Furthermore, 54.4% never or rarely doubts that there's a part of the story that is not being told in the media. Besides that, it was shown that youth are not cautious while communicating with strangers online – 65.2% aren't cautious. From a general perspective, about half of youth that participated in the research said that they are always afraid to comment on the web. When gender differences are taken into account, there is a different trend: girls are more afraid to comment than boys. On the other hand, about half of the youth in the survey do not have any problems with bringing up their political opinions. About half of them said they never or rarely feel uncomfortable when

they have to make their political opinions. Gender differences are noticeable. Girls feel less comfortable than boys in stating their political opinions.

Also, hate-speech recognition, in youth opinion is lacking. When it comes to the lower scale, it can be seen that more than a third of young people are never or rarely recognizing hate speech in the media. Additionally, both media representatives and media organizations representatives have the opinion that youth are also lacking the media literacy skills as they think that youth's ability to recognize propaganda and hate speech is too low.

Table 7. Percentage of youth who thought following sentence during usage of media

	Never	Rarely	Some-times	Always	Don't know
This is hidden advertising.	2,6%	25,2%	62,7%	6,5%	3,0%
This is made to make some people offended.	10,1%	24,1%	50,3%	11,3%	4,2%
This is actually hate speech.	7,9%	25,9%	48,6%	13,5%	4,1%
There is a part of this story that is not being told.	12,4%	42,4%	39,1%	3,1%	3,0%
This is actually not true.	14,9%	42,2%	36,6%	3,4%	2,9%
I'm afraid to comment on web.	5,2%	13,8%	29,6%	48,0%	3,4%
I'm not feeling comfortable to post political opinions.	33,0%	26,2%	18,8%	11,9%	10,1%
I'm being careful when interacting with people online.	36,0%	29,2%	18,2%	9,3%	7,3%

Closely connected with the types of programmes consumed and with presence of youth in certain topics, it was important to examine opinions of youth related with the way in which they are presented in the media today. The results showed that young people think they are portrayed in a negative manner, mostly as apolitical and violent. In bigger manner, they are also represented as somewhat dependent, unimaginative, intolerant and distressed. It can be seen that media, in youth opinions, is presenting them in a negative way. Considering the fact that youth are also presented in light topics, we as a society have to ask ourselves how we are presenting young people, who will be the future leaders and active members of communities. To conclude, all groups of respondents (youth, youth organizations, media and media organizations) have the opinion that young people are shown mostly as apolitical, violent, dependent and unimaginative, but slightly rude, disinterested and intolerant.

Table 8. Opinions of youth on the way youth is portrayed by the media today

	1	2	3	4	5	6	
Active	11,4%	11,9%	33,1%	17,2%	14,7%	11,7%	Passive
Educated	10,5%	20,6%	30,9%	21,2%	10,4%	6,4%	Uneducated
Polite	7,5%	10,2%	29,8%	24,7%	15,9%	11,9%	Rude
Organized	13,7%	22,1%	29,6%	17,9%	10,2%	6,5%	Unorganized
Curious	5,4%	9,9%	29,5%	25,7%	18,0%	11,5%	Disinterested
Tolerant	5,0%	10,0%	28,1%	25,9%	18,4%	12,6%	Intolerant
Creative	4,2%	8,4%	25,8%	23,9%	22,5%	15,2%	Unimaginative
Independent	12,9%	15,2%	24,1%	20,3%	15,5%	12,0%	Dependent
Peaceful	3,1%	5,6%	23,0%	27,0%	23,1%	18,2%	Violent
Political	5,4%	7,8%	19,0%	19,8%	21,8%	26,2%	Apolitical

7. CONCLUSION AND RECOMMENDATIONS

The media surrounds young people. The influence of the media can be quite diverse and can lead to change in attitudes, perspectives and behavior. Thus, their competence in media literacy is quite important.

In Croatian educational system, media literacy is still not introduced, but the change can be made with the new Strategy of Science, Education and Technology, which needs to be voted this year and with the introduction of Civic education in schools. However, policy documents valid now are not mentioning media literacy as a crucial skill, but is focusing on a subject theme called media culture, which represents a narrow field of analyzing movies and theater plays.

This research has once again highlighted that situation regarding youth and usage, exploration and critical approach to media is a complex issue. Results have shown that even though youth technical skills are developed, their critical and media literacy skills are underdeveloped. Furthermore, youth are underrepresented in media when covering topics of politics, economy or business, religion, health and nature or environment. It has to be emphasized that they are overrepresented in the light topics. Young people are, based on opinions of all groups of respondents shown mostly as apolitical, violent, dependent and unimaginative, but slightly rude, disinterested and intolerant. Concerning data is that 57.1% of youth, during the usage of media content, never or rarely think that the news is not true. Also, 54.4% never or rarely doubts that there's a part of the story that is not being told in the media. Youth are not cautious while communicating with strangers online – 65.2% are not cautious. All of this brings the question of safety of young people and their education to public debate. Because of that, some recommendations need to be addressed:

- The number of non-formal education training courses and seminars regarding media literacy for youth needs to be improved.
- In order to understand the youth and challenges they have in society, education for journalists and editors needs to be conducted by larger number of youth organizations.
- As the media literacy in Croatia is not included in curricula and the results show the low degree of media literacy among youth, it is important to include media literacy in Croatian school system.
- In order to get better impact, the training courses for teachers on the topic of media literacy should be held, so they will be the multiplication of knowledge.
- The Civic Education needs to be introduced in all elementary and high schools as a separate subject, as it teaches some elements of media literacy and can enhance the pupils' knowledge and critical approach towards the media and enhance their political literacy.

Malcom X, famous human rights defender once said: „The media is the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power”. In the light of this quote, it is important to ask ourselves the following questions: Do we want our future generations to be media literate? Do we want that they critically think and understand the messages they receive through the media? Or do we want them to believe everything they hear on TV? Do we want young people who can use media wisely? Or we want the young people which cannot recognize hate speech and propaganda in the media? This depends on the society, as all of us are responsible for the wellbeing of our children and youth.

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UNIVERSITY – COMMUNITY PARTNERSHIP PROJECT ON SOCIAL PEDAGOGUES TO WORK WITH AUTISTIC CHILDREN TRAINING

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Abstract

The article proves the importance of the addressing to autism problem. Dnipropetrovs'k Alfred Nobel University and representatives of the autistic children rights organization “Osoboje Detstvo” present a project on social pedagogues training. The pedagogues are to work with the autistic children. The necessity to train social pedagogues as practical behavior analysis specialists is emphasized. The specialists are to have both theoretical knowledge and practical skills.

Forms of project implementation are described in details. They include elaboration of original courses on social pedagogues and psychologists training, i.e. seminars and crash training in the field of practical behavior analysis; conferences; arranging students' practical training in the autistic children rehabilitation centers; collective offsite events; work of psychologists with the autistic children parents.

Analysis of domestic and foreign experience resulted in a set of particular issues to be discussed. Project implementation is to consider target groups, i.e. autistic children, their families, prospective social pedagogues, the university, community, state.

Key words: partnership project, training, social pedagogue, autistic children.

Sažetak

Ovaj članak dokazuje važnost bavljenja problemom autizma. Sveučilište Alfred Nobel u Dnipropetrovsku i predstavnici organizacije za prava autistične djece ‘Osoboje Detstvo’ predstavljaju projekt o osposobljavanju socijalnih pedagoga. Pedagozi će raditi s autističnom djecom. Naglašena je potreba za osposobljavanjem socijalnih pedagoga kako bi postali specijalisti analize praktičnog ponašanja. Specijalisti bi trebali posjedovati i teorijska znanja i praktične vještine.

Oblici provedbe projekta su detaljno opisani. Provedba se sastoji od izrade početnih tečajeva za socijalne pedagoge i osposobljavanja psihologa, odnosno seminara i ubrzanih osposobljavanja u području analize praktičnog ponašanja; konferencija; organiziranja praktičnog osposobljavanja studenata u centrima za rehabilitaciju autistične djece; kolektivnih događanja izvan institucija; rada psihologa s roditeljima autistične djece.

Analiza domaćih i stranih iskustava je rezultirala listom određenih problema o kojima treba raspravljati. Provedba projekta se usmjerila na ciljanu grupu, odnosno autističnu djecu, njihove obitelji, buduće socijalne pedagoge, sveučilište, zajednicu i državu.

Ključne riječi: projekt partnerstva, osposobljavanje, socijalni pedagozi, autistična djeca

1. INTRODUCTION

The department of pedagogy and psychology of Dnipropetrovs'k Alfred Nobel University started a deep cooperation with Dnipropetrovs'k center to work with the autistic children. Ukraine is developing a regional partnership among higher educational establishments and their partner organization of the list of governmental and non-governmental organization, namely:

1. Dnipropetrovs'k Alfred Nobel University,
2. Institute of Social-Pedagogical and Correctional Education of the State Pedagogical University, Berdyansk
3. Kryvyi Rih Pedagogical Institute of the State Higher Educational Establishment – Kryvyi Rih National University,
4. Dnipropetrovs'k center to work with the autistic children,
5. Social service, Berdyansk.
6. Among international partners there is a Health and Community Foundation, Barcelona, Spain for implementing common projects.

2. ABOUT APPLIED BEHAVIORS ANALYSIS (ABA)

Applied Behaviors Analysis (ABA) is based on the theory that behaviors can be increased or decreased depending on the consequence the behavior receives. If a specific behavior is reinforced, then there is an increased likelihood of that behavior occurring again in the future. ABA focuses on increasing behaviors of social significance such as academics, communication, social, play and self-help skills. ABA treatment for children with autism spectrum disorders is the only method that has proven to be effective and to produce lasting results.

The field of applied behavior analysis formally began with the 1959 publication of Allyn and Michael's paper entitled "The Psychiatric Nurse as a Behavioral Engineer". This paper describes a direct care personnel in a state hospital using a variety of techniques based on the principles of behavior to improve the functioning of chronic psychotic or mentally handicapped patients (Allyn & Michael, 1959). In 1968, two significant events occurred that marked that year as the beginning of contemporary applied behavior analysis; the first publication of the Journal of Applied Behavior Analysis (JABA) and Baer, Wolf and Risley's landmark paper "Some current dimensions of Applied Behavior Analysis" (Baer et al, 1968).

2.1. Applied behavior analysis and autism

Research documenting the effectiveness of ABA-based interventions with people with autism began in the 1960s, with more comprehensive evaluations beginning in the early 1970s. In 1972, Hingtgen & Bryson reviewed over 400 research articles concerning autism published between 1964 and 1970 (Hingtgen & Bryson, 1972). They concluded that ABA based interventions demonstrated the most consistent results. In a follow-up study, DeMyer, Hingtgen & Jackson (1981) reviewed more than another 1,100 studies conducted in the 1970s. Their examination included both studies that were based on the principles of ABA as well as interventions based on a wide range other theoretical disciplines. Based on their comprehensive review, they concluded that there is overwhelming evidence suggesting that ABA based interventions provided the best results for improving behaviors in children with autism. Children should receive as many contact hours as possible and programs should include therapists as well as parents who have been trained in behavioral techniques.

The effectiveness of a broad range of ABA-based interventions with children with autism has continued to receive much support in the literature. Baglio, Benavidiz, Compton, Matson & Paclawskyj (1996) reviewed 251 studies published between 1960 and 1995 concerning behavior therapies for children with autism. Applied behavior analysis as a treatment for

children with autism became most recognized with the work of Dr. Ivar Lovaas from the University of California Los Angeles. Dr. Lovaas conducted research involving 38 children (19 in the treatment group and 19 in the control group) with autism who participated in an intensive behavioral intervention program based on the methodology of applied behavior analysis consisting of 40 hours per week (Lovaas, 1987). After two years, 47% (9 out of 19) of the children in the treatment group, achieved normal intellectual and educational functioning with normal-range IQ scores. In contrast, 2% of the children in the control group (not receiving intensive ABA therapy) achieved normal educational and intellectual functioning. In a follow-up study, McEachin, Smith and Lovaas (1993) investigated the nine children who achieved the best outcomes in the original Lovaas study (Lovaas, 1987). They reported that those children who were in the treatment group sustained their gains as compared to the children in the control group. Based on these results, they concluded that behavioral intervention may produce long-lasting and significant gains in young children with autism. Following the work of Lovaas and colleagues, many researchers have investigated the outcomes of ABA-based programs (Birnbrauer & Leach, 1993; Harris & Handleman, 1994; Sheinkopf & Siegel, 1998). The May Institute reported outcomes of 14 children who received 15-20 hours of discrete trial training in a home-based program (Anderson et al, 1987). Significant gains were reported in language, self-care, social and academic gains.

3. COMPONENTS OF AN ABA PROGRAM

Applied behavior analysis is based on data, therefore, all programs should include some method to record consistent and reliable data regarding the child's progress. This could include graphs, charts, etc. which demonstrate the child's progress (e.g., skill acquisition, decrease in self-stimulatory behaviors). Data-based systems have many advantages including monitoring the child's progress, determining whether teaching methods need to be modified in order to be more effective and to help assure that all staff are working consistently and implementing the treatment program as planned.

3.1. Repeated Opportunities for Learning

In order to acquire a new skill, many people with ASD require multiple opportunities to learn. Typically developing children constantly acquire new skills by recognizing cues in their environment and imitating their peers. People with ASD, as compared to typically developing children, often have an inability to distinguish the important characteristics in their environment and therefore, are unable to retain information and then use it again in future situations. It is often necessary to teach new skills with repeated trials so that the new skill becomes ingrained and the child has more opportunities to recognize when the skill is to be used.

3.2. Generalization of skills

Generalization refers to the ability to demonstrate a skill that was taught under specific conditions, to novel situations such as in various locations, with different people, with different materials and when asked a different way. Many people with ASD have difficulty generalizing newly acquired skills. For example, a child with ASD may learn to sit when called to the table to do work, but when asked to sit at the dinner table or sit at school during circle time, he is unable to do so. It is essential to implement methods to ensure that skills are generalized in novel environments, with different people, under different conditions, using different instructions.

3.3. Shaping behavior

The most effective way to teach a child with ASD, is by breaking a skill into its essential parts and teaching each part, step by step. By gradually increasing our expectations of the child and reinforcing each attempt, we slowly shape the behavior of the child. For example, if we want to teach a child how to put on his jacket, we might begin by reinforcing the child when he gets his jacket and then gradually only reinforce him when he puts his arm in the sleeve and then reinforce only when both arms are in, and so on, until he is able to put on his jacket and zip it up independently.

3.4. Reinforcement

Most typically developing children find learning new things reinforcing. However, children with ASD typically require more formal types of reinforcement; such as a reward system to increase their motivation to learn. Every child with ASD is unique and therefore what motivates one child to learn will be different than what motivates another. It is essential that each program develops creative reinforcers based on the child's interests. These reinforcers are then provided when the child demonstrates a new skill or behaves appropriately. It is important to pair tangible reinforcers, such as food or toys, with social praise, such as a high five or hooray, so that the child eventually learns to find social praise motivating as well.

3.5. Increasing motivation to learn

Recent research has shown that when teaching a new or difficult skill, it is most effective to prompt the child immediately following the request (errorless learning). Errorless learning allows the student to always respond correctly, thereby, increasing the child's access to reinforcement and reducing the child's frustration. Prompting, either verbal or physical, is faded as soon as possible until the child is responding independently. Teaching sessions should include a variety of easy tasks, which the child has already mastered, as well as difficult tasks or skills that are being taught. By using interspersed trials, varying between easy and difficult tasks, the child feels more successful and is more motivated to learn and to attend to the teacher.

4. THE PROS AND CONS OF APPLIED BEHAVIOR ANALYSIS

Parental involvement is heavily emphasized in most ABA programs. Parents are encouraged to implement strategies taught during therapy to help reinforce skills already taught and to enable generalization of skills with other people and in other environments. Despite the wealth of empirical support, there is much controversy surrounding applied behavior analysis programs. Opponents believe that behavioral programs produce robotic children, not children who think independently. There has been no research to substantiate this claim. On the contrary, one of the more consistent findings of the research is improved social skills in those children who have received treatment (Lovaas, 1987). However, this criticism often refers to the fact that most children with autism have an inexpressive quality of their voice, which may cause them to sound somewhat robotic when they speak. This is similar to learning a new language. When you begin to speak the language, you sound rote, forced, unnatural, and it is difficult to find the right words and keep a conversation. With practice your speech comes with greater ease and you begin to sound more natural. You may also learn rote phrases to help in specific situations, such as finding the bathroom or ordering food. To become fluent in any language, it takes time and practice. Therefore, it proves the fact that children need lots of practice and many opportunities for learning.

5. CONCLUSION

Research has indicated that the optimal intensity of discrete trial teaching is 40 hours per week. This is often a daunting challenge for parents and sometimes results in further stress placed on families. However, ABA is not an "all or nothing" approach. If forty hours per week is not feasible, the program may be implemented for 20 hours a week or whatever amount of time is feasible for the family. Results may not occur as quickly and children may not achieve as significant gains however, improvement is usually seen.

Another major obstacle to implementing a successful ABA program is finding qualified professionals to develop and supervise the program. There are currently very few places that require specific credentials for practitioners in the field of ABA. Since there is a huge demand for ABA service providers, many individuals or programs claim to be "doing ABA". Therefore, parents must be cautious when enlisting a supervisor for their child's program. Parents should review the providers' formal training, experience and competency. ABA programs for children with autism should be designed and supervised by qualified behavior analysts, preferably individuals who are Board Certified Behavior Analysts or have the equivalent training and experience.

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PORTRAIT OF THE MODERN TEACHER

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Abstract

The modern period of development of society is characterized by closer attention to the school period of human life, as a result, to the teacher. The identity of the teacher becomes a powerful factor of formation of the identity of the pupil. Article represents results of empirical research of manifestation of psychological protection, emotional burning out, communicative and organizing tendencies at pedagogical workers. Besides ability to communicate structurally efficiency of teaching in many respects depends on an emotional maturity, results of research "Emotional intelligence" are presented in the article. Along with "EQ" indicators of intellectual development are presented.

Key words: pedagogical activity, intellectual growth, emotional intelligence

Sažetak

Moderni period razvoja društva karakterizira veća pažnja prema obrazovnom periodu u ljudskom životu, posebno od strane nastavnika. Identitet nastavnika postaje moćan faktor u formiranju identiteta učenika. Ovaj članak je rezultat empirijskog istraživanja pojave psihološke zaštite, emocionalnog sagorijevanja, komunikacijskih i organizacijskih sklonosti pedagoških radnika. Osim sposobnosti komuniciranja, strukturna učinkovitost predavanja u mnogim aspektima ovisi o emocionalnoj zrelosti, kako pokazuje rezultat istraživanja emocionalne inteligencije koje je predstavljeno u ovom članku. Uz emocionalnu inteligenciju, predstavljeni su i pokazatelji intelektualnog razvoja.

Ključne riječi: pedagoška aktivnost, intelektualni razvoj, emocionalna inteligencija

1. INTRODUCTION

The provision on an important, defining role of the teacher in the course of training is conventional in all pedagogical sciences.

Today more than ever the crucial role of a personal factor at school became obvious. The human factor at school includes mental and psychophysiological features of teachers. They are mood, creative and moral microclimate, unity, labor activity, psychological compatibility, authoritativeness, etc. Time of collective's successful life, its achievement of goals practically depend on how friendly the atmosphere is. The climate in educational collective has powerful impact on progress and failures of the teacher and pupils, and unconditional, influences today's life both tomorrow's views and activity of the pupils'.

The most important condition of collective's development is stability, viability is a creation of conditions for vigorous activity of participants of pedagogical process. Building of psychological climate is a major business of the teacher and pupils. Climate called favorable if the atmosphere of goodwill, cares of everyone, trust and insistence reigns in collective. The head in that case isn't a threat source, the attitude towards him is established as to the member of collective, for the teacher the right of adoption of significant decisions for collective admits.

The creation of a favorable microclimate in a class leads to overcoming of difficulties in training and education. The leading role in its creation belongs to the teacher. The teacher needs to work constantly to increase the level of educational motivation, thus creating a success

situation: at a lesson, during change, in out of educational activity, in communication with schoolmates.

The problem of the teacher's identity finds today the special importance. School and educational system updating as a whole depends on teacher's position, his/her relation to a profession, the social status, internal state and personal shape.

Efficiency of pedagogical process is defined today by activity of a personally steady, internally complete and professionally being realized teacher who considers himself/herself as a full subject of professional activity. Based on the above, we can draw a conclusion that professional formation and development of the teacher are concerned.

Activity of the teacher, in whatever form it proceeded, is a difficult work according to the psychological contents, demanding strong ideological commitment, an accurately expressed professional orientation, strong knowledge and steady interests, knowledge of laws of the childhood, the theory and practice of training and education. All these qualities unite and function in difficult structural whole which characterizes the identity of the teacher.

Pedagogical activity as a difficult dynamic system has the specific structure which represents not simple set of properties and characteristics. Motivational sphere defining its public, professional and pedagogical and informative orientation is the logical center of pedagogical activity. School, parents, pupils need a successful teacher, it means has to possess high personal qualities: social responsibility, sincerity, optimism, readiness of partnership, individual style of work.

Investigating psychological features of modern teachers, we tried to answer epy questions, what portrait of the modern teacher today, what qualities and features the teacher possesses. It is important to note that in modern domestic and foreign literature psychological features of the modern teacher are insufficiently investigated. It allows to prove relevance of work and to define the purposes and research problems.

Research objective: drawing up a psychological portrait of the modern teacher

Object of research: teachers of high educational schools.

Scope of research: psychological features of the identity of teachers.

Research hypotheses: we assume that the modern teacher possesses high I.Q., low intensity of psychological protection, low level of professional burning out, high level of emotional intelligence, high level of communicative and organizing tendencies.

Research methods: 54 examinees, teachers of comprehensive schools participated in research. Work orientation on studying of psychological characteristics of modern teachers defined a choice of methods of research. For the purpose of research problems the following methods were used.

2. THE TECHNIQUES USED IN RESEARCH

Raven test – was used to estimate the development of the general and nonverbal intelligence.

“Life Style Index” (R. Plutchik - H. Kellerman in modification V.G.Kamenskoy) – allows to define system of psychological protection of the personality.

A.A test. Rukavishnikova – it was applied to diagnose mental "burning out".

Test “Emotional Intelligence” (EQ) – was used for detection of ability to understand the personality's stance represented in emotions, and to operate the emotional sphere on the basis of decision-making.

"Communicative and organizing tendencies" (V. V. Sinyavsky, V.A.Fedoroshin) – reveals qualitative features of communicative and organizing tendencies.

3. ANALYSIS OF RESEARCH RESULTS

At the first analysis stage of the obtained empirical data comparison of indicators of intellectual development of results of Raven test was carried out.

Figure 1. Extent of Development of Examinees' Intelligence

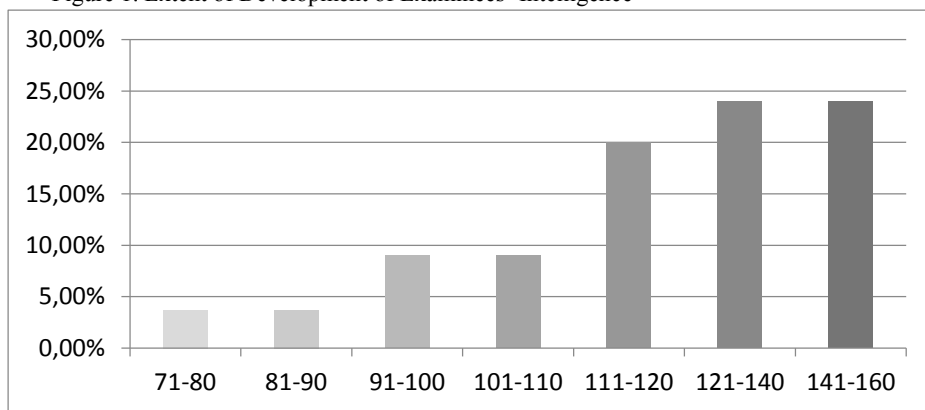


Table 1. Gradation of levels of mental capacities

<i>IQ indicators</i>	<i>Intelligence level of development</i>
Over 140	uncommon intelligence
121 – 140	high I.Q.
111 – 120	the intelligence is higher than an average
91 – 110	average level of intelligence
81 – 90	the intelligence is lower than an average I.Q.
71 – 80	low I.Q.
51 – 70	easy degree of weak-mindedness
21 – 50	average degree of weak-mindedness
0 – 20	heavy degree of weak-mindedness

Apparently in figure 1, larger number of examinees possesses uncommon, high I.Q. and intelligence above the average level. The fewest number of examinees presented groups with low I.Q. and intelligence below average level.

For research of psychological protection mechanisms at teachers the adapted version of the LIFE STYLE INDEX test questionnaire which was developed under the leadership of R.Plutchik was used. The integrative exponent of intensity of psychological protection of examinees in research was estimated by means of a psychological technique "Life Style Index" ("LSI"), designed on the basis of the theoretical researches R. Plutchik and H. Kellerman. Adaptation of a questionnaire of "LSI" is carried out in 1999. In laboratory of clinical psychology and NIPNI psychodiagnostics of V. M. Bekhterev (St. Petersburg). In research the following results were received. Average value of teachers' general intensity of protection is 41,25%. It is possible to say that the average value of general intensity of protection gravitating to high is a harbinger of professional burning out.

For the purpose of the data acquisition, allowing to estimate structural components of emotional burning out, in research A.A. Rukovishnikov's consisting of three subscales the questionnaire was used: "Psychoemotional exhaustion" (PE), "Personal distance" (PD), "Professional motivation" (PM). The designated subscales reflect structure of a studied phenomenon.

The category of subject teachers traditionally is deemed to have been subjected to burning out. As a result of the comparative analysis of quantitative indices certain distinctions were found in examinees on expressiveness of structural components. In comparative selection the ratio of specific weight on different levels of burning out is distributed as follows: 45% of examinees have the average level of psychoemotional exhaustion which is showing in decrease of emotional background, arising indifference, a partial exception of emotions from the sphere of the professional activity.

Average value on a scale of a personal distance at 58% of respondents shows a tendency to some restriction of number of contacts with the people around, arising irritation in communication situations, moderate inclusiveness in work and affairs of other people.

The highest level of professional motivation at 100% of examinees speaks about a high self-assessment, high efficiency of professional activity and as testifies to satisfaction with work and the relations in collective.

The average level of indicators on structural components "Psychoemotional exhaustion" and "A personal distance" say for favor of formation of a professional burning out syndrome since psychoemotional exhaustion is a basic component in structure of a burning out syndrome.

Table 2. Specific weight of levels of professional burning out at teachers, %

Category of burning out	Levels	Teachers
Psychoemotional exhaustion	The lowest	25
	Low values	20,5
	Average values	45
	High values	4,5
	The highest	4,5
The personal distance	The lowest	0
	Low values	16
	Average values	58
	High values	12,5
	The highest	12.5
Professional motivation	The lowest	0
	Low values	0
	Average values	0
	High values	0
	The highest	100

The assessment of communicative and organizing tendencies showed that examinees grade a group with high level of manifestation of communicative and organizing tendencies.

In the analysis of data of test "Emotional intelligence" N. Holl, it is revealed that on scales "Emotional awareness", "Self-motivation", "Empathy", "Recognition of other people's emotions" levels of partial emotional intelligence are averages, i.e. examinees are capable to understand language of nonverbal communication, to state fast and exact judgments about people, to predict their reactions in the set circumstances, to show foresight in the relations with others and, as a rule, they are successful communicators. However, low level of partial emotional intelligence on a scale "Management of emotions" says that examinees possess low ability to control destructive emotions doing harm, they seldom manage to keep emotional balance that concern, the alarm or fear don't stir clarity of thinking.

Thus, it is possible to say that the modern teacher possesses intelligence above the average level. The modern teacher manages to establish, form pedagogically expedient position concerning school students which defines style and tone of relationship with pupils. Teachers are able to plan the work, to defend the opinion, to show an initiative in public work, are

capable to make decisions in difficult situations. However, the potential of these tendencies doesn't differ high stability. Teachers not always can show emotional flexibility, i.e., in other words, randomly operate the emotions.

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FUTURE TEACHERS' OPINIONS ABOUT MONTESSORI LANGUAGE DIDACTIC MATERIALS

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Abstract

Bad reading literacy results with Croatian fifteen-year-olds concerning PISA 2012 research point at the necessity of introduction of changes in language teaching. Introduction of Maria Montessori Pedagogy Methods into initial education of future teachers is one of possible solutions to improvement of our pupils' reading literacy. The research paper strives to examine future teachers' opinions on Montessori Didactic Materials. Based upon results gained, we have come to the conclusion that future teachers have extremely positive opinions on language Didactic Materials and are willing to use them in teaching. Introduction of Montessori Pedagogy into education of future teachers could contribute to improvement of Croatian pupils' reading literacy.

Key words: Montessori Didactic language Materials, reading literacy, role of teachers, teaching strategies

Sažetak

Loši rezultati čitalačke pismenosti hrvatskih petanestogodišnjaka na PISA 2012. istraživanju ukazuju na nužnost uvođenja promjena u poučavanju jezika. Uvođenje metoda rada pedagogije Marije Montessori u inicijalno obrazovanje budućih učitelja jedno je od mogućih rješenje poboljšanja čitalačke pismenosti naših učenika. U radu se željelo se ispitati kakva su mišljenja budućih učitelja o Montessori didaktičkim materijalima za jezik. Na temelju dobivenih rezultata može se zaključiti kako budući učitelji imaju izrazito pozitivna mišljenja o didaktičkim materijalima za jezik te su spremni koristiti ih u nastavi. Uvođenje Montessori pedagogije u obrazovanje budućih učitelja moglo bi doprinijeti promjenama poboljšanju čitalačke pismenosti hrvatskih učenika.

Ključne riječi: Montessori didaktički materijali za jezik, čitalačka pismenost, uloga učitelja, nastavne strategije

1. INTRODUCTION

Croatian fifteen-year-olds participated in the fifth cycle of OECD research PISA 2012. The Republic of Croatia took the 35th place (485 points) out of 65 participant countries in total, and can therefore be classified in the group of countries having the result statistically significantly lower than the OECD average. 18,6 percent of Croatian students are under level 2, which is considered to be basic level of knowledge and capability in reading literacy. Only 4,4 percent of Croatian students possess knowledge and skills at advanced levels (level 5 and 6) (www.oecd.org/pisa/edu). In general, according to the results gained, Croatia belongs to the group of countries where no changes were noticed, neither positive, nor negative ones. In Croatian schools it is unfortunately still valued the teaching model in which the only important thing is what teacher does and how he/she does it, whereas students are expected to sit, listen and watch what is happening in front of them. Such a teaching model is not appropriate for achieving goals of education as well as teaching goals, and it can be observed from the results

of PISA research that it is necessary to modernize teaching processes in our country and enable students to apply gained knowledge in real life situations.

Up-to-date teaching should be concentrated on a student and satisfying of his/her needs. The teacher shouldn't be only a lecturer, but an organizer and a partner as well, whereas students should be active participants of educational process. However, in Croatian schools still prevail traditional teacher-oriented classes focused on a teacher. Curricula of Faculties of Teacher Education in Croatia do not follow modern students' demands. Researches show that literacy curricula of most European countries didn't give teachers support concerning introduction of cooperative learning pedagogy which would foster acquisition of knowledge and skills through a student's interaction with his/her environment as well as through its exploration. Curriculum analysis showed that a student's personal experience, feelings and identity formation were ignored (Mäkinene, 2013). Similar to other European countries, there is necessity for modernization, experiencing curriculum as a dynamic process, discovering values, introduction of experience and emotions into acquisition of literacy, as well as raising awareness about political and cultural aim of education in Croatian literacy curricula, too. Montessori Method has been present in all western countries for a hundred years. In classrooms of public schools in Germany, Finland, Austria or Netherlands we notice Maria Montessori elements and pedagogical ideas. Their teachers, after graduating from faculties, study and get to know more closely mostly principles of Montessori Pedagogy. Their classrooms are equipped with materials for individual work of students, and it is therefore possible to organize student-oriented classes. Although most recent reformist orientations in Croatia also speak in favor of student-oriented classes, such teaching implementation is slow and hard, because school buildings and classrooms are equipped for the needs of teacher-oriented classes. Since it is hard to expect that there will be chances for pedagogical and school pluralism in the foreseeable future, it is necessary to advocate for development of pedagogical pluralism in public schools. If we want to introduce Montessori ideas into public schools, we need to educate teachers teaching in public schools additionally and to equip classrooms where it will be taught according to Maria Montessori ideas (Matijević, 2011).

2. METHOD

2.1. Goal of the research

The goal of this research is to to examine future teachers' opinions about language Montessori Didactic Materials.

2.2. Participants

This research was conducted at the fifth year of the Faculty of Teacher Education in Slavonski Brod. 29 university students participated, out of which there were 27 females and 2 males.

2.3. Instrument and research method

With the aim of examining future teachers' opinions about language Montessori Didactic Materials, there was constructed an instrument containing descriptions and photographs of didactic materials. The goals and workflow with each material as well as ways of their making were given in the instrument. The participants' task was to study the instrument and to assess Montessori Didactic Materials with the help of bipolar scales¹² in the way that at every such scale they needed to choose an expression which they thought better to describe the material, as well as to assess to which extent it describes it using scale 1 to 3. If they thought neither of the expressions described the given material, examinees needed to circle the value.

¹² Such a procedure of measuring is called semantic differential.

2.4. Results and discussion

2.4.1. Material 1 Letters made of sandpaper

Concerning semantic material for assessment of letters made of sandpaper the participants mostly chose values towards the positive pole. The average chosen value is larger than 1, which indicates that the examinees' opinions about this material are mostly positive. The participants regard the material as articulate, understandable, meaningful and useful. The smallest average value has the scale containing bipolar expressions making takes much time and making doesn't take much time. This shows that the participants think they would need much time to make this material.

2.4.2. Material 2 Movable alphabet

When assessing the movable alphabet, the participants chose at semantic differential scales a bit smaller values than at the scales for assessment of the first material (letters made of sandpaper), but they are still extremely positive. The participants consider this material to be time-consuming regarding the time needed to make it. The participants also find this material relatively hard to make, therefore the average chosen value at that scale is only 0,76. We notice the largest increase at the scale understandable- not understandable, which points to a conclusion that the participants assessed the material to be mostly understandable. The participants find the movable alphabet to be a concrete material, an articulate one, and that as such students would love it.

2.4.3. Material 3 Boxes containing objects and their names

At the semantic differential for assessment of boxes containing objects and their names the participants almost exclusively chose values at the positive pole of the scale. When assessing this material, they most often chose maximum value of the positive pole. The participants find the material to be extremely concrete and articulate as well as meaningful. They are convinced that students would love it, and that it would be motivating for them.

2.4.4. Material 4 little letter books

The participants find little letter books mostly understandable, articulate and concrete. The participants mostly assess this material as meaningful, therefore the majority of them are willing to use them in teaching. They also think students would love it.

2.4.5. Material 5 Introducing definitions

One part of the participants thinks that this material requires much time to make. One part of the participants finds the material hard to make, and that much financial resources are needed for its making. Most of the participants find the material to be extremely meaningful and understandable.

2.4.6. Material 6 Shapes (symbols) for study of word meanings and word functions

The participants don't find this material to be particularly necessary, and one part of them finds it to be abstract, and point at the fact that they wouldn't use it in teaching. They assessed that not much financial resources are needed for its making, as well as that its making doesn't need too much time or effort. They find the material to be interesting and articulate.

2.4.7. Average result of assessment of all materials

From average values that the participants chose at semantic differential scales for assessment of each material it has been calculated the average value for each material separately. The results show that the participants found all the materials to be extremely positive, in almost all materials the average chosen value is larger than 2 at the positive pole of the scale. Somewhat smaller value was given to shapes (symbols) for study of word meanings and word functions (1, 78), but it is also at the positive pole. They chose the largest values at semantic differential scales for assessment of boxes containing objects and their names, meaning that they chose most positive expressions at the scales concerning that material.

3. CONCLUSION

The main principle of Montessori Pedagogy, Help me to do that alone, is universal and applicable in all schools. Students should be taught independence at work and learning, whereas the cooperation between students and teachers is very important. As teachers are limited by curriculum, it is difficult always to allow students free choice advocated by Maria Montessori. She thought that a child would avoid doing exercise which he/she was not up to if he/she were able to choose independently which activities and for how long he/she would do. Unfortunately, in traditional teaching a child is forced to be up to all activities and exercises offered to him/her. Because of that it is important that teachers in regular classes provide time when students will have freedom of free choice, and in that way learn to make their own decisions. By data analysis it has been found that language Montessori Didactic Materials are interesting and articulate to future teachers. Most of them find them to be useful, necessary and understandable. All the examinees are willing to use at least some of the materials they assessed, and they think that students would love them. They are willing to make them on their own, because they think they can be made in short time, and that not much financial resources are needed for their making. The examinees would make bigger or smaller changes in some didactic materials before using them in classroom. Based on the data we obtained, the first hypothesis on positive opinions of future teachers about language Montessori Didactic Materials is being accepted. Teacher work is dynamic and prone to changes. We cannot know what the future will bring and what new discoveries in the educational field will be made. Therefore it is important to be ready to accept novelties, bring changes into work and be ready to improve oneself all the time. Its high time modern teaching wasn't only something being discussed about and strived for. It's high time it became our reality. Students no longer want to be only passive listeners. They want to participate actively in teaching process, research, assess, build, and make their own decisions. They want an environment which will be up to them and which will be motivating for them. It is up to educational systems to provide teachers with different alternative pedagogical concepts training in order to enable students to have such an environment. The results point at the necessity of modernizing future teachers' training. It is important for teachers to be sensitive to their students' needs, introduce alternative teaching strategies and develop curriculum in the course of their work. Future teachers' training should be focused on preparation of future-oriented teachers and curricula improvement, by which students will improve their knowledge and skills needed in everyday life.

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FACTORS INFLUENCING A STUDENT'S PERSONAL DEVELOPMENT

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Abstract

The main aim of this paper is to present the most important factors influencing the personal development of a secondary school student, such as: (1) students attitude (2) school and its organisation, (3) family, (4) the media and (5) the environment the student lives in.

The results were obtained from pilot studies conducted in two Polish schools: a big state school complex and a private school with state school accreditation in Greater Poland Voivodeship.

The research methodology was based on questionnaires for students, which consisted of open and multiple-choice questions. The questioning was conducted in two stages. The results were categorised by the author, developed with the use of adequate statistical methods and presented with the use of adequate IT tools and programmes.

The results of the researches indicate that in students' opinion the factors that have the greatest impact on a student's personal development are mainly their own attitudes and families, then the school and its organisation and environment the student lives in and finally, the media.

The results may be used in future large-scale researches in this field, as well as in current operation of schools, by the persons responsible for the development of school, and in particular, for the development of a student. They can also be a basis for creating school development plans and educators' work plans concerning each student.

Key words: student's development, school, school environment, family, media

Sažetak

Glavni cilj ovog rada je predstaviti najvažnije čimbenike koji utječu na osobni razvoj srednjoškolskih učenika, kao što su: (1) škola i organizacija nastave, (2) obitelj, (3) mediji i (4) okolina u kojoj učenik živi.

Rezultati su dobiveni u pilot istraživanju kojega se provelo u dvije poljske škole: velikoj državnom školskom kompleksu i privatnoj školi s pravom javnosti u Velikopoljskom vojvodstvu.

Metodologija istraživanja se temelji na upitnicima za učenike, a sastojala su se od pitanja otvorenog tipa i pitanja višestrukog izbora. Ispitivanje se provelo u dvije etape. Rezultate je kategorizirao autor, pitanja su razvijena uz pomoć adekvatnih statističkih metoda i predstavljena su uz pomoć adekvatnih IT alata i programa.

Rezultati istraživanja upućuju na to da su, po mišljenju učenika, čimbenici koji imaju najveći utjecaj na njihov osobni razvoj uglavnom škola i organizacija nastave, nakon toga okolina u kojoj žive, a na zadnjem mjestu obitelj i mediji.

Rezultati se mogu u budućnosti koristiti za opširna istraživanja na ovom području, a isto tako i u sadašnjem radu škola, mogu ih koristiti osobe odgovorne za razvoj škola, a naročito za potporu učenicima. Rezultati također mogu biti temelj za stvaranje planova školskog razvoja i radni plan edukatora koji se tiču svakog učenika.

Ključne riječi: razvoj učenika, škola, školsko okruženje, obitelj, mediji.

1. INTRODUCTION

The student's individual development has been a very fashionable term in the educational environment in recent years. This term is obviously fashionable but is it properly implemented and understood? In many cases, it is understood as the necessity of appropriate planning of work with able students while it is omitted or forgotten in the case of each individual student. Many scientists and persons responsible for the condition of the education deal with this problem, but, unfortunately, they often forget to ask students' opinions since this problem concerns them. It is a general social problem but also a problem which should be perceived and considered from the individual student's perspective. Challenges of contemporary civilization, assumptions of sustainable development and challenges of processes connected with globalisation as well as particular society's needs make it necessary for each student to be guided individually, taking into account his/her capabilities and assumed goals. Only such an approach guarantees his/her development and, indirectly, the development of the entire society.

The majority of Polish legal acts related to education and, in particular, the fundamental legal act in this area, i.e. the Act on the School System clearly indicates in the preamble that „School should ensure each student conditions necessary for his/her development, prepare him/her to fulfil family and citizen obligations based on principles of solidarity, democracy, tolerance, justice and liberty” (Act on the School System of 7 September 1991 as amended, <http://www.prawo.vulcan.edu.pl/>).

Thus, by law, school is obliged to organize its own work so as to take into account each student's needs and to give him/her the possibility of genuine, individual development. At the same time, school, being an integral part of society, is influenced by both the environment and parents. Each of these factors influences the work and functioning of school and, in consequence, the student's development. Each student's intellectual potential and his/her awareness of the necessity of their own development also seems very important. This aspect, as one of the more significant, is also mentioned by Kozukharov in his studies (Kozukharov, 2010). The student, being aware of the necessity of his/her development, can guide it. Guiding one's development should be characterized by setting specific goals which, when implemented, will lead to genuine development (Ricketts, C. & Ricketts, J. 2010).

2. THEORETICAL BACKGROUND

The development of an individual and, in particular, the student's individual development has been the object of interest for many scientists in recent decades. The ending decade of education for sustainable development (according to UNSCO) attached a lot of importance to educational issues, students' and society's development so as to meet the requirements defined in the Our Common Future Report by the Brundtland Committee of 1987, which assumes that sustainable development is ‘development which meets the needs of current generations without compromising the ability of future generations to meet their own needs’ (WCED, 1987).

Sustainable development, understood in such a way, is based on three pillars, the social, economic and environmental one. Education is one of the most important elements for the achievement of sustainable development of each society. Education and, in particular, education for values is the basis for education for sustainable development. The enormous importance of education in this process was emphasized especially during a conference in Rio de Janeiro in 1992. The Rio Declaration states: ‘human beings are at the center of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature’ (UN, 1992) and ‘in order to achieve sustainable development, environmental protection shall constitute an integral part of the development process and cannot be considered in isolation from it’ (UN, 1992). These principles make environmental protection and the

development of the present and future generations equally important (IOM (Institute of Medicine), 2014).

The Rio Declaration also shows that the basic task of sustainable development involves reducing poverty and uniform standards of living. A very important task for education appears as a result. Education is the best way of preventing poverty and makes it possible for individual society to go above the poverty line (McKeown, 2002). It shows how important is a development of any individuals in the process of development of all society. There is no development of the whole society without the development of the individual and the other way round. Each developing society forces the development of each of its members to a lesser or greater extent.

Research done so far in this area (Wentzel & Caldwell, 1997; Bank & Marlin, 2001; Castrogiovanni, 2002; Lockwood & Kunda, 2002; Hoy, Tarter, & Kotthamp, 2003; Crosnoe, Monica & Glen, 2004; Eamon, 2005; Barry, 2005) shows that a lot of factors influence individual development. Both internal factors, such as intellectual capabilities, motivation, skills including social skills and external factors like family, school, peer environment which are often independent of the person in question are mentioned. The role of the family and the peer environment etc. is most often indicated. As emphasized by Ricketts, C. & Ricketts, J. (Ricketts & Ricketts, 2010), individual development must always be sustained by encouragement to take various actions, for each person's own activity and, in particular, each student.

3. METHODOLOGY

The research was conducted as a pilot study at two Polish secondary schools in the Wielkopolska province. One school (S1) is a large complex of vocational schools while the other school (S2) is a private general secondary school. Both schools are situated in a big city. Approximately twenty students from each school took part in the study.

The study had the form of an anonymous questionnaire for students which contained open-ended and closed questions. Responses to open-ended questions were categorized by the author. Vertical categorization with sharp boundaries was adopted as opposed to vertical categorization based on the fuzzy set theory. In this way, each response could be included in one category.

The results were prepared by the author using the Excel and SPSS software and presented in accordance with its graphic capabilities. The results obtained are to be used for planning more extensive research in this area and can also be used on an ongoing basis by persons responsible for the development of schools in which it was conducted, for planning and modifying one's own work in this area.

4. RESEARCH RESULTS

The results presented below, are divided into two parts for each question: (A) answers of general secondary school students and (B) answers of vocational school students.

4.1. Students' understanding of personal development

Students answered the question how do you understand your own personal development? The results are as follow;

A. Responses of general secondary school students (n=23)

Students had a lot of problems answering this question. They tried to obtain additional information while filling in the questionnaire. The table below (Table 1) shows how students understand their individual development.

Table 1. Understanding an individual development by general secondary school students

	F	%
development according to one's own programme and rate	10	43.5
student's individual work	6	26.1
individual education at school	5	21.7
education for the achievement of one's individual goal	5	21.7
student's individual education outside school	1	4.3
involvement in one's own development	1	4.3
development guided by teachers	1	4.3
making independent decisions	1	4.3
development of one's own interests	1	4.3
development guided by parents	1	4.3
no response	1	4.3

The majority of the students understand their personal development as 'development according to one's own programme and pace' (43.5 % of the respondents). Students also indicated that it is development connected with "the student's individual work" (26.1 %) and 'individual education at school' as well as 'education for the achievement of one's individual goal' (21.7 % of the respondents).

Almost all of the students associated their individual development with school, despite the fact that school is identified as a factor having a decisive influence on their development only by 34.8% of students. Only one person indicated that individual development is development guided by parents. In two cases, students indicated making one's own decisions and involvement in one's own development which is clear evidence of their own attitude.

B. Responses of the vocational school students (n=20)

Students had similar difficulty answering this question as general secondary school students. Table 2 presents responses of the vocational school students.

Table 2. Understanding an individual development by vocational school students

	F	%
student's development according to one's own programme and rate	9	45.0
the student's individual work	8	40.0
individual education at school	6	30.0
education for the achievement of one's individual goal	3	30.0
involvement in one's own development	2	10.0
no response	2	10.0
making independent decisions	1	5.0

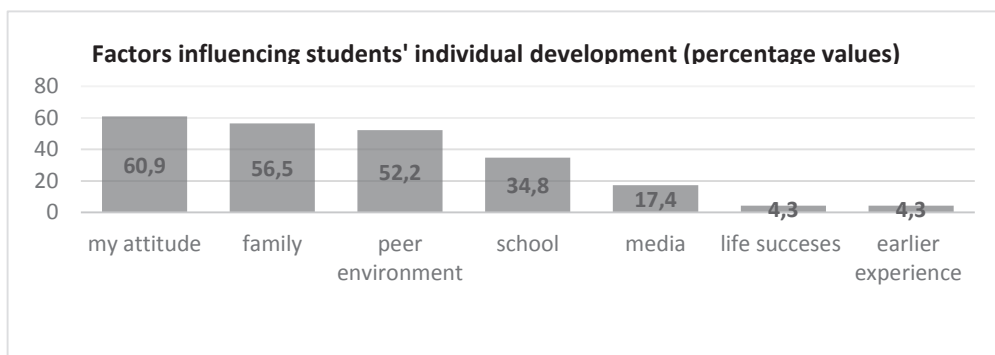
45% of the students understand their personal development as "development according to one's own programme and pace" (43.5 % of the respondents). At the same time 49% of students indicate the student's individual work by which they understand their individual development.

4.2. Factors influencing individual development of students

A. Responses of general secondary school students (n=23)

The students could choose factors which have the greatest influence on their individual development in their opinion. They could also add their own factors which influence their development. The figure below presents the students' responses.

Figure 1. Factors influencing the student's individual development (percentage share) - responses of secondary school students

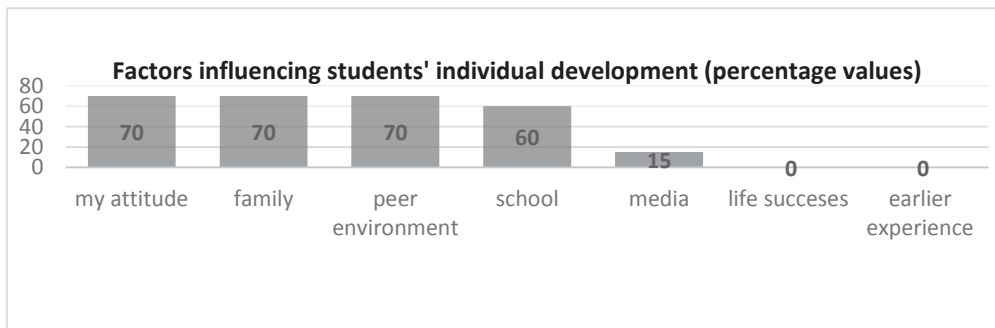


For general secondary school students, their own attitude (60.9%) and the family (56.6%) are the most important factors influencing their development. In their opinion, the media have little influence (17.4%).

B. Responses of vocational school students (n=20)

The figure below (Fig.2) presents the answers of vocational school students.

Figure 2. Factors influencing the student's individual development (percentage share) - responses of vocational school students



The own attitude (70%), family (70%) and the peer environment (70%) are the most important factors for vocational school students. The influence of the media is very low in their opinion (15%).

4.3. How does your family influence your individual development?

In this part, the students taking part in the study could define the influence of the family on their individual development. The following responses were obtained during the study:

A. Responses of general secondary school students (n=23)

A vast majority of students (91.3%) confirmed that their families influenced their development in response to the question Does your family influence your individual development. How the family influences the students' individual development is presented in the table (Tab.3) below:

Table 3. How does family influences individual development of general secondary school students

	F	%
family supports me	9	39.1
family teaches me how I should act	8	34.8
family shows the most important things in life	7	30.4
family helps me to follow my interests	3	13.0
family motivates me	2	8.7
family teaches me how I should act	1	4.4

Only two students responded that their family does not influence their development as it does not share their interests and in one case the student does not want to submit to his parents' will.

B. Responses of vocational school students (n=20)

85% of vocational school students said that their families influenced their development in response to the question Does your family influence your individual development. This influence was manifested in the following ways presented in Tab. 4:

Table 4. How does family influences individual development of vocational school students

	F	%
family supports me	7	35.0
family motivates me	7	35.0
family teaches me how I should act	6	30.0
family shows the most important things in life	3	15.0

But on the other hand 15% of the students responded that the family does not influence their individual development because: they do not have time for them (10%) and the student do not ask for this and had to cope with problems on his/her own (5%).

4.4. How does the peer environment influence your individual development?

In this part, the students taking part in the study could define the influence of the peer environment on their individual development. The following responses were obtained during the study:

A. Responses of general secondary school students (n=23)

For general secondary school students, the peer environment definitely had a positive influence (47.8%), at the same time, it supported students in many situations in life (21.7%) and helps them to achieve success (13%). At the same time, 13% of the students claim that the peer environment has a negative influence on them and 17.4 % indicate that they are resistant to the influence of the environment, which can also be interpreted as a negative category.

Table 5. How peer environment influences individual development of general secondary school students

	F	%
has a positive influence	11	47.8
supports me in many situations	5	21.7
I'm resistant to its influence	4	17.4
has a negative influence	3	13.0
peer environment helps me to strive after success	3	13.0
has a very small influence	1	4.3
peers often exert a negative pressure on me	1	4.3

B. Responses of vocational school students (n=20)

For vocational school students the answer are as follow in below presented table:

Table 6. How peer environment influences individual development of vocational school students

	F	%
I'm resistant to its influence	5	25.0
has a negative influence	5	25.0
peer environment helps me to strive after success	2	10.0
has a very small influence	2	10.0
has a positive influence	2	10.0
supports me in many situations	1	10.0
no response	3	30.0

Among the vocational school students, the negative influence predominated (25%) as well as the fact that students are resistant to the influence of their environment which was considered a negative category above. The aforementioned results show that the peer environment is diversified and that large differences occur depending on the type of school.

4.5. Factors connected with school influencing the student's development or inhibiting it.

In further question, the students were asked to indicate how the school influenced their development or identify factors connected with the school which inhibited their development. The students provided the following responses:

A. Responses of general secondary school students (n=23):

General secondary school students answers to the question How does the school influence your development? Are presented below:

Table 7. How does the school influences individual development of general secondary school students

	F	%
school teaches me how I should act	19	82.6
teachers motivate me	10	43.5
school helps to develop interests	8	34.8
school helps to makes choices	4	17.4
I gain new knowledge	3	13.0
school does not influence my development	1	4.3
school does not help us in the development	1	4.3
the grading system at school motivate me	1	4.3

For a vast majority of students (82.6 %), the fact that school teaches them how to act appropriately was the most important factor influencing their development. Also the fact that the school motivates them for work was also very important (43.5 %). Teaching students how they should act appropriately, as indicated by students, can and should be associated with an appropriate system of values taught to students, a system which allows them to believe that school will contribute to shaping appropriate social attitudes and citizenship. Supporting students' interests was also a very important factor which was indicated by 34.8% of the respondents.

What factors connected with school inhibit my development?

Table 8. What factors inhibit individual development of general secondary school students

	F	%
teacher's behaviour	6	26.1
subjects that are not needed (physical education, chemistry, physics)	6	26.1
other students' behaviour	5	21.7
there are no such issues	5	21.7

For general secondary school students, factors inhibiting their development included their teachers' behaviour (which is not always appropriate) and the necessity to teach subjects which they do not need in their own opinion (26.1 % of the respondents). Improper behaviour of other students was at a similar level (21.7 %). These are elements which interfere with their individual development in a significant manner in their opinion. This attitude is consistent with the students' understanding of individual development and the fact that their own attitude was indicated as the most important factor influencing their individual development.

Table 9. What factors inhibit individual development of vocational school students?

	F	%
I gain new knowledge	9	45
school teaches me how I should act	6	30
teachers motivate me	5	25
school does not influence my development	2	10
school does not help us in the development	1	5
school delays my development	1	5
school helps to develop interests	1	5
the grading system at school motivates me	1	5
I don't know	1	5

Nearly a half of the respondents said that gaining new knowledge is the most important factor connected with school and influencing their development. As many as 20% of the respondents emphasized that school does not influence their development or inhibits it.

What factors connected with school inhibit my development?

Table 10. What factors inhibit individual development of vocational school students?

	F	%
other students' behaviour	10	50
teacher's behaviour	5	25
some subjects (chemistry)	3	15
subjects that are not needed (physical education, chemistry, physics)	1	5
grading system	1	5
there are no such issues	1	5
no response	1	5

The most frequent factor inhibiting the students' development was, in their opinion, the behavior of their school mates (50%) and inappropriate behavior of teachers (25 %) in their opinion. Students' behavior is really a considerable problem in Polish schools. Teachers are often incapable of ensuring proper discipline during lessons which makes work difficult for many students and sometimes even prevents it. This results from the quality of the teacher education system and their poor (very often) preparation for work at school.

4.6. What is the influence of the media on my development?

The students provided following responses to the question: "What kind of influence do the media have on your development?". Students could choose one of the answer: positive, negative and neutral.

A. Responses of general secondary school students (n=23):

Table 11. General secondary school students' answers

	F	%
negative	11	47,8
neutral	8	34,8
positive	4	17.4

A vast majority of students responded that the media have a negative influence on them (47.8 %) or that the influence was neutral (34.8 %). Only 4 persons out of 23 responded that the media have a positive influence on them, indicating that they are a source of information for them. The students justified their choices in the manner presented in the table below:

Table 12. What is the influence of media on your development - general secondary school students answer

	F	%
media tell lies	8	34.8
media do not show the whole truth	6	26.1
media are a source of information	4	17.4
media manipulate people	4	17.4
the media are corrupt	3	13.1
millions of advertisements	2	8.7
media confuse us	1	4.4
media only sell aggression	1	4.4
we have no influence on the media	1	4.4

The opinion that the media tell lies and do not show the whole truth was the most frequent.

B. Responses of vocational school students (n=20):

The vocational school students provided the following responses to the question What influence do the media have on your development?

Table 13. What influence do the media have on your development?

	F	%
neutral	13	65.0
negative	4	20.0
positive	3	15.0

Only 15% of students indicated that the media have a positive influence on them mostly due to the fact that they show new or valuable information. The response that the media have a neutral influence (65%) on the students' development predominated, however, students very often (40%) indicated the fact that the media lied and that they did not show the whole truth (35%). All justifications provided by the students are shown in the table below (Tab.12).

Table 13. What is the influence of media on your development – vocational school students answer

	F	%
media tell lies	8	40.0
media do not show the whole truth	7	35.0
media provide new information to us	2	20.0
I don't watch television or the radio	1	10.0
media only sell aggression	1	10.0
media show us valuable information	1	10.0

Both schools students answers show how negative is the students' perception of the role of media in Polish society. The results show that students from both schools are very criticise to media and their influence on personal development of an individual.

5. CONCLUSIONS

The results obtained reveal significant differences between secondary and vocational school students. The differences are caused by the fact that vocational school students basically come from other environments than secondary school students. The organization and work of the school also play a significant role here.

In both cases students underline a very big influence of families on their individual development. It shows how important for them is the family. It also shows that Polish families in this cases play still a vital role in society.

The general secondary school in this case presents itself as a school which mostly influences students' attitudes by showing them what is the most important in life and what assumed goals they should achieve. The schools shows them how to act and motivates them to work. School actions are consistent with the family's actions, which basically guides the students in the same direction. Students also live among peers with a similar approach to life. The peer environment is also a motivating and supporting environment.

However, attitudes of some teachers and some students sometimes have a negative influence on the students' development. Students are very critical of the reality and they perceive the media as a negative force affecting their individual development. In the students' opinion, the media tell lies, do not tell the whole truth and manipulate society. This results from the specificity of the media in Poland, their low quality and high politicisation. The most important conclusion from the research in this group of students is the fact that students are aware that their own attitude is the most important factor influencing their individual development.

The responses of vocational school students also indicate the specificity of this type of school. This school emerges as an institution providing knowledge which pays attention to the shaping of students' attitudes to a lesser extent. However, the students are aware of factors influencing their individual development, but they can count on their family's support to a lesser degree and, unfortunately, the peer environment is not a motivating or supporting factor. They often need to defend themselves against a negative influence of their environment or, unfortunately, they give in to the negative influence of this environment. However, they have a critical attitude towards the role and influence of the media on their development, which is similar to secondary school students. They perceive the role of the media as negative or neutral in the process of their development. They indicate the fact that the media lie or do not tell the whole truth.

The conducted research was a pilot study provided on a small group of respondents. Its results will be used to improve research tools. They will also be used in the ongoing work of

the schools in which the research was conducted to plan work with students properly. More extensive research are planning to be conducted to verify the obtained results.

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Professional papers

NATIONAL AND LOCAL STRATEGIES FOR CHILD FRIENDLY COMMUNITIES

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Abstract

Paper describes the national and local strategies in Norway in providing favorable conditions for development of children and youth.

The author cites a number of dilemmas and challenges that arise in the practical application such as the ways in which it is possible to develop independence and autonomy of young people and the problem of integrating immigrant children if they live in parts of the city where there are no children who are ethnic Norwegians.

Key words: national and local strategies, autonomy, immigrant integration

Sažetak

Rad opisuje nacionalne i lokalne strategije o pružanju povoljnih uvjeta za razvoj djece i mladih u Norveškoj.

Autor navodi niz dilema i izazova koji se javljaju u praktičnoj primjeni kao što su načini na koje je moguće razviti samostalnost i neovisnost kod mladih ljudi te problem integracije djece imigranata koja žive u dijelovima grada gdje nema djece koja su etnički Norvežani.

Ključne riječi: nacionalne i lokalne strategije, autonomija, integracija imigranata

1. WHAT HAVE WE BEEN ACHIEVING IN NORWAY THE LAST 20 YEARS?

The Child Welfare Act was first established in 1978, but there has been many amendments through the years, since.

In 1989 we got National Guidelines to strengthen children and young people in planning. This document is securing that all municipalities in Norway have a Children's representative in all planning processes. No regulations can be made without the representative for the Children. In many communities and counties there are also boards of children or youngsters that will be part of all planning processes.

In order to fulfill The UN convention on the rights of the child, the Norwegian ministry of children, equality and social inclusion together with the Ministry of health, have made a National strategy for child and youth safety and health, 2007 – 2016.

This is also a follow up to the Children's Environment and Health Action Plan for Europe, CEHAPE, Budapest 2004.

We have a white paper on Integration and diversity (NOU 2010:7) that secures all that are living in Norway to have equal opportunities.

The National Core Curriculum (1993), about the values schools are supposed to teach.

The last thing I will mention is The Education Act, § 9a, 1998, about the pupils psychosocial environment. All pupils are secured an environment that promotes health, well-being and learning. I will dwell on this part in my paper.

2. THE CHILD WELFARE ACT

The most important thing in this Act, the way I see it, is that parents have the right to stay home when their children are ill. Until the child is 12 years old, each of the parents can be home up till 10 days a year, fully paid. If you have two children, you have 15 days a year. If your child is disabled, or you are a single parent, you can stay home for 20 days a year. This means a lot for security and safety for children.

3. NATIONAL POLICY GUIDELINES FOR STRENGTHENING CHILDREN AND YOUNG PEOPLE IN PLANNING

The guidelines tell the municipality to appoint a children's representative that will take place in all matters of planning-processes. They must organize all planning – processes in order to listen to the representative. And they must plan according to the guidelines:

A. Areas and facilities to be used by children and young people should be protected from pollution, noise, traffic hazards and other health hazards.

B. In the community there should be spaces where children can express themselves and create their own play environment. This requires, among other things, that the areas:

- is large enough and suitable for play and stay
- provides opportunities for various types of play in different seasons
- can be used by different age groups, providing opportunities for interaction between children, adolescents and adults.

C. Municipalities should devote sufficient, large enough and suitable land for nurseries.

D. Upon reassignment of spaces that plans are allocated to common areas or recreational area which is used or is suitable for play, there shall be provided adequate compensation. Compensation will also be provided by development or conversion of unregulated areas that children use as a play area or if reallocation of land suitable for play leads to the considerations mentioned in paragraph b above, to meet current or future needs are not being met.

The guidelines also secures an environment that will give children and youngsters safety against physical and psychological harm, and that have the physical, social and cultural qualities that is in coexistence with knowledge about what children and youngsters need.

The municipalities are also responsible for giving children and youngsters' offers and possibilities that can give each person challenges and a meaningful childhood, matter where you live, social or cultural background.

3.1. Results to be seen

Every time a company or an entrepreneur is building in an area, depending on how big the project is – they will have to build/make a playground for children and they have to build a kindergarten. Those kindergartens are private.

We also see that the municipalities are much more concerned about the child – perspective in all planning processes.

The last result I will focus on is that children and youngsters themselves are more interested and concerned about what is going on in their neighborhood or their community. Maybe this can help to get young people more involved in politics and democracy – in a longer turn.

4. INTEGRATION AND DIVERSITY

Norway has a Directorate for integration and diversity, IMDI.

«Diversity enriches us. IMDI's goal is to contribute to equality in living conditions and diversity through employment, integration and participation. IMDI was established on 1 January 2006 to act as a competence center and a driving force for integration and diversity.

The directorate cooperates with immigrant organizations/ groups, municipalities, government agencies and the private sector. It provides advice and implements government policy. »

Everyone living in Norway shall have equal opportunities to contribute to and participate in Norwegian society. The goal of integration policy is equal opportunities, rights and obligations for immigrants and their children to participate in and contribute to working life and in society in general.

The big challenge in the integration politics is that immigrants often live together in the same areas, and in some schools in Oslo there are nearly none ethnic Norwegians anymore.

5. «CHILDHOOD COMES BUT ONCE»

The Ministry of Children, Equality and Social Inclusion has made a strategy to combat violence and sexual abuse against children and youth. (2014 – 1017)

Children and young people have provided input to this strategy, and several of their opinions and proposals have been incorporated.

Research on health-related consequences of violence in close relationships is strengthened and is carried out by the Norwegian Center for Studies on Violence and Traumatic stress.

The program is described in a white paper Meld.St.15 (2012 – 2013) and is included in the action plan to combat violence in close relationships.

6. THE EDUCATION ACT

This paragraph says that all pupils in primary and secondary schools «are entitled to a good physical and psychosocial environment that promotes health, well-being and learning.»

«The school shall actively and systematically seek to promote a good psychosocial environment, where individual pupils can experience security and social belonging.

If any school employee learns or suspects that a pupil is exposed to offensive words or actions such as bullying, discrimination, violence or she shall as soon as possible examine the case and notify the school administration and, if necessary and possible, intervene directly. If a student or parent asks for measures that affect the psychosocial environment, including measures to prevent offensive behavior such as bullying, discrimination, violence or racism, the school as soon as possible treat the matter under the rules relating to individual Public Administration Act. If the school not within a reasonable time has taken a position on the matter, it will still be appealed by the provisions of the Administration Act as if it were made decisions. »

6.1. The Core Curriculum

“Primary and lower secondary education shall, with the understanding of and in cooperation with the home, assist in providing pupils with a Christian and ethical upbringing, develop their mental and physical abilities, and give them a broad general education so that they can become useful and independent persons in their private lives and in society.

Schools shall promote intellectual freedom and tolerance, and emphasize the establishment of cooperative climate between teachers and pupils and between school and home.”

The essence of the statement of aims is moral outlook, creative abilities, work, general education, cooperation and natural environment. This is described through different human beings: the spiritual human being, the creative human being, the working human being, the liberally-educated human being, the social human being, the environmentally aware human being and finally the integrated human being.

7. CONCLUSION

The National Core Curriculum is a fantastic document, because it so clearly expresses the aims of all education through the different human-beings. The values are also significant, but what is the big challenge is to interpret the values into the everyday classroom.

What does “self-dependent” mean? If a pupil shall be independent, or self-dependent – it means that the teacher must let go some control!! That is hard for teachers!

Equality is a main value in the curriculum and also a challenge. Equality for all – means we are all important, we are all entitled to get the same attention from the teacher, and I could make hundreds of examples.

In many schools in Oslo there are up till 90 % immigrants in one school, and ethnic Norwegians move their child to another school. The big problem is that most immigrants live in the eastern part of Oslo, while most of the ethnic Norwegians live in the west.

What has to be done for the politicians – is to spread the immigrants to all parts of the city by making living conditions for them in different places.

But, the problem is also that ethnic groups WANT to live in the same place! So this is a challenge!

We have enough laws and regulations, NOU's and White papers.

The challenge is to DO what we are supposed to do!

Speaking WITH children and granting them genuine influence must become a natural and integral part of service provider's working methods.

Being seen and listened to – increases self- esteem, a sense of competence, a more positive self-image and improved sense of well-being.

In order to exercise their rights to express opinions and otherwise be heard, the children must receive good, age-appropriate information.

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CAN »PHILOSOPHY WITH CHILDREN« MOTIVATE STUDENTS FOR QUALITY THINKING?

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Abstract

Philosophy with Children is a contemporary philosophical discipline which goal is to 'learn to think' children from early childhood. Philosophy with Children is going, it can be said, according to Dewey, to train (learn) quality thinking in children. Philosophy with children is not an academic philosophy; this is a living philosophy and philosophizing in which the teacher (philosopher) tries to discuss with children about daily subjects with knowledge of formal and informal logic. The child's curiosity, courage to join a new, countless children's issues (which are part of the issues we can find in "serious" philosophers), and children's daily experience are the foundations on which all the quality programs of philosophy with children is based. In this paper, I will show examples of workshops from two different approaches in philosophy for children. The first approach is the most famous, from the founder of Philosophy for Children Matthew Lipman. Second approach is the approach that has been developed by the Association „Petit philosophy,, in their project »Take a look in your own thinking«. The evaluation from these workshops will show how these workshops really motivate children to think and motivate them to actively engage in reasoned debate. In this paper there will be shown the importance of the method of philosophy with children in motivation of children, and how philosophy with children can motivate students to learn other school subjects.

Key words: philosophy with children, thinking, critical thinking, motivation

Sažetak

»Filozofija s djecom« je suvremena filozofska disciplina čiji je cilj djecu od najranije dobi »učiti mišljenju«. Filozofija za djecu ide, može se reći, ide prema zacrtanom cilju John Deweya, odnosno pokušava djecu od najranije školske dobi uvježbati (naučiti) kvalitetno misliti. Filozofija s djecom nije akademska filozofija, već živa filozofija odnosno filozofiranje u kojem učitelj (filozof) pokušava s djecom raspravljati o svakodnevnim temama uz pomoć znanja iz formalne i neformalne logike. Upravo je dječja znatiželja, hrabrost da se pristupi novom, nebrojena dječja pitanja (koja su dijelom i pitanja koja postavljaju »ozbiljni« filozofi), te svakodnevno dječje iskustvo, temelj na kojima počivaju svi kvalitetniji programi filozofije s djecom. U ovom radu izložit ću primjere radionica dva različita pristupa filozofiji za djecu. Prvi, najpoznatiji pristup, je onaj utemeljitelja filozofije za djecu Matthew Lipmana, a drugi pristup je pristup koji je razvila Udruga Mala filozofiju u programu »Pogled u vlastito mišljenje«. Iz evaluacije radionica prikazat ću na koji način ove radionice uistinu motiviraju djecu na mišljenje te ih motiviraju na aktivno uključivanje u argumentiranu raspravu. U samom radu bit će prikazana i važnost metoda koje se upotrebljavaju u različitim programima filozofije s djecom u njihovom motiviranju prema učenju i samim time kvalitetnijem savladavanju školskog gradiva.

Ključne riječi: filozofija s djecom, mišljenje, kritičko mišljenje, motivacija

1. INTRODUCTION

»Philosophy with Children « is a contemporary philosophical discipline whose goal is to teach the children quality thinking from their early ages. It can be said that it strives towards Dewey's goal according to which the children are tried to be taught and trained for quality thinking. The immense development of Philosophy with Children, which has been spreading for the past forty years, was initiated by one of its originators, Matthew Lipman (1922-2010). Philosophy with Children is classified as a part of Philosophical Practice. Philosophical Practice is: »Formal logic, pure mathematics, and the ability to apply and amplify them by means of rational inquiry, accumulated experience, and reasonable inference (i.e., via theory, experiment, and interpretation), lie at the center of the sphere of reliable knowledge, and make all other reliable knowledge possible—up to and including normative inquiries about leading a good life. This was called "philosophy" in antiquity, "natural philosophy" or "experimental philosophy" in early modern times, "applied philosophy" in the late twentieth century, and "philosophical practice" in this new millennium.« (Marinoff, 2002, pp. 33-34) In fact, philosophers-practitioners do nothing new; actually they do the same thing as Socrates once did and that is debating with citizens who live in the same city, at the same time trying to improve the quality of their common lives. Philosophical Practice is always based on a dialogue, in most cases on the so-called Socratic dialogue, used as a modern term. »The areas in which Philosophy for Children represent both an innovation and fulfillment of themes already present in the tradition fall broadly under the concepts of dialogue and narrative. The former is particularly important, as it forms the basis of program's methodology, known as community of philosophical inquiry (CPI). The experience of the community dialogue which is the grounding practice of CPI bring us face to face with the original condition of philosophy: philosophy not just as conversation, but as an emergent, multi-vocal, and interactive story about the world and about person thinking about the world« (Kennedy. 1999, p. 339) The most developed branches of Philosophical Practice are: Philosophy with Children, Philosophical Consulting, Philosophical Cafés etc. and a lot of various and new ones appear all around the world every day. »Philosophy with children, philosophical consulting, philosophical workshops, Socratic dialogue etc. are the same thing conduct in different forms. This is not about knowledge; this is about developing and acquisition of skills. How to conceptualize; how to problematize; how to come to deeper meaning of default idea; and especially how to create situation in which this activities can be provoked. This must be the center of this work. Of course Socratic maieutic is basic methodology, but also it is dialectic, analytics, community of inquiry« (Oscar Brenifier, 2010) It can be claimed that it is all about philosophy itself, and about a dialogue considering the simple rules of formal and informal logic. It is about the comeback of philosophy to »ordinary people«. »This is precisely where philosophical practice comes in. By offering philosophy directly to the masses, through client counseling, group facilitation, organizational consulting, and educational programs, we practitioners transcend the radicalized and fanaticized academy, where arbitrary speech and atrophy of reason reign supreme. Instead, we return philosophy to the marketplace whence it came, to ordinary citizens who are sincerely concerned about the meanings of words and the exercise of reason.« (Marinoff, 2002, p. 12) In a certain way, Philosophical Practice is returning to Socrates' ideas, to a quality dialogue with the citizens whose (academical) education is not being taken into account – the level of education is in this case completely irrelevant.

2. PHILOSOPHY WITH CHILDREN

Philosophy with Children is, as stated, a part of Philosophical Practice. The basic aim is to teach children »quality thinking«. Despite the fact that there are a lot of different approaches to Philosophy with Children, the goals determined by Michel Tozzi are considered to be the basic ones for all quality programs of Philosophy with Children:

» 1) Thinking for oneself – Being matter of existential, ethical, aesthetic questions, thinking for oneself presupposes a reflective process that formulates problems, conceptualizes and argues rationally. Beginning to learn this as early as possible means guaranteeing awakening enlightened reflection on the human condition in children.

2) Educating for reflective citizenship – Learning to think for oneself develops freedom of judgment in future citizens, protecting them from ideological indoctrination and persuasive advertising. Teaching philosophizing through the debating of ideas encourages confronting others with reason while aiming for the truth, an ethical and intellectual requirement of genuine democratic debate.

3) Helping the child's development – Learning how to reflect is important for the construction of the personality of children and adolescents. It is an opportunity for them to experience that they are thinking beings, which strengthens their self-esteem and helps them grow in humanity by experiencing disagreement in discussion in peaceful coexistence. This, in turn, raises the threshold of tolerance with respect to others and prevents violence.

4) Facilitating the mastery of language and speech – Verbalizing in order to think develops cognitive- and socio-linguistic capabilities. By working on the development of their thought, children work on the need for precision in language.

5) Conceptualizing the philosophizing – Practicing reflection with children calls for a redefinition of philosophizing, for a conceptualization of its beginnings, its nature and the conditions for it.

6) Developing a theory of teaching philosophy adapted to children and adolescents – Theories about teaching philosophy are also brought into question. One cannot teach philosophy to children in big lecture halls, with major works or essay writing. But, one can theorize about their learning to reflect on their relationship to the world, to others and to themselves, by means adapted to their age group. « (Tozzi, 2009.)

The main target of Philosophy with Children is their innate curiosity. It is very often a rich source of many original philosophical questions since children are those who always wonder something and have no hold backs when they want to ask something. These simple questions as well as any authentic or simulated life situations are used as a stimulus to get children involved in a quality discussion through which they are encouraged to think in a more complex way. Children's curiosity and persistence and quality-made educational materials lead to thoroughly covered topics. Logical argumentation (debate), refutation and proving their attitudes make children think. Considering a specific given topic from all its aspects, through all arguments and counter-arguments of certain thesis develop children's skills to observe the focal points and distinguish what matters discarding the irrelevant. What is more, it improves their logical thinking referring to their ability to see the link between facts and arguments. This can result in developing various learning strategies for students. Through quality Philosophy with Children programs children are getting used to critical thinking which they will use in everyday situations.

3. MOTIVATION AND PHILOSOPHY WITH CHILDREN

As already stated, children are very curious. Thus, the Philosophy with Children programmes use it as a motive for stimulating students to participate in workshops. A research on teaching philosophy carried out throughout the world by UNESCO proves the benefits of Philosophy with Children. The publication, which was published after the research had been

done, highlights this particular issue – children's curiosity – as a motivational factor that provokes the children thinking more profoundly on certain topics and subjects: »Children are curious, – they have an innate ‘love of knowledge’; they ask questions to make sense of the world, their questions motivate them and stimulate them to look further into a problem. «(UNESCO, 2009, p.19) It can be stated that it is the children's curiosity which is used to motivate them to think over some specific given issues. Curiosity is the first step and the second step of motivation is their desire to prove themselves. Philosophy with Children programmes provides workshops with dialogues where children have to follow the rules of formal and informal logic. Only a logically based argument is valid and therefore the children, trying to come up with the best argumentation, deeply reflect on it as well as on the given topic. In this way one basic goal is accomplished – encouraging to quality thinking. Besides curiosity, Lipman highlights the sense of wonder. »Mathew Lipman, the American pioneer (and ‘guru’) of Philosophy for Children was inspired by the philosopher and educationist John Dewey, who envisaged a classroom community of students engaging co-operatively in learning, motivated by their own curiosity and sense of wonder. Dewey and Lipman believed that such classrooms educated children to be responsible and active participants in society « (Shaw, 2007, p. X) The sense of wonder and curiosity are natural phenomena. Provoking the children's sense of wonder will definitely provoke their curiosity? Intellectual wondering is really encouraging and motivating. The research by UNESCO also points up the so-called intellectual motivation as a very important aspect of Philosophy with Children. »Another category is intellectual motivation, which has to do with a quite specific need: learning to think, the pleasure of thinking. This can, of course, overlap other motivations – the existential, for example, or the cultural – but there is surely a specific intention here that deserves to be mentioned. For while traditional philosophical activity often takes a ‘general culture’ form, encouraging people to think by teaching them what canonical philosophers have written, there are also certain philosophical practices (group or individual) that, without necessarily neglecting the cultural contribution, concentrate above all on the activity of thinking – for instance, with the aid of a technique such as Socratic questioning, or maieutics. Here, thinking is set up as an activity in itself, one that is bound neither to cultural elements nor to existential, social or indeed any other specifics.« (UNESCO, 2009, pp.159-160) Philosophy with Children is, or should be, a simple thinking activity – an intellectual competitive game through a well-augmented discussion. It seems that there are no specific teaching materials, topics or information’s for memorizing (there are no so call material teaching stuff). In Philosophy with children methodology (Socratic dialog or similar) is most important. But children can get new knowledge through PwC. For instance, if art is the topic discussed with children they will understand what art is through a well conducted discussion better than by learning the definition from the books, without even thinking about it. In addition to this, Philosophy with Children is not learning the history of philosophy but learning how to philosophize (quality discussion) and the result is the development of critical thinking. Lipman also highlights the motivation gained when children realize all the possibilities provided by the acquired (or discovered) cognitive skills. »Those students who can be counted on to use their intellectual resources in a unified and consistent fashion are precisely those who have already developed habits of so doing. It is the job of a thinking skills program to develop these habits and dispositions, and not just the skills themselves. « (Lipman, 2003). Good conduction of motivation is needed. It should lead to using critical thinking as a habit in everyday situations, which is one of the goals of Philosophy with Children. Jeremić rightfully sees confusion as a stimulant for motivation which results with wondering. »The teacher task is to constantly confuse the students. It is necessary to induce a sense of intellectual discomfort. Jung called this cognitive dissonance. In other words, the things that students believe must be questionable.« (Jeremić, 2012) The confusion is the first step in motivating a child to start thinking of a topic which makes him confused. Different ways of provoking the confusion as

well as various ways of provoking the intellectual curiosity and wondering result in different approaches to Philosophy with Children.

4. THE EXAMPLES OF MOTIVATION AND CONCENTRATION KEEPING IN PHILOSOPHY WITH CHILDREN

Two methods of Philosophy with Children and the ways in which they motivate children to think about something they usually do not, at least not in school systems, will be shown hereafter.

4.1. Lipman's method

The most prevalent method in Philosophy with Children is so-called Lipman's method. It is a method developed by Matthew Lipman. His work with students allowed him to notice how they are limited in critical deliberation and valuation. He concluded that it was too late for the quality improvement of their critical abilities. Therefore he developed programs which helped children to practice critical thinking in their early childhood. Lipman wrote the first book of philosophy for children Harry Stottlemeier's Discovery (for students from 11 to 12 years) in 1969. In 1974 he had already established The Institute for the Advancement of Philosophy for Children at Montclair State University. Nowadays, the Institute has adjoined centers in forty six countries all over the world. Lipman's idea has taken roots almost everywhere in the world for the past forty years. Coherent and less coherent descendants of original Lipman's idea, 'the Lipmans', refer to their work as »Philosophy for Children«. While the movement was developing new directions in »Philosophy for Children« appeared and, as was expected, developed some new methods, educational materials and tools. Today it is usual to refer to Lipman's method as »Philosophy for Children«. The characteristic of most streams in Philosophy with Children is »community of inquiry« – the method that has roots in John Dewey's work and which was further elaborated by Lipman. It refers to the community of students who try to solve some problem intellectually, who discuss on a topic...What characterizes the Lipman's method are his 'philosophical novellas' which stimulate discussion. While other 'streams' use music, pictures, traditional stories and fairy tales, picture books, short movies, cartoons...The stimulus is opening motivation, something that attracts students/children in the 'community of inquiry'. In Lipman's method children most often read a short paragraph in one of the Lipman's novellas and then they discuss together a specific problem that occurs in the text itself. Most often it refers to a problem that corresponds to everyday problems which children encounter with, so children openly show interest for the discussion about those problems very fast. This everyday problem most often refers to much serious questions. The moderator and the workshop manager have the most important role and they must direct discussion, accurately define boundaries and strictly observe argumentation. 'The Lipmans' should have an elaborated plan of discussion for every workshop and they should always stick to it. Here is the example of a discussion plan brought by Lipman himself. The topic is »Freedom«, instructions for the exercise/ basic questions for the workshop are:

» Do you agree or disagree with the following statements? If you agree, why? If you don't agree, why not? Agree Disagree?

1. We are free if no one tells us how to live.
2. We are free if we make up and follow our own rules for how to live.
3. We are free when nothing gets in our way.
4. We are free if we think we're free.
5. We are free when we can do what we think best.
6. We are free if we are healthy.
7. We are free if we are intelligent.
8. We are free only when everyone is free.

9. We are free if we are ourselves.

10. We are free when all the above statements are combined. (Lipman, 1996, p. 66)

These particular questions indicate and at the same time can provoke a serious discussion. The workshop (exercise) manager should or should not limit the answers and he should direct children to a quality discussion about freedom. When eleven-year-old children, for example, are asked to answer these questions, the seriousness of the question itself motivates them in the same way as a story or an extract of a story which is closely related to the questions about freedom. What motivates them even more is the fact that their attitude and opinion are respected and that they have equal rights. Their opinion is discussed by the whole group; their opinion is appreciated and respected. In my opinion this is very important for young persons and it is exactly where the main motivational impulse can be found.

4.2. The Method of the Project »View in to one's own thinking« of the Association „Petit Philosophy“

The Association „Petit Philosophy“ conducts their original project »View in to one's own thinking« in elementary schools, libraries and partner-ship associations. This is the most prevalent project of the Association, so far conducted in 27 schools and libraries (in some of them consecutively for four years), 943 children all together have undergone the entire project (35 workshops), and over 1150 workshops have been conducted. The project is for the third and fourth grade elementary school students (from 9 to 11 years). In creating project, it was very important to make a project that students will find interesting. Therefore, some cartoon characters have been created: an owl Sofia, a crab the Bub, a deer Meer, a little fish Bibi, Cod the fish etc. Besides the cartoon characters (mostly animals) some other animated characters appear, too. They are also drawn as cartoon characters; most of which are often philosophers and also writers etc. such as: Plato, Aristotle, Confucius, Tolstoy, Bacon etc. 35 workshops with 25 topics (wisdom, philosophy and philosophers, media, friendship, sorrow, death, courage etc) have been created with animated PPT presentations. Cartoon characters, as well as cartoon philosophers showed a great success in gaining and maintaining motivation. Namely, already in the second workshop children show great interest for reading the role of their favorite cartoon character. By reading the roles and knowing that at least one or several questions everyone will be asked, the students follow it very fast and without any problems and are highly concentrated during the entire workshop. In order to continue motivating them every workshop comprises stories and educational games which are in a close relationship with the theme. 'Cartoon characters' ask children basic questions via presentation. The workshop leader guides the discussion which is based on those questions. Most of the discussions (which are workshop basis) are based on contemporary interpretations of Socratic dialogue. The games and the stories are just formally used as a short break from the discussion; essentially they refer deeply to the workshop topic. Each individual workshop is very active (lasts for 45 minutes) and children have no problems keeping their concentration and motivation. According to statistics, only 10 – 13 % of children withdraw the workshops before the end of the school year (it takes one school year for the entire program). This percentage is extremely low due to the fact that student involved in the programs can leave the programs at any time. The fact that about ninety percent of students actively attend workshops of the project »»View in to one's own thinking«, is an evidence that students are extremely motivated.

5. CONCLUSION

To motivate children to learn is not simple, especially in formal educational systems where all comes down to a certain capacity of the materials which students are obliged to master and most often by using short-term memory for processing information. That is why in motivating students better are those programs and projects which are a part of informal education, the most of them often conducted by education-scientific associations and NGO's. Philosophy with Children is just one of the informal educational forms although in some countries it has become a part of formal education. Of course, the educational system in those countries is not as rigid as in some others. Philosophy with Children tries to motivate children to quality thinking, that is to something that is called critical thinking. In the contemporary world which is based on colorful advertisements, rapid information flow and neglecting ourselves, such programs are extremely important. The development of quality thinking is undoubtedly necessary for every child. Some existing programs in Philosophy with Children manage to motivate children and make them get used to think critically, and to educate them in the direction of critical citizenship. Critical citizenship is necessary for democratic processes improvement, but also for the further development of democracy. Thus, all programs that are 'given' to children must be adapted to them, in addition the ways to motivate children to a quality thinking and deliberation about things that are important to them and the society that surrounds them must also be found. It seems that the future of education as such goes towards informal education. With all the modern technology, discovering the axioms and the facts is reduced to a few clicks of a computer mouse. Does it then make sense to convert the system of education to "memorizing facts by heart" or it can be directed to the practical application of these facts, the development of cognitive and other skills, and encourage creativity as well as creative programs that will motivate students.

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CHILDREN AND INCLUSION – EUROPEAN STANDARDS AND COMMUNITY IMPLEMENTATION (THE CASE OF VELIKO TURNOVO, BULGARIA)

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Abstract

The paper examines the standards of the Council of Europe and EU on designing a child friendly community and their inclusion in community development, based on a local community case-study of Veliko Turnovo, Bulgaria.

Key words: inclusion, European standards, child, project

Sažetak

Ovaj rad proučava standarde Vijeća Europe u EU u osmišljavanju dječje prijateljske zajednice i njihove inkluzije u razvoj zajednice, a koji se temelje na studiji slučaja lokalne zajednice Veliko Turnovo, Bugarska.

Ključne riječi: inkluzija, europski standardi, djeca, projekt

Ever since its establishment, the European Union, taking into consideration its already existing problematic areas and current needs of society, has put an emphasis on the development of documents, directed towards defining clear and applicable in life human rights. Within the frameworks of all basic documents, a special place has been given to the rights of the child as a part of society that is most vulnerable to abuse and violence. In the very founding documents of the European Community, i.e. – the Treaty establishing the European Economic Community (1957) and the Treaty on European Union (1992), were introduced the main areas, related to the rights of the child, concerning the European reality in all, or at least the greater part, of the Member States. These main areas are the rights of the child to asylum and migration, to health and welfare, to protection from poverty and social exclusion, to safety, to non-discrimination in education, to clear environment, to family, to information and freedom of expression and to protection against violence.

Regarding the practical development of the European Union policies with respect to the rights of the child, the institutions of the Community have accepted as a compulsory and basic condition to curb the scattering of the Member States' efforts due to differences in strategic aims and approaches for solving the existing problems, offered by the various European unions, i.e. the Council of Europe and the European Union itself. As a consequence of this understanding and consideration, all documents of the Community expressly set forth that it is essential to take into account the already developed legal and practical documents of the Council of Europe concerning the rights of the child, as well as to analyse the good practices in the field, in order to achieve maximum efficiency without the waste of time, financial and human resources. This determination is visible in the integration processes as well, through which the European Union develops funding programmes for activities, focused on the rights of the child and their respect. The Memorandum of Understanding between the Council of Europe and the European Union, 10th of May 2007, states that the cooperation between these two organizations will include as well the protection of the rights of the child. By reinforcing

the collaboration and the common vision, the European Commission, through all its documents, including the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – An EU Agenda for the Rights of the Child, encourages the Member States to use the already developed documents of the Council of Europe, related to the practical implementation of the rights of the child with regard to his/her contact with the judicial, law enforcement and other institutions. Such key documents are the Council of Europe Guidelines of 17 November 2010 on child-friendly justice. Article 6, Paragraph 2 of the Treaty of Lisbon explicitly states that “the Union shall accede to the European Convention for the Protection of Human Rights and Fundamental Freedoms”.

The Community, uniting 28 countries with different experience and practices in the field of ensuring the human rights of the minor members of society, has recently put a special additional emphasis on the rights of the child and the guarantees for their respect through the adoption and application of documents with legal force. Currently, the European Union builds its policy on the rights of the child on the basis of one fundamental legal instrument, i.e. the Charter of Fundamental Rights of the European Union, stipulated by the Treaty of Lisbon. Children have all the rights, stated in the Charter; moreover, they have specific rights, stipulated in Articles 24 and 32 of the document. Article 24 – Rights of the child, guarantees the children within the European Union the right to protection and care. The article provides also and adds that they may express their views freely and they must be taken into consideration on all matters that concern them, in accordance with their age and maturity. The same article stresses that public authorities or private institutions must conform all their actions, relating to children, with the best interest of the child as a criterion of primary interest. This is necessary in order to guarantee the respect of the rights of the child in their contacts, irrespective of the reason, with the law enforcement, judicial or executive authorities, especially regarding children in risk as children, perpetrators of crimes or children in family conflicts. Article 24 guarantees the children their right to maintain regular personal contacts with both their parents unless that contact is contrary to the interests of the child him/herself. Article 32 of the Charter, on the other hand has been designed and fights against the cases of child exploitation in the EU Member States. The Article defines the right of the child to protection against labour exploitation by prohibiting child labour to the minimum school-leaving age, when the school education ends. It determines the rights of young people to enjoy working conditions appropriate to their age and be protected against economic exploitation and any work likely to harm their safety, health or physical, mental, moral or social development or to interfere with their education. Another article, though not specifically defined as a separate right of children, is Article 14, which guarantees the right to free compulsory education. The article explicitly provides for the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions, in accordance with the national laws governing their exercise, a right, which has been already underlined above in the analysis of the European Convention on Human Rights.

After the adoption of the Charter in 2000, the European Union institutions are fully aware of the fact that despite these and other achievements with respect to the policy, there is still much to be done on the international arena.

Evidence of the firm political will for the achievement of effective respect of the rights of the child within the European Union, are the concrete steps for the development of the policy of the Community for the period 2011–2014, presented in the document, i.e.:

- To develop and keep updated factsheets on EU and national legislation on maintenance obligations, mediation and recognition and enforcement of decisions on parental responsibility. As regards parental child abduction, the Commission. In addition, to

develop working methods to facilitate the mutual recognition across the EU of the effects of civil status documents;

- To develop common child-specific reception measures for unaccompanied or separated children coming from outside the EU and procedural guarantees that should apply from the moment the child is found until a durable solution for the concrete case is found. In this regard, the emphasis falls on raising the qualification and skills of all professionals working with such children, including guardians and public authorities;
- To promote initiatives to encourage early childhood education and care of high quality, fight against segregation in educational systems, and dissemination of good practices;
- To introduce the 116 000 hotline for missing children in all Member States and to ensure that the same high quality of service is offered throughout the Union. The line offers help, support and a potential lifeline for missing children and their parents. The 116000 hotline is currently operational only in 13 Member States (Belgium, Denmark, France, Greece, Hungary, Italy, the Netherlands, Poland, Portugal, Romania, Slovakia, Spain and the United Kingdom);
- To take measures ensuring high level of protection of children in the digital space, including of their personal data, in order to counter cyber-bullying and grooming;
- To expand the range of the Pan European Game Information (PEGI) age rating system of video and online games through involving the manufacturers of mobile devices and game consoles, internet service providers, mobile applications and content providers, consumer organisations, researchers and child welfare organisations. The PEGI age rating system, launched in 2003 throughout most of Europe, was established to help European parents make informed decisions on buying computer games. Age ratings are systems used to ensure that entertainment content, such as films, videos, DVDs, and computer games, are clearly labelled by age, thus preventing children and their rights from existing discriminative, pornographic, violent or other content;
- To provide funding for projects aimed at combating violence against children in the years 2011–2017 through the “Investing in People” thematic programme;
- To adopt and implement measures focused on scaling up development programmes related to the rights of the child; measures in support of stronger national structures and institutions, including the development of independent child rights institutions, promoting legislative reforms in conformity with relevant international standards and encourage the rights of the child through trade instruments and in international negotiations.

Another major institutional step for the protection of the youngest members of our society is the establishment of an ombudsperson for children in each Member State, encouraged by the European Union, particularly the European Parliament, as a response to the call of the UN Committee on the Rights of the Child, to promote the protection of children’s rights and the further implementation of the UN Convention on the Rights of the Child. As an active measure of protection and ensuring of the effective implementation of the document, the European Parliament, confirming its firm political will to protect the rights of the child, proposed in 2007 in one of its motions for a resolution to the document “Towards an EU strategy on the Rights of the Child” to provide financial support to the European Network of Ombudspersons for Children (ENOC), so that it can enhance and multiply its work on violations and implementations of children’s rights in all Member States.

The policies of the European Union on the protection of the rights of child aim at creating a united Europe, where all citizens, including children, will have the opportunity to develop and exercise their rights. This process, launched with the establishment of the European Union, is still going on, demonstrating a unique system of proposals, resolutions and guidelines for the Member States for their work to improve the welfare of children of Europe. The

involvement of children in this process on an equal footing as consultants and analysts of the policies targeting them creates a new Europe – Europe for children, Europe with children!

After the accession of Bulgaria in 2007, the European standards became an integral part of the policy making process in the country. Special supporting programmes, both European and national, have been designed and implemented in order to bring the country to meet the EU standards. First efforts that were taken, have been in the field of children's inclusion in all fields of public life. The project "Open door" Resource centre in Veliko Turnovo had been selected and awarded as a sound example of united community efforts to work and guarantee the children's welfare. Veliko Turnovo is situated in North Central Bulgaria, the region has over 240 000 inhabitants. The region represents the average population as 10% of the population reports to be Roma; 6% - of Turkish origin and the rest – Bulgarian. Case study selected, examines the implementation of the project "Open Door" in the city of Veliko Turnovo as a good sample of community developed and designed project for inclusion and integration of children and develop a child-friendly community. The change in the economic structure of Bulgaria has had negative influence on the situation of the children and their families. The number of families and children in disadvantaged social position, of those needed professional realization, low or no education, insufficient health care is comparatively high compared to European standards even after the Bulgaria full accession to EU in 2007.

The "Open Door" Project (www.opendoor.bg) began in the spring of 1997. The Council of Europe hosted a meeting of heads of state and NGO leaders. This group carefully analyzed the social and economic status of the people of Veliko Turnovo region. They noted that high unemployment rates and subsequent poverty created an atmosphere with much domestic violence, dependency and financial hardship, and also psychological and physical discomfort for many citizens. One strategy for addressing the hardships of the people was the formation of a unique partnership at the local level involving private businesses, the NGO sector, the local government, the media, and most importantly – the citizens themselves. The project also received international support; Groups from Liverpool, Hamburg and Strasbourg, as well as volunteers from the United States Peace Corps also contributed to the development of this project.

The multisectoral partnership is progressive and essential to the development of civil society. One example of this partnership is that Open Door is highlighted as socially valuable and has been included in the formal priorities of the Regional Development plan for 2000-2007 and 2007-2014.

Open Door was officially launched after a decision of Veliko Turnovo's Municipal Council on the 7th of June 2001, which gave a 2000 square-meter building for 15 years rent-free, for the development of the various phases of the project. With the acquisition of the building, project components currently underway – such as the Consultation Centre and telephone help line – were able to move to one central location.

The Open Door Resource Centre services combined different stages through the years till its complex and full development as a complex and developed community centre with special emphasis on the children, women and families at risk.

The first phase, Open Door Consultation Centre began in the spring of 1999. It provides information and free consultation to individuals who call the telephone help line 062/602-604. Callers speak with a trained social worker available from 9:00 to 17:30 Monday – Friday, who then schedule a follow-up appointment with the caller or refer them to the appropriate professional help. This more focused help is available in the areas of: unemployment, health, domestic violence, and legal services. The referral team is comprised of social workers, lawyers, psychologists, doctors and economists. The Consultation Centre offers: emotional support and understanding, information about other helpful resources, social work expertise, legal consultation, psychological consultation and psychotherapy, directing to partnership government organizations, training about the basic human rights and equality between the

sexes. Over 17350 people have used the telephone line since its inception. This large volume of callers is evidence of the great need for establishing additional services for women and children in the region. The specific focus areas of interest of callers to date are 67% regarding social-economical subjects; 38% seek legal help and advice;

80% have questions about reproductive health and contraceptives; 16% inquire about emotional support and about problems due to domestic violence.

As a next logistical step, in 2004 at the Open Door Consultation centre has been opened a Children's Help Telephone Line. The hot line is operated by a social worker and a psychologist and aims to provide emotional and logistic support to youngsters and children who seek support and assistance. The help line has met over 10000 calls since its opening. The main questions asked by youngsters and children are related to children's rights, educational and career development, problems at family and with relatives, school logistics, etc.

Phase Second, which commenced during the year 2000, is a Business Education and Support Centre that aims to assist people who wish to increase their own business skills, acquire additional qualifications, skills, and business knowledge and improve their overall economic situation. The priority is to support the business-initiatives women. To date 2115 unemployed women have successfully completed three different educational courses. The three courses that are mainly chosen, were: "Organizing and Running a Small Independent Business, Office Skills and Business Communication and Family Run Establishments/Hospitality Industry." The Business Education and Support Centre offers a fully equipped business incubator with copy machine, fax, word processing, and access to the Internet; meeting facility with AV equipment; business consulting on a variety of topics; management education; qualification courses for computer skills, foreign language training, and computers; courses for increasing specific business skills such as business writing and communications; expert consulting services in the areas of bookkeeping, law, finance, and tax policy; marketing training; access to library of local, national, and international data about business.

The third component of Open Door is a Well Women's Clinic, which provides elementary preventative health care and education to women and children. The clinic is being designed directly in response to a need expressed by many women. Open Door recognizes that the best way to face many of the health problems facing the region's women is to offer preventative care and education. The clinic serves as an education centre. It houses literature and hosts "guest Experts" willing to meet with different audiences on a variety of topics ranging from HIV/AIDS prevention to breast cancer awareness. It also provides a fully equipped fitness women's and children's rehabilitation unit where children from 3 to women – pensioners over 75 years old are having different range of activities and preventative care.

The fourth element designed and developed is Child Day Care centre. Women who use the center services have been invited to leave their children with qualified staff and volunteers in the child care facility. Children between the ages of 2 and 10 are able to participate in activities, learn and meet other children – while mothers take advantage of Open Door's many services.

This, first-of-its-kind Centre has been developed as a pilot for Centres throughout Bulgaria and the region. The strong community initiative and support coupled with the buy-in of leaders from every sector had helped to ensure its viability in the years to come. The Centre works to establish a relationship with its "alumni" and hopes that Centre users become future volunteers, assisting other women and children in transition in their lives.

The case study has been implemented for the period of fifteen years (1997-2014) and after its success it has been transferred as a state delegated services.

"Open Door" Resource centre, being designed as a mosaic of different services designed and developed for children, families in risk, children leaving the institutions and for the whole community, since 2007 developed a new phase, emphasizing the children at institutions and the process of their desinstitutionalisation. Overall objective of the selected case study has

been to support the process of deinstitutionalisation through providing integrated services for children at risk and their families at the Regional Resource Centre “Open Door for communal support” at the territory of Veliko Turnovo region, based on the individual needs of each child in order to overcome the abandoning, institutionalization, violence against children and other social risks and for their successful social integration and social inclusion. Specific objectives of the project implemented has been increasing the public sensibility towards the problems of children and families and involving the local community in the implementation process of activities and services for children and their families; designing and approbating a pilot model for organization, functioning and management of a Centre for communal support, providing services for children at risk and their families on regional level; a Centre which meets the criteria of the international documents in the field of children’s rights, as well of the quality standards of the provided services; obtaining new knowledge, skills and experience by the Centre’s staff for effective implementation of the new social services in the community; enriching the information of professionals, working with children and families on the welfare of the child in the region of Veliko Turnovo and founding inter-institutional networking on a given case and increasing the capacity of the municipalities and the local non-governmental organizations in the social field for providing services for children and families from Veliko Turnovo oblast, as of Directorate of Social Support (Division for protection of child) as main agents, reporting cases towards the services’ supplier. Through a colorful mosaic of activities such as developing education and consultation unit, mobile services, child day-care unit, well women’s and child’s unit, help telephone line, youth and children’s clubs the action served the community and make a significant change to the process of policy making on regional level.

The project implementation influenced the life of the target groups foreseen as such at it beginning. The data showed that over 2320 children with anti-public behavior (robberies, vandalism acts, fights, breaking glasses) ; 148 children victims of violence ; 1010 children and families in unequal social situation and in risk (living with relatives; living in bad conditions; families with many children; living with one parent in bad conditions; 680 children with deviant behavior and risky to abandon school; 78 families registered and adopted a child ; 985 children and families from ethnic origin – (specially Roma) were influenced by the project implementation and to some extend change their lives.

Europe for children, Europe with children is the political approach and practical experience that is the core and the horizon of the 21 century Europe.

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WORKSHOP “WHAT IS BEAUTY”

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1. INTRODUCTION

View to One's Own Thinking is a largest project of Association of Petit Philosophy, which started in year 2008. This program was designed by Bruno Ćurko and Ivana Kragić, for children from 8-11 years old and it is one of the examples of Philosophy with Children. Within the program there is a lot of motivation materials, such as Power Point presentation, stories, games, riddles etc., but is no different from other philosophy programs with children as it make use of discussions, question, arguments, counterarguments and neo-Socratic dialog. The main goal of these workshops is to raise awareness of our own thinking by developing critical and creative thinking in which we can reflect upon ourselves and society we live in. Also the goal is to develop argumentations and communications skills and to constructively think about the topics that are usually taken for granted (wisdom, fear, friendship, art, etc.). The program has twenty-four lessons with different topics and one lesson is reserved for topic of the pupils' choice. Also there are four lessons which are provided for evaluation and that includes discussion, debate, reflection and writing. All together this program has 35 workshops (as some of the lessons are designed for two school hours), one in every week throw one school year. By the year 2014, this program was conducted in 26 schools and libraries (of which some of them repeatedly used the program for four years), a total of 987 children who participated in the whole project (35 workshops). All together about 1,320 workshops were done in Croatian schools and libraries. In evaluation of first six years the implementation of the project View to One's Own Thinking had a positive impact on the development of different abilities and skills of children who have participated in the program. They develop the openness to the different opinions and thinking, they become more tolerant, more understanding and more open to possibility of dialogue. They become used on logical argumentation and they develop the skill to quality express their own thinking in different (any) topics. Their psychological potentials were upgraded (intrinsic motivation, self-initiative, independence, self-confidence). In this way they created a predisposition for good lifelong learning process. In year 2009 Ministry of Science, Education and Sports and the Education and Croatian Teacher Training Agency, evaluated this project as "very good and innovative, primarily because of its quality, but also attempts to children from an early age towards analytical and creative thinking." In year 2010, program won 2nd place Award for creativity in educational project in Croatia . Ministry of Family, Veterans and Intergenerational solidarity and Croatian Youth Network gave Petit Philosophy for this project award "Uključi se" ("Be involved) for "Outstanding Contribution to the achievement of positive social change" for conducting project in schools. Project View to One's Own Thinking had promotions in conferences, seminars and symposiums in France, Italy, South Korea, Bosnia and Herzegovina, etc. There are few articles published around the world about this project.

For each workshop Teachers use Power Point presentations that have different animal and historical characters which appear in a form of comic- picture book and ask the main questions related to given themes. Teachers' role in these workshops is to moderate the ensuing discussion, ask additional questions which would lead to pupils own conclusion and awareness of their own thoughts. The main and most often question that Teacher asks is why, which means that every student needs to argument their theses which help them to become aware of their own cognitive process.

Most lessons include stories, which are closely related to the topic of workshop. These stories are usually taken from mythology, literature or philosophy and children are often familiar with them. If we follow the logic that »The child does not study the literary works, it

reads them and experience them« (Crnković,1990, str. 13), then we can see that the use of theme-associated stories helps Children:

1. To resolve ambiguities related to the topic
2. To confirm their findings and theories on the topic.
3. To identify themselves with characters from the story, which helps them come closer to the themes in the topic;
4. Develop a new series of questions related to the topic, beyond those already offered through the presentation.
5. To develop stories of their own.

Besides stories, Petit philosophy workshops often contain one or more games. These are usually short, lasting from one to five minutes, and are always thematically related to the topic of the teaching hour. The most frequently used games are games of associations, brain teasers, and games involving concepts, and questioning. When it comes to games, Jean Piaget had always observed how that phenomena effects child's cognitive development: »Piaget observes the game within their cognitive development and connects her with the structure of thought activity. As multi-functional, ambiguous, unspecialized activity game is indeed associated with cognitive development.« (Duran, 2003,p.22). However the most of each workshop is spent in argumentative dialog.

2. QUICK GUIDELINES FOR THE WORKSHOP “WHAT IS BEAUTIFUL?”

As for all workshops from the project View to One's Own Thinking, the animated characters from PPT presentation ‘lead’ the workshop. This is a very good way for motivating students to concentrate to workshop. Before the workshop begins the workshop facilitator choose which student will be reading scripted lines of animated characters. In workshop “What is Beautiful?” there are three main animated characters: Ratka the duck, Sofia the owl and Nessy the dinosaur. Like always, there are few animated guest in this workshop (Democritus, Francis Bacon, Confucius).

2.1. Descriptions of workshop - slide by slide / question by question

Slide 1 and 2

The workshop begins with introduction and greeting from Ratka the duck and Sofia the owl. They invite pupils to help them find the answer for questions they have. At this point pupils still don't know the main topic of this workshop. The reason for that is to avoid predictable answers in following slides.

Slide 3

They ask pupils if they like writing the stories and when was the last time they wrote one. Additional questions, by workshop facilitator, can also be: What kind of stories do you like? What kind of characters do you like in the stories? Why?

Slide 4

Ratka's next question is: If you had to write a story about good and evil what would the good characters look like? And Sofia follows her with the question: What would the bad characters look like in your story? Teacher can ask pupils to describe the characters properties and not just the looks. What can us aspect from characters that look in a certain way?

Slide 5

In this slide, Ratka asks if they would ever consider of using a good but ugly character in their story? No matter which answer they choose, students need to explain why. After few students explain their answer on the first question, Sofia asks them if they can remember some

story whose main character is good, but ugly? Besides the literature story's like Beauty and the Beast or Quasimodo, children can search for these characters in cartoons and film like Shrek. With a help of additional questions, children will come across the H.C. Andersen's story „The ugly Duckling“. Once they remember that story, Teacher gives the printed story and they read it out loud. If the story is well known in the classroom (and usually it is) then one student can paraphrase the story as a reminder of crucial events in the story.

Slide 6, 7, 8

In these 3 slides animated animals continue to ask the questions related to Ugly Duckling:

- What is the main problem with the Ugly Duckling?
- How did the other characters treat it?
- Did it deserve such treatment?
- Can you think of some of his good qualities?
- Why didn't the others see his good qualities?

These questions should reflect on contrast of Duckling physical appearance and his character. At this point it is good to remind the students about their choice of characters' look in their stories, ask them if they have change their minds about 'ugly' and 'good' looking characters.

Slide 9

Ratka and Sofia continue to ask questions which can be built on Ducklings story:

- Is beautiful only something we can see?
- Do we have various kinds of beautiful?

The questions that would help pupils to think about non visual beauty: When you close your eyes which of your other sense can feel the beauty? With a help of this question they will come up with the sound, smell, touch etc. Also at this slide they will start to realize that the topic of the workshop is beauty.

Slide 10

Addition to previous slide, Ratka and Sofia ask:

- What does a beautiful feeling feel like?
- When does it happen?

Here, the concept of the beauty is pushed more towards abstract term, where they question if something like a feeling can be beautiful or beauty just generates certain feelings?

Slide 11

At this slide the new animated character joins Ratka and Sofia, monster Nessy - the plesiosaurs. She introduces herself and admits that she was afraid to join the workshop as many people find her ugly and scary.

Slide 12

Ratka asks the pupils: Do you think people would be scared of Nessy if they saw her? This answer comes obvious since Nessy is a dinosaur. But Sofia's next question adds a different note to Ratka's question: Would you be scared if you knew she wouldn't attack you? With this question and additional ones from Teacher, pupils realize that Nessy is a metaphor for something unknown and different.

Slide 13

Nessy shares her thoughts about the fear of unknown: In my experience, everything that people are unfamiliar with, scares them. Also, the things they think are not beautiful, according

to their standard of beauty,; they find them dangerous or disgusting. Pupils discuss about Nussy's statement whether they agree or disagree and why.

Ratka asks: What is a standard of beauty? With a help of this question, pupils must find a definition for standard of beauty and how it affects people and themselves.

Sophia asks: Can someone think something is beautiful, while another person thinks that the same thing is not beautiful?

This question relates to previous one in the way that motivates pupils to critically reflect on people's different experience on beauty. Is it because cultural standards or individual understanding of something beautiful?

Slide 14

Nussy asks question: Can something which you find ugly at first become beautiful later? Pupils need to discuss if the concept of beauty is changeable and how closely is related to its contrast – ugliness (if it's related at all).

Ratka's next question is: Can beauty disappear? For each of these questions Teacher can ask for life example in which pupils can discuss, within a specific situation, if the beauty is eternal or something that can vanish.

Sophia asks: What is worse, when beauty disappears in something which you thought was beautiful or when the beautiful thing turns ugly? Pupils need to conclude which situation is worse for them and why.

Slide 15

Nussy's next question is: What do you recognize more easily – the beautiful or the ugly? This question reveals for pupils if they are more attracted towards beautiful or ugly things and why.

Ratka asks: Have you ever been cold to someone because of their looks? The pupils need to become aware how important or not important is the physical look for them and how much affects their judgment about someone or something.

The next question brings the issue of self awareness and what is important for us.

Sophia asks: Is it the same – to look good and to feel good?

Is it very important what other people look like?

Slide 16, 17

These two slides bring the question of physical beauty, standards of beauty and how far would people go for their looks and why. It starts Nussy's question: What people usually do to look nice?

Then Ratka asks: Is it very important to you how you look?

Then Sophia shows couple of pictures with people of different cultures, race and gender. Caucasian with some make up, Japanese anime-metal subculture girls, African traditional tribe with a plate in the mouth etc. Pupils share their thoughts about the pictures and if they would ever dress up like that and why.

Slide 18

Nussy asks: Do you think that the idea of beautiful is dictated by the habits and the culture you live in? This is a good time to remind them about their definition of standards of beauty with additional questions like: Would you find this way of dressing up beautiful if you were born in Africa?

Ratka asks: Does that mean that beauty is a human fabrication and nothing more? With this question pupils need to consider how much impact our culture has on us and on aesthetics which we find beautiful. Also, they need to consider if the beauty is a human concept which wouldn't exist on his own.

Sofia asks: Why do people try so much to create beauty but do not try as hard to find beauty in things as they are? On this question pupils can also think about whether we need beauty in our lives and where can we find it that is not made by culture and people.

Slide 19

Nessy reminds them about old Latin saying: Why do we say *De gustibus non est disputandum* ("There's no accounting for taste")?

While they are discussing this sentence, Ratka asks: Can taste change?

And Sophia adds to that: Have you ever thought something was beautiful, but changed your mind later?

These questions are similar to ones from slide 14, but here we have a concept of taste and pupils need to think what is taste and does it have anything to do with how we experience beauty?

Slide 20, 21, 22, 23, 24

In these slides our animated characters invite animated guests (philosophers and writers) to share their thoughts about beauty. Some of the characters pupils already know from previous workshops and some of them are new. It is not necessary for the pupils to remember these historical figures, the main goal is to discuss about their thesis and to explain if they agree or disagree with them and why.

-Charles Baudelaire: "Gold can do a lot, but beauty can do more."

-Democritus: "Physical beauty is something animalistic if there is no reason behind it."

-Francis Bacon: "The most beautiful part of beauty is that which a picture cannot express."

-Confucius: "Everyone is beautiful, but not everyone can see it."

Slide 25

For the final closer, Ratka asks: Where does true beauty lie? And Sofia adds to that question: Does it even exist?

Slide 26

In a final slide our animated characters say goodbye to children and fly or swim off from Power Point.

Aims of the workshop

The aims of this workshop:

- Encourage the student to think about beauty and develop their own knowledge about beauty.
- Try to show to students that beauty is abstract concept which is very hard to precisely define.
- Show to students how standard of beauty is connected with state and place where they live.

- To raise awareness of tolerant behavior

Project aims involved in the workshop:

- teaching for critical thinking
- training of quality discussions which includes formal and non-formal logic
- learning to define concepts
- educate future citizens
- help in developing verbal skills
- help children to understand the world around them

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BACKGROUND AND PROCESS OF THE DEVELOPMENT OF CITIZENSHIP EDUCATION IN CROATIAN EDUCATIONAL SYSTEM

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Abstract

The paper addresses the developmental processes related to searching of appropriate concept of education for democratic citizenship and human rights education for needs of young generations and developmental needs of Croatian educational system and Croatian society. Analysis is showing that continuous development of innovative concepts, citizenship modules, programmes and curriculars, participatory methods of teaching and learning, connections of school and local community through social projects, development of teaching materials, exchanging of foreign and domestic professionals, development of educational system, brought to solution of a systematic and visible approach to citizenship education defined in the Decision on Curriculum and in Curriculum for Cross curricular Implementation of the Citizenship Education for Primary and Secondary Schools.

Key words: citizenship education, crosscurricular implementation, interactive methods of teaching and learning, outcomes based instruction

Sažetak

U tekstu se razmatraju razvojni procesi usmjereni na traženje odgovarajućeg koncepta odgoja i obrazovanja za demokratsko građanstvo i ljudska prava usmjerenog na potrebe mladih generacija, razvojne potrebe odgojno-obrazovnog sustava i hrvatskog društva u cjelini. Analiza pokazuje da je kontinuirani razvoj inovativnih konceptata, modula, programa i kurikuluma građanskog odgoja i obrazovanja, participativnih metoda učenja i poučavanja, povezivanja škole i lokalne zajednice kroz društvene projekte, razvoj nastavnog materijala, razmjenu stranih i domaćih eksperata, razvoj odgojno-obrazovnog sustava, doveo do sustavnog i transparentnog pristupa građanskom odgoju i obrazovanju utvrđenom u Odluci o donošenju Programa i u samom Programu međupredmetnih i interdisciplinarnih sadržaja Građanskog odgoja i obrazovanja za osnovne i srednje škole.

Ključne riječi: građanski odgoj i obrazovanje, međupredmetna primjena, interaktivne metode učenja i poučavanja, nastava usmjerena na ishode

After fifteen years of the non-obligatory implementation of the National curriculum for Human Rights Education (1999) for all levels and types of primary and secondary schools, the Ministry of Science, Education and Sport developed the Decision on Curriculum and the Curriculum for Crosscurricular Implementation of the Citizenship Education for Primary and Secondary Schools, which was published in the Official Gazette, No 104/14 of 28 August 2014, and which gave the Curriculum an obligatory status for schools.

The past decade and a half is characterized with the developmental processes related to searching for an appropriate concept of education for democratic citizenship and human rights education, based on the needs of young generations, the developmental needs of the education system and the Croatian society. It was also accompanied by a struggle of different stakeholders (governmental, non-governmental, parent associations etc.) for better possibilities and conditions for citizenship education and by a broad public discussion .

The Education and Teacher Training Agency - ETТА (public body in charge of the professional development and monitoring of primary and secondary education) has been developing, in cooperation with the university experts, non-governmental and international experts, numerous modules and projects aimed at introducing various elements of citizenship education to Croatian schools ; it also developed teaching materials, organised the exchange of foreign and domestic EDC/HRE professionals, participated in continuous exchanging of professional experience of EDC/HRE coordinators organised by Council of Europe Directorate of Democratic Citizenship and Participation; ETТА organised the translation of CoE recommended materials, and participated in Council of Europe and European Commission Pilot Project Scheme on Human Rights and Democracy in Action. Project: Travel Pass to Democracy, Supporting Teachers in Preparing Students for Active Citizenship . All this processes resulted with a systematic and visible approach to citizenship education with clearly defined outcomes in every school year for all students and all levels of the primary and secondary school education: Curriculum for Crosscurricular Implementation of the Citizenship Education for Primary and Secondary Schools.

The Curriculum is founded on the needs of contemporary society and the role of education system in the preservation and development of democracy, assurance of wellbeing of citizens, society, and providing answers for different types of temporary crises.

It is also in accordance with the Croatian Constitution in which Citizen is defined as a bearer of the authority, with the needs of young people and the needs of the Croatian society. It gives an opportunity to young generations to develop their civic competence – knowledge, skills and attitudes to be capable for qualitative development of all society parts on democratic principles and principles of rule of law.

The Curriculum defines student's learning outcomes - knowledge and understanding; skills and dispositions; values and attitudes in five dimensions: human and legal rights, political, social, (inter)cultural, economic and environmental. This means that the student acquires knowledge, develops skills and values of personal dignity, human rights, equality and the rule of law; democratic decision-making and governance; socially desirable behaviour, including team work, peaceful conflict resolution and solidarity; (inter)cultural (self)awareness, sensitivity and dialogue; socially responsible economy and entrepreneurship, consumer protection; sustainable development.

The above mentioned five dimensions have defined outcomes which have to be spirally developed through entire primary and secondary school. Crosscurricular approach is based on fact that all subjects are directly connected with the fundamental right of child to education or to the specific right that is guaranteed to every child. Every subject should contribute to the development of certain citizenship competence, as defined by the Curriculum.

With this Curriculum it has to be ensured that students have space for individual questioning and reasoning on the learning matter, for analysing and experimenting of the possible application of knowledge, for communicating their knowledge in cooperation with

other students, for deeper understanding and memory of what is being learned, for acquiring the fully tested and validated knowledge that can be further upgraded in the process of lifelong learning. It has to be ensured that students discover their own strengths and abilities, obtain self-confidence, govern and manage their learning process and plan further development. Such educational conditions are a precondition for securing the fundamental right of the child for development of his/her complete potential.

The teachers are recommended to use the methods of interactive and practical teaching and learning, to discover areas in which the student is successful, so that the student, with the help of other teachers, parents and other students, becomes or stays a successful student.

In accordance with this goal the student in the Citizenship education is creating the map of his/her personal development in which he/she enters the data on its achievements and future plans of the development of its competences (certifications on the participation in various projects, volunteering, finished courses, such as CPR, artistic expression, socially related science and technical innovative projects etc.)

The Curriculum is implemented through 35 hours per year in 8 years of primary school and 2, 3 or 4 years of secondary school: 20 hours have to be implemented by subject teachers, 5 hours by a class teacher and 10 hours in out of school activities based on project teaching and learning, voluntary work and practical development of citizenship competence.

The new Curriculum for Crosscurricular Implementation of the Citizenship Education for Primary and Secondary Schools (2014) defines new competences for teachers: all teachers need to be capable of implementing innovative approaches related to planning, classroom management, teaching and assessment, which allow flexibility, creativity and personalization of the learning process. They need to be capable of incorporating knowledge of democratic citizenship and human rights, skills and attitudes within various school subjects in such a way that students will be actively involved by discussion, cooperative learning, problem solving, group work, participation in school decision making (student councils) and engaged in project work between school and local community; to use learning methods focused on acquiring experience with which the skills and values are being developed along with the acquired knowledge.

Education and Teacher Training Agency is responsible for compulsory in-service teacher training on the national level.

Since the period of experimental implementation of the Croatian Citizenship Education Curriculum (2012) in Croatian primary and secondary schools, the teachers are trained in the methodology of planning of the outcomes based citizenship instruction, with key elements of the new citizenship curriculum, basic EDC/HRE concepts and new approach to crosscurricular planning and teaching.

They are trained in a such way that they elaborate elements for crosscurricular activities: title, purpose, final aim/outcomes, short description of crosscurricular instruction activities, models of implementation, methods, evaluation of outcomes, expenses (for projects), engaged persons (teachers, students, local community people..).

We also improved the Citizenship Education County Coordinators Network (33 teachers).

Citizenship Education County Coordinators Network consist of from excellent and experienced teachers who have an obligation to transfer information and train teachers on the school and regional level for the competences they have achieved at the specialised trainings at the national level:

- They get acquainted with the structure of Citizenship Education Curriculum and with the methodology of planning the outcomes-based instruction.
- They learn from the examples of good practice in planning of the outcomes-based instruction. The examples of good practice are presented by teachers from a school which participates in experimental implementation of Citizenship education curriculum.

- They reflect on the possibilities of transparent and systematic development of students' citizenship competences through different subjects, extra-curricular activities, research projects in school and local community.

- They are disseminating to other teachers information, examples of good practices and descriptions of new approaches and materials through their network.

From 1999 to 2013, 29 685 teachers and school principals participated in compulsory in-service teacher training implemented by the Education and Teacher Training Agency. In this period non-governmental organisations also provided non-formal teacher trainings.

During the trainings and workshops more than 32 500 copies of teachers' guides, publications, teaching and learning materials prepared in Education and Teacher Training Agency were disseminated.

All these materials are available on Education and Teacher Training Agency webpage: www.azoo.hr

SCHOOLS, CHILD-FRIENDLY SPACES IN AN UNFRIENDLY WORLD?

Maria Luísa Lopes, Escola Básica e Secundária Matilde Rosa Araújo, Portugal

Abstract

Being happy should be life's main concern. Although happiness at school is not a goal of education, building child-friendly schools and communities is an attempt to make children happy. However, it's difficult to have happy children in a world in crisis.

Portuguese children have been seriously affected by austerity and crisis in the last few years and schools play a very important role in mitigating their suffering and in supporting them in various ways.

Apart from teaching, teachers are expected to perform different roles in order to meet children's needs and expectations and to change schools in better places.

Escola Básica e Secundária Matilde Rosa Araújo, a disadvantaged and heterogeneous school, is a good example of how committed teachers and extracurricular projects and clubs can help children and contribute to their development, success and happiness. As European dimension in this school is part of school policy and has a great impact on children, a paragraph will be dedicated to Mrs. Bélard who was responsible for the creation of European Clubs. To finish, I'll point out the advantages and benefits of promoting mobilities and students' exchanges as well as drama, as these activities are European Club children's favorite ones.

Key words: roles of teachers, students exchanges, European Clubs

Sažetak

Biti sretan bi trebalo biti glavno nastojanje u životu. Iako osjećaj sreće nije cilj obrazovanja, stvaranje škola i zajednica prilagođenih djeci je pokušaj da se usreće djeca. Ipak, djeca teško mogu biti sretna u svijetu u kojemu vlada kriza.

Djeca u Portugalu su duboko pogođena surovošću i krizom u zadnjih nekoliko godina te je važna uloga škola ublažavanje njihove patnje i pružanje potpore na različite načine.

Osim poučavanja, od nastavnika se očekuje da odigraju različite uloge kako bi zadovoljili učeničke potrebe i očekivanja i da školu naprave boljim mjestom.

Escola Básica e Secundária Matilde Rosa Araújo, mješovita škola, je dobar primjer kako predani nastavnici i izvannastavni projekti i klubovi mogu pomoći djeci i kako mogu doprinijeti njihovom razvoju, uspješnosti i sreći. Obzirom da je europska dimenzija dijelom politike škole, i ona ima veliki utjecaj na djecu, posvetit ću cijeli odlomak gospođi Bélard koja je zaslužna za organiziranje Europskih klubova. Na kraju ću istaknuti prednosti i korist promoviranja mobilnosti i razmjene učenika, isto kao i dramskih sekcija, obzirom da su ove aktivnosti najdraže djeci članovima Europskog kluba.

Ključne riječi: uloge učitelja, razmjena učenika, Europski klubovi

1. HAPPINESS, THE KEY TO LIFE

“When I was 5 years old, mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down “happy”. They told me I didn’t understand the assignment, and I told them they didn’t understand life”.”John Lenon

How often is a child asked if he/she is happy at school?

Happiness isn’t often a big topic of conversation in classrooms. Teachers seldom measure the level of happiness at school. They are too busy in teaching the curriculum, testing and providing engaging learning experiences.

According to Nell Noddings, American Professor of Education, in her book “Happiness and Education”, if we were to ask the question “What is human life’s chief concern?” One of the answers we should receive would be “It is happiness”. When parents are asked what they want for their children, they usually answer that they want their children to be happy. Why then, is happiness rarely mentioned as a goal of education?

Well, perhaps we don’t measure the level of happiness at school, perhaps happiness is rarely mentioned as a goal of education, but when we wish to build child-friendly schools and communities aren’t we trying to give our children a happier world?

2. HAPPY CHILDREN IN A WORLD IN CRISIS?

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child, also known as the CRC or UNCRC.

These rights describe what a child needs to survive, grow, participate and fulfil their potential. They apply equally to every child, regardless of who they are or where they come from.

However, millions of children all over the world still don’t enjoy their full rights even in first world countries.

Regarding the situation in Europe, giving our children a happier world is an increasingly difficult task when so many of them are affected by crisis, poverty, parents’ unemployment, domestic violence, when so many of them are displaced from their home countries surviving in poor conditions.

According to “European Platform For Investing in Children” site, as a result of the economic crisis, the percentage of children living in poverty or social exclusion has increased in several Member States (...) With rising unemployment levels and lower incomes families have not only become more at risk of poverty but have also been hampered by cuts to child and family related services which have been implemented in many Member States.

Some European countries have continued supporting measures which mitigate the impact of economic crisis on children and families. Austria, Germany, France, and Italy have put in place new cash allowances, increased tax credit/breaks, childcare provision, and increased parental leave. Such initiatives aim to sustain and increase effective support for vulnerable members of society, who tend to be hit hardest by economic crises.

2.1. The impact of crisis on Portuguese children

Many Portuguese children are badly affected by the country’s economic crisis and ongoing measures of austerity, according to United Nations Committee on the Rights of the Child report.

Benefit programmes and services have been cut or reduced and the daily life of an increasing number of people in Portugal is affected by poverty and hunger.

The slashing of social benefits has affected at least half-a-million children in the country.

As a result, a significant number of children are increasingly at risk of succumbing to poverty, lacking access to proper services, and not enjoying their rights, which include housing, education and social protection.

How can we have a child-friendly society when children are ignored or mistreated?

3. THE ROLE OF SCHOOLS IN A TIME OF CRISIS

In spite of all adversities schools are going through at the moment, (teachers' salaries being cut, astonishing increase in the working hours, teachers feeling uncomfortable in their jobs, etc.) teachers, directors and school communities cooperate in order to mitigate and alleviate some of children's suffering and support them in several ways. A feeding programme is being implemented in many schools and it also serves as an incentive to stay in school.

It's the teachers' task to detect cases of famine, child abuse, violence, xenophobia, school dropouts and when necessary to inform National Commission Protection Children's rights.

In our changing world more and more is expected from schools. They have to meet children's needs and expectations. In many cases they have to replace families, to restore values. It's not enough to educate but also to "bring up" children in order to integrate them at school and help them face the future. Thanks to teachers' good will many children find a much friendlier atmosphere at school than at home.

Teachers have to perform different roles, apart from teaching. They often play the role of psychologists, social assistants, parents and above all, friends. There is a significant number of teachers who are engaged in changing schools into places where kids are taught not only how to make a living, but also how to live life. Teachers who are determined in making learning more active, more dynamic rather than having students simply sit, listen, and memorize. Teachers who follow their sense, even their instincts of what their students need and try out new ideas. Teachers who make big efforts in order to turn schools and classrooms cheerful places.

4. A GOOD SCHOOL IN A DISADVANTAGED AND HETEROGENEOUS AREA

Escola Básica e Secundária Matilde Rosa Araújo, the school where I've worked for so many years is a good example of how committed teachers can contribute to change school. It is sited in a disadvantaged and heterogeneous area not far from our capital city, Lisbon. Children come from different economic and social backgrounds but the number of underprivileged and disadvantaged families is very high and we have an increasing number of children living in poverty due to unemployment and to low incomes. We have a large number of students coming from our ex-colonies in Africa, from Brazil, China and Eastern countries. Gipsy children are also part of our school community.

Living in bad conditions always brings further problems and we are not an exception. Students at risk of exclusion, children totally demotivated, others with special needs, learning difficulties or bad behaviour are not rare at school.

Working in this school is not easy but it is very challenging at the same time and stimulates teachers' creativity.

Traditional pure academic teaching doesn't fit a large number of our students and may lead to demotivation, truancy and misbehaviour. In order to minimize such problems, special classes with a flexible curriculum designed for special students have been created, study techniques have been implemented and those who have more difficulties can benefit from personalised teaching or extra classes.

4.1. How Extracurricular Activities and Clubs can make school a better place

On the other hand, we need further strategies to make school an attractive place where children can develop their non-academic skills, and feel happy. These are the main reasons why a significant number of extra-curricular projects and clubs were created in Escola Básica e Secundária Matilde Rosa Araújo. Children are encouraged to participate in extracurricular activities and get enrolled in school clubs.

Various projects, open to all children, are being implemented at school: sports projects, eco friendly and human rights friendly projects, different sorts of competitions, contests, etc. Every year a solidarity gala takes place in order to raise funds for the disfavoured families of the municipality. This is a joint project involving the whole school community and local institutions.

We believe that these types of projects help children be more self-sufficient and autonomous, raise their self-esteem, promote inclusion and solidarity, encourage child participation and help building a child-friendly atmosphere.

4.2. The role of European Club in children's development

European Club, created twenty-five years ago, is by far the oldest and most popular club at school. Its impact in the school community and its contribution to children's development justify its success.

European Clubs were launched in 1986 by Mrs Margarida Bélard, a very idealistic, visionary and open-minded Portuguese lady full of child-friendly new ideas, who realized that it was urgent to educate the children towards Europe.

By that time European Economic Community had economical goals rather than educational and European dimension in education was not a priority.

Quoting Mrs Bélard, "One of the major missions at the school is to educate European citizens and that can only be successful if the fundamental principles of our society - respect for human rights, for democracy, tolerance solidarity are not only taught but also experienced by living them."

Mrs Bélard died in 2000, before the concept of child-friendly school was put in practice, but her ideals were to contribute for the creation of a child-friendly multicultural Europe.

Promoting European dimension has been part of school policy for many years. It has helped many children to "grow up" and we are proud to have already participated in many fruitful and successful international links.

In our school, European Club links up with other school clubs, with class projects and with Comenius partnership projects. Its impact is very significant not only on school community but also on local community and across the border.

As European Clubs are not compulsory, as all the other clubs, what do we have to do in order to attract children to join us, bearing in mind that we have to compete with other interests? (We all know that in the last few years the rapid growth of computers, smart phones, tablets represent a double-edged problem.)

As teachers, we have to be creative and implement activities that match children's interests and at the same time promote serious themes such as European and world citizenship, Human Rights, solidarity, tolerance, cooperation, respect for the others' values and for the differences.

Among all activities developed in this school within the scope of European dimension, I want to stress the benefits of exchange programmes, mobilities and drama in children's development.

Through international visits students have the opportunity of travelling in Europe, improving a foreign language, enhancing their understanding and appreciation of other cultures, other habits and traditions and making new friends.

Most of the participating students had never been abroad before and it's very rewarding to hear them say it was the best experience they have ever had.

Drama also brings a large range of benefits and is one of the best ways to promote European dimension at school. Throughout all these years we have chosen themes that suit our aims and match our ideals such as the History of Europe, European values and traditions, Portuguese Discoveries, Art in Europe, etc.

Drama increases creativity, imagination, self- discipline, self-confidence, self-esteem, self- respect, persistence, it also provides social and moral training and teaches young people to work in a team. It also helps to develop artistic skills, find out talents and it does a lot of good to children who usually misbehave in class or to whom society has low expectations.

Involvement in drama can contribute to reduce dropout rate among students and to help them succeed in their academic life.

Drama also helps to contradict the idea that success can come without any real effort as it happens in the world dominated by reality shows.

Stepping on a stage is always a challenge and requires a lot of training and effort. And achieving success means increasing self-esteem and happiness.

As for us, teachers, it's very rewarding when we manage to strike children's own feelings and to provide enjoyment. Then, all our efforts are worthwhile.

5. CONCLUSION

According to THE CONVENTION ON THE RIGHTS OF THE CHILD, Article 4 (Protection of rights) Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled.

However, when governments fail to ensure children's full rights, the role of teachers is crucial in their attempt to turn schools into child-friendly spaces.

Only their good will and commitment can contribute to children's welfare, to their development both physical and intellectual and to their happiness.

Figure 1. Pupils celebrating after the theatre show



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NATIONAL AND LOCAL STRATEGIES FOR CHILD FRIENDLY COMMUNITIES

Jur Moorlog, Simone Innemee, O.S. G. Singelland, the Netherlands

OUR SCHOOL IN THE COMMUNITY.

An example of one of our projects: Alpe d'HuZes

Alpe d'HuZes is an event which has as a main goal to raise as much money as possible for the Dutch Cancer Society. People who participate will raise money by doing all sorts of chores, activities and voluntary work. Raising money is one part, the other part is achieving an extraordinary physical goal which is to climb the Alpe d'Huez in France six times by bike within 15 and a half hours. The Dutch word for six is 'zes'. So the name of the event is an assembly of Alpe d'Huez and 'zes'.

Origins of Alpe d'HuZes

In 2007 a group of friends started this event to raise money because one of their friends was suffering from cancer. The following year more people joined this group and these people raised more money. Throughout the years the event grew bigger and bigger and many more people delivered an extraordinary achievement as well as raising more money.

Nowadays even people who are suffering from cancer participate in the event. They might not be able to climb Alpe d'Huez six times, so it is accepted for everyone who wants to participate to climb once or more often with a maximum of six.

Since a couple of years pedestrians are also allowed, they have the option to walk or they can run up the mountain.

In 2014 about 5000 people participated and raised over €13 million.

Figure 1. Pedestrians walking up the mountain



Singelland Surhuisterveen 2014

In 2011 three teachers and three men of the managing staff formed a team and participated in Alpe d'HuZes. They raised over €30.000.

This year three teachers, one manager and two pupils participated. This team raised almost €25.000.

Activities

The activities in which people who are involved in the school are organized at different levels.

Our team organized activities in which every student and employee could participate. This year a run was organized. Every pupil was sponsored by their friends and family. The pupils tried to run as many laps as possible. They could be sponsored for a fixed amount of money or they could be sponsored per lap. €5.200 was raised by the run.

In June we organized a Fancy Fair. At the fancy Fair people could win prizes at the wheel of fortune and pupils sold things they had made at their own stall. Nails were polished, cupcakes were sold, ancient Dutch games were played, a maze was created and several other activities were organized.

One of our form teachers supported his class in raising money by washing cars at the car park at a local supermarket. Another class asked their neighbours, family and friends to donate their refundable bottles. There were several different activities all supported by a form teacher, as everyone of us was allowed to organize their own event.

The pupils who made an effort for raising money for a good cause have received a certificate as a piece of evidence for doing voluntary work on behalf of the community.

The team

This year our team existed of 4 adults and 2 pupils. Both pupils are very involved with Alpe d'HuZes. Their families have been volunteers for several years and they participate in the event each year.

Figure 2. The team



I was one of the teachers who participated. I have lost both my parents due to cancer. I wanted to raise as much money as possible to make sure that we, our children, our pupils and myself will have a better future ahead of us. I want cancer to be a chronic-illness so that people are able to live their lives with cancer. Another goal for me was getting fitter so that the risks of suffering from any disease will be reduced.

The good cause

Each participant of Alpe d'HuZes has their own motivation for participating. But the most important motive is to create a better future for people who will suffer from cancer. The money which is raised will be spent on projects and research which will improve the lives of people who suffer from cancer as well as trying to prevent people from dying from cancer.

Every participant can tell you a story about someone who they lost or who is fighting the disease. These participants desire a future where people who suffer from cancer won't die as a result of the disease. They strive for cancer to be a chronic-illness. Research is necessary and communication between researchers, physicians and consultants is also very desirable. Alpe d'HuZes has a special team of people who decide which research is granted an amount of money.

Figure 3. Visitors supporting the participants at the finish line



Within a few years this organization, which is supported by a lot of voluntary workers, has grown to be one of the largest financial supporters of cancer research in The Netherlands.

The aim is to adjust the treatment so that within ten years there will be no more losses because of cancer.

Awareness

My intention was to raise awareness throughout our school, teachers and pupils. Many people have to deal with people who are suffering from cancer. For some/most people it isn't easy to talk about cancer. By participating in Alpe d'HuZes I had a motive to share my experience and show that I am willing to talk about it.

Figure 4. Candles lit to raise awareness



During the preparations for Alpe d'HuZes I presented the aim of participating in Alpe d'HuZes in every first grade and several other forms. I was willing to share my story with our pupils to show them that not only some of them were suffering from losing a (grand)parent. It was very special to see pupils open up about their loss.

For me it was a worthwhile experience and am very happy with our achievement. I hope I have made a difference in awareness of cancer in my close circle and at my school.

PRACTICAL EXAMPLES OF IMPLEMENTING EDC/HRE IN CROATIAN EDUCATION SYSTEM FROM PRE-SCHOOLS TO SECONDARY SCHOOLS

Tomislav Ogrinšak, Education and Teacher Training Agency, Croatia

Abstract

In this paper the author presents practical examples of implementing of EDC/HRE in Croatian education system from pre-schools to secondary schools.

Key words: active citizenship, practical examples, Project Citizen, Mock Trial, Simulated session of Croatian Parliament, Online-quiz

Sažetak

Autor prikazuje praktične primjere u primjeni programa Građanskog odgoja i obrazovanja u hrvatskom obrazovnom sustavu od vrtića do srednjih škola

Ključne riječi: aktivno građanstvo, praktični primjeri, Projekt Građanin, Simulirana suđenja, Simulirana sjednica Hrvatskog sabora, E-kviz

1. INTRODUCTION

During the last twenty years in the framework of EDC/HRE in the Republic of Croatia several methods and ways of working were developed with students thus enabling development of the civic competence (knowledge, skills and attitudes). This are:

1. Project Citizen,
2. Mock Trial,
3. Simulated session of the Croatian Parliament for students of secondary schools, "If I were a Member of the Parliament I would ...", for students of primary schools,
4. Online-quiz: "How much do you know about the Croatian Parliament", for students of primary schools.

The implementation of this methods begins at school level (and in kindergarten – Project Citizen), after that the achievements of students are presented at county level (county showcase) and finally at national showcase.

2. PROJECT CITIZEN

Project Citizen is a civic education program for kindergarten children, middle, secondary, and post-secondary students and youth groups. Project Citizen promotes competent and responsible participation in state and local government. It actively engages students (children) in learning how to monitor and influence public policy.

Participants work together as a class or extracurricular group to identify and study a public policy issue. The final product is a portfolio that may be presented before other classes, groups, community organizations, or policymakers.

Children in kindergartens under the guidance of educators are exploring an interesting theme in accordance with their age.

The goal of Project Citizen is to make possible that students are informed and can recognize proceedings which are on disposition of the government in the process of administration (local the government for example). The goal is also that students learn and understand how they can participate in government or in bringing decisions, how to make rules (norms) or law and finally how to solve some problems in their (local) community. The final goal of this program is to develop the concern by the students for active citizenship and as well as the acquisition of practical skills for solving different social problems. In Croatia teachers use the manual: Projekt građanin (Project Citizen).¹

Thus, the intention is that students learn how to recognise a social problem, to select the problem which they want to solve, to collect information connected with that problem, to propose an alternative policy for the solution of that problem, how to make an action plan and finally to make a portfolio.

The elements of the portfolio are: a visual display section (4 pages) and a document folder. At the end they present their portfolio in a public hearing.

Activities (steps):

- Step 1: Identifying Public Policy Problems In Local Community
- Step 2: Selecting a Problem or Problems for Class (Group) to Study
- Step 3: Gathering Information on the Problem Class (Group) Will Study
- Step 4: Organizing the Information Class (Group) Have Gathered
- Step 5: Developing a Class (Group) Portfolio to Present to Class.
- Step 6: Presenting Class (Group) Portfolio in a Public Hearing
- Step 7: Reflecting On Learning Experience

The Presenting Class (or Group) Portfolio in a Public Hearing is on the school level, regional level and finally on the national level. With a help of a visual display and a document folder in a Public Hearing they reason their project in front of a committee. They (four students) have a 16 minutes.

Every year Education and Teacher Training Agency publishes a brochure where presenting all the projects which are presented at National Showcase.²

3. MOCK TRIAL

The main topic of a mock trial following the Croatian and USA legal procedures, is to provide the participants with an opportunity to learn about the differences of the two legal systems through the mock trial process.

The students study in detail a mock case and work out in detail the key points of the prosecution and the defense.

The students are learning all the details of the case – witness statements and coroner's report, and professional lawyers and judges guide them through the process of comparing the two legal procedures and preparing for the mock trial.

Besides learning about the legal procedures of the two countries the main goals are to provide the students with an opportunity for building their social skills and raise awareness of the importance of the judiciary.

Through the workshops and activities the students develop the ability of logical thinking and discussion based on facts and argumentation, practice team work, and teachers try to show

¹ Michael Fischer, Charles N Quigley, Margaret Stimmann Branson, Roy Erickson, Duane E. Smith, Projekt građanin. Priručnik za nastavnike I. razina, Agencija za odgoj i obrazovanje, Zagreb, 2007.; http://www.azoo.hr/images/stories/dokumenti/granski_odgoj/gradaninp.pdf.

² Brochures are published on the web page of Education and Teacher Training Agency: http://www.azoo.hr/index.php?option=com_content&view=article&id=3977:nacionalni-program-odgoja-i-obrazovanja-za-ljudska-prava-i-demokratsko-graanstvo&catid=359:program-graanskog-odgoja-i-obrazovanja&Itemid=441

them how the legal system actually works. Mock trial teams consist of a minimum of six and a maximum of twelve official members.

Each team prepares both sides of the case: the prosecution and the defense in a criminal trial, and the plaintiff and the defense in a civil action.

Each side consist of three attorneys (or in certain cases, two attorneys) and three witnesses, all played by the members of the team. Therefore, the team's twelve members must be organized into two teams of five-six for the prosecution/plaintiff and the defense sides.

Short description of the Mock Trial

The Mock Trial begins with the judge entering the courtroom.

The judge then lets the prosecution or plaintiff give an opening statement followed by the opening statement of the defense. After the opening statements, examination of the witnesses begins.

The prosecution/plaintiff calls their witnesses first. A student attorney for the prosecution/plaintiff does a direct examination of the witness. Once the direct examination is complete, the opposing team may cross-examine the witness. After the cross-examination, if the first team chooses, they may redirect the witness and, likewise, the other team may do a re-cross after this.

This process is repeated for the two remaining plaintiff witnesses. Once the prosecution/plaintiff has finished with their witnesses, the process is repeated with the defense witnesses, having the defense attorneys direct and the plaintiff attorneys cross-examine.

Once all of the witnesses have been examined, the trial moves to closing arguments.

The prosecutor/plaintiff again goes first. After the defense finishes their closing argument, the plaintiff may give a rebuttal argument if they still have time remaining.

Students should be able to evaluate, take and defend positions on current issues regarding the judicial protection of individual rights. To achieve this standard, students should be able to describe the adversary system and evaluate its advantages and disadvantages.

In Croatia teachers use the Manual for Mock Trial: Modul: Zakon u razredu – prema kulturi vladavine prava i demokracije. Priručnik za nastavnike.³

Objectives of Mock Trial are:

1. To promote increased confidence, poise, oral skills, critical thinking skills and teamwork skills, plus increase proficiency in basic skills such as reading, writing, speaking, analyzing and reasoning, and interpersonal skills such as listening and cooperating.

2. To give students a better understanding of the legal system - from the rules of evidence to proper court decorum. This increases their awareness of the importance of law in a democratic society and strengthens understanding of their fundamental rights under the U.S. and Croatian constitutions.

3. Provide a hands-on experience outside (or inside) the classroom from which students can learn about law, society, and themselves. To offer students an opportunity to think about how society resolves its disputes and to measure the fairness of those decisions.

³ Marilyn R. Cover, Susan Marcus, Đuro Sessa, Marin Mrčela, Modul: Zakon u razredu – prema kulturi vladavine prava i demokracije. Priručnik za nastavnike, Agencija za odgoj i obrazovanje, Zagreb, 2012., http://www.azoo.hr/images/razno/Zakon_u_razredu_.pdf

4. THE SIMULATION OF THE CROATIAN PARLIAMENT FOR STUDENTS OF SECONDARY SCHOOLS

With a view to improve the two-way communication between citizens and the Parliament and in order to assert that the Hrvatski Sabor (Croatian Parliament) is committed to openness, the Citizens Service maintains direct contacts with citizens. It offers answers to citizens' queries, petitions and letters and organizes visits for citizens wishing to take an inside tour of the Parliament building or to attend plenary sessions. The Service assists schools in implementing civic education curriculum. In this sense is developed cooperation between Citizens Service and Education and Teacher Training Agency.

The Simulation of the Croatian Parliament for students of secondary schools is the preparation of students for the decision-making in the parliament through which students choose and debate a topic which is relevant to their life, e.g. The problem of youth unemployment, then decide on concrete measures to be taken and make recommendations for the improvement of a particular policy.

The Second Simulation of the Croatian Parliament was held this year on 12th of May. Participants were from 11 secondary schools (150 participants)

The theme of the session was: How to use European funds. The school teams investigated what were the possibilities of this funds and how they can on be used by young people.

The Simulation of the Croatian Parliament follow on the rules of the procedure.

Students investigate the procedure in preparing project proposal and applying for funds. Students simulate the parliamentary procedure of the Committees of the Croatian Parliament and other bodies whose work is overseen by the Parliament pursuant to the Constitution and laws.

In the simulation of the parliamentary session the students produce their own document during the parliamentary discussion. They also propose amendments and finally vote (make a decision) about their document.

A student's experience:

"For me, the participation in the Simulation of the Croatian Parliament for Secondary-school Students has been a valuable experience that I could have gained only in the Croatian Parliament. I was able to implement the theoretical knowledge that I have learned in school, and have the first-hand experience of how the government works, especially the legislature. I have felt the responsibility that one has for every movement and every word spoken in public. I have realised the value of the work that politicians do, because on a daily basis they make decisions that reflect on the functioning of the entire state. After participating in this project, I have decided to give my contribution to society and become actively involved in the political life of my town." (Ivan Kurecic, Croatia, 4th grade Bedekovčina Secondary School)

5. SHOWCASE "IF I WERE A MEMBER OF PARLIAMENT I WOULD ...", FOR STUDENTS OF PRIMARY SCHOOLS

Showcase "If I were a Member of Parliament I would ..." for students of primary schools is the showcase where students of primary schools are talking about their views what they would do if they were Parliament Members of, for what they would show, what kind of measures they would propose, what kind of law they would propose and how they would solve some problems in croatian society which they perceive and experience.

Their points of view and suggestions were presented on a simulated session on October 4th, 2013. to Croatian Parliament Speaker and other members of the Parliament who attend the Session.

6. ONLINE QUIZ: “HOW MUCH DO YOU NOW ABOUT THE CROATIAN PARLIAMENT?” FOR STUDENTS OF ELEMENTARY SCHOOLS

Online quiz: “How much you now about Croatian Parliament?”, for students of primary schools is a quiz for students from 6th to 8th grade of primary schools in which they can show what they know about the history of the Croatian Parliament and what is the role of Parliament in politics, polity and policy, what are the duties of Parliament Member, how the Parliament works etc.

Students answer on 30 questions at the same time (they have 45 minutes). Every school has a team of three students (6th, 7th and 8th grade) and a reserve. Teams are in schools and on-line. This year we there were 96 teams. the National committee for Online quiz was monitoring the competition.

The presented methods of EDC/HRE enable students, through experiential learning, to build up their practical civic skills, understand and learn how legislative, executive and juridical government work, how to participate in the government and finally, to acquire self-confidence through solving problems in their community.

ETHICS EDUCATION IN SCHOOLS – PROJECT ETHOS

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Abstract

As society is going through rapid and profound changes due to globalization, migrations, closer integration and expansion of EU, advancement of technology and social innovation, etc. all these transformations present the educational sector and especially education professionals with new challenges. Ethics education and critical thinking have a key role in forming an ethical and mature person. This is why it is essential to include as much value dimension as possible in education. The best way to avoid the lurking perils of indoctrination is to foster critical reflection, dialogue, and self-awareness from an early age on. Ethics in education also helps to regulate the education system and ensures that educational practices positively contribute to human welfare. The presentation will present how project ETHOS - Ethical education in primary and pre-primary schools for a sustainable and dialogic future* contributes to these goals. (*ETHOS Ethical education in primary and pre-primary schools for a sustainable and dialogic future project is funded with support from the EU LifeLong Learning Programme, Comenius.)

Key words: ethics education, school, critical thinking, dialogue, philosophy with/for children

Sažetak

Obzirom da društvo prolazi kroz brze i značajne promjene zbog globalizacije, migracija, uže integracije i proširenja EU, napredak tehnologije i društvene inovacije itd., sve ove transformacije za obrazovni sektor, a posebno za stručnjake u obrazovanju, predstavljaju nove izazove. Podučavanje etike i kritičkog mišljenja imaju ključnu ulogu u oblikovanju etički svjesne i zrele osobe. To je razlog zašto je u obrazovanju ključno uključiti što je više moguće dimenzija vrijednosti. Najbolji način da se izbjegnu skrivene opasnosti indoktrinacije je njegovati kritičko razmišljanje, dijaloge i samosvijest od ranog doba. Etika u obrazovanju također pomaže oblikovati obrazovni sustav i osigurati da obrazovni procesi pozitivno doprinose ljudskom boljitku. Ova prezentacija će pokazati kako projekt ETHOS - poučavanje etike u osnovnim školama i predškolama za održivu i dijalošku budućnost - doprinosi ovim ciljevima.

(ETHOS projekt Poučavanje etike u osnovnim školama i predškolama za održivu i dijalošku budućnost financira EACEA – program za cjeloživotno učenje (Comenius).

Ključne riječi: učenje etike, škola, kritičko razmišljanje, dijalog, filozofija s/za djecu

1. INTRODUCTION

The aim of this paper is to present project ETHOS - Ethical education in primary and pre-primary schools for a sustainable and dialogic future, its main objectives and activities carried out as well as the context, in which it emerged. This means also that the paper will highlight some major ethical challenges of contemporary society and link them with ethics education in schools. The paper concludes how ethics education can contribute to the development of child friendly communities.

2. ETHICS EDUCATION AND CONTEMPORARY SOCIETY

As our society is going through rapid and profound changes due to globalization processes, closer integration and expansion of EU, economic crisis, advancement of technology and social innovation, migrations and challenges to traditional identities and memberships, etc. All these societal transformations present the educational sector and especially education professionals with new challenges. These educational professionals are additionally burdened with pressures towards more effective educational outputs, working schedule flexibility and mobility, new topics in curriculum, increasing number of students with adjustment disorders and often also with a lack of effective lifelong learning opportunities. All these mentioned phenomena are especially relevant for ethics education. An all-encompassing nature of ethical reflection and awareness calls for an integrative approach, in which ethical topics would be addressed in most if not all the subjects in school (e.g. the notion of fair play and prevention of violence or substance abuse in physical education, etc.), trans-curricularly and in school life in general (e.g. in relation to the phenomenon of bullying). In order to address this challenge one must first recognize that teachers and educators often lack a more specific knowledge about ethics and related competencies to tackle them in the classroom in a coherent and integrative way.

The development of a knowledge-based society and the globalization process are creating new social and individual needs in the areas of culture, scientific and technological development, social cohesion, education, the position and the role of an individual as a citizen as well as in the area of an individual's personal development. Research has proven that early childhood education is the most important phase to initiate a healthy development. Ethics education, intercultural dialogue and critical thinking have a significant role in forming an ethically mature human person. Education, given its importance in knowledge production, transfer and in preparing an individual for further life and work, has gained considerable importance in this context and has become, along with science, one of the fundamental pillars of societal development.

Ethics education encompasses a wide variety of topics and approaches and has to be sensitive to its multi-dimensional and deep anthropological nature. Ethics is the foundation of our human relationship to ourselves and the world around us. The purpose and role of ethics has always been the preservation of human being as a person, human dignity, and the conditions for leading a good life. Today's time, today's culture in which we live is characterized mainly by pluralism with which we have to deal, with crises and turmoil that we are experiencing, with the increasing interconnectivity of the world (globalization) and the dependence of one another, and the "relativization" values, which is primarily an expression of decreased confidence in society and the loss of certainty about the answers to the fundamental questions of our existence. Ethics protects and nurtures humanity of our existence, both in ourselves and in others around us, and practice of dialogue is essential. We always live in relationship to others, namely in a relationship of mutual giving and receiving, therefore recognition of our dependence on others (MacIntyre, 1999) and caring for others is essential. This communitarian nature of ethics is extremely important and dictates reflections on justice, solidarity, compassion, and cooperation. Such efforts and discoveries are closely related to dialogue, which builds upon openness, reciprocity, and mutual recognition. These aspects are important for ethics education, since its main goal is to strengthen such dialogical and emphatic stance on all levels of educational process. One should not stress merely basic ethical norms (such as truthfulness, dignity and respect for life, non-violence, solidarity) but also turn to virtues that are at the heart of each individual and can emerge also on the level of society. Dialogical nature of ethics and ethics education therefore prescribe openness toward the other and invites us to be open in the process of mutual growth and learning.

3. PROJECT ETHOS: FROM THE INITIAL IDEA TO IMPLEMENTATION

The Ethos project emerged out of common interest and collaborative work of the project partners. My goal as an initiator and coordinator was initially to bring my field of expertise, which is moral philosophy, into the domain of lifelong learning. That is why the proposed project Ethos was prepared specifically targeting primary and pre-primary school teachers with a goal to offer them an outline for ethics education and addressing ethical questions. The main motivation for the project was a recognition that the challenges that the EU countries and Europe as a whole are facing are not merely economic or political, but also societal, cultural, and especially ethical. The partnership has also determined that practices, experiences, and opportunities for teachers to obtain knowledge in this field vary significantly, as it is the case with the presence of innovative educational approaches to these topics. In several European countries education professionals belong to the class of professionals with the narrowest scope of opportunities for professional development and continuous education and training. All these were the main reasons behind the motivation for the project. The project thus aimed to offer an innovative integrative approach to ethical themes and frameworks relevant for education that would arise out of the needs of teachers and other educators, taking into account most recent findings in the field of moral development and ethics education. This innovative method is heavily connected with a dialogical procedure to find out these relevant themes and critically assess the answers to ethical challenges by teachers and pupils themselves and to transmit this approach to other relevant issues. There is no possibility in present times to promote and to pass forward the ethical values, virtues, and norms by distant authority but only on dialogical grounds. The challenge of “glocalisation” (Ulrich Beck, Zygmund Bauman) includes the promotion of values and enabling virtues and norms among young people only in intercultural, interreligious, and interidealistic manner, which includes the elements of ethical awareness, mutuality, dialogue, and critical thinking.

In the preparation phase we have also take notice of the more specific needs, problems, and challenges that the project then set to solve including the recognition that in spite of the ever more present importance of the so-called inter-subject or cross-curricula educational contents and aims (including e.g. topics related to social cohesion, communication competencies, civic competencies, democratic values, respect for culture(s) and dialogue among cultures, values) teachers often lack the required in-depth knowledge, competencies, time and opportunities to deal with these aspects in a coherent and integrative way in the classroom and school life in general. Also there was yet no European support network for teachers and educators in this field. In relation to primary schools curricula in different European countries there are differences among them; some of them include obligatory subject such a Citizenship and moral education, Religious education, Human rights, culture of civic society, others offer such subject only as optional, while in some countries there are no special classes devoted to these themes. Mostly these subjects are thought by a specially trained teachers and educators, although practices in some countries show that they can be at times also assigned to teachers of other subjects. In some environments and schools also special projects like “Green week” or “Intercultural week” are carried out addressing specific aspects in ethics education (Ethos project. Report on existing models of ethical education in schools).

The project Ethos thus strived to answer and solve these challenge by first analyzing the existing state of the art of ethics education in the participating countries and clearly defining the needs of the teachers/educators, as well as pupils and their parents, and to find the most suitable educational methods for children of different age groups resulting in methodological guidelines. Based upon this we have develop education materials and tools (both for the training of teachers as well as for pupils; including moral dilemma guides, conflict resolution, ethical underpinning of subjects, critical thinking, guide for developing a code of ethics, etc.) with several curricula proposal on the topic that are available for participating institutions and

others. The chosen target groups of the project were: (i) teachers and educators in primary and pre-primary schools, (ii) pupils in primary and pre-primary schools and their parents; (iii) educational institutions and (iv) policy makers and regional/national authorities, with an aim to bring them together and foster ethical awareness, social inclusion and lifelong learning.

In order to carry out the project and to include as many aspects as possible we jointly formed a partnership consisting out of very diverse organizations, from universities and colleges, primary schools, research organizations, business companies and lastly non-government organizations and associations that are closely connected with the target groups⁴. The partners thus have complementary skills, competences and resources. And what is also very important, most of the partners have in some form or another successfully collaborated before, either in LifeLong Learning projects and networks (e.g. in a project Experts – Experts in Education Reflect by Telling Stories and in an network NEST - Network of Staff and Teachers in childcare services). Organizations in the Ethos partnership also come from diverse European countries and cultural environments (with very different histories, traditions, cultures, languages, and economic backgrounds), which is providing the partnership with an opportunity to learn from one another and to foster European cooperation, also comparing the implementation of European policies in the field of education and education development. In the project we have also included several associated partners and organizations that have joined in and collaborated in the project.

The main aims set for the project were: (i) to provide effective lifelong learning possibilities using innovative methodology and integrative approach for teachers and educators in the field of ethics education and other teachers; (ii) to develop, promote, and disseminate educational good practices, including new teaching methods and materials, develop or exchange experiences on information systems for learners, teachers or other education staff and develop new teacher training courses or course content; (iii) to stimulate the rise in the level of ethical knowledge, awareness and critical thinking in primary schools and at the end of pre-primary schools; (iv) to stimulate social cohesion and awareness and skills in topics of ethics, critical thinking and green sustainability by utilizing reflective dialogue among participants also fostering social and civic competencies (in relation to ET2020 - Strategic framework Education & Training 2020) for the relevant target groups, thus reinforce the sense of EU citizenship, build upon a notion of common humanity as a basic ethical postulate for dialogue, tolerance and respect as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds; (v) to stimulate intercultural dialogue (not necessarily linked only to national cultures but to a wider dimensions of identities, religions and cultures), using ethical critical reflection to present the diversity and a value providing young people and educational staff as well models and way how to not merely co-exist or tolerate each other but mutually enrich each other for a common future; (vi) to build synergy and exchange good practices and experiences between different players in the field of ethics education in primary and pre-primary school on local, regional, national and transnational level. By carrying out the planned activities the overall aim the project has been to improve the existing situation in the field of ethics education.

⁴ The Ethos project partnership consist of the following organizations: University of Ljubljana, Faculty of Theology (Slovenia); Kirchliche Pädagogische Hochschule Graz (Austria); Friedrich-Alexander-Universität Erlangen-Nürnberg - Innovation in Learning Institute (Germany); Amitié, Bologna (Italy); Scienter CID (Spain); Primary school Šmartno v Tuhinju (Slovenia); Udruga za promicanje i unaprjeđivanje filozofije za djecu 'Mala filozofija'- Association Petit Philosophy (Croatia) and Inova 4T - Tuzla Technology Talent Tolerance (Bosnia and Herzegovina).

4. EDUCATIONAL APPROACH AND EDUCATIONAL MATERIALS

Before describing development of the educational approach let us first look at some relevant aspects of the determined needs of teachers and educators. We have established a wide consensus among all stakeholders on the importance of teaching ethical values and on the choice of topics and teaching methods. The topics and their relative importance identified across all countries from all involved user groups are symbolized in the word-cloud below.

Figure 1. Relevant ethical topics as stated by teachers, educators, parents and other stakeholders⁵

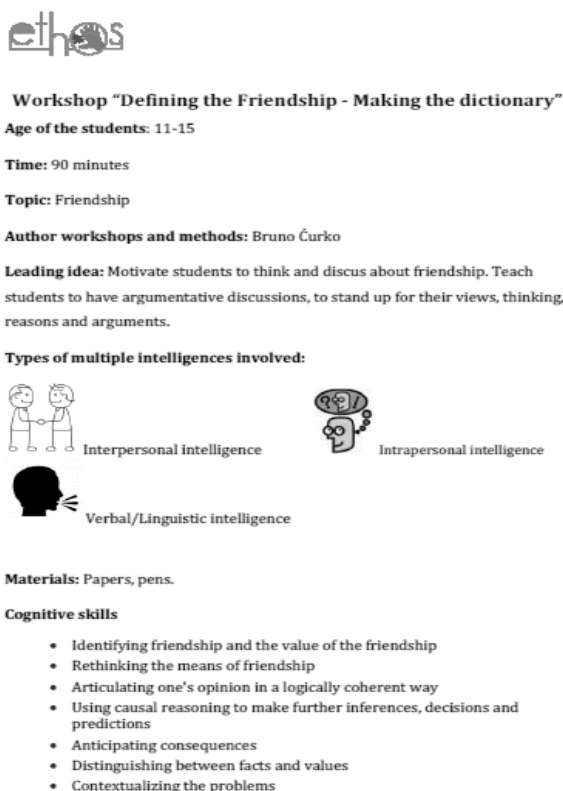


It was found out that teachers and parents across all surveyed countries have similar needs and expectations concerning a) what topics they consider as most relevant for ethics education, and b) on which thematic aspects they would like the educational material and tools to be developed.

Based on these answers of focus group we have created a shortlist of eight key topics, which we then further narrowed to five topics on which we have developed educational materials and tools. These were respect, tolerance, responsibility, values, and friendship. We have then set to prepare these themes in the form of thematic toolboxes for teachers. A thematic toolbox is a repository of teaching materials. It puts a main topic, such as respect, into the focus and contains manifold educational materials and tools that elaborate on various thematic aspects of the main topic. With each tool also comes a guideline for teachers with suggestions and inspirations of how to make use of the tools in the classroom. Each tool is described according to a uniform and concise grid (e.g. which theme does the tools address, age group, types of intelligences, time needed in the classroom, materials needed, possible additional activities, skills involved, etc.; see example below).

⁵ More on this in Schlenk E. et al. Project Ethos. Methodology Guidelines, 2013, p. 9.

Figure 2. Example of a Teacher manual for an educational tool or method



In preparation of these we have followed the seven basic recommendations listed below, which were based upon previous experience of Association Petit Philosophy.

1. Set the main goal of your educational materials.
2. Know the basics about the age of students you want to work with. Research what kids of this age like and what is the best way to approach them.
3. Be creative and find the right way to stimulate students to think about the main idea. Let the materials attract children to use it. You can use a lot of different tools such as different computer programs, stories, games, etc.
4. Be neutral. Refer never to a specific position for the content that you prepare. You must prepare it in a way that engages students to think and rethink the main topics and ideas. Still, be careful and give your best to lead students away from wrong conclusions or irrelevant themes.
5. Come up with an ethical dilemma and leave it for students to resolve it by themselves.
6. Materials should be fun for children.
7. Materials should include activities interesting for children (Schlenk E. et al. Project Ethos. Methodology Guidelines).

One of the key aspect were age groups and age specific materials, with which we have delimited the following levers of pupils: ages 3-5, 5-7, 7-9, 9-11, 11-14. These age groups were needed since there are a lot of differences in the level of moral and emotional development, children's needs, vocabulary, level of knowledge, and overall psychological development. We were following the subsequent general outlines.

Children at the age of 3-4 years have strong emotions, which are evanescent. They have vivid imagination (that manifests itself in imaginary friends, "private conversations" etc.). Most prominent emotions at this age are: selfishness, fear, commitment, anger, jealousy and humour. Children at the age of 4-5 years estimate the causes of basic emotions. Play and imagination are powerful ways to build a world of their own. They are aware of their own abilities and that brings new fears for them, i.e. from darkness and loneliness, imaginary beings (witches, dragons etc.), nightmares, and fear from thereat potential danger (fear of snakes, spiders etc.). They express anger, when there are obstacles in their way, when they experience difficulties in the games or when they are punished. At the age of 5 children show emotions of shame, anxiety, disappointment and jealousy, they learn to control themselves. They start superficial friendships; group activities are becoming attractive. Children at the age of 5-7 years will play close to each other rather than with each other (this is so called "parallel play"). They want to learn and have the desire to satisfy adults. They understand the concept of yesterday, today, and tomorrow. He/she realizes that he/she is not alone and develops social skills that can help him/her find friends. Child can independently communicate with people. He/she is interested in difference between truth and lie. At this age, play is also a central point by which children discover themselves. Children at the age of 7-9 years usually start to go to school, they know how to read and write. It is very important to them to be part of a group. They are very curious about everything. They have some philosophical question – how human body functions, where is the end of the Universe etc. Children at the age of 9-11 years start to understand abstract concepts. They like fantasy stories; they like to argue and to be winners. They come to know about relations in community and they are very interested in the community. They ask lot of questions about the society, right and wrong etc. Children at the age of 11-14 years become adolescent, and they become rebellious. They can have logical argumentation in discussions. They like to think that they are special and they like to rethink basic concepts (Schlenk E. et al. Project Ethos. Methodology Guidelines).

One of the aspects that we have also included into methodological outline is the aspect of teachers as rolemodels. Teachers are a key to every educational system and their role goes far beyond imparting knowledge and information. They play a vital part in role modelling for their pupils, who learn from and imitate their behaviour. Educational studies usually do not focus on the role model function of teachers and their personalities. Professionalism is seen as central to the teaching profession, which means how teachers can train and develop vocational capabilities and skills of pupils. In everyday thinking, however, teachers are still considered as good examples and role models inside the society. Already in ancient rhetoric, patterns of exemplary or deterrent action have played an important role in order to convince the audience of another person or of moral values, such as bravery or justice. The so-called "exemplum" was an essential part of the reasoning. In Christian tradition of the Middle Ages, the idea of finding inspiration through a model was expressed by the concept of the "imitatio Christi", the imitation of Christ. With the beginning of the Age of enlightenment, the idea of receiving orientation and direction through a model faltered a bit and was challenged by the concept of a self-dependent, self-determined, and autonomous individual. Nowadays, model learning draws more attention to itself again, especially since Albert Bandura's (1963) theory of observational learning. The theory of observational learning or modelling explains the emergence of new modes of action, the execution or oppression of known behaviour, and the triggering of known modes of action through similar behaviour of others. Teachers are role models, whose exemplary character seems to vary. Within primary school pupils are strongly focused on their teachers and accept them and their words as valid and action leading. With the beginning of adolescence, former role models are increasingly judged critically and replaced by others. Teachers are no longer an unquestioned authority. A teacher is consciously accepted as a good example, depending on factors like that the teacher meets a pupil's ideal image and to what extent a pupil can identify with the teacher; but in addition, it is very likely

that teachers are much greater role models than indicated by the low approval rate especially if one assumes that teacher behaviour is effective even below the threshold of a conscious perceived role. Teachers are always role models for their pupils and should exercise their role with awareness and responsibility. Therefore it is essential for teachers to reflect on their own behaviour and to live values in the way they expect it from pupils (Schlenk E. et al. Project Ethos. Methodology Guidelines).

And lastly, we have also included a reflection about the relationship between teachers (and school as a whole) and parents, since this relationship is crucial for the successful education as well as one where often conflicts can arise. The importance of the parent's engagement for educational matters has long been recognized. Regular and constructive cooperation between school and parents has many benefits: pupils are more willing to learn and achieve better results, parents are more able identify with the goals of the particular school, and the teachers get more support in their work. Therefore a comprehensive concept for parental involvement is needed. Parental work in school means cooperation in child-raising and education involving all parties concerned, namely parents, teachers, educational staff, and pupils.

A scientific Expert Commission convened by the German Vodafone foundation developed four quality features for this kind of work in school (see "Qualitätsmerkmale schulischer Elternarbeit. Ein Kompass für die partnerschaftliche Zusammenarbeit von Schule und Elternhaus.", Vodafone Foundation, 2013). Their recommendations are based on international research and substantially inspired by findings of the US National Parent Teacher Association (PTA). The quality features as formulated by the Vodafone Foundation (2013) are the following. (1) Culture of welcoming and encounter: The idea of this approach is to reinforce the cohesion of the school community and to create an environment, where also parents feel accepted and appreciated. Another aspect of this quality feature is mutual respect and inclusion of all. This can be achieved through the involvement of parents and parent representatives into the development of the before mentioned possibilities of design. (2) Diverse and respectful communication: Objective of this quality feature is that parents and teachers exchange information regularly and without any particular reason about everything important concerning education and child-raising. This includes the communication about the behaviour and life circumstances of each child as well as the social and economic background of the family. To achieve these aims, the use of different forms of communication is suggested (i.e. constructive and problem related conversations, parent's manuals, school website, e-mail distribution list, multilingual offer of information particularly concerning school transition, and workshops about communication competence). (3) Cooperation in child-raising and education: The goal of this quality feature is that parents, teachers, and pupils work together to facilitate their educational successes and to commonly decide about learning content and targets the way how parents can participate in school life and teaching practice is diverse; it includes parent-teacher meetings, involvement of parents in school design and project groups, and school wide networking. A common goal of this feature is that the pupils' interests are represented through their parents and through themselves. In this regard, parents act as advocates for their children. (4) Participation of parents: The focus of this feature is to guarantee collective co-determination and participation of parents concerning decisions about school life and teaching practice. Participation in this regard is also expected from pupils. The feature aims at informing parents about their rights and possibilities to participate in school through talks or the use of digital media. Furthermore, it needs to be ensured that parents from all social backgrounds can take part in school decisions and school development processes and that they are represented in parent's associations (Vodafone Foundation, 2013; Schlenk E. et al. Project Ethos. Methodology Guidelines).

Based on all this the project team of the Ethos project first prepared methodological guidelines for ethics education and then move on to also develop educational materials and

tools for the use in the classroom or at other learning opportunity. Part of these activities was also the development of curriculum proposal for teacher/educator training for ethics education, building upon the developed methodology and developed educational materials and tools. The developed curriculums have a simple structure. They are developed in three versions, each differing in the number of hours dedicated or available for teacher/educator training. During our research of the needs of teachers and educators, we have find out that many lack specific knowledge and competences to deal with ethical issues and also established their willingness to participate in different forms of training. One of the major obstacles for this process of training is the limited time and other resources that are available for that. That is why the proposed curriculum are developed from a short, 8-hour training that covers the basics of ethics education to a more comprehensive 30-hour training that offers more in-depth knowledge and understanding of this field as well as more opportunities for practice. Each curriculum proposal contains the following: timeframes for particular lessons, title of the lesson, goals of the lesson and resources to be used⁶.

5. CODE OF ETHICS FOR SCHOOLS

As a part of educational materials tools that were developed within the project are Instructions for developing a Code of Ethics for a particular school community (this can be either a school as a whole or a particular class). A developed Code can serve and be used as a special tool for ethical reflection and relationships. The research has shown that most codes of ethics that are imposed from the outside or from above (in the sense of dictate or authority that is not to be questioned) do not work and are not effective mean to the goal. In order to avoid that the present document merely included instructions and tips for developing a Code of Ethics that will be developed from the bottom up. It is based on inclusive approach where participants (teachers, pupils and parents) are invited to use their ethical reflection and “set the rules” of mutual respect, order, and goals. This develops partnership of all participants and readiness for dialogue and sense of a community and also introduces pupils into democratic society of full participation (Juhant and Strahovnik, Ethos project. Instructions for developing a Code of ethics).

A Code of Ethics can be defined a collection of principles, values and expected practices that a group or a community aims to live by. It is a systematically collected, well defined and clearly formulated set of criteria, policies and norms that apply to the practical arrangements for the proper conduct of individuals, describing patterns of exemplary behaviour and performance in a particular community. Codes of ethics usually describe universal values and rules to be followed by members of the group or a community and are intended to give those members clear guidance for their behaviour. They are the result of the wider established culture of a group or an organization and can be supplemented by further, more specific rules and regulations of conduct. Codes of ethics are created in response to actual or anticipated ethical conflicts and ambiguities; one of its aspects is that it also governs friction-causing relations of a group of persons that on the other hand share common ideals, goals, and interests (Reeder, 1931). The Code of Ethics also helps to translate ideal, values and principles into everyday decisions, behaviours, and actions.

The aims and expected benefits of creating and implementing a Code of Ethics include the following: (i) a clear definition of values, responsibilities, and principles to be respected; (ii) promotion of ethical behaviour and inspiration to raise the level of ethical behaviour, and promoting commitment; (iii) elimination of unethical behaviour; (iv) prevention and resolution of conflicts; (v) raising ethical self-awareness and self-reflection; (vi) promoting a sense of a particular identity linked to a group or organization; (vii) presenting core values and principles

⁶ The curricula can be accessed at: http://www.ethos-education.eu/tools/Curriculum_Proposals.pdf

of an organization on the outside and announce what can be expected; (viii) raising trust both within the group or organization as well as with relations with others; (ix) encourage humane and civic behaviour among the participants of group or organisation; (x) stimulate ethical dialogue and build consensus; (xi) foster a culture of ethical excellence; (xii) providing guidance in “hard cases” or in cases of moral dilemmas and elimination of grey areas (Juhant and Strahovnik, Ethos project. Instructions for developing a Code of ethics).

In the school environment it is important that when developing a code of ethics we choose to follow inclusive approach and foster active participation of all involved (pupils, teachers, other staff, and parents). In this way we secure the best possible outcome and provide all parties involved with a sense of community and joint decision making. In this way part of an incentive to break the Code is reduced since that would mean a kind of self-deception. In this way we can also convey the value of active participation on pupils.

Next, codes of ethics can be e.g. rule-oriented or goal-oriented (value-oriented) (Kleiner and Maury 1997). The former are mostly focused on standards of conduct and include specific rules to be followed. Since there are many hierarchies and unequal power relation in school environment this approach can therefore be very complicated since we then need to specify which rules are valid or in power for which group and in which way. This breaks the aforementioned sense of community. Therefore it makes more sense in some cases to adopt a goal-oriented approach, where the code merely specifies goals that we wish to achieve (E.g. “Our school is a safe environment where the voice of everybody is heard and appreciated.”), since we can achieve more coherence with such goals that are goals for every single person involved in school life. The age and moral maturity of pupils is also very important factor, since the Code should be such that is understood by everybody. One option available is to prepare a simplified version of the code for pupils in minor grades⁷.

6. CONCLUSION

This was a brief outline of the approach we have followed in the project. Overall we strive to begin with the creation of a wide network of teachers in the field of ethics education and thus contribute to the realm of learning opportunities for teachers and child-friendly communities. Although the participating countries are different regarding the extent and level of services and learning opportunities for professional and personal development, because their needs are universal and the final aim is the same, that is achieving mutual respect of diversity, open and democratic society of dialogue and ecological awareness, this justifies the transnational approach. In addition to that the project closely follows objectives 2 and 3 of the new strategic framework Education and Training 2020 (ET 2020), especially promoting equity, social cohesion and active citizenship by promoting intercultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds⁸. These are also the cornerstones of child-friendly communities and ethics education forms an important part of them.

⁷ For more on these aspects and on implementation of a code of ethics in school see Juhant and Strahovnik, Ethos project. Instructions for developing a Code of ethics.

⁸ Ethos project has been funded with support from the European Commission, Lifelong Learning Programme. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. I would like to thank all teachers, educators, pupils, and parents that participated in the project. I would also like to express my gratitude to the colleagues from the project team, especially Bruno Ćurko, Marija Kragić, Evelyn Schlenk, Pier Giacomo Sola, Svenja Pokorny, Franz Feiner, Janez Juhant, Stanko Gerjolj, Mateja Repanšek Tkalec, Tomaž Smole, Amila Mujezinović, and Begoña Arenas.

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TEACHER – BEARER OF EDUCATIONAL PROCESS IN A RURAL AREA

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Abstract

There are no kindergartens in the eastern part of Brodsko-posavska County. The nearest are in Đakovo (26 km from the easternmost village) and Županja (28 km from the easternmost village), but most county inhabitants gravitate towards the centre of the county – the City of Slavonski Brod which is 45 km from the easternmost village. Pre-school is organised in most villages. The annual time schedule ranges from the minimal 20 hours a year in some villages, to 250 in other.

Apart from pre-school, in a few villages playrooms have been organised for children from five to six years of age but in the conditions that are not suited for children that age.

About ten years ago, several teachers who live in this area, saw the need for continuous educational work. They also realised that the educational programme in the year prior to starting school is not sufficient to prepare children well enough for school.

With a lot of effort and the support of parents and local self-government, an educational programme for young and pre-school children has been organised in Donji Andrijevcima and Velika Kopanica, led by Butterfly, a nongovernmental organisation for integral and harmonious development of children.

This paper deals in detail with the role of a teacher in motivating harmonious and integral development of pre-school children as well as the importance of education of pre-school children for the quality of their life, but the community as well.

Key words teacher, rural area, area of special state concern, the role of a teacher, pre-school education

Sažetak

U istočnom dijelu Brodsko-posavske županije ne postoji niti jedan vrtić. Najbliži vrtići nalaze se u gradovima Đakovu (26 km od najistočnijeg sela) i Županji (28 km od najistočnijeg sela), ali stanovnici županije gravitiraju središtu županije gradu Slavonskom Brodu koji je od najistočnijeg sela udaljen oko 45 km. U većini sela organizirana je predškola. Godišnja satnica iznosi od minimalnih 20 sati godišnje u pojedinim selima, pa do 250.

U nekoliko sela osim predškole organizirane su igraonice za djecu od 5-6 godina života u školama u uvjetima koji nisu prilagođeni potrebama djece te dobi.

Prije 10-ak godina nekoliko odgojiteljica koje žive u ovom području uočile su potrebu djece za kontinuiranim odgojno-obrazovnim radom, te da program obrazovanja u godini pred polazak u školu nije dostatan za kvalitetnu pripremljenost djece za školu.

Uz mnogo truda, potporu roditelja i lokalne samouprave, organiziran je odgojno-obrazovni rad s djecom rane i predškolske dobi pod vodstvom Udruge Leptir- udruge za cjelovit i skladan razvoj djece u Donjim Andrijevcima i Velikoj Kopanici.

U ovom radu detaljno se opisuje uloga odgojitelja u poticanju skladnog i cjelovitog razvoja predškolske djece, te značaj obrazovanja predškolske djece na kvalitetu njihova života, na roditelje, ali i cjelokupnu zajednicu.

Ključne riječi: odgojitelj, ruralno područje, područje od posebne državne skrbi, uloga odgojitelja, predškolski odgoj

1. INTRODUCTION

Butterfly, a nongovernmental organisation for integral and harmonious development of children, was founded in 2009 with the purpose to regularly gather and educate young and pre-school children. The members of the organisation are adults, mostly teachers, and children, members who attend the educational programme in two playrooms. The place where these children spend this time is rich in didactic materials and the plan and programme that is applied has been approved by the Ministry of science, education and sports.

The children attend the playrooms three times a week for three hours and through them get familiar with a wide scope of topics and activities in all developmental areas. At the head of all activities of the organisation as well as of educational work are teachers with the technical support of an administrative secretary.

In this paper, I would like to point out all the roles that teachers have in this organisation which include a wide scope of knowledge and skills that are applied through their work for Butterfly organisation along with the knowledge they possess about children and their abilities.

2. THE ROLE OF A TEACHER IN THE EDUCATION OF YOUNG AND PRE-SCHOOL CHILDREN IN A RURAL AREA

2.1. The role of a teacher in creating a motivating surrounding, acquisition and organisation of materials

The premises where Butterfly organisation conducts educational work with children are adapted to children's needs, their abilities and interests. As has been concluded, the role of a teacher in creating a place, supplying and organising materials is reflected in knowing, observing and supervising their abilities and supply, production and organisation of materials. The task of a teacher is to monitor the development and interests of children and understanding when the place needs something new to motivate further development.

Our playrooms are equipped with didactical materials for various age groups of young and pre-school children because we have children from the age of three to six, and they are mostly in mixed groups. This type of organisation makes it hard to structure and organise the space. The teachers have to be very resourceful to create a place for education, spontaneous play in the centre of activities, workshops, physical education classes and hygiene classes, along with festivities and celebrations in the conditions they are in (which are business spaces not meant for children). It is not easy to fulfil all these criteria.

Children, parents and all our guests are thrilled when they visit Butterfly organisation premises because they are attractive and child-oriented.

2.2. The role of a teacher in creating and implementing curriculum

The work of Butterfly organisation is organised by teachers with the technical support of administrative secretary. We cannot form a team of experts (e.g. counsellor, special education needs therapist, speech therapist etc.) even though we are in need of professional support. This is why we make the curriculum ourselves. Our guides in creating curriculum are children – their interests and needs, and our own knowledge and experience in working with children. The plan and programme we use has been verified by the Ministry of science, education and sports which makes us very proud because we feel that this document proves the quality of our work. We implement the curriculum independently, in our organisation's premises, and we have established a good cooperation with parents who are involved in our work, as well as with many institutions which will be mentioned later on.

To sum up, the teachers in our organisation are reflexive practitioners with all the features described by Babić (1999) such as an observer, a diagnostician, a programme designer, an organiser of surroundings and learning, a model, a mediator and a partner.

2.3. The role of a teacher in the adaptation period

The way teachers treat children in the adaptation period is of vital importance for their return to Butterfly organisation. The membership is optional. Parents bring their children not to be 'looked after' while they are at work but to play and socialise. Our teachers have to work hard if they want the children to come again.

The place and toys are very important, but not crucial for their return. A teacher's warm approach, her attitude and voice, together with the activities she offers are more important. A well-told fairy tale, a happy and active song, artistic and creative or exploring activity – these are the reasons that will motivate a child to return to the playroom repeatedly.

We must not neglect the way a teacher presents herself to parents in order to gain trust and prepare them for possible, unwanted reactions that a child might have to the new surroundings.

In a rural area, an area of special state concern, where parents are of lower education, it is a success to get them to bring their children to our organisation because of prejudice that children only play there. This stems from the lack of knowledge about what we actually do and from not recognising the importance of play for an integral and harmonious development of children.

Spoken praise about our work and the progress the children make, are the best motivation for new members to join. We do this through the quality of our work with children and individual approach to each child and his or her parents.

2.4. The role of a teacher in children's activities

The role of a teachers in children's activities is primarily as an observer (through this they determine abilities, needs and interests of children), an organiser and creator of surroundings and learning (equipping the space, procuring and adding materials, creating new motivational tasks), but a counsellor, too (to guide, lead and motivate).

A teacher should establish how much they should participate in each activity. According to Slunjski (2011), there is a wide scope of activities which children can expand by themselves, in which teachers do not need to participate. However, there are also many activities in which their direct involvement is required and even necessary. This assessment is more precise if the teacher observes the children thus gaining the knowledge of each child's abilities.

In Butterfly, we do our best to offer children as many activities as possible in all areas of development despite the fact that they spend only nine hours a week here.

2.5. The role of a teacher in organising and carrying out walks, outings and visits

Children from rural areas do not have the same possibilities as town children. This is primarily evident in cultural and sport activities. Our members have recognised this a long time ago.

Children learn best from direct experience therefore we use every opportunity to expand their knowledge by taking them to various places vital for their development. One indispensable part of our plan and programme are spring and autumn walks through an orchard, park or garden, as well as outings in the countryside. Another opportunity to learn is by visiting the nearest towns: Slavonski Brod and Đakovo.

These visitations are organised together with parents and volunteers. A part of visiting a town is seeing a children's play and going to a museum. A mere walk through a town is experience enough for children, and we always find the time to play in a good playground, which our villages do not have.

The children are happy after the outing, full of impressions and new experiences. This is also a chance to learn and become more independent.

Walks, outings and visits are of invaluable importance in the development of a child.

Organising and carrying out an outing is a very demanding role for a teacher. It needs to be planned carefully. Our teachers carry out all the stages of an outing almost independently. They plan the content, timetable, meals, safety of children and keep the parents informed. We offer the place and content to the parents and ask them to cooperate in transport. All tickets and meals are financed by the organisation.

We plan to organise many more outings because we see their benefits.

2.6. The role of a teacher in motivating the development of children with special needs

There are children with special needs both in town and in village. Many are not categorised, either due to their parents' ignorance, negligence or ignoring the problem.

Careful observance enables us to recognise deviations in behaviour of some children or delayed progress in certain areas of development. A problem arises when we have to explain these difficulties to parents and advise them to visit an expert therapist in a certain field. Not all of them accept this. The lack of expert staff that would evaluate the child makes our task even harder.

Apart from this, children categorised by specialists (speech therapists, special education needs therapists and psychologists) come to our organisation. Children with special needs are advised to integrate in education in order to make faster progress. Since there is no kindergarten in the vicinity, parents from the eastern parts of Brodsko-posavska County bring their children to our organisation.

There are usually two children with special needs in a group. One teacher leads one group. When we had children with more severe special needs, we had help from volunteers.

How important is the role of a teacher in caring for a child with developmental delay? How many new skills should we learn and acquire in order to help them? Once again, we are alone in this – we, the teachers. There is no progress in a child's development if there is no cooperation and trust between parents and us.

Butterfly organisation takes care of gifted children as well. We recognise one or two children in each group who are of superior intelligence or gifted in some field. They have their own needs and characteristics. They need our dedication, new challenges, tasks and answers to numerous questions. They also need to improve their emotional intelligence.

We always try to adjust to the needs and interests of each child.

3. PARENT – TEACHER COOPERATION

In Butterfly, we build a partnership with parents. The goal of this kind of relationship is the welfare of a child. This relationship is built primarily on regular, honest and open communication. We cooperate and involve parents in our work in various ways – from individual conversations, parent-teacher meetings (informational, interactive, and thematic, with video-projections of educational work) to artistic-creative workshops, celebrations and joint outings.

The process of informing and counselling between parents and teachers is mutual. This is especially seen in the relationship with the parents of children with special needs.

The quality of cooperation between a teacher and a parent depends mainly on the teacher (Borak, 2011). The role of the teacher in the relationship with parents is to maintain good communication and cooperation with parents on all levels.

4. COOPERATION OF A TEACHER WITH THE COMMUNITY AND LOCAL SELF-GOVERNMENT

Our teachers cooperate with different organisations, from cultural to economic, when organising and carrying out outings and visits. The teachers must have good communicational and organisational abilities and skills in order to establish cooperation with the institutions mentioned and enable the children the visit.

One element crucial for the functioning of the Butterfly organisation is the cooperation with the local self-government of Donji Andrijević and the Municipality of Velika Kopanica. These institutions have helped equip the Butterfly premises.

I feel that the members of the council are still not fully aware of the importance of young and pre-school children education. The cooperation with the municipalities changes from year to year as it depends on the members of the council and their finances.

The members of Butterfly organisation have introduced the council members of these two municipalities with their work several times, as well as with the needs of children and parents but unfortunately, pre-school education is not on the priority list in the municipalities of the eastern part of Brodsko-posavska County.

We, the teachers, are aware of the importance of integral and harmonious development of a child and we will continue to fight for the implementation of the right for early education of children.

5. THE ROLE OF A TEACHER IN BUTTERFLY ORGANISATION MANAGEMENT

Teachers are a majority in the managing board of Butterfly. They take care of not only education but also finances, laws, material procurement, maintenance, marketing and all other activities of the organisation. We do not have expert pedagogical staff so our teachers are also therapists as much as their knowledge and experience let them.

All this points to some new roles for teachers in an institution such as this one.

6. CONCLUSION

It is not easy being a teacher in a rural area, in the area of special state concern.

In this paper, we were able to see how extensive the role of the teachers is and the effort they put in organising and carrying out young and pre-school children education.

Our mission with parents is a success. Most of them recognise the need for institutional education of young and pre-school children so we gained their trust. We still haven't succeeded in proving it to the members of the local self-government and motivating them to make bigger steps in enabling children to gain their education through institutionalised pre-school education for all children or building a kindergarten or an object meant solely for education.

We will not give up trying because parents' contentment with our work and the progress the children are making, motivate us to try harder and better.

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BUILDING SKILLS OF INDEPENDENCE AT CHILDREN'S AND ADOLESCENT'S AGE (WORKSHOPS ON SKILLS FOR INDEPENDENCE)

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Abstract

This paper presents workshop for children of pediatric and adolescent age which are in a function of personal development. As the author says, the meaning of the workshop is to discover areas of independent living for which they are fully ready, but also to differ ones that they lack the knowledge and ability for. That is to be determined in the state where they are now (where I am, what I do, which abilities I have) and to define the desired state (in which direction I want to go, what to do, how to develop that capability). It analyzes the skills related to daily life and individual capacities.

Key words: personal development, independent, knowledge, skills

Sažetak

Ovaj rad predstavlja radionicu za djecu predškolske i adolescentne dobi koji su u funkciji osobnog razvoja. Kao što autor kaže, smisao radionice je otkriti područja neovisnog življenja za koja su djeca i mladi u potpunosti spremni, ali isto tako razlikovati one za koje im nedostaje znanja i sposobnosti. To se određuje prema stanju u kojem se trenutno nalaze (gdje sam, što radim, za što imam sposobnosti) i prema definiranju željenog stanja (u kojem smjeru želim ići, što učiniti, kako razviti tu sposobnost). Radionica analizira vještine vezane uz svakodnevni život i individualne sposobnosti.

Ključne riječi: osobni razvoj, neovisnost, znanje, vještine

1. GETTING TO KNOW AND DEVELOPING ONE'S RESOURCES

*One never faces difficulties,
which are beyond one's resources.
Bill O'Hanlunn*

Hello, my young friend!

I am happy to welcome you to this next stage of your "journey towards the self". May be you are wondering what to do next? You are going to learn more interesting things about who you are. You will have the opportunity to get to know yourself by making an analysis and distinguishing your strongest interests, abilities, skills, values and aspirations. You will understand how the different parts of your personality interact and discover the wealth of qualities you have.

The discovery will boost your confidence, because you will get a clear idea of the qualities you possess, which also provide you with the opportunity to feel important and unique.

Having read the information below and answered all questions, you will have learnt more about which your values are and in what way they help you to preserve yourself. Awareness of the scope of your own dignity will help you become strong and adaptive when communicating with other people.

Enjoy the adventure of "getting to know and developing one's resources"!

You have already made a review of your "personal development". You have found out which the areas of independent life are, for which you are fully prepared and you have distinguished the ones, for which you lack knowledge and skills.

Now it is time to take up the process of planning your own future development. Awareness of one's own resources will be furthered by investing in them, i.e. it is important for you to focus on the successes achieved up to now and to undertake consistent actions for their multiplying and building on them. This requires you to update, order by priority and make a plan of your intentions /the things you want to achieve/ based on the individual life experience acquired over the years. Only in this way will you ensure a long-term success during your independent life.

Working on this chapter will provide you with the opportunity to outline a set of steps, which will lead you where you want to be, and it will allow you to discover anew the opportunities for gaining independence and coping with everyday tasks.

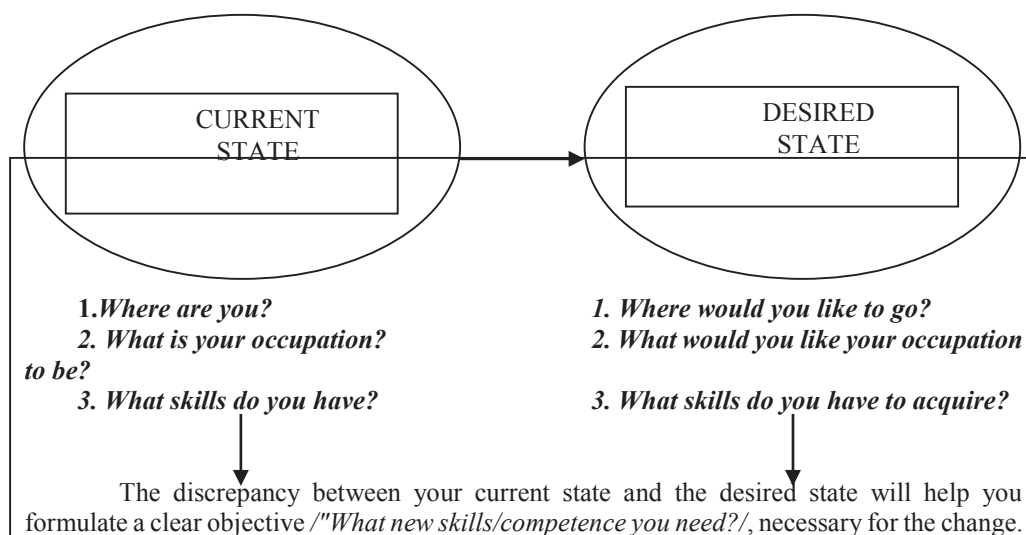
Working out a plan will reveal to you opportunities for receiving /generating/ income, it will enhance your practical skills of self-organisation and stabilise your feeling of self-worth in life, i.e. you will be convinced that your life is in your hands.

What is my competence/skills?

Congratulations! Your work so far has helped you become aware of *the traits of your temperament, the qualities of your character and the ways to maintain contacts with other people*. It helped you expand and deepen the knowledge about yourself. This knowledge will serve a purpose to implement your intentions for independent life. The road to the implementation of these intentions is a change in fact. Everyone has had times of **re-considering their lives**, i.e. searching for opportunities to continue what has been started or taking a new direction.

The process leading to a change requires you to make an analysis of your **current state** /Where are you?; What is your occupation?; What skills do you have?/, in order to define to what extent the life you have satisfies you, and in case it is not completely satisfactory, to outline the **desired state** /Where would you like to go?; What would you like your occupation to be?; What skills do you have to acquire?/.

Figure 1. Analysis of your current state.



To be able to do this, it is important for you to know what skills and competence are.

Each skill may be defined as an important resource of the personality. It is acquired /*learned*/ ability and prerequisite for the effective fulfillment of our desires /*goal of life*/. Skills usually are not directly related to a specific activity. However, they form the foundation of the general ability to carry out a certain activity in compliance with a given standard, designated by the term "competence".

Expectations for successful professional and personal fulfillment include both a combination of skills, motivation and social roles, and emotional qualities, such as: *endurance to frustration, control over the impulses, putting off the search for satisfaction, control over one's mood, keeping clear thinking when experiencing failures, inclination to empathy and hope*.

The following two groups of competence /skills are differentiated.

First group: SKILLS OF EVERYDAY LIFE

Coping with everyday duties develops in each of us skills related to our survival and growing. Without noticing it, we learn to plan activities, to organise our time, to solve our problems and to assert our independence. All this is the reason why we acquire qualities that make us strong, stable and determined.

Time management /time planning and organisation/

Organisation is one of the important qualities of the personality. It is manifested in the ability to:

- Make a plan-schedule of the everyday activities in writing;
 - Distribute precisely the time for carrying out a certain task;
 - Draw a plan of your everyday duties without omissions, i.e. to include all activities by order;
 - Maintain a balance between your work/occupation and leisure time/rest.
- A situation which requires skills of everyday life;

- You go to work from Monday to Saturday. You have to move to a new lodging, but you can do this only from Monday to Saturday.

Think and describe what you will do to carry out the task?

Business partnership /conducting negotiations/

Every day we have to negotiate our relationships with the people we interact. Reaching agreements, which satisfy us is an expression of our ability to exert influence. The skills of negotiating are manifested in using the following qualities:

- confidence, showing initiative and determination when aiming at the presentation of a certain objective;
- listening to other people and understanding their interest in reaching an agreement;
- asserting our own rights and respecting the rights of our partner;
- being sensible and inclined to make compromises;

A situation which requires skills of business partnership:

A friend of yours needs access to the internet. You have a PC and an internet connection, but you pay 25 levs monthly for this service. Your friend will work using the internet for three months. His monthly income is 180 levs.

Think and describe what you will do to help your friend, so that you do not feel as "being cheated"?

Result-oriented skills

Our life is a series of "struggles", which lead us to achieving the goal of life. Every day we act bearing in mind what we want to happen to us tomorrow. Our purposeful behaviour aimed at achieving objectives is related to the qualities: perseverance, criticism and responsibility. The result-oriented skills are manifested in:

- Coping with difficulties with a view to achieving the long-term aim;
- Search for new approaches to solve problems, in case the initial attempt has failed;
- Confidence that you know what you want and which is the best solution for you;

A situation which requires result-oriented skills:

You have a professional qualification of a waiter. You have been working in a restaurant for 6 months. Your ultimate aim is to undergo a re-training to become a bar tender.

Think and describe what you will do to bring your decision on your professional fulfillment to an end.

Second group: INDIVIDUAL SKILLS

You and I may have the same professional qualification. However, your performance is much better at our workplace: you may have more clients or you do a quota and a half for the time I do only 40% of the quota. The difference between us lies in our individual skills. These skills are not related to specific knowledge. They rather reveal the uniqueness and flexibility of the personality when using one's specific skills.

Communicative skills

Communicative skills may be oral and written. Good communicative skills are manifested in:

- Using written and oral literary Bulgarian;
- Maintaining communication through the principles of tolerance /accepting and understanding another person's opinion/;
- Presenting information according to the audience characteristics /spectators or listeners/;
- Body language showing interest and involvement in what the other person is saying.

A situation which requires communicative skills:

You are about to start work at a grocer's shop. You are going to work at the dairy products stand. You have to meet your colleagues.

Think and describe the conversations at the first meeting with:

- *the colleagues*
- *the clients*

Organisational skills

These skills reveal our ability to cope with a number of situations every day - planned and unexpected. Organisational skills are manifested in the ability:

- To determine the most important activities for the month, week, day;
- To plan the activities in terms of time limits and objectives;
- To ensure conditions for achieving the objectives within the time limits fixed;
- To change the plan following the achievement of the objectives.

A situation which requires organisational skills:

You have made a decision to start taking driving lessons this month. You have already contacted an instructor and you have scheduled the driving lessons - every day from 3 p.m. to 4.30 p.m.

Your superior makes an unexpected change in your working hours - you will have to work only day shift for two weeks from 8 a.m. to 5.30 p.m.

Think and describe what you are going to do to keep your job while starting to take the driving lessons.

Teamwork skills

Nowadays, we encounter situations, in which we have to act together with other people. There are few cases when our work allows us to take into account only our own needs and values. Teamwork skills are manifested in:

- Making our own objective compatible with the objective of the team/group;
- Taking responsibility and involving ourselves in performing the activities needed to achieve the common objective;
- Achieving a balance between presenting your views on solving a certain problem and accepting the solutions of the group;
- Keeping your own style of working and respect for the individual styles of other people;
- Distributing the tasks according to the individual competence of each person.

A situation which requires teamwork skills:

You and the young people from your neighbourhood decide to turn the green area between the blocks of flats into a volleyball ground.

Think and describe what you are going to do to achieve the objective.

Leadership skills

When we find ourselves in different groups we feel like the performing ones or like the initiative and leading ones. Leaders are individuals who inspire the people around them to act. They facilitate, ensure the feeling of trust, security and control around them for the fulfillment of the tasks. Each of us can be a leader when he/she:

- Sets aims and tasks;
- Coordinates different human and material resources;
- Treats other people's motives with understanding;
- Appreciates and relies on their strong points;
- Distributes the tasks according to the experience, motivation and competence of the people;
- Updates their interests in participation in the activity;
- Provides support by listening to the people and consulting them;
- Manages interpersonal conflicts in the name of the objectives set;
- Prognosticates the need for change and undertakes actions for its implementation;
- Listens to other people while making decisions.

A situation which requires leadership skills:

The owner of the company you work for assigns you the task to organise the New Year celebration party. He tells you that you can ask everyone from the team to cooperate. You will have to report to him in a week on where the party will take place /transport, hotel, restaurant, menu/ and on what the party programme will be. There are 30 employees in the company.

Think and describe how you would use your leadership skills to fulfill the task assigned.

Adaptation skills /adapting to new conditions/

Notwithstanding the efforts we make when drawing up a plan for achieving a certain objective, sometimes the situation changes. This requires us to act promptly to meet the new conditions, so that we can fulfill our task.

Adaptation skills are manifested in the ability to:

- Work out a realistic alternative plan to the established one before the change in conditions occurs, an action plan;
- Analyse the situation;
- Upon finding out a change in conditions and an impossibility to implement the alternative action plan, to plan new objectives and tasks;
- Make an evaluation of the achievements of the new plan;
- Respond in a positive way, not negative, i.e. the change in conditions develops our creative thinking and improves our responses in difficult and extreme situations;

Approaches creatively the solution of problems that have occurred.

A situation which requires adaptation skills:

You have planned changing your profession. You know that there is a Re-training centre at the local university. You go there with the intention to enroll in the "Business administration" course. Unfortunately, the course does not exist any more. You are offered the following courses to choose from: "Fashion design", "Tourism", "Office assistant", "Public administration".

Think and describe what you are going to do.

Now, having become familiar with the overview of the two groups of skills and updated some of them as your own resource by solving the suggested situations, there is nothing else left for you except to look at the diagram:

CURRENT STATE - DESIRED STATE

And making an objective */truthful/* assessment of your skills. You can use three sources of information for the purpose. For example:

1. *Your own assessment* of the extent these types of skills are represented and developed in you.
 2. *Other people`s assessment* /the group members, friends, colleagues, etc./ of your skills.
 3. *Psychological tests* analysing your personality and your preferences for change.
- Collecting information from these sources will reveal the actual condition of your skills.

How to obtain this information?

Collecting the information **under point 1** requires you to think and answer the following questions:

1. What can I do?
2. Is what I can do enough as a skill/competence for achieving the desired state? Is it necessary to improve my skills or acquire new ones?
3. What specific skill do I need to acquire to achieve the desired state?
4. How will I know that the stage of change has been completed and I have achieved the desired state?

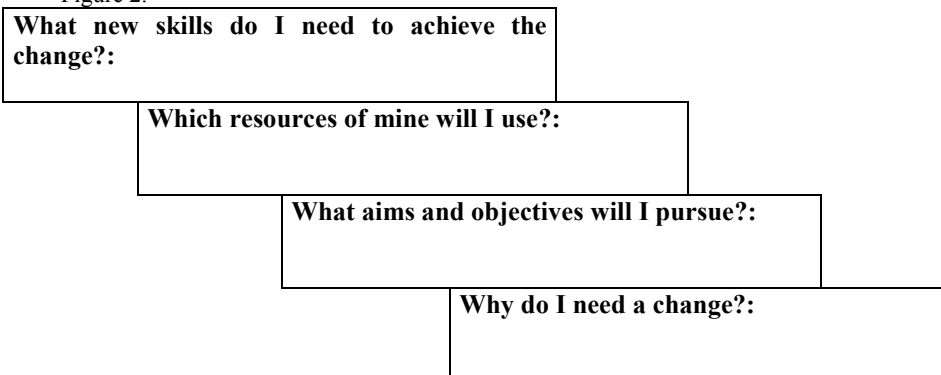
Collecting information **under point 2** requires you to share your idea for change to the desired state with people from your social network */See Chapter 4/* and ask them to answer the same questions.

Collecting information under point 3 requires you to seek a psychologist`s consultation, who will answer these questions, making a diagnosis of some of your characteristics */abilities, values, motivation, intelligence, personality characteristics/* or you can fill out the psychological questionnaires attached in the end of this chapter */See Appendices 1,2,3/*.

Having analysed the information collected, elaborate a development and change plan. You should note down:

1. Your motivation for development. */How will my life improve?/*
2. The development aims and objectives. The activities to be undertaken, as well as the sequence of steps for a certain time period from the near future.
3. Which resources of mine will I use to effect the change?
4. What do I lack and what are the opportunities to learn */How to acquire new skills/competence?/* to achieve the desired state.

Figure 2.



ELABORATING AN ACTION PLAN OR WHICH ARE THE STEPS I HAVE TO MAKE?

Now when you have coped with the more difficult task, and namely, you have defined:

- What you know and what you can do, and what you can count on in your transition to personal independence?;
- What remains to be learned and developed as practical skills?;
- Who do you think it is reasonable to seek support from?;
- How much time do you need to achieve the aim of self-development set?

You only have to break down the achievement of the aims to objectives /small, feasible, measurable activities /steps/, which can be worked out separately and fulfilled in the area of your close self-development.

Elaborating an Action plan is a process in which an optimal distribution of the fulfillment of the objectives set is carried out.

The Action plan serves to concentrate on the sequence of initiatives, through which the development of the needed knowledge and skills /resources/ is practiced, for achieving success in independent life.

The Action plan identifies the activities for achieving the desired result

To get a clearer idea of what an Action plan is, we suggest you a model plan with specific form and content.

In order for you to orient more successfully in the elaboration of an Action plan, we will resume our work on the long-term aim drawn above. /See Table No1./

Figure 3.

Aim (Long-term aim): TO LEARN HOW TO COOK /deadline: March 2006 r./		
Objectives (Short-term aims)	Activities (Initiatives/steps)	Evaluation (result)
To learn how to cook soups <i>/chicken soup, tomato soup, potato cream-soup, beef soup etc./.</i>	1. Conversation with the person who can help me. 2. Money distribution. 3. Choice of soup /chicken soup/ and buying the products needed. 4. Preparing the soup. 5. Tasting.	Evaluation of the result by criteria set beforehand/ quality indicators/: - did the activities on the fulfillment of this objective start on time ; - was the cost incurred in buying the necessary foodstuffs appropriate; - have there been hygienic conditions created for culinary activity; - has the recipe been followed in the preparation of the chicken soup; - to what extent the taste quality of the cooked soup etc.
To learn how to cook main courses <i>/types of dishes – stew, meat-and-vegetable hash, kebab, stuffed peppers, pork with cabbage, French beans etc./.</i>		
To learn to prepare desserts <i>/creams, sweets, cakes, fruit salad etc./.</i>		

Continue working on the elaboration of an Action plan of each of the aims you have set for the separate areas of life, after assessing your current needs.

Work together with a person whom you can rely on and share with trust the successes and fears concerning the implementation of each of the activities in the Action plan.

Make an evaluation of the achievements and if necessary redefine your aims and the respective objectives.

Celebrate when you are sure that you have developed a certain skill - the contribution is entirely yours and you deserve a reward.

Appendix №1

SCALE OF SOCIAL INTEREST

By James E. Crandall

Social interest is "an interest in mankind". It expresses our positive attitude towards other people, concern about their well-being, sympathetic and active understanding of their needs. Maybe this brief introduction will manage to illustrate what social interest is not:

„You going back home from shopping. Suddenly, you see a badly injured man who has been hit by a car. You rush to the place of the accident and you stop near a person looking at the injured pedestrian.

He turns to you and says:

"Today is an awful day for Phill Wilson."

"Is that the name of the poor injured person?" you ask.

"No, he replies, "I am Phill Wilson."

In 1975 the psychologist James Crandall pointed out that "he was surprised to find out that there are obviously no attempts to create a standard measure of the concept". The scale of social interest reflects his work aiming at the creation of such measure. This one differs from most of the tests included in this collection, which require answers like "yes" or "no", or "true" or "false".

The scale of social interest offers you a choice between two personal qualities, which you treasure most. This choice compels you to think about your own interests and about what is important for you with regard to other people. Such an approach allows you rather to define which of your qualities you value the highest, than just answer based on what you think that other people (society) would like you to do or say.

INSTRUCTIONS

You will find pairs of personal characteristics or qualities below. Underline the quality you value highest in each pair of adjectives. When making your choice ask yourself which of the traits in the pair specified you would prefer to possess as your own. For example, the first pair of adjectives is "Imaginative - rational". If you had the choice, what would you like to be? Underline your choice in each pair of adjectives.

Some of the qualities appear twice, but always in a combination with a different characteristic. There are no two pairs of adjectives, which are the same.

„I would prefer to be... "

<i>imaginative</i>	<i>-----</i>	<i>rational</i>
<i>useful</i>	<i>-----</i>	<i>witty</i>
<i>elegant</i>	<i>-----</i>	<i>sympathetic</i>
<i>even-tempered</i>	<i>-----</i>	<i>hard-working</i>
<i>intelligent</i>	<i>-----</i>	<i>considerate</i>
<i>self-confident</i>	<i>-----</i>	<i>ambitious</i>
<i>respectful</i>	<i>-----</i>	<i>original</i>
<i>creative</i>	<i>-----</i>	<i>judicious</i>
<i>generous</i>	<i>-----</i>	<i>individualistic</i>
<i>responsible</i>	<i>-----</i>	<i>original</i>
<i>gifted</i>	<i>-----</i>	<i>tolerant</i>
<i>trustworthy</i>	<i>-----</i>	<i>wise</i>
<i>elegant</i>	<i>-----</i>	<i>logical</i>
<i>forgiving</i>	<i>-----</i>	<i>noble</i>
<i>hard-working</i>	<i>-----</i>	<i>respectful</i>
<i>practical</i>	<i>-----</i>	<i>self-confident</i>

watchful----- *helpful*
considerate ----- *wise*
sympathetic ----- *individualistic*
ambitious ----- *patient*
reasonable----- *witty*

ASSESSING THE SCORE OF THE SCALE

The score of the scale of social interest is the number of coincidences of the quality that you have underlined and the quality in italics in the key. Note that the key contains only 15 characteristic traits in italics. Nine of the pairs are called "buffer" ones, which serve to separate the pairs of adjectives, which Dr. Crandall uses to measure the social interest. Actually, the "buffer" pairs make what the test aims at assessing less obvious. Score one point for each coinciding pair in italics.

KEY TO THE SCORE

Coincidence

<i>imaginative</i> <i>useful</i> <i>elegant</i> <i>even-tempered</i> <i>intelligent</i> <i>self-confident</i> <i>respectful</i> <i>creative</i> <i>generous</i> <i>responsible</i> <i>gifted</i> <i>trustworthy</i> <i>elegant</i> <i>forgiving</i> <i>hard-working</i> <i>practical</i> <i>gifted</i> <i>watchful</i> <i>imaginative</i> <i>realistic</i> <i>considerate</i> <i>sympathetic</i> <i>ambitious</i> <i>reasonable</i>	<i>Rational</i> <i>witty</i> <i>sympathetic</i> <i>hard-working</i> <i>considerate</i> <i>ambitious</i> <i>original</i> <i>judicious</i> <i>individualistic</i> <i>original</i> <i>tolerant</i> <i>wise</i> <i>logical</i> <i>noble</i> <i>respectful</i> <i>self-confident</i> <i>independent</i> <i>helpful</i> <i>useful</i> <i>moralistic</i> <i>wise</i> <i>individualistic</i> <i>patient</i> <i>witty</i>	
---	--	--

TOTAL SCORE

INTERPRETATION OF THE SCORE

Low score (0- 6) People having a score within this range, are often not interested in other people. If you have this score, values in life, such as pleasures, excitement and agitation are most probably of great importance to you. There may be cases when the importance you place on your personal pleasures hampers your showing interest in other people's concerns. On the other hand, the expression of concern and the concern itself may seem to you as two different things. It may be possible that a self-centred behaviour does not aim at expressing a lack of interest, as other people regard it. Your personal relations with other people could be improved, if they understand your concern better.

Average score (7-11) In other people's opinion, people having a score within this range neither show great concern for the well-being of mankind, nor are they self-centred. Maybe you are really concerned about the well-being of other people. Your social interest, however, may be focused on separate people, which makes others feel that the overall state of mankind is of no interest to you. If you feel well, other people's negative comments should not bother you, and most probably you do not pay attention to them.

High score (11 - 75) If your score is within this range, you are most probably regarded as a person who shows great interest in humanitarian issues. You pay great attention to the concerns and feelings of other people and you quickly help them if necessary. People having a high score value peace, equality, and the security of the family highly, even more than their own peace or a possible exciting life. You show great concern for people who you love and these relationships serve to you as a source of satisfaction. In addition, according to Adler's theories, people having a high score seem satisfied on the whole, and there are a lot fewer cases of depression and unhappiness among them, than among people having a low score on this scale.

Appendix №2

"Self-management of change" technique
(negotiating with oneself)

CONTRACT FOR SELF-MANAGEMENT OF CHANGE (A technique for promoting activity and independence in a situation of change)

Behaviour, which has to be changed:

Target behaviour: Define it in target terms

What specific behaviour would you like to suppress/promote?

What level of change would you like to achieve?

What conditions would you like this behaviour to be manifested in?

Action plan:

How do you plan to do it?

What steps are you going to undertake?

Would you get other people involved?

- 1.
- 2.
- 3.
- 4.
- 5.

While planning your steps, ask yourself what would happen.

- How will I react/cope with this now?
- What is the reason that led to this?
- What do I do, which makes the problem worse?
- What do I do, which alleviates the situation?
- What can I do to avoid the problem?
- How can I reduce the consequences of the problem?
- How can I reduce the negative consequences of the problem to a minimum?

Self-monitoring:

How do you intend to monitor your progress?

What means will you use – a diagram, a personal diary?

Can you outline how you are going to keep notes?

Rewards:

How do you intend to reward yourself?

In which stage of your plan you will reward yourself?

Will you get another important person involved in your reward plans?

If you have difficulties while planning your rewards and sanctions/punishments, ask yourself the following questions:

- What do I do to enjoy myself?
- What makes me relaxed?
- What makes me feel good?
- Which of the things I do every day I would not give up?
- What kind of people I like being with?
- What do I like doing with these people?
- What do I like doing
- What do I like them doing

Sanctions / Punishments:

Will you impose sanctions, if you fail in fulfilling your action plan?

If yes, what would they be?

If no, why?

GUIDELINES FOR SELF-MONITORING

1. Choose an object of monitoring – specify it.

Choose a method of marking. Take into account factors, such as:

Time for marking;

What to mark;

Means for marking.

Overall evaluation of what has been achieved for the day.

Plan monitoring and following of:

Analysis of the self-monitoring;

Assuring that the client has recognised the target,

Encouraging the client.

Appendix №3**GUIDELINES FOR THE IMPLEMENTATION OF THE CONTRACT WITH
ONESELF**

To some extent, the success of the contract with oneself depends on the way the contract is implemented. Find below a summary of the stages of implementation of the contract:

1. The contract terms and conditions should be agreed, not imposed.
2. The client should undertake, orally and in writing, the obligation to adhere to the terms and conditions of the contract.
3. The behaviour patterns, specified in the contract, should be performed by the client, if possible.
4. The client (and the other persons involved) should apply the contract procedures regularly and consistently.
5. The contract should be reviewed at a later stage and amended, if necessary.
6. The consultant should provide the client with support while applying the contract procedures.

Appendix №4

PLAN OF INDEPENDENT LIFE

PERSONAL DATA: Emil Krasimirov Boev 1192547494
8304143161
First name, Father's name, Surname identity card, personal digital code
MENTOR /person of reference/: Hristina Borisova Kirilova
First name, Father's name, Surname
COMMENCEMENT DATE OF PI: 4 July 2014
PARTICIPANTS: Emil Krasimirov Boev, Hristina Borisova Kirilova, other people
close to the young person

REAS	SPECIFIC ASPECTS	PROBLEMS	AIMS/ACTIVITIES /skills to work on/	WHO /responsible monitoring/	DEADLI NE
EVERYDAY LIFE	Cooking Washing clothes Ironing Budget distribution Home and clothes hygiene Small repairs at home	Encounters difficulties in the preparation of some main courses	Time distribution for chores, so that time for rest is left. Preparing meat-and- vegetable hash, cutlet, pancakes or other dessert (biscuit cake).	Hristina Borisova Kirilova Boryana Apostolova	30.09.2014.
HEALTH AND APPEARANCE	Clothes Hair-style Make-up Healthy lifestyle	Wants to get comprehensive information for separate nutrition	Books by Lidiya Kovacheva recommended	Hristina Borisova Kirilova Dr. P. Panova	31.08.2014
STUDY AND WORK ACTIVITIES	Learning Professional courses/ retraining Work experience Seasonal activities for providing income	Does not intend to study more, to improve one's skills in a certain profession (has a piano specialty). Wants to be a regular soldier. Wants to start a driving course for amateurs.	Developing skills of building a real assessment of his abilities, the nature of the work, the perspectives, duties. Research on the prices of driving courses (collecting offers).	Hristina Borisova Kirilova M. Mateev V. Koleva	30.09.2014.
COMMUNICATION AND HANDLING	Communication with peers Contacts with adults Emotional expression	Open to new acquaintances, but hard to make such on his own, a little shy.	Increasing one's self- assessment by getting to know his personal qualities, building good self-esteem.	Hristina Borisova Kirilova V. Koleva P. Dobrev	30.11.2014
FAMILY AND RELATIVES		Knows his brothers, but does not seek closeness to them. Gets financial support from his mother, who is abroad.	Conversations for building relations of trust, support between him and his brothers, establishing close relations with them.	Hristina Borisova Kirilova V. Koeva L. Bakardzhieva D. Deyanov	31.12.2014

INSTITUTIONS AND AUTHORITY BODIES	Attitude to the staff of the institutions Attitude to the professionals from the CSRI Attitude to the services in the community /mayorality, CPD, Police department, Labour Office, etc./	Pessimistic view on the support he can get from the different institutions.	Building trust in the institutions by way of detailed explanation of the benefits he can obtain /explanation of individual rights/. Procedure and manner of presentation before the respective institution.	Hristina Borisova Kirilova K. Varbanova St. Stoykova	30.10.2014.
INTIMACY AND SEXUALITY	Contacts with the opposite sex Responsibility in intimate relationships Prevention from sexually transmitted diseases and from sexual exploitation	Says that he has a steady relationship and that he uses the necessary protective measures in the intimate relations	Conversations about the dangers of short-term relationships; about the responsibility in intimate relationships; personal life planning (future family life) - responsibilities, obligatons.	Hristina Borisova Kirilova V. Koleva Dr. P. Panova Angelin	constant
RELATIONS WITH THE COMMUNITY	Classmates Colleagues at the workplace Neighbours Attitude to the different social groups Teachers Employers	Sometimes accepts the employer's requirements as a negative attitude towards his personality. The same holds true for his relations with colleagues and neighbours.	Conversations about the rights and obligations at the workplace; about the limits of the personal and working relations at the workplace and outside it; developing tolerance skills, to colleagues, neighbours .	Hristina Borisova Kirilova P. Dobrev Mrs. Ivanka Todor Iliev D. Deyanov	30.11.2014
LEISURE TIME	Sports activities Cultural activities Tourism Others / hobby, interests/	Can not afford taking part in cultural activities or having a hobby. Wants to go to a gym .	Outlining the gyms in the town - where they are situated, charge, working hours (do they suit his working hours)	Hristina Borisova Kirilova V. Koleva	31.08.2014
PERSONAL DEVELOPMENT /individual characteristics/	Temperament Adaptation skills Self-assessment Purposefulness / values and convictions/ Activeness and initiative Keeping promises	He adapts quickly in changing circumstances, but does not manifest initiative, self-initiative for changing his own life - for finding a permanent job for example. Has an attitude that somebody else is responsible for him.	Developing skills of self-knowledge and self-assessment, of planning the personal and social life, upholding his own standing (as a citizen).	Hristina Borisova Kirilova P. Dobrev D. Deyanov	30.11.2014
HOUSING ACCOMODATIO N AFTER EXPIRY OF THE PERIOD IN THE HALF	Steady income Skills of searching and negotiating on a lodging Financial liability Psychological readiness to leave the Half-way house	Finding a permanent job is needed to have a source of steady income. Does not think about all advantages and disadvantages when negotiating on a lodging.	Finding and settling at a permanent workplace. Developing skills of searching and negotiating on a lodging, discussing options to find out the best one.	Hristina Borisova Kirilova P. Dobrev K. Varbanova T. Iliev	31.12.2014

