TRADITIONAL AND NEW APPROACHES TO CHILDCARE AND SOCIAL WORK WITH AT-RISK FAMILIES IN POLAND

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The implementation of new legislation in the welfare system, and childcare system in Poland, which has been included in social services since 2000, determined a new paradigm connected with replacing the responsibility for a child to family and to professional residential, non-residential, as well as a local social support system. Due to new legal regulations related to organization, task and functions of childcare institutions, e.g., residential intervention centres, children’s homes, foster families – should undertake cooperation between all components of socio-educational environment, which are involved in child development and the process of her/his inclusion. It means that a care institution, more than in the past, should become an integral element of the environment, where the child is growing up and where it is located approaching full socialization of the child taken under its care. New solutions in the childcare system are also amenable to family reintegration including even dysfunctional families in process of care, and underline the role of social childcare institutions in creating better conditions for respecting individual cultural, ethnic and religious needs for maintaining his/her own traditions and habits of child, family and environment. These new paradigms based on humanistic approaches in social work with children and families have found their application not only in the reform of social care system, but also in the concept of education of social workers.

The paper will try to analyze some issues related to the childcare system and social work with families at risk in Poland, giving some examples of changes in the field of social work practice with children and families in the prospect of the new concepts and standards in the Polish Welfare System.

Keywords: childcare system, family support, new forms and models of social work with family.
INTRODUCTION

The welfare and social care system in Poland has undergone many changes during the last thirty years, not only as a consequence of socio-economical and political changes, which have influenced many social problems of the population, but also in accordance with the modern welfare state legislation in 1990 and the newest Welfare Act in 2004 (before entering the EU). Transformation in the field has also created the need for new professional competences, qualifications and tasks for school pedagogues, social workers and family assistants, who are responsible for the implementation of the new approaches to social work practice with families at risk.

In the childcare system, which has been included in social services since 2000, a new paradigm has appeared, connected with replacing the responsibility for a child to the family and to a professional residential, non-residential, local social support system. This paradigm, which is based on ecosystem and cognitive-behavioral theories in social work with children and families, has found its applications not only in the reforms, but also in concepts of social work practice of social pedagogues and social workers and family assistants.

This paper will try to analyze some issues related to the childcare system and social work with families at risk in Poland, giving some examples of changes in the field of social work practice with children and families in prospect of the new concepts and standards in the Polish welfare system.

BACKGROUND OF THE WELFARE SYSTEM IN POLAND

In the prospect of the European democratic context, the social welfare system in Poland has many features of the institutional one and is aimed at enabling individuals and families to overcome difficult conditions which they are not able to overcome using their own resources. Social welfare is organized by the State in cooperation with social
organizations, religious and charity associations, foundations and individuals. The first Social Welfare Act (Ustawa o pomocy społecznej) passed in 1990 was intended to provide government aid to the most vulnerable. The new Social Welfare Act of 2004 delegates many of the responsibilities to local communities.

Besides the Social Welfare Act in Poland, the Constitution guarantees special protection to children and families (Articles 71, 72). The Family Code (Kodeks Rodzinny i Opiekunczy) is the basic legal document regulating family relations and child protection, and in the year 2000 the Children’s Ombudsman, who plays an important role in promoting child rights, was appointed. The state government exercises its statutory obligations of control over the social welfare system through the Ministry of Family, Labor and Social Policy (before 2015 Ministry of Labor and Social Policy). The organization of child welfare services with the family support social services has been moved to this Ministry. Under the communist regime, childcare system was part of the national education system.

GENESIS AND DEVELOPMENT OF THE CHILDCARE SYSTEM AND FAMILY SUPPORT SYSTEM IN POLAND

Poland has valuable traditions in founding a childcare system (e.g., Janusz Korczak, Czeslaw Babicki, Kazimierz Jeżewski, Helena Radlińska), which come from the period between the two world wars of the last century, as well as in defining concepts of the protection of the rights of the child (in 1978, Poland applied to the UN for Convention on the Rights of the Child and governed the commission of its draft until its ratification in 1989).

After Poland gained independence in 1918, many foster care programs were established, the best-known being the Lodz program, founded in 1926 by the municipal authorities. In this program, the qualifications required of foster families were set out, as were rules for systematic professional supervision. Foster children were guaranteed free schooling, medical care, medicine and hospitalization, and even
summer camps, with costs being covered by the city and foster parents receiving remuneration (Majewska 1948, pp. 157–162). In 1931, the Committee of Foster Families was founded in Warsaw, and this helped to expand the idea of foster care on a country-wide basis. Foster care played a crucial role in the care of war orphans. During both World Wars, the lives of thousands of children in Poland were saved when they were placed with foster families. Two thousand five hundred Jewish children smuggled from the Warsaw ghetto found refuge with Polish families (Grochowska, 2001). After the war, some of the children returned to their families while others found permanent homes with their foster carers (Gładkowska et al., 1995). During that period, foster care continued to be very common: in 1949, there were about 73,000 children in the care of foster families in Poland (Safjan, 1982, p. 13).

However, with the establishment of the Communist State, the policy changed dramatically. The newly-formed Department of Child Welfare was placed under the control of the Ministry of Education. At the beginning of the 1950s, all childcare institutions were nationalized. Childcare programs were no longer encouraged and were replaced by large, state-run children homes. For many years thereafter, fostering was not an area of interest to those responsible for child welfare in Poland.

The revival of democratic society in Poland after 1989 and the ratification of the Convention on the Rights of the Child in 1991, favored the rise of child advocacy groups and the deinstitutionalization movement. The movement began in major cities such as Warsaw, Krakow and Gdansk in 1993, with the aim of influencing the Government towards the reform of the child welfare system. The strategies included advising politicians dealing with children’s issues at the parliamentary level, responding to consultative documents and popularizing the idea of care by educating society at large (Stelmaszuk and Klominek, 1997).

General childcare system reforms were implemented in the year 2000, 2004 and 2011 and child protection services and the management of childcare institutions were delegated to the social welfare sector. District bureaus for children and family services (Powiatowe Centrum Pomocy Rodzinie) were instituted.
The newest Act on Family Support and Foster Care of 9 June 2011 introduced the new profession of a family assistant. This Act defined the requirements to complete a profession, organization of work, tasks of family assistants. In this way, the legislator introduced family assistants into the structure of the social welfare system, who is directly responsible for social and educational work with families at risk.

TRADITIONAL AND NEW APPROACHES TO THE EDUCATION OF PROFESSIONALS FOR CHILDCARE IN POLAND

The education of social pedagogues and social workers in Poland has always had many significant features related to the valuable traditions of academic training in the Second Polish Republic since 1925 (e.g., Helena Radlińska’s concepts). Even in the “old” educational system in place until 1989, the education of social workers was neglected and mostly belonged to the secondary school system, some academic forms which were established in the seventies and some which had existed since the sixties in the field of the academic training of social pedagogues, pedagogues of care and special pedagogues/educators.

According to E. Marynowicz-Hetka, at least two educational models in which to analyze the various approaches to education for social professions have emerged: the adaptive model and the developmental model (Marynowicz-Hetka E., 1996, p. 191). Nowadays the developmental model of training represents heuristic-probability thought, where methods of discovery and action are applied in academic education. Training for a developmental model of social work has been applied in Poland for the last sixteen years, even though it was promoted by Radlińska as the “polyvalent model”. This model requires the use of skills of creativity and alternative thinking in the professional educational process and it can be useful, for example, in social planning, as well as in social projects. In this context, we can find ontological, epistemological and axiological sources of social functioning and acting in professional education for the social professions.
In the work of educating social professions working with children and families at risk, the concept of developing such competences and attitudes which correspond with reflective, professional practice is important. The university education allows social professionals to possess the interdisciplinary knowledge and skills related to the new concepts and standards in childcare, as well as the new approaches to social work with families at risk. Social pedagogues and social workers become aware of the main threats to family development and, through social diagnosis, highlight those categories of families that should be supported. At the practical level, they are planning and projecting the most adequate forms of socio-educational help, mostly for the families “at risk”, to create better chances for children and youth development, social participation and activities for adults, disabled and old people (Kantowicz, 2003, p. 569).

THE SITUATION OF POLISH CHILDREN UNDER THE CHILDCARE SYSTEM AND FAMILIES

Analyzing some data related to situation of children in Poland, we should give some numbers. In 2015 in childcare system in Poland there were 75,642 children – fewer than in 2014. Most of children were in foster care families (56,660). Unfortunately, there were still 18,876 children in institutional forms of care. In 2005–2015 the number of care institutions increased (405 more), especially those specialized in intervention of pre-adoption and special care and therapeutic centers. Amongst childcare institutions “children’s homes” and “foster family homes” dominate (484 such homes in 2015). The number of foster families also increased, from 37,000 families in 2011 to 38,203 families in 2015 [www.dzieciwpolscie.pl/aktualnosc/52- access: 2018.08.09).

Children without families and legal ability of full child foster care can be adopted. In 2016 Polish Family Justices endorsed 3,361 agreements for adoption. Amongst adopted children the youngest ones dominated (33.4% of adopted children in 2015 were less than two years old and 23.0% between two and five years). Children over twelve years old have
the weakest chances of adoption (12.6% of all adopted children) [www.dzieciwpolscie.pl/aktualnosc/52- access: 2018.08.09]).

Analyzing some data related to situation of children in Poland, we should give some numbers. There are about four million children in the age range 0–17 years, and almost twice as many in the age range 18–24 years:

- In 2016 there were 75,642 children in the childcare system in Poland
- 56,660 in foster families;
- 18,876 in childcare institutions;
- In 2016 Polish family justices endorsed 3,361 agreements for adoption.

We also have:

- 40,238 in special care institutions (children with disabilities);
- 6,780 young people in probation institutions.

In analyzing data from research related to child abuse and neglect the fact is evident that about 30% of children experience some forms of physical or emotional punishment at homes, schools and social environments, among them about 3% are really the victims of abuse. Still many children from families at risk, which are clients of welfare system, suffer the lack of developmental needs. As a consequence of unfulfilled needs and problems at home, about one quarter of them have school problems; 5% have alcohol-related abuse; and 3% have crime problems.

NEW STANDARDS IN THE SOCIAL CHILDCARE SYSTEM

Due to new legal regulations related to the organization, task and functions of childcare institutions, which can be called “new standards for the childcare system”, childcare institutions (e.g., residential intervention centers, children’s homes, foster families and others) should undertake cooperation between all components of the socio-educational environment which are involved in child development and protection.
It means that the institution should become more of an integral element of the child’s environment than it was in the past, aiming for full socialization of the child taken under its care, and being friendly towards family reintegration, including even dysfunctional families in the care process (Kantowicz, 2006, s. 941). It is also important from the perspectives of care continuity and of creating a child’s socio-cultural identity that the childcare institution should give opportunities for regular, personal and direct contact with parents and others close to the child – unless it is forbidden by the court.

New standards underline the role of the social childcare institution in creating better conditions for respecting the child’s individual cultural, ethnic and religious needs, so that he/she can keep/maintain his/her own traditions and the habits of his/her family and environment. Social childcare institutions should teach children how to plan and organize ordinary life and spare time activities, participate in recreational, cultural and sports events, and to become responsible for their own behavior as well as making their own choices. Professionals working with children should try to equalize developmental deficits and discuss important issues related to children receiving care with their parents or foster parents. Due to legal regulations, professionals should be aware of the better cooperation with different socio-educational institutions which have had direct or indirect contact or which have been engaged in social work with children’s families, including:

- Individual forms of social support in place of family life;
- consultative-therapeutic family centers;
- schools which the children attend now and previously attended;
- official court departments and curators looking after the child in a family;
- non-governmental organizations, the Catholic Church and other public or non-public institutions and organizations, foundations or associations which organize any kind of social support in child and family environment.

The social pedagogues and social workers working at the childcare institution should realize an individual plan of care, which is based on
case study and which considers the child when acting in all levels of his/her social life: the psycho-physical development of the child; personal and school opportunities and achievements; special interests and important activities at school, in the care institution and in the local environment; relations and acting with colleagues/educators; relations with parents and relatives; special needs; important events in the child’s life.

The individual plan involves a social pedagogue who works directly with a child in the institution of care, keeping close contact with the child, his/her family and other professionals at institution (psychologist, social worker, speech therapist, curator, director etc. (Kantowicz, 2018, p. 25).

The new paradigm in childcare, replacing responsibility for the child to the family and professionals working with a child and family, become fundamental for realized care treatment and for changes in the attitudes of people participating in a process of care. We have in mind changes based on eco-system approaches, which underline the role of a family and child’s social environment in the process of care and education, and which promote many forms of socio-educational support and social work with the family, e.g., consulting, supervision, day centers, recreation centers.

Reform of the childcare system, ongoing in Poland, but also in other European countries, is related, in general, to the decentralization of care institutions and moving the responsibility for child and family social support to local authorities. New paradigms in childcare are based on the “New ethic for children”, which comes from the Convention on the Rights of the Child (1989). This has implications, e.g., in individual approaches to a child and her/his family; ecological and holistic concepts in social practice with children and families; projecting and planning actions for childcare; looking for alternative forms of childcare institutions like foster families (new types of foster families), familiar houses of care, and day support centers.

The consequences of those changes in the new childcare system in Poland can be summarized as:
1. A new type of responsibility in the childcare system and removing tasks of childcare from the education system to the welfare system (new institutions coordinating childcare in local environments, called “Centers of Family Support”);

2. The childcare institution becomes an element of the child’s life environment and development, being amenable to creating her/his socio-cultural identity and her/his (re)integration with the natural family;

3. The childcare institution is responsible for keeping proper contacts of a child with her/his parents and supporting family through other social institutions with the cooperation with other professionals, especially social workers;

4. Childcare institutions implemented new standards of care and new forms of child and family assessment (diagnosis), elaborated with the child, professionals who are engaged in the care process, and the parents of the child.

5. The childcare institution is responsible for implementing “the new ethic for children” through educating children about their rights.

THE SITUATION OF FAMILIES IN POLAND BEFORE AND AFTER IMPLEMENTING THE “FAMILY 500 PLUS” PROGRAM

Families with children constitute a substantial group making use of the social welfare system – approx. half a million families, constituting 40% of all families using social welfare; the greatest number in this group are families with one or two children (more or less the same number, approx. 200,000), whereas there are slightly fewer multi-child families (150,000). The majority of such families use financial support and do

1 Data from the Report of the Ministry of Labor and Social Policy for MPiPS-03 for 2014. Section 2B http://www.mpips.gov.pl/pomoc-społeczna/raporty-i-statystyki/statystyki-pomocy-społecznej/statystyka-za-rok-2014-a/#akapit1
not exceed the income criterion for social welfare. Therefore, it can be assumed that such families will also qualify for parental leave benefit for the first child, for which the income criterion amounts to PLN 800.00.

Parents of children who attend school can also count on school starter kits, school scholarships, whereas parents who have children up to one year of age receive parental benefits. The type and the amount of financial support for families depend on the number of children and family structure and, in particular, on the fact whether the children are being brought up in a complete or an incomplete family.

Single parents can count upon greater assistance than complete families, as they are entitled to specially dedicated benefits: supplementary allowances to family benefits for single parents (PLN 185.00 per child; however, not more than PLN 370.00) and benefits from the alimony fund if the parent does not fulfill the alimony obligation (up to PLN 500.00 depending on the awarded and not enforced alimony). All these benefits constitute a quite significant family income.

At the same time, families are beneficiaries of social welfare and the “Family 500 Plus” program; what is more, the latter program is not included in the income for the purposes of social welfare and constitutes an additional source of funds, whose amount grows with the number of children in the family. According to the estimates of the Ministry of Family, Labor and Social Policy, assistance in the amount of PLN 500 since 2016 has been given to approx. 2.7 million families in Poland, including 1.6 million with two children, 267,000 with three children and 60,000 with four or more children. It is assumed that the governmental program is going to significantly improve the situation of families with low income and the budget of families with two children living on the verge of extreme poverty (the so-called minimum existence will increase by almost half, whereas with three children by 60%). In such families, benefits under the program will also greatly increase the level of consumer spending. Since August 2019 assistance in the amount of PLN 500 has been given also for the first child to approx. 1.2 million families more, including 1.6 million with two children.
It may be assumed that greater assistance for poor and low-income families is a good direction for social welfare policies, and following the introduction of the “Family 500 Plus” program in Poland, the majority of families with children are able to guarantee the satisfaction of children’s needs at a proper level, whereas social welfare benefits are changing their earlier character. In such a situation, the role of social welfare is being redefined, and its main emphasis, from ensuring minimum material bases for families, shifts to support for families at risk with respect to proper budget management, preventing addictions and abuse, along with full performance of care and educational functions.

**NEW TASKS AND MODELS OF SOCIAL WORK WITH FAMILIES**

After introducing the “Family 500 Plus” program, social work professionals face new challenges that result from the much better material standing of families with children, which does not necessarily translate into sufficient improvement of the child’s situation in the family. For families that use social welfare, poverty is one of the social problems. Families that make use of social welfare (approx. 10% of all families in Poland) usually suffer from various problems related to the unemployment of one or both parents, health, lack of care and educational skills and proper management of the household, alcoholism and violence in the family. The situation in such families is complex, and the problems mutually interpenetrate, which, in consequence, requires multi-level activities and professional support on the part of both a social worker and a family assistant.

The social worker may perform two basic roles with respect to the family:

- granting social welfare benefits, determining the amount of benefits which may depend on the parents’ cooperation in solving problems (benefit activation principle);
- using the methods and tools of social work in supporting a family in its better functioning (Rymsza, 2012, p. 357).
The task of a social worker is not only material assistance for families, but is primarily support for families in their better social functioning and, in the case of families with children, support for the parents in implementing care and educational functions.

It seems that social workers face new tasks related to the application of new models of social and care work with a family at risk, including:

- helping in the rational management of a family budget;
- increasing the parents’ level of awareness with respect to development needs and new addictions among children;
- implementing method of motivating dialog and elements of feminist therapy (in the case of abuse in the family);
- developing cooperation and exchange of information among various professionals involved in working with families;
- sharing of tasks within the scope of support for families with multiple problems;
- monitoring the situation of families with children which, up to this moment, have used other forms of social welfare and, after exceeding the minimum income level, are not included under the welfare program and the direct care of a social employee.

Therefore, the tasks of a social welfare institution may focus on creating an environmental monitoring system of the situation of families with children.

Therefore, the new social function and role of a social worker appears as an organizer of a network of information about families with children (families at risk) and an initiator of connections between various public and non-public institutions that deal with children and youth as part of health protection and education systems.

In this respect, the cooperation of a social worker with a family assistant, schoolteacher, curator, counselor, therapist and foster family coordinator is taken into account.

The family assistant is a person who supports families in overcoming difficulties related to the care and education of children. The family assistant helps families to fulfill social roles in order to achieve a fundamental life stabilization and tries to prevent the placement of children
outside the family into foster care. In the case of children in foster care, the role of the assistant is to take steps to return them to the family as soon as possible (Act on Family Support and Foster Care of 9 June 2011).

From 1 January 2017, on the day when The Act on Supporting Pregnant Women and Families “For Life” of 4 November 2016 was introduced, the area of the family assistant’s activities has been widened by assigning him/her as coordinator of comprehensive support (counseling) for pregnant women and their families. The aim of the family assistant’s actions under the Act is better functioning of pregnant women, especially in complicated pregnancies and in the situation of obstetric failures and families with a disabled child through coordination of counseling in the care, care and education of a child with disability and issues legal or psychological assistance, social and vocational rehabilitation and healthcare services. In addition, the assistant’s activities include cooperation with other services from various systems, including those providing health services, working for the pregnant woman and her family (Krasiejko et al., 2017). Family assistants work only with these families whose children need external support – biological families and related foster families – with no more than 15 families at a given time. The actual number of families depends on the assistant’s level of qualifications, experience and the difficulty of the tasks performed. The Act lists the following: graduates from social work, pedagogy, sociology, psychology, family science; graduates from any specialization, training in working with a child and family, a minimum one year’s practice of working with a child and/or family; and secondary education, training in working with a child and family, and no fewer than three year’s practice of working with a child and/or family (The Act on Family Support and Foster Care of 9 June 2011, Article 11–12, 17).

Also, the family assistant can reach for various methods of social, educational and caring work, etc. He or she can use classical methods of family social work: individual case method (case management approach), group method (family group conference) (Przeperski, 2007). Another way to work with a family, which treats the family as an expert
on their lives, is the Solution-Focused Approach (SFA) (Krasiejko, 2011), and also the family is the motivational dialog (Jaraczewska, 2012).

According to Kotlarska-Michalska (2011) depending on the assessment the assistants may adopt a specific model of work: 1) in the family, 2) with the family, 3) for the family.

In the first model – work in the family – applied when the family cannot act as it lacks patterns, the parents have deficit grasp or incorrect image of parenting roles: the family members should be “trained” in basic roles.

In the model of work in the family the environmental method seems to be most beneficial as it is used more by family assistants than social workers due to the fact that social workers work within the confines of social institutions and thus do not have too much freedom in creating a role as a professional “helper”.

In the second model – work with the family – it is assumed that the family is unable to carry out certain tasks due to objective difficulties, but is aware of the roles and is motivated to act. Therefore, the work is based on modified environmental method, classic rules of casework and social work based on resources. The family is supported in deficit areas, e.g., in caring and up-bringing sphere or material-economic area. It is assumed that the family is not a passive recipient of services and aid, but a member of the process.

The third model – social work for the family – is recommended when the family is unable to and does not want to undertake activities.

Social and educational work in such circumstances may mean choosing a method focusing on the sources of dysfunctionality of the family. Assistants may use different methods and knowledge of cognitive techniques to save the family as the institution and social group. In other words, their activities focus on integration and re-construction of the family bonds. The Solution Focused Approach works often very well in such cases.

A good model to use would be one merging the tasks of both the “work in the family” and the “work with the family” models. Such a model would create a foundation to define tasks for both parties – the
one expecting help and the one providing it. Work with a multi-problem family is always individual as every family is unique, has its own history, secrets, experience and capital that may be used to carry out the “healing” actions.

Every family has also at its disposal tried strategies of various effectiveness and experiences linked with them. Thus, when building the model, or choosing the optimum techniques assistants should always take into consideration the family capital (Kantowicz et al., 2018, p. 75).

The social welfare and family support system faces the new challenges of undertaking an initiative for the purpose of creating a system of monitoring the situation of children in families providing inefficient care and to support them in improving their care and educational skills. On the other hand, a social worker and family assistant face some difficulties in fulfilling the new expectations.

CONCLUSIONS

In analyzing the childcare and family support system in Poland, we should underline the role of different social and educational institutions in the context of the diagnosis and the supporting process. First, the contemporary social welfare system allows families at risk to be looked after and supported. This means that in local social service departments there is a register of families in care and outreach social workers are obliged to collect data about the situation of those families. With regular contact with dysfunctional families, it is easier to undertake early intervention in a situation of poverty, abuse and neglect. Second, Polish educational and social institutions, through professionally educated staff, are very aware about the protection of abused and neglected children.

Anyway, the ongoing process of change in the childcare and family support system has not yet resulted in many research projects. Overall, the research that has been undertaken documents a general acceptance of the reforms. The new approaches in the welfare system in Poland are expanding and are perceived as a promising acceptance of professionals and local authorities.
The example of new solutions introduced to the social welfare policy of the state and exemplified by the “Family 500 Plus” program shows the problems with which social work with families at risk may be confronted in the case of political change and the attempts at determining its social functions and tasks in a different situation.

On the one hand, social work with families receives a mandate to act (to monitor and control the situation and to support) from the side of the state (institution which it represents) and is provided with authority towards the clients of social welfare; on the other hand, it is made liable for ideological and political neutrality. This neutrality of social work results from the professional ethic (Sałustowicz, 2015, p. 95) and the objectives and principles which it is required to observe.

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20. Ustawa z dnia 29 listopada 1990 roku o pomocy społecznej (Dz. U. Nr 64, poz. 414 z pozn. zm.).

21. Ustawa z dnia 7 września 1991 roku o systemie oswiaty (Dz. U. Nr 95, poz. 425, z pozn. zm.).

22. Ustawa z dnia 12 marca 2004 roku o pomocy społecznej (Dz. U. Nr 64 poz. 593).
TRADITIONAL AND NEW APPROACHES TO CHILDCARE AND SOCIAL WORK WITH AT-RISK FAMILIES IN POLAND

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TRADICINIAI IR NAUJI VAIKO GLOBOS IR SOCIALINIO DARBO SU RIZIKOJE ESANČIOMIS ŠEIMOMIS POŽIŪRIAI LENKJOJE

SANTRAUKA

Lenkijoje nuo 2000 metų vaiko gerovės ir vaikų globos sistemoje vykdomi pokyčiai. Tai lėmė naujos paradigmos atsiradimas, kai atsakomybę už vaiką perduodama šeimai ir profesionaliai globos ir vietinės paramos sistemai. Dėl įgyvendinamų naujų teisinių normų, susijusių su vaikų globos institucijų reorganizavimu, vaikų globos įstaigos turėtų bendradarbiauti ir įtraukti visus su vaiko raida susijusius socialinės ir edukacinės aplinkos komponentus, siekiant visus vaikų įtraukties, kurį geresnes sąlygas siekiant patenkinti individualius vaiko ir jo šeimos kultūrinius, etniniai ir religinius poreikius, išlaikyti tradicijas. Šios naujos humanistiniais požiūriais grindžiamos paradigmos socialiniame darbe su vaikais ir šeimomis pasirodė ne tik vykdant socialinės globos sistemos reformą, bet ir įgyvendinant socialinių darbuotojų švietimo koncepciją.

Reikšminiai žodžiai: vaiko globos sistema, šeimos parama, naujos socialinio darbo su šeima formos ir modeliai