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The Child Right to Education in the Care and Educational Work of a Foster Care Institutions

ABSTRACT

The article addresses the problem of the right to education of children placed in foster care homes. In order to examine how the child's right to education is implemented in pedagogical practice, research was carried out in one of the educational care centers in the Lublin province. The purpose of this research was to determine the degree of implementation of this right in foster care institutions, as well as the scope of individual assistance supporting the child's education. The research was aimed at searching the answers to the following research problems: What forms of educational influence on juveniles were undertaken in foster care home? What forms of vocational training were usually chosen by the pupils? What forms of support did the institution of foster care provide to the pupils in order to help them to choose their future education? How did the teaching staff support the pupils in achieving their school success? What actions stimulating the intellectual development of the pupils were undertaken in the above institution? What forms of therapy were available to the pupils in the examined period?

The research was carried out with the use of the diagnostic survey method as well as the techniques of documents examination and questionnaire. Research shows that young people in upper secondary school most often chose vocational schools, high schools and technical

schools, and only a small group of juveniles continued their education in post-secondary schools (3.22%) and universities (3.22%). Education was supported by specialized classes dedicated to flattening didactic deficiencies and eliminating developmental deficits. The research shows the need for further professionalization of care, upbringing and therapeutic interactions with orphaned children placed in foster care institutions.

Childhood from the perspective of the humanities

The XXI century has come to be characterized by an increased interest of the humanities in "research into childhood", which was born from the need for an interdisciplinary approach to the nature of childhood, the child and its broadly understood well-being. Educational communities, care and educational systems of children are subject to scientific evaluations and, quite often, criticism. Scientific analyses in the field of childhood research focus on the child's rights and their implementation both in the family and in foster care institutions.

The child and childhood are quite differently perceived and defined by the humanities representatives. In the Middle Ages, the child was perceived as a miniature of an adult person, whose image was not represented in art until the 12th century, and when children's images started to be present in art, their appearance (in body proportions, shapes, clothes) resembled reduced figures of adults. Richard Farson said that children were the "invention" of the 16th century, since before then the term "child" had not been in use at all. One might conclude that back then neither the child nor childhood had any special significance, and its needs were considered as similar to those of adult people. During the Renaissance period, the Jesuits solicitously referred to children as "delicate God's creatures, requiring both care, safety and conversion" (Farson 1992: 42), with childhood starting to be understood by them as the period preparing children for adulthood. In the 17th century, children started to be looked upon as innocent beings, to be protected from subjects meant for adults. This idea was continued by Jean-Jacques Rousseau (1712–1778), who saw the child as the embodiment of purity, innocence and goodness, thinking that if only because of that, it should be protected from

the negative influences of the external world. In his philosophy, John Locke made an assumption that children were born as *tabula rasa*, but thanks to proper educational treatment from their parents and teachers, they could become fully-productive and intelligent people. In this concept, the child was seen as "a being subject to a constant process of becoming, maturing, with special educational needs, which should seriously be taken by adults" (Kehily 2008: 20), with adults being morally responsible for providing children with the conditions for education and development. A historic approach to childhood, represented by Henry Mayhew, a British researcher into the lives of the 19th century working-class families, presents it as "a period in life during which one should indulge in playing and carefree pleasures, when the child is protected from the influence of the realities of adult people's work, taken care of, kept warm and fed well" (Kehily 2008: 17). On coming in touch in the nineties of the 20th century with street children who found their way into orphanages, Thomas John Barnardo concluded that orphaned children "have only chance at childhood. They deserve to be protected from harm, so that they can enjoy good physical and mental health and emotional balance, as well as having a sense of belonging to their home, school and local community" (Kehily 2008: 18). Also, he stressed his belief that "it is never too late to give a helping hand—and offering young under-privileged people a better childhood and a brighter future (Kehily 2008: 18). According to Allison James and Alan Prout, in sociology „children are and should be seen as active persons constructing and defining their social lives, the lives of the people around them, and the communities in which they live; children are not just elements of social structures and processes" (James, Prout 1990: 9).

Janusz Korczak devoted his work and life to the issues of the child and childhood. He tried to understand and define the concept of child as a person, and childhood as a period leading on to adulthood. Trying to define children, he said that "there are no children—there are people, but of a different concept scale, of a different volume of experience, of different opinions, and of a different play of feelings" (Korczak 1987: 11). Aiming to show the differences between children and adults, he emphasised that "children are different from adults, there is something missing from their lives, and there is something more than in ours, but this different life from ours is a reality,

not an illusion" (Korczak 1992: 40). Based on his observations, he claimed that the child "outdoes us in the sphere of feelings by making no brakes; in the field of the intellect, it is at least our equal, with its only lack being experience. That is why a mature person is so often a child, and a child—a mature person" (Korczak 1992: 62), and with its sensitivity it frequently surpasses adult people. In the child, including the orphaned child, he saw and valued the natural desire to get to know the world, to experiment and acquire knowledge. The child, he wrote, "unable to stay inactive, will get into every corner, will look into every nook (…); what interests it is a moving ant's point, a shining bead, an overheard word or sentence (…)" (Korczak 1992: 68). Adults often depreciate the child's intellectual potential assuming, as Korczak wrote, that it "has not read," "does not know," "has nothing to say" (Wołoszyn 1982: 59), but the child wants to be taken seriously, demands trust, directions, advice" (Korczak 1992: 100). Unfortunately, Korczak did not manage to find a full answer to the question about the essence of childhood. The pedagogue's major dilemma was the problem of the child's nature, its potential and the effect of education on shaping the child's personality. He expressed his doubts in the book *Jak kochać dziecko* [How to Love the Child], where, among others, he tried to answer the question if the child is born as *tabula rasa*. Taking the medium position, he claimed that "the child is parchment tightly written with tiny hieroglyphs, some of which can be deciphered only in part, and some we can erase or only mark, and fill up with our own content" (Korczak 1992: 10). Referring to Rousseau's naturalistic ideas, he opted for adults taking responsibility for creating conditions conducive to the child's free development, but in a such a way that experience gained by the child should be in line with social life standards and contributory to the proper development of its personality.

In the individual educational process, the child gets the most satisfaction when it can display independence in practical activities and get to know the world around. Here is what Korczak had to say on that: "If you can diagnose the child's joy and its intensity, you must recognize that the greatest is the joy of a difficulty overcome, of a target reached, of a secret unravelled. The joy of triumph and the happiness of independence, control, rule" (Korczak 1992; 44). Korczak's pedagogical thought is palpably permeated with an

authentic care for the child and directing its development in such a way that childhood becomes a happy period in its life, with the child properly prepared to participate in the lives of adults. Undoubtedly, the forerunner of childcare understood in this way was Korczak, a doctor and a pedagogue, who combined professional care with responsibility for orphaned children.

"Endangered childhood" of foster children

Foster care establishments are home to both natural orphans, including half-orphans, and social orphans (constituting about 95% of pupils in the care of such centres), whose parents, though still alive, do not want to, are not able to, or cannot take care of them. In social orphans families, there are problems which deal with both relations between the parents, or the parents and the children, dysfunctions within their structures, illnesses, and also pathological symptoms, which undermine functioning of the family and essentially disturb the conditions for the development of the child. The reasons disturbing functioning of the family and giving rise to social orphanage, as mentioned in the source literature, are as follows:

- alcoholism and other addictions,
- mental illnesses,
- physical or mental violence, maltreatment and sexual abuse,
- mentally deserting children (parents' emotional absence, emotional coldness),
- the child's active rejection and devaluing,
- emotional abuse, i.e. using the child by an adult to satisfy the latter's emotional needs (e.g. making him a confidant of adult affairs, creating a coalition with the child against the other parent),
- making demands inadequate to the child's level of development and capabilities—infantilizing the child or demanding him to meet the expectations,
- excess of rigid demands over the expressions of love and tenderness,
- overprotectiveness and excessive control (Bejger 2016: 260).

An institution of foster care, which a care and educational centre of the socialising type surely is, aims to carry out a number of tasks

in order to take care of foster children's development, recover their relations with the parents, and possibly return them to their natural families. That is why the moment the child is admitted to the centre, its psychophysical analysis is prepared, its strong and weak points in functioning are identified, and an individual child's assistance plan is drawn up in cooperation with the family assistant. The centre provides each pupil with good living conditions, health care, as well as undertaking various activities: socialising, educational, caring and therapeutic, offering the child conditions for a further normal psychophysical development, making use of the child's potential, achieving school success, the atmosphere of kindness and trust in the group, as well as specialised interactions aimed at remedying developmental deficits and preparing one for independent future life.

The child's right to education in the light of the Convention of the Rights of the Child and Polish legislation

The Convention of the Rights of the Child, adopted by the United Nations General Assembly on 20 November 1989, defined the status of the child based on the following assumptions:

- the child is an independent person. Due to its mental and physical immaturity, it requires special care and legal protection;
- the child as a human being, requires respect for its identity, dignity, privacy;
- the family is the best environment for the child's upbringing;
- the state is to support the family, but not replace it in its functions (Czyż 2992: 14).

As stated by Justyna Stadniczenko, the Convention of the Rights of the Child is the most important act of international law wholly devoted to children (Stadniczenko 2015: 160). The right to education is one of the rights belonging to the category of cultural rights, and in the Convention it has been included in two articles: 28 and 29. The wording of art. 28 of the Convention makes it obligatory for the States-Parties to undertake legislation and organisational actions conducive to the universal access to education for all children. Primary education is obligatory and free for them, with secondary and vocational education available in many countries for anyone

willing. Talented young people in Poland have a chance to continue education at universities, which are available and free in the system of full-time studies. Schoolchildren should be treated with kindness and be educated in the atmosphere of acceptance and readiness to help, which is to make it possible for everyone to graduate and reduce the phenomenon of dropping out. The child's right to education is closely connected to the implementation of compulsory education, which concerns the necessity of the pupils graduating from primary school before they reach majority, i.e. before they are eighteen years old (*Konstytucja...* art. 70, pt. 1). In justified situations, starting education in primary school may be delayed by one year, and for children attending special schools the delay may be until the end of the schoolyear in which the pupil turns ten. Handicapped children, those socially awkward and at risk of social awkwardness have the same right to education (and to upbringing and care) as healthy, normally functioning children.

Art. 29 of the Convention does not concentrate so much on children's access to education as on its content. In the process of the child's education, all school or centre activities should focus on the "the child's maximum personality, talents and skills development" (Jaros, Michalak 2015: 383), thus highlighting the child's inborn dignity and its potential, which should be developed in the educational process. What is of special importance because of orphaned children brought up in the foster care system is the wording of point d), art. 29, which recognizes that one of essential educational objectives is preparing the child for a life in community "in the spirit of understanding, peace, tolerance, gender equality and friendship among all people, ethnic, national and religious groups as well as indigenous people" (Jaros, Michalak 2015: 383). Protecting subjectivity and dignity of each and every child, the provision of this article defends it against discrimination, xenophobia and stigmatisation on account of handicap, illness, developmental deficits, race, gender or origin.

Failing to implement compulsory education, which is often the case in dysfunctional families, poses a real threat to the child's wellbeing and frequently disturbs its normal development. The duties of the states towards orphaned children are regulated by the Constitution of the Republic of Poland and Family and Guardianship Code. Art. 72 of the Constitution of RP provides that "the child deprived

of parental care has the right to care and support of the public authorities", and section 3 emphasises that "while identifying the rights of the child, the bodies of public authorities and people responsible for the child are obliged to listen to and, as far as possible, take into account the child's opinion" (*Konstytucja…* art. 72, pt. 3; *Kodeks rodzinny* 2012).

The basic legal act in Poland regulating children's education in primary, middle, vocational and secondary schools is the act on the education system (*Ustawa o systemie oświaty* 2018). The preamble says, "The school should provide each student with conditions necessary for his or her development, prepare them to fulfil family and civil obligations based on the principles of solidarity, democracy, tolerance, justice and freedom" (*Ustawa o systemie oświaty* 2018). In this respect, an orphaned child in foster care should be treated similarly to its peers from normally functioning families, but with special attention paid to its educational needs arising from the crisis existing in the child's family. Both the school and the care and educational establishment work for the good of the child, and that is why the teaching staff of the institution should actively cooperate with the schools attended by their pupils. The duties of foster care with respect to educational activities towards children are regulated by the Act of 9 June 2011, on supporting the family and foster care system (*Ustawa o wspieraniu rodziny* 2011). According to the Act, the institution prepares its pupils: "(a) for a normal, independent and responsible life; (b) to overcome life hardships in harmony with the rules of ethics; (c) (…) to acquire social skills" (*Ustawa o wspieraniu rodziny* 2011: art. 33, pt. 2a), as well as making it possible to satisfy emotional, living, health, educational, cultural and recreational needs (*Ustawa o wspieraniu rodziny* 2011: art. 33, pt. 3). Adult foster children who carry on learning "at school, teacher training centre, university, and with the employer to get vocational training" (*Ustawa o wspieraniu rodziny* 2011: art. 37, pt. 2), with the centre's consent, can extend their stay at the centre until they turn twenty five.

Educational activities towards the child in foster care are implemented as part of the plan to help the child, after a prior analysis of the process of the child's mental and physical development, the environment it comes from, and also after defining the child's caring, developmental and emotional needs, its ties with the family, social

relations and functioning in the group, as well as peer and school environment (*Rozporządzenie Ministra Pracy i Polityki Społecznej* 2011: 15), identifying the impact of the family situation on the child's development and functioning, and after examining its educational development. In order to assure school success, the foster care institution is obliged to provide each and every child of school age with:

- access to education adapted to the child's age and its developmental capabilities (*Ustawa o wspieraniu rodziny* 2011: art. 33);
- books, school aids and supplies;
- assistance with learning, especially while doing homework and, when needed, through remedial classes;
- participation in educational, compensation, therapeutic and revalidation classes adapted to the child's needs;
- stay at a hall of residence or dorm, if the child studies away from the place where the centre is located;
- travelling costs from the centre to the place where the school is situated (*Rozporządzenie Ministra Pracy i Polityki Społecznej* 2011: 18.

Methodological assumptions of the research

The research subject was activities of a care and educational establishment with regard to the implementation of the pupils' right to education. The purpose of the research was to determine what educational interactions are undertaken in a foster care institution, and in what form the institution supports the child's independent activities in this respect. In the course of research, the answer to the major research problem was sought: What forms of educational interactions towards pupils are undertaken in a foster care institution? Also, there were a few detailed problems: What forms of vocational education were chosen by the pupils? What forms of assisting the pupils with choosing their education direction were provided by the institution? In what way did the teaching staff ensure the pupils' school success? What activities stimulating the pupils' intellectual growth were undertaken at the institution? What forms of therapy were taken advantage of by the pupils during the period studied?

The research used the method of diagnostic survey, a technique of survey, which was used with the pupils and the teachers, as well as

the technique for examining documents (Pilch 1995: 86–88). During the period considered, there were sixty-two pupils at the centre, whose documents (personal files and individual assistance plans) were examined. Twelve pupils currently staying at the centre, at the age of twelve and over, as well as ten teachers, responded to the surveys. The research was carried out at the Administration Centre of the Children's Home at Przybysławice, at the Children's Home "Dworek" at Przybysławice, and at the Children's Home "Nowy Dom" at Przybysławice, in the Lublin province, which operate based on fourteen-person autonomous groups, and the period of study was from 2013 to 2017. The research was carried out in 2018.

The implementation of the child's right to education in foster care in the light of research

In harmony with the Convention on the Right of Child (art. 28), the Constitution of the Republic of Poland, and the School Education Act, the pupils of the establishment examined, similarly to other Polish centres, undergo compulsory education, and adequately to their skills continue education at secondary and vocational schools. Specially talented young people study at universities and colleges. Due to the pupils' difficult family situations, education is a form of "preparation (…) for responsible life in a free society" (*Konwencja o Prawach Dziecka* 2015: 57) and independence after leaving the centre. During the period considered, there were sixty-two pupils at the centre. All the institutions at which the pupils were studying during the period considered are shown in Table 1.

Table 1. Educational institutions at which pupils studied from 2013 to 2017

No.	Name of institution	N = 62			
		open–access		special	
		n	%	n	%
1.	kindergarten	3	4,83	–	–
2.	primary school (grades I–VI)	10	16,13	2	3,22
3.	middle school	13	20,96	1	1,61
4.	basic vocational school	9	14,51	8	12,90

No.	Name of institution	N = 62			
		open-access		special	
		n	%	n	%
5.	work training school	–	–	2	3,22
6.	technical school	4	6,45	–	–
7.	grammar school	6	9,67	–	–
8.	post-grammar schools	2	3,22	–	–
9.	universities, colleges	2	3,22	–	–
	Total	49	79,03	13	20,96

Source: the author's own research.

From the data shown in Table 1 it follows that in line with the legislator's intention, at the centre there were, first and foremost, children over ten, who attended primary school in a given locality (16.13% of all under study) and special schools (2.33%) away from the locality, based on the opinion issued about the need for special education. Children of kindergarten age (4.83%) arrived along with their siblings, and as per their age were included in education at the kindergarten at Markuszów. Most young people (58.07%) of the intellectual standard attended the middle school (20.96%), basic vocational schools (14.51%), technical schools (6.45%), grammar schools (9.67%), with young people of higher life and professional aspirations studying at post-grammar schools (3.22%) and universities (3.22%), at two different ones: at the Lublin University of Technology in the environmental engineering faculty, and at the Lublin Social and Natural College in the physical education faculty. Thanks to the centre, both got scholarships from non-governmental organisations facilitating purchase of books and materials and covering other study-related costs. On account of continuing education, on coming of age, ten pupils (16.13%) extended their stay at the establishment until graduation. Among them there were two grammar school students (3.22%), four technical school students (6.45%), two post-grammar school students (3.22%) and two university students (3.22%). All these pupils were obliged to adhere to the centre's rules and regulations, but at the same time they got enormous help in the

form of good living conditions making it possible for them to continue studying.

Entering education in post-middle schools, apart from pupils of non-profiled grammar schools, young people were focused on acquiring concrete professional qualifications giving them a chance to undertake paid work and assuring independent functioning in the future.

Table 2. Professional speciality in pupils' education from 2013 to 2017

No.	Education level	Speciality	N = 6 2	
			n	%
1.	basic vocational school	car mechanic	1	1,61
		small catering cook	4	6,45
		cook	4	6,45
		mason	1	1,61
		baker	2	3,22
		hairdresser	2	3,22
		carpenter	3	4,84
2.	grammar school	military	1	1,61
3.	technical school	hotel technician	1	1,61
		construction technician	1	1,61
		nutrition technician	1	1,61
		logistics technician	1	1,61
4.	post-grammar schools	security technician	2	3,22
5.	universities, colleges	environmental engineering	1	1,61
		physical education	1	1,61
Total			26	41,93

Source: the author's own research.

A wide range of specialities chosen by the pupils proves that they had not been directed to their schools by the managing staff, but followed their own interests and talents. At vocational schools, the pupils chose the following occupations: small catering cook—for the most part at special schools (6.45%), cook (6.45%), carpenter (4.84%),

and also baker (3.22%) and hairdresser (3.22%)—at open-access schools, with single people going for mason (1.61%) and car mechanic jobs (1.61%). At grammar and technical schools, single pupils (1.61%) chose the following specialities: military, hotel, construction, dietary and logistics. At post-grammar school, the choice (3.22%) was security technician. Due to an approaching emancipation, a few pupils (8.06%) additionally succeeded in taking courses nicely complementing their school education, such as operating cash registers (4.84%), driving licence course (1.61%) and a course for finishing works technologist (1.61%).

Table 3. Help with choosing post-middle school as seen by pupils over fifteen

No.	Helping person/institution	N = 12	
		n	%
1.	psychological-pedagogical counselling centre	2	16,67
2.	centre's director	–	–
3.	tutor	9	75,00
4.	psychologist	2	16,67
5.	pedagogue	1	8,33
6.	teacher of primary/middle school	–	–
7.	pupil's own decision	1	8,33

Source: the author's own research.

The survey carried out indicates that while making the decision about choosing post-middle school, young people (75.00%) for the most part took advantage of the tutors' directions, others of the psychologist's assistance (16.67%), pedagogue's (8.33%) or a psychological-pedagogical counselling centre's (16.67%), and sometimes (8.33%) it was the pupil's own decision.

Table 4. Forms of helping pupils to graduate as seen by pupils over fifteen

No.	Help forms	N = 12	
		n	%
1.	calling the school roll	11	91,67
2.	strict adherence to time of schoolwork on one's own	8	66,67
3.	checking homework	6	50,00
4.	help with preparing written assignment	5	41,67
5.	providing extra books and materials	2	16,67
6.	talking to pedagogue and psychologist in difficult situations	2	16,67

Source: the author's own research.

As can be seen from the survey conducted among the pupils, the tutors created organizational conditions conducive to the implementation of the child's rights to education through: calling the school roll (in their opinion 91.67%), strict adherence to time of schoolwork on their own (66.67%) and checking homework (50.00%), ensuring positive grades. What is more, they took advantage of the help while preparing written assignment (41.67%), as well as having access to extra books and materials (16.67%) broadening their knowledge. In difficult situation, they could rely on the psychologist's and pedagogue's assistance (16.67%).

Table 5. Activities undertaken to ensure pupil's school success as seen by teaching staff

No.	Forms of activities	N = 10	
		n	%
1.	providing books and school supplies	6	60,00
2.	systematic preparation for classes	10	100,00
3.	adherence to discipline during schoolwork on one's own	7	70,00
4.	individual help with learning	10	100,00
5.	psycho-pedagogical tests	3	30,00
6.	corrective and compensatory classes	5	50,00
7.	Lowering threshold requirements	2	20,00
8.	ongoing behaviour and school progress analysis	5	50,00

No.	Forms of activities	N = 10	
		n	%
9.	rewarding for special learning achievements	6	60,00
10.	creating awareness of usefulness of learning	5	50,00
11.	staying in touch with teachers	7	70,00
12.	providing access to books, encyclopaedias, dictionaries, TV, radio	7	70,00
13.	helping with choice of school	5	50,00
14.	organizing self-help among pupils	3	30,00
15.	developing interests	7	70,00

Source: the author's own research.

From the opinion of the teaching staff, who plan individual interactions with every pupil, it follows that in the period considered all of them (100.00% of those surveyed) were systematically preparing pupils for classes providing individual assistance with learning; 70.00% of those surveyed confirmed they provided pupils with access to books and media, developed their interests, adhered to work discipline with homework and were in constant touch with the school teachers; 60.00% of the teaching staff provided the children with books and school supplies and tried to reward the children for special achievements in learning; 50.00% of them ran corrective and compensatory classes remedying educational lacks and eliminating developmental deficits, on an ongoing basis checked the learning progress and changes in the child's school behaviour, conducted talks about meaningful learning and helped to choose a further education direction; the results of sending children to psycho-pedagogical tests and organizing self-help among pupils equal 30.00%, with 20.00% opting for lowering for some children threshold requirements on account of the child's limited capabilities backed by a psycho-pedagogical opinion.

Table 6. Stimulation methods of pupils' intellectual development as seen by teaching staff

No.	Stimulation methods used	N = 10	
		n	%
1.	help with learning	7	70,00
2.	developing interests	9	90,00
3.	reading books and magazines	6	60,00
4.	own example	4	40,00
5.	regular evaluation of child's achievements	2	20,00
6.	solving puzzles	1	10,00
7.	providing materials as sources of knowledge (articles, books, films)	2	20,00
8.	motivating to self-development	9	90,00
9.	expressing joy over child's educational success	7	70,00
10.	games and educational programmes	6	60,00
11.	re-educational classes	2	20,00
12.	arousing ambition and aspirations	6	60,00
13.	knowledge competitions	1	10,00
14.	being in touch with culture centres	4	40,00

Source: the author's own research.

Along with the teachers' attention paid to school success, taking place was the process of systematic stimulation of the pupils' intellectual development, which increased the children's willingness to undertake mental effort, and thus the likelihood of their educational success. It was achieved through developing interests and intensive self-development (opinion of 90.00%); 70.00% of the teaching staff helped with learning and expressed joy over the child's success, motivating them to further work; 60.00% of those surveyed developed among children the reading of magazines and books, used games and educational programmes in their work, as well as trying to arouse the children's and young people's ambitions and aspirations; 40.00% used their own example and proposed visits to culture centres (cinemas, theatres, concert halls, libraries, art galleries etc.); 20.00% of

the teaching staff made a point of regularly evaluating the pupils' educational achievements, providing materials broadening the children's knowledge about certain subjects and running educational classes; 10.00% of those surveyed organized knowledge competitions in various areas and suggested mental effort at solving crosswords and puzzles.

Table 7. Forms of therapy used in working with pupils as seen by teaching staff

No.	Forms of therapy	N = 10	
		n	%
1.	therapeutic talks	7	70,00
2.	free artistic, musical, motor expression	6	60,00
3.	pedagogical therapy	4	40,00
4.	relaxation classes	4	40,00
5.	fairy-tale therapy	3	30,00
6.	sociotherapy	2	20,00
7.	assertiveness training	4	40,00
8.	interpersonal skills workshops	2	20,00
9.	education through play	4	40,00
10.	psychodrama	–	–
11.	psychotherapy	1	10,00
12.	art therapy	2	20,00
13.	therapy through work	2	20,00

Source: the author's own research.

A valuable addition to care and educational interactions at the centre examined, supporting the children's educational process, were different therapy forms improving the pupils' mental and intellectual condition. According to the teaching staff, among the therapy forms used the most frequent was therapeutic talk (70.00%) and free artistic, musical and motor expression (60.00%); 40.00% of the respondents used the following in their work: pedagogical therapy, relaxation classes, assertiveness training and education through play; 30.00% of those surveyed used fairy-tale therapy; 20.00%—sociotherapy and

177

art therapy as well as running interpersonal skills workshops and ergotherapy; not many (only 10.00%) used psychotherapy.

Conclusions and recommendations

From 2013 to 2017, the establishment surveyed not only took care to implement compulsory education, but also strove for the pupils' gaining professional qualifications, which can ensure their future employment and normal life. Types of schools and professional profiles were chosen in line with young people's potential intellectual capabilities, but also their interests. While choosing their schools, the pupils were first and foremost concentrated on achieving occupational powers ensuring employment. All pupils had a chance to get an occupation, both those functioning normally and those with mental retardation. The greatest trust, when it came to help with choosing school and education direction, was put in the tutors (75.00%), much less in the psychologist (16.67%) and the pedagogue (8.33%). The survey results show that in the future the centre should make much more use of professional occupational counsellors to organize recurrent meetings, which might additionally help the pupils identify their preferences to make a good choice of their further education path. The teaching staff supported the pupils to complete the learning process started through correct work organization, adhering to the time set for class preparation as well as offering help with doing homework and overcoming any learning difficulties. The centre's tutors were keenly interested in caring for the pupils' successful learning process and undertook concrete activities in terms of pedagogical therapy, remedying educational lacks and eliminating developmental deficits and motivating pupils to intensive self-development. Furthermore, through various mental activities they tried to stimulate the development of the children's and young people's intellectual personality, thus increasing their chance to graduate from the schools chosen and all the better preparing them for their own life. From 20.00% to 40.00% of the centre's teaching staff conducted therapy, which is related to the qualifications possessed by them. Due to an enormous need for specialized interactions in this type of establishments, it seems advisable that the staff should further expand their competencies, which might facilitate universal use of various therapy forms in daily work

with children and young people. It would raise the effectiveness of care and educational work of foster care institutions, and would all the better prepare children to start their own independent life. The survey results prove that care and educational work of institutions with respect to the implementation of the child's right to education progressed correctly, but to make socializing centres function even better, one has to continue aiming at a full professionalization of activities, which, as intended by the legislator, should as fully as possible develop personality of orphaned children, their talents as well as their mental and physical capabilities (*Konwencja o Prawach Dziecka* 2015: 157).

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