

Introduction:

We can see a few **definitions/ concepts/ assumptions** connected with change (change of youths behavior), it cannot be said that they mean change but they lead to it:

- **Social rehabilitation** – means positive, intentional social education in open environment and in the institution like Juvenile Education Centre
- **Social maladjustment** – is identified as a result of the impact of various factors: biological, cultural, social
- **Social rehabilitation process** – therapy is not the same thing as social rehabilitation
- Effectiveness of social rehabilitation process
- Therapy is not a cure like in medicine, social maladjusted is not a serious disease
- Social rehabilitation institutions change the adolescents into a better person of course under certain conditions.

According to developmental psychology we have to remember that the adolescent's personality hasn't been completely formed yet, so taking them to the youth centre is not a punishment but it means the support and professional help.

The main idea behind the juvenile system is to take care of teenagers and help them instead of punishing them. People believe that their personality is still developing so we are able to influence it and modify. Besides their life experiences have not been established yet. A way to achieve this effect is to introduce an institutional philosophy focused on the process of permanent empowerment of adolescents through the development of their potentials like interests, skills, competencies from the beginning of their stay in the center. This process should be subordinated to the conditions of the infrastructure, the organizational system and methods of educating work.

Moreover, this requires a far teaching opening of the centers to the non – institutional environment of which should be striving to support the cognitive and creative development of the youngsters – their potentials understood as abilities, aptitude, talents, skills and competences – and implementing them in

non – institutional social contacts by permanently providing positive “learning situations” in an open environment.

Below some basic principles are written down which should be taken into account in social rehabilitation process

1. the principle of respect for the dignity **of youths**
2. the principle of respecting the rights
3. the principle of privacy
4. the principle of friendly communication
5. the principle of supporting the creative activity
6. the principle of responsibility
7. the principle of cooperation based on understanding the development of potentials
8. the principle of co-responsibility of all employees of the center for the development of potentials

In this project *Malbork Made Inclusive* - the concept of creative resocialization is the main theoretical background. The concept of the social rehabilitation process, understood as the construction of a new higher level of relations of the personal structures of a young person who is socially maladjusted, is linked with the concept of I as the integrator of these structures. This concept is strictly connected with cognitive and behavioral theory.


One can say that from the educational point of view, the definition of the “personal I” is the key to beginning the process of creating a progressive change of the youth’s identity. Social rehabilitation can be considered in two dimensions: as a specific process of educational interaction and as a result of this process. The first is associated with the use of specific methods, techniques and interactions while the second is the actualized, materialized and permanent sum of the effects of these interactions. It is important that these changes proceed directionally – from teacher to the pupil.

Social rehabilitation activities aimed at discovering and developing potentials should take into account several fundamental assumptions, which are its essence, affecting the achieved positive educational effects.

In brief, the most important theoretical assumptions of the model under discussion are:

1. the cognitive perspective of a human being and of personality which collects the information about self, the world and others,
2. each person behaves as he or she thinks, so a cognitive change always precedes a behavioral change,
3. new situations and new tasks are the main source of information for people.

Table 1: Main elements of the model of social rehabilitation in the Youth Center in Malbork

	WHAT?	WHO?
<p>DIAGNOSIS 3-4 weeks after coming to the Youth Center</p>	<p>intellectual abilities emotional disturbances communication skills shaping personality self-esteem interests strong and weak points</p>	<p>teachers tutors psychologists social workers</p>
<p>IDENTIFY AND IMPLEMENT SOME TASKS 1 month</p>	<p>tasks: educational psychological medical social security</p>	<p>headmaster of center (as coordinator) teachers tutors psychologist social worker psychiatrist</p>
steps of main tasks for next 3 months		
<p>EVALUATION OF TASK EFFECTIVENESS</p>	<p>What is done properly? What are the changes in boys' behavior? Are the changes durable? Are the changes momentary or long-lasting? What types of behavior should be rejected or reinforced?</p>	<p>team of: teachers tutors psychologist social worker + head teacher and vice-head teacher</p>
<p>MAKING CHANGES: NEW TASKS and continuation of the tasks</p>	<p>tasks according to individual program specified frequency and duration of each task</p>	<p>each boy's leading teacher + psychologist  report to Juvenile Court – every 6 months</p>

source: author's collection

The schedule of activities
COLOR/Malbork Made Inclusive

date	The description of activities
<p>21.01.2019 r. (Monday) Radio Malbork 12:00 – 13:00</p> <p>11.02. – 24.02. 2019 winter holidays for the boys</p>	<p>The organizational classes:</p> <p>Presentation of ideas, preparation and graphic designs.</p> <p>Each participant drew the project they will create by himself.</p> <p>The boys also have created their own Hip-Hop song, which they sang for the first in the professional studio of Radio Malbork at 21th of Jan The song will be broadcast in the Radio Malbork station soon.</p> <p>The teacher (cough) has done his best to integrate this group.</p>
<p>27.02.2019 r. (Wednesday) 06.03.2019 r. (Wednesday) 11:30- 13:30</p>	<p>The artistic classes nr 1 and nr 2:</p> <p>Each participant will draw a graphic design on the canvas. The main idea is to focus on the character. The image will be imposed from the projector. If the participant has time to make a reflection, he will be able to start preparing the painting for painting.</p>
<p>13.03.2019 r. (Wednesday) 11-30 – 16:30</p>	<p>The artistic classes nr 3:</p> <p>The participants will start painting figures using the acrylic paints.</p>
<p>20.03.2019 r. 27.03.2019 (Wednesday) Szpital Jerozolimski 11-30- 13:30</p>	<p>The artistic classes nr 4 and nr 5:</p> <p>Painting of the portraits will be continued by the all participants.</p>
<p>03.04.2019 r. (Wednesday) 10.04.2019 r. (Wednesday) Szkoła Łacińska 11:30- 16:30</p> <p>17.04. – 23.04.2019</p>	<p>The artistic and photo classes nr 6and nr 7:</p> <p>The preparation for the photo session. Taking professional photos of participants. The photos will be presented during the vernissage. The participants will be watch these photos and describe ourselves.</p>

EASTER	
24.04.2019 r. (Wednesday) Szpital Jerozolimski 11:30- 13:30	The artistic and photo classes nr 8: Creation of a final background will be done. Participants will create an invoice on the canvas and paint it over.
08.05.2019 r. (Wednesday) Szpital Jerozolimski 11:30- 13:30	The artistic and photo classes nr 9: (probably the final one) The participants will be finishing and refining the images.
11-16.05. 2019 .	The images will be sent to an advertising agency so that they will be printed in large formats, about 2.5 mx 1.5 m.
29.05.2019 r. Latin School Building godz. 18:00	The EXHIBITON ceremonial opening
The additional classes	psychological support (individual and group)

Conclusion:

Social rehabilitation process is a conscious and deliberate pedagogical action to obtain relatively permanent **consequences** in the personality of the boy, his social functioning , creating the parameters of his identity and the resulting life and social roles. So, this is a particular method of pedagogical proceedings, justified theoretically and methodically and targeted towards boys exhibiting negatively motivated styles of individual and social functioning. Every educational /institutional reality includes the object of education, i.e. the boys, the educational situations and teachers/instructors. All of these object are correlated and independent. The quality of interactions and educational effect are largely the result of the depth and intensity of interpersonal contact. So, a

Colour Made Inclusive – Malbork Made Inclusive

Intellectual Output

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real impact on social rehabilitation process, the greater importance is given to interpersonal interactions/relations. In this project – we have found the key factors like teacher – boy relations that there is a transmission of various linked information affecting the personal characteristics of both: the boy and the teacher.