Education of Workers
in Social Services
Comparative analysis of day care centres
in Finland and Czech republic

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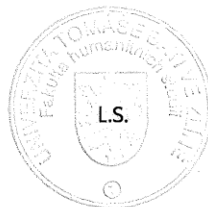
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ABSTRAKT

Bakalárska práca sa venuje vzdelávaniu pracovníkov v sociálnych službách. V teoretickej časti sa venuje rôznym témam vo Fínsku a ich ekvivalentom v Českej Republike. Približuje sociálnu politiku, opisuje terciárne vzdelávania pre pracovníkov v sociálnych službách a ukotvenie sociálnych služieb v legislatíve oboch štátov. Cieľom praktickej časti je porovnanie osobného vnemu pripravenosti na výkon povolania fínskych a českých pracovníkov v centrách denných služieb.

Klíčová slova: vzdelanie, sociálne služby, sociálna politika, komparácia, pripravenosť, centrum denných služieb, pracovník v sociálnych službách

ABSTRACT

The Bachelor thesis focuses on education of workers in social services. The theoretical part deals with various topics in Finland and their equivalent in Czech Republic. It describes social policy, tertiary education for social service workers and how the social services are laid down in the law in both states. The purpose of practical part is to compare the personal perception of job readiness of Finnish workers in day and work centres and Czech workers in day service centres.

Keywords: education, social services, social policy, comparative analysis, readiness, day service centre, worker in social services

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PREFACE

Albert Einstein said: "Education is what remains after one has forgotten everything he learned in school."

The education of workers in social services is almost the same, both in Finland and Czech Republic. Both states provide similar possibilities of education. The only difference is that they have dual system of education which means that Finland has polytechnic schools at the same level as universities. Meanwhile, in Czech Republic the equivalent to polytechnic school is VOŠ (Vyšší odborná škola - Tertiary professional school). Their intention was to fill the gap in qualification needs between secondary and tertiary education. These schools have mostly been attached to secondary technical schools and they still form a single legal entity with them. Only one fifth of them are independent entities. This school is treated professionally, but the degree doesn't meet with requirements of employers, thus majority of students more likely attend universities.

Since I am a third year student at the university, more and more I am trying to prepare for future employment. I was studying in foreign country, where I gained lot of experience which I consider to be the best option to enhance my skills for my future career and to perform better in job oriented to social field. However, while I was searching for a place to intern, I had to face a lot of difficulties. While I was going through all prerequisites given by employers, I realized that my personal perception of job readiness wasn´t positive. Therefore, I started to think: "how I could possibly strengthen my personal job readiness and make myself such an absolvent who wouldn´t be discouraged from applying for a job by any requirements set by future employers."

I had the opportunity to study abroad (in Finland, to be specific), where I gathered a lot of useful information. That enabled me to write this thesis. I gained new study experience, my personality was shaped, and I would say my mind-set was thoroughly influenced mainly because I could see many things from a different point of view. The more experience one goes through, the more he feels confident and better prepared for unexpected situations. This is the reason I think that the more one tries to be active and keeps his personal approach towards education positive, the more he can achieve and ?be successful? in future life/labour force.

As I noticed difference between social systems in Finland, it leaded me to compare personal perceptions of job readiness of workers in day and work centre in Finland and day ser-

vice centre in Czech Republic. I assume, to feel ready and to perform well in work after graduation, it is related to personal attitude and possibilities of education provided by state. The goal of my thesis is to compare personal perception of Finnish and Czech workers in social services, find out how they differ and why.

I. THEORETICAL PART

1   SOCIAL POLICY

Welfare rights are legal protections for the fulfilment of the basic needs of those who cannot, unaided, fulfil those needs for themselves. An example is public assistance for the unemployed so that they can continue to pay for food and shelter even though they have not found paid work. Such protections against economic deprivation, when in force, are together called the welfare state. The welfare state is a set of public interventions in a market economy. Intended to place limits upon the worst economic outcomes that can befall individuals, it guarantees the legal right to some minimal levels or types of welfare. The central contemporary debates about social policy toward welfare rights, then, take the form of discussions about the welfare state, specifically about the interrelated issues of its scope and form, its mesh with the market economy it presupposes, and its justification. Those who believe that many but not all economic outcomes should be left to the play of market forces develop specific social policies to protect welfare rights.

The scope and form of welfare rights are central issues of current social policy. Simple decency, not to mention the prevention of social disorder, obviously requires that the homeless and the hungry not simply be left to freeze or starve in the streets. The interesting ethical questions concern how far to rise above utter heartlessness and specifically what public arrangements to make. What should be left to private charity or to bureaucratic discretion, and what should be a matter of compulsory (tax-supported) and primarily nondiscretionary public provision— Should there be unemployment compensation, as mentioned above, or economic policies designed to produce full employment, or a right to a job with the government as employer of last resort, or some combination of two or more of these options— Should the eligibility for whatever is guaranteed be universal across the society, or should it be 'means-tested,' that is, should potential recipients be required to prove their need for the service or commodity in question— The answers to questions like these depend in part upon how alternative arrangements would mesh with the underlying market economy and in part upon which of several alternative justifications are the basis for creating the legal right. (Encyclopedia of Ethics, ©2001)

Definition: (welfare state from Chambers 21st Century Dictionary)

„ noun: a system in which the government uses tax revenue to look after citizens' welfare, with the provision of free healthcare, old-age pensions and financial support for the disabled or unemployed" (Chambers 21st Century Dictionary, © 2001)

Political system under which the state (rather than the individual or the private sector) has responsibility for the welfare of its citizens, providing a guaranteed minimum standard of life, and insurance against the hazards of poverty, illness, and social deprivation. Welfare services include social security, which makes provision against interruption of earnings through sickness, injury, old age, or unemployment. They take the forms of unemployment and sickness benefits, family allowances, and income supplements, provided and typically financed through state insurance schemes. The services also include health and education, financed typically through taxation, and the provision of subsidized 'social housing'. Subsidized public transport, leisure facilities, and public libraries, with special discounts for the elderly, unemployed, and disabled, are other noncore elements of a welfare state.

A welfare state is created when a government uses its powers to guarantee a certain standard of living for its constituents. The actual level of aid provided depends upon the individual government; Communist states, such as Cuba and China, provide for all of their people, while capitalist states vary widely in type and amount of aid. The welfare state was developed as a remedy for the ills of laissez-faire capitalism, which dictated that the government stay out of economic matters and let them run their course. However, the laissez-faire approach left some people uncared for, such as the impoverished and unemployed. During the Great Depression, Western governments were forced to expand aid programs for their residents because the majorities were living in financial hardships.

The tax systems themselves can be a sort of welfare program; progressive tax systems attempt to redistribute wealth by requiring those in higher tax brackets to pay more than those with lower incomes (Gale, 2001)

1.1.1   Why does Finland have a large welfare state?

A focal question for the sustainability of the welfare state is whether it is profitable or not for each one of us to accepts a job offer rather than live on social benefits. In Finland the level of social security is so good that this kind of danger cannot be totally ruled out. It has also been claimed that little by little people get used to living on social security as the benefits improve. According to this hypothesis the norms and customs of the society change so that work is no longer seen as inevitable, while people fit for work but living on social security are increasingly seen as normal. In the long run this may destroy the foundations of the welfare state, which still depends on work as the primary source of subsistence and social security. (Hjerppe, 2000)

In the general discourse on social policy economic life and the welfare state are often presented as antithetical. But the development of both is closely interwoven. The development of the welfare state largely depends on how services are arranged; it is a question of responsibility for provision, production and financing of services, in all of which the role of the public sector can vary. Services can in principle be produced both privately and publicly. In Finland they have chosen the public sector to be the prominent provider of services, which are financed mainly by taxes and to a lesser extent by service fees.

The deepening division of labour and specialization which comes with industrialization, the more prevalent role of market production and the employment of women are all factors which affect the development of the welfare state. The rate of female employment and the size of the public sector seem to correlate strongly; the public sector is the stronger the more women are employed[1].

This means that many welfare state services (e.g. care for children and elderly) expand with progressive participation of the women in the labour market. And as women as the whole are increasingly well-educated the human capital of the whole population is more efficiently put to use. Thus the welfare state has to adapt to the changing distribution of labour and more effective use of human capital. According to our research, for instance, child day care services can continue to be economically profitable overall as women's participation in working life is high.

It has also been estimated that many of the services provided by the welfare state are luxury goods, the demand for which will increase along with rising income levels. For instance, ever larger shares of income are invested in education and good health when incomes are rising. In this way the growth of income in itself leads to a larger public sector.

Issues of responsibility between the individual and different levels of the public sector are central to considerations of the existence and development of the welfare state. Northern and Southern Europe have differing outlooks on the individual in relation to the welfare state.

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[1] The rate of female employment has in this figure been calculated as full-time work; working hours from part-time jobs have been summed and converted to days per year employed full-time.

The Nordic countries as protestant states have emphasized the responsibility of the state, whereas the Catholic South places as much responsibility on the individual to care for her/himself as for neighbours and fellow citizens. It is not at all sure that the Nordic view will determine the future trend in developments in the EU. (Hjerppe, 2000)

1.1.2   The welfare state and demographic developments

The first cohort of Finland's baby boomers born half a century ago are retiring to early pension. These cohorts will increasingly be in need in the social and health services that the welfare state provides for the whole population. The Finnish public sector may run into difficulties for demographic reasons as the active (working) population begins to diminish and the population over 80 years old eventually triples in size.

1.1.3   Public expenditure by age groups

In 1999 public expenditure stood at 50 per cent of the market price of GDP. Characteristic of the Nordic welfare state, the major part of these outlays in Finland is made up of social income transfers and individual public consumption. In 1999 spending used on pensions, child benefits and other social income transfers equalled 18 per cent of the GDP. A sum worth 13 per cent of GDP was channelled to education, health, social, cultural and other individual public services. Hence the Finns received from public finances, as money or as individual public services, benefits matching almost one third of GDP.

Public money have been used for the benefit of each Finn under one year of age (in this assessment collective public consumption and other common public expenditure were divided equally across the whole population). Public expenditure per person rises again to the same level at retirement age, and peaks overall for the most elderly. With the long term increase in the pensionable population and rising average age of the population at large, deterioration of the balance of public finances seems inevitable, at least by demographic calculations.

In reality the future of the Finnish welfare state does not depend solely on demographic factors. The higher the growth in output, the more real income the economy will have at its disposal in the future. At the same time the disposable real income of the sponsors of the welfare state, i.e. the working population, is increasing at a reasonable rate. Growing real income makes it easier to cover increasing social income transfers and individual public

services, as well as other welfare state expenditure, given that solidarity between the generations continue to remain strong. (Hjerppe, 2000 p. 75)

1.1.4 Labour force

Finland's working population will begin to diminish in size within a decade or so, yet the labour force will remain sufficient for a fair economic growth rate. Currently the unemployment rate is about ten per cent and disguised unemployment is widespread after the recent deep recession. The supply of elderly labour may in the long run increase considerably, at least in theory. As life spans lengthen the physical condition of the elderly will improve and consequently their share of the employment market may grow.

The EU and Nordic countries have had a single labour market for years enabling free movement of labour. When this is eventually extended to Poland and Estonia lower standards of living there will probably mean no shortage of reasonably well-trained newcomers to our labour market − even speakers of local languages (Estonian is closely related to Finnish). A permanent shortage of labour may only occur in the case of well-educated professionals. In spite of mass unemployment the Finnish labour market has in recent years been afflicted by a chronic lack of professionals in information technology. It is to be expected that both shortage of labour and unemployment will occur side-by-side in the future, although the functioning of labour markets can be improved by education and training programs. (Hjerppe, 2000)

1.1.5 Evaluating the profits from investments in human capital

Measured by public education and R&D (research and development) investments Finnish human capital investments are fairly high. In 1994 the Finnish ratio of public education costs to Gross Domestic Product was the third highest among the OECD[2] countries, just behind Denmark and Sweden.

Profits from investment in human capital have not been evaluated extensively enough. Yet it can be claimed that in the OECD countries, sectors with high investments in research and product development have succeeded better than the rest when measured by turnover and

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[2] OECD = Organisation for Economic Co-operation and Development

employment. The demand for better educated labour has also increased in relation to the need for poorly educated workers. Concern has been expressed about the possibility of worsening employment problems among those with only a basic education.

Profits on education investments can be assessed by studying the effect of education on wages. Research results show that returns in investment in education are even higher than from average real investments.

One of the key ways to influence economic growth is regarded to be supporting investments in human capital. Human capital investments can be divided into investments into education and investment in research and development. Finland's business sector has great confidence in investments in human capital. The central government is currently investing strongly in R&D, which makes the criteria by which these investments are chosen crucial.

The Finnish welfare state model will experience enormous pressures for change in the years to come. Among other things the structure of public services and income transfers will alter for demographic reasons. Financing the welfare state may also create problems as the tax burden of the employed threatens to grow, and because international tax competition will narrow the tax base.

The demographic development in the US is more favourable. In Europe, Sweden has a comparatively good demographic structure. Finland, on the other hand, will suffer from relatively advanced ageing of the population in the next few decades. Nevertheless, the majority of citizens and political decision-makers would seem to support the continuation of the current welfare state. Therefore, it may be difficult to maintain the status quo with external changes creating pressures for change (Reino Hjerppe, Seija Ilmakunnas 2000).

Type of social policy in Finland (treated as Scandinavian) is redistributive. The main idea is that the social needs of people are perceived as social rights. It is universalistic, with the dominant role of the state, respectively as a citizen. It focuses on universal provision of benefits, i.e. on whole population, respectively the defined social group (families with children). It is very difficult for economic resources. State covers a considerable area of social policy and limits, and sometimes cancels activities of national subjects. This type is close to social activities of the state in former Czechoslovakia. (Krebs, 2010)

1.2 Social policy in Czech Republic

1.2.1 Public involvement

Social policies differ by the extent and the way of government involvement in social policy. Since type of social policy in Finland (Nordic or Scandinavian) is treated as welfare state which shows high public involvement, Czech Republic belongs to category of states which efforts made in social policy are considered as with moderate public involvement.

1.2.2 Similarity

Model of the Czech Republic was formed in response to our socialist past and to changes in the social system in 1989. The stage of socialist development was based on profoundly different terms and conditions (political, economic, and social). For social policy, this meant a lot of emphasis on universal and relatively extensive activities of the state and its monopoly position in the social field. The characteristic feature of the state was paternalism (superior but partnership and protectionist approach of economic centre towards government enterprises) and almost total exclusion of other subjects from social policy. It was an egalitarian model, levelling, demanding the economic resources, stimulating towards passive behaviour and attitudes of residents. It should be noted that many times towards certain individuals or social group was treated as repressive. As a whole, there was a lack of freedom and it suppressed the human rights. From the characteristics of these features it results that the model of social policy of former Czechoslovakia was significantly deformed. It was closest to the redistributive type, but with negative political modifications and the negative consequences for citizens. (Krebs, 2010)

2 TERTIARY EDUCATION IN FINLAND

The Finnish tertiary education is composed of higher education, provided by universities and polytechnics. The higher education system comprises universities and polytechnics, in which the admission requirement is a secondary general or vocational diploma. Universities, which are academic or artistic institutions, focus on research and education based on research. They confer Bachelor's, Master's, licentiate and doctoral degrees. (Ministry of Education and Culture, ©2011)

In 1990s there was a great reform in education system, when the dual system which promoted vocational education on equal level with the universities was implemented.

The main goals of the reform were:

- to raise the standard of the education provided

- to respond to new demands for vocational skills

- to increase the attractiveness of vocational education

- to improve international comparability

- to improve the operating capacity of the vocational education system

- to decentralise the administration and rationalise the network of schools and institutes

- to improve the regional coverage of the education

The main methods used in the reform can be summarised as follows:

- integrating several schools and institutes to form polytechnics

- reforming the degree system

- raising the standard of teaching

- improving teaching methods

- promoting interaction between school and work

- making education and training more international

- improving library and information services

The Ministry´s proposal for the reform came as a surprise to politicians, the press, the universities and the vocational institutions themselves, and considerable doubts were expressed. Up to that point, the whole higher education concept had been understood solely in terms of university study, and there were major doubts about the country´s potential for creating professionally oriented institutes of higher education. (OECD, 2003)

The welfare of Finnish society is built on education, culture and knowledge. All children are guaranteed opportunities for study and self-development according to their abilities, irrespective of their place of residence, language or financial status. All pupils are entitled to competent and high-quality education and guidance and to a safe learning environment and well-being. The flexible education system and basic educational security make for equity and consistency in results. (Ministry of Education and Culture, ©2011)

FORMAL EDUCATION IN FINLAND
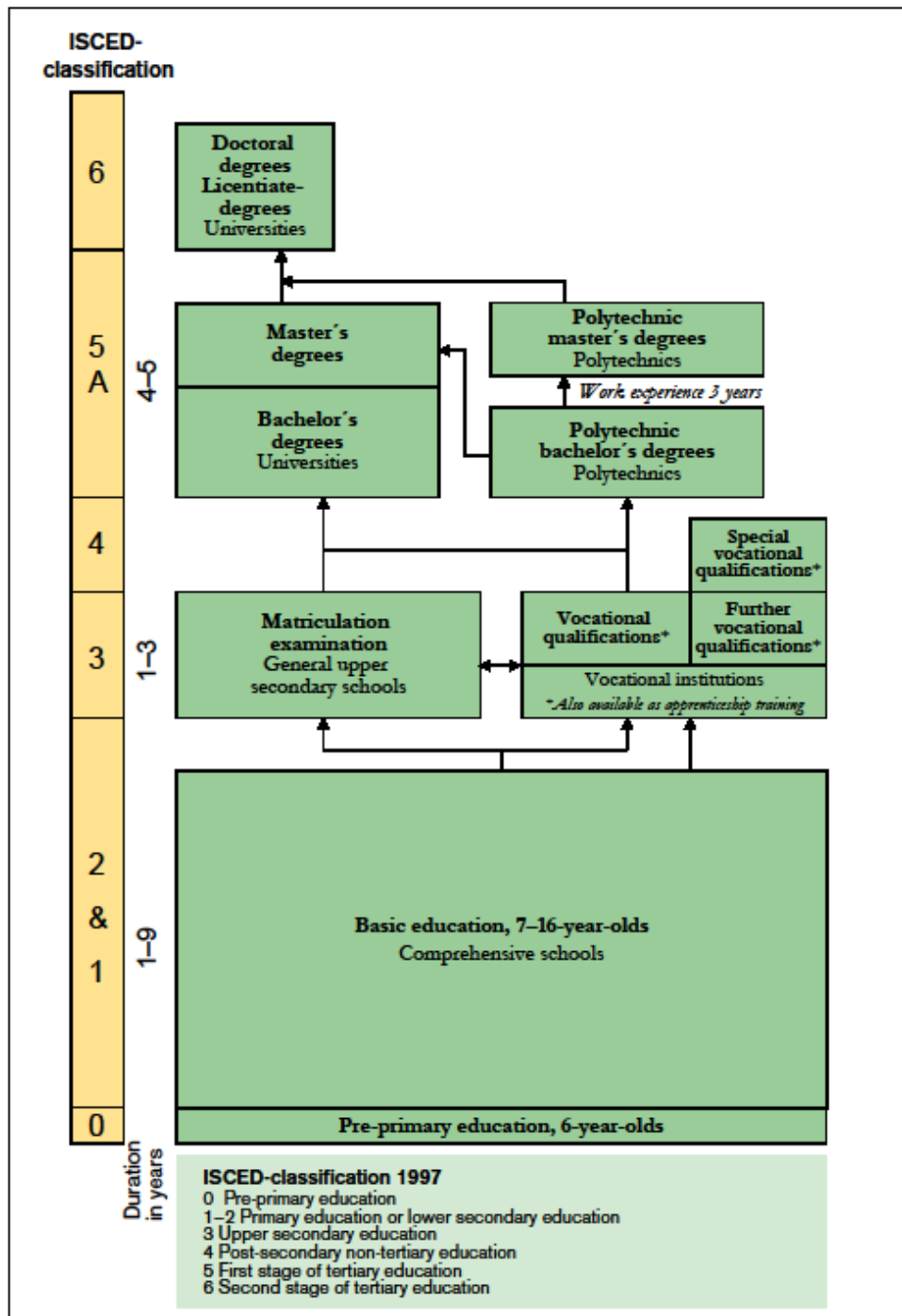
Figure 1 Education system in Finland, Source: Ministry of Education, Finland, 1997

2.1 Polytechnic school

The Finnish higher education system consists of two complementary sectors. One of them is polytechnics. Polytechnics train professionals in response to labour market needs and conduct R&D which supports instruction and promotes regional development.

Polytechnics offer work-related education in response to labour market needs. A polytechnic degree requires 3.5 - 4.5 years of full-time study. The requirement for polytechnic Master's programmes is a polytechnic degree or equivalent, plus a minimum of three years of work experience in the field concerned. The system of polytechnics is still fairly new. The first polytechnics started to operate on a trial basis in 1991−1992 and the first were made permanent in 1996. By 2000 all polytechnics were working on a permanent basis. Polytechnics are multi-field regional institutions focusing on contacts with working life and on regional development.

The total number of young and mature polytechnic students is 130,000. Polytechnics award over 20,000 polytechnic degrees and 200 polytechnic Master's degrees annually. The system of higher degrees was put in place after a trial period in 2005 and the number of polytechnic Master's programmes is expected to grow in the coming years.

At the Ministry of Education and Culture, polytechnics are administered by the Division for Higher Education and Science.

Polytechnics offer:

- education for polytechnic degrees

- education for polytechnic master's degrees

- professional specialisation and other adult education

- open polytechnic education

- vocational teacher training

Degree studies give a higher education qualification and practical professional skills. They comprise core and professional studies, elective studies and a final project. All degree studies include practical on-the-job learning. There are no tuition fees in degree education, and the students can apply for financial aid.

Polytechnic education is provided in the following fields:

- Humanities and Education

- Culture

- Social sciences, business and administration

- Natural resources and the environment

- Technology, communication and transport

- Natural sciences

- Social services, health and sport

- Tourism, catering and domestic services

The extent of polytechnic degree studies is generally 210−240 study points (ECTS), which means 3.5 - 4 years of full-time study. This education is arranged as degree programmes. The entry requirement is a certificate from an upper secondary school or the matriculation certificate, a vocational qualification or corresponding foreign studies.

The requirement for Master's studies in polytechnics is a Bachelors' level polytechnic degree and at least three years of work experience. The polytechnic Master's, which is 60-90 study points and takes 1.5-2 years, is equivalent to a university Master's in the labour market. Each student has a personal study plan, which facilitates student guidance and the monitoring of progress in studies. Students apply for polytechnic studies in a national application system. The polytechnics determine the admission criteria and arrange student selection and entrance examination at their discretion. Nearly 90% of applications are submitted electronically. Polytechnics also arrange adult education and open education geared to maintain and upgrade competencies. The teaching arrangements in adult education are flexible and enable mature students to work alongside their studies. Some 20% of polytechnic students are mature students.

2.2 University Education

As stated above, the Finnish higher education system consists of two complementary sectors. The second one are universities. The mission of universities is to conduct scientific research and provide undergraduate and postgraduate education based on it.

Universities must promote free research and scientific and artistic education, provide higher education based on research, and educate students to serve their country and humanity.

In carrying out this mission, universities must interact with the surrounding society and strengthen the impact of research findings and artistic activities on society.

Under the new Universities Act, which was passed by Parliament in June 2009, Finnish universities are independent corporations under public law or foundations under private law (Foundations Act). The universities operate in their new form from 1 January 2010 onwards. Their operations are built on the freedom of education and research and university autonomy. Universities confer Bachelor's and Master's degrees, and postgraduate licentiate and doctoral degrees.

Universities work in cooperation with the suspending society and promote the social impact of research findings. The higher education system, which comprises universities and polytechnics, is being developed as an internationally competitive entity capable of responding flexibly to national and regional needs.

At universities students can study for lower (Bachelor's) and higher (Master's) degrees and scientific or artistic postgraduate degrees, which are the licentiate and the doctorate. It is also possible to study specialist postgraduate degrees in the medical fields.

In the two-cycle degree system students first complete the Bachelor's degree, after which they may go for the higher, Master's degree. As a rule, students are admitted to study for the higher degree. Universities also arrange separate Master's programmes with separate student selection, to which the entry requirement is a Bachelor's level degree or corresponding studies.

Studies are quantified as credits (ECTS). One year of full-time study corresponds to 60 credits. The extent of the Bachelor's level degree is 180 credits and takes three years. The Master's degree is 120 credits, which means two years of full-time study on top of the lower degree. In some fields, such as Medicine, the degrees are more extensive and take longer to complete. The system of personal study plans will facilitate the planning of studies and the monitoring of progress in studies and support student guidance and counselling.

University postgraduate education aims at a doctoral degree. In addition to the required studies, doctoral students prepare a dissertation, which they defend in public. The requirement for postgraduate studies is a Master's or corresponding degree. Universities select their students independently and entrance examinations are an important part of the selection process.

Universities also offer fee-charging continuing education and Open University instruction, which do not lead to qualifications but can be included in a undergraduate or postgraduate degree. (©2012)

Education and research are crucial to Finland´s strategy for the future, which aims at the well-being of its citizens, cultural diversity, sustainable development and prosperity. The watchwords in education policy over the next few years will be high quality, educational equality and the principle of lifelong learning. Finland is to be developed into a humane knowledge-based society through education and research. The Government is committed to maintaining the high level of public funding to the education and research system. Special attention will be paid to developing teaching and learning at all levels of education through teacher education and guidance services. The higher education system will be developed as a whole, comprising the two sectors in which universities and polytechnics complement each other. (OECD, 2003)

3 TERTIARY EDUCATION IN CZECH REPUBLIC

Tertiary professional schools provide students with advanced technical knowledge. Their curriculum is prepared by the school and accredited by the MEYS. Higher education institutions are either of university or non-university. The study programmes are prepared by individual institutions/faculties and approved by the MEYS on the affirmative standpoint of the Accreditation Commission. (Eurydice, 2010)

3.1 Tertiary professional school

The abbreviation in Czech language is VOŠ (*Vyšší odborná škola*). Final examination taken on completion of tertiary professional schools is the *absolutorium*. The absolutorium is a professional examination consisting of an exam in vocational subjects, an exam in a foreign language and defence of a graduate paper. The graduate is called the *diplomovaný specialista* – Dis. (specialist with a diploma), which is written after their names. (Eurydice, 2010)

Tertiary professional schools were established to provide professionaly-oriented non-university tertiary education. „Educational programmes of tertiary professional education do not meet the characteristics of short cycle, so they can not be assigned to this category. Under the current legislation the completion of the programme of tertiary vocational education does not authorise the admission to study programmes of the second higher education cycle and thus they can not be in the position of first cycle programmes. (Nantl, 2012)

The length of education in day studies is three years including work practice. Education at tertiary professional schools includes theoretical and practical preparation. Theoretical preparation includes lectures and seminars, consultations, practice, and field trips in accordance with the accredited educational programme. Practical preparation is organized either in the form of practical education in schools or as work practice at workplaces. The 2004 Amendment of the Higher Education Act made the transition from tertiary professional schools to universities easier. Universities are free to specify different admission conditions for applicants who have completed a degree programme or part of a programme at a tertiary professional school or who are studying the programme at this school. In such cases students need not study the entire Bachelor´s programme from the beginning. (Eurydice, 2012)

3.2 University Education

On the completion of study at higher education institutions students take a state examination generally including a defence of a thesis. The graduates of the first cycle courses (3-4 years) are awarded the degree of *bakalář* – Bc. (Bachelor). The graduates of the second cycle courses continuing after Bachelor (1-3 years) are mostly awarded the degree of *magistr* – Mgr. (Master). Bachelor´s study programmes are intended to provide the qualifications for practicing a profession as well as for continuing in a Master´s study programme. Bachelor´s study programmes draw directly on current knowledge and methods while also including, to the degree required, theoretical knowledge. The standard length of studies including practical training is no less than three and no more than four years. Overwhelming majority of programmes takes three years (180 ECTS). Universities offer many Bachelor´s programmes in co-operation with tertiary professional schools.

Figure 2 Educational system of the Czech Republic – source: Institute for information on education 2008/2009

4   FINNISH LEGISLATION

4.1   Social Services

„Municipalities shall be responsible for organizing the following social services as hereinafter provided:

- Social work

- Child guidance and family counselling

- Home-help services

- Institutional care

- Family care, and

- Activities supporting the access to employment and specific work for people with disabilities."

„Municipalities are also responsible for organizing child and youth welfare, day care for children, special care for the mentally handicapped, services and support for people with disabilities, services related to care for substance abusers, the statutory functions of child welfare officer, other measures related to the investigation and establishment of paternity, ensuring child maintenance, adoption counselling, family conciliation and conciliation concerning the enforcement of decisions on child custody and visiting rights, and provision of support for informal care and other social services."(section 17, Social Welfare Act no. 710/1982 Coll.)

4.2   Special services for people with intellectual disabilities

Special care services arranged for people with intellectual disabilities include:

- Housing services

- Work and day activities

- Family care

- Institutional care

Since OmaPolku is a centre which provides work and day activities and supports the access to employment and specific work for people with disabilities, it is related to the special

services for people with disabilities. „By activities supporting the access of people with disabilities to employment is meant the organization of specific rehabilitation and other supportive measures promoting their placement in employment. They are organized for persons who have, due to their disability or illness has special long-term difficulties in managing the normal functions of everyday life and who are in need of, in addition to the services and measures of the labour administration, the supportive measures in order to find employment on the open labour market." (section 27d, 68/2002, Social Welfare Act no. 710/1982 Coll.)

4.3   Social welfare act

This general act covers the social welfare needs of all citizens, including disabled. Most of the services for disabled can be provided under this Act. According to this act, municipalities are responsible for organising the following social services: social work, child guidance and family counselling, home-help services, housing services, institutional care, family care and activities supporting the access to employment and specific work for people with disabilities.

„For the purposes of Social Welfare Act No. 710/1982, 'social welfare' means social services, social assistance, social allowance, social loans and related measures intended to promote and maintain the social security and functional capacity of the individual, the family and the community" (section No. 1, 1134/2002 Coll.)

„Each municipality shall have professional staff to deal with functions related to the implementation of social welfare." (section No. 10, 736/1992 Coll.)

„Each municipality shall have access to services provided by such officeholders engaged in client service work who meet the professional qualifications required of social workers." (section No. 10, 813/2000 Coll.)

„Each municipality shall maintain adequate and appropriate facilities and equipment for social welfare activities." (section No. 11, 813/2000 Coll.))

4.4   Act on qualification requirements for social welfare professionals

4.4.1   Purpose of the Act

The purpose of this Act is to promote the right of social welfare clients to quality social welfare and to good treatment by requiring that social welfare professionals shall have the necessary education and training as well as be familiar with the area of their work.

4.5   Qualification requirements

4.5.1   Social worker

„The qualification requirement for the post of a social worker is a higher university degree including, or in addition to which the person has completed major subject studies or university studies in social work corresponding to the major subject."

4.5.2   Special social worker

„ (1) The qualification requirement for the post of a special social worker is the basic education required for the post and suitable specialization studies or postgraduate degree in addition to it.

(2) Further provisions on the specialization studies or postgraduate degree required for the post of a special social worker can be issued by Government decree." (section 11, No.5/2005, Social welfare Act No.710/1982 Coll.)

4.5.3   Other professional functions in social services

„The qualification requirement for attending to other professional functions in social services is a suitable vocational degree or other suitable education."

4.5.4   Temporary exemption from qualification requirements

„ (1) If it is not possible to obtain a person fulfilling the qualifications required in the law for a post of a social welfare professional, to the post can be appointed for a maximum of one year a person who has, based on his or her studies, adequate competence for managing the job.

(2) The right referred to in paragraph 1 to make an exemption from the qualification requirements for posts in social services is not applied to a social worker who has the right referred to in section 12 (2) of the Social Welfare Act to decide in urgent cases on giving

care against a person's will and to undertake related measures." (section 19, No.5/2005, Social welfare Act No.710/1982 Coll.)

Specialist and other necessary education and training designed for social welfare personnel may be organized in units providing social welfare.

„ The municipality shall see to it that its social welfare staff, depending on the length of their basic education, work demands and job description, take part sufficiently in the continuing professional education organized for them. The Ministry of Social Affairs and Health may, as necessary, issue further provisions on the content, quality, amount, organization, monitoring and evaluation of the continuing education." (section53, No.5/2005, Social welfare Act No.710/1982 Coll.)

 (1) a municipality and an institution of higher education may agree that a social service centre involved in the organisation of vocational education and training in social work be designated as a teaching social service centre (2) in addition to its social welfare functions, a teaching social service centre shall contribute to basic vocational education and training in social work. The functions of a teaching social service centre may also include the organization of research and development on the improvement of social services, as well as specialised, further or in-service vocational education and training in social work (section 19a No.222/1992, Social welfare decree No.607/1983 Coll.)

5   CZECH LEGISLATION

5.1   Social services

Social services cover a range of assistance to people in unfavourable social conditions ranging from urgent crisis advice, temporary care in shelter homes and dormitories to services for people who need medium term – intensive assistance in day care centres and protected workshops up to long term help provided through care services, personal assistance and protected living and homes – currently often labelled as institutions. Social services are therefore provided not only to citizens who are handicapped by age, physical, sensory or mental disability but also to all those who cannot or are unable to resolve problems related to social relationships on their own. These are homeless people, people with drug problems or other addictions, prostitutes as well as families with children having partnership problems, battered wives and abused children. The list shows that the user of social services may be any citizen during the course of his/her life.

5.1.1   Social services act

„Social Services Act No. 108/2006 Coll. regulates conditions governing assistance and support to physical persons in adverse social situations provided through social services and an allowance in respect of care (care allowance), conditions governing the issue of the authorization for the social services provision, execution of public administration in the field of social services, inspection of the social services provision and prerequisites for performance of social services activities. This Act further regulates prerequisites for execution of the profession of a social worker performing activities in social services (a social services worker)." (§ 1, Social Services Act No. 108/2006 Coll.)

5.1.1.1   Day services centres

„ (1) In day services centres ambulatory services shall be provided to persons with reduced self-sufficiency due to their age, chronic ailment or disability, whose situation requires assistance of another physical person.

(2) Service according to subsection (1) shall include the following basic activities:

a) assistance with personal hygiene or arranging for personal hygiene conditions,

b) provision of food or assistance with arranging for food,

c) pedagogical, educational and activation activities,

d) mediating contacts with the social environment,

e) social therapeutic activities,

f) assistance with asserting rights, justified interests and looking after personal matters."
(§ 45, Social Services Act No. 108/2006 Coll.)

5.2 Performance prerequisites for the profession of a social worker

5.2.1 Social Worker

„A social worker shall carry out social investigation, arranges for social agenda including solutions of social law problems in facilities providing social care services, social law counselling, analytic, methodical and conceptual activities in the social sector, professional activities in facilities providing social preventive services, screening activities, provision of crisis assistance, social counselling and social rehabilitation"(§ 109, Social Services Act No. 108/2006 Coll.).

„ (1) Capacity to perform acts in law, integrity, health capacity and vocational skills according to this Act constitute a performance prerequisite for the profession of a social worker.

(2) Integrity shall be considered and documented according to § 79(2) and (3).

(3) A general practitioner, or an industrial preventive care doctor in the case of employees, shall determine health capacity and issue a medical report on health capacity.

(4) Vocational skills for performing a profession of a social worker shall be

a) higher vocational education acquired upon completion of educational program accredited according to a special legal regulation 40),

b) university-level education acquired in bachelor or master degree study programs focused on social work, social policy, social pedagogy, social care or special pedagogy, and accredited according to a special legal regulation 41),

c) completion of accredited educational courses in branches stipulated in letters (a) and (b),totally amounting to at least 200 hours, and practice in performing the profession of a social worker for at least 5 years in the case of completion of university-level education in a branch not stipulated under letter (b),

d) in the case of a marriage and family counselor, university-level education acquired upon proper completion of studies of single-branch psychology or a master program at a university specialized in humanities, completed concurrently with post-graduate training in mar-

riage counselling methods and psychotherapy to the extent of at least 400 hours or a similar long-term psychotherapeutic training accredited in the health care sector.

(5) A social worker and a health care worker who acquired skills for practicing the profession of a health service worker according to a special legal regulation 42) shall be considered to have vocational skills for performance of the profession of a social worker providing social services in health care residential facilities according to § 52.

(6) A special legal regulation 31) shall apply to recognizing vocational skills or other skills of citizens of member states of the European Union."(§ 110, Social Services Act No.108/2006 Coll.)

5.2.2   Continuous Education of a Social Worker

„ (1) A social worker shall be involved in continuous education focused on refreshing, strengthening and enhancing his qualification.

(2) Continuous education shall be provided on the basis of accreditation of educational facilities and educational programs granted by the Ministry, and it shall be carried out at universities, higher vocational schools and educational facilities of legal entities and physical persons (hereafter "educational facility").

(3) Forms of continuous education include

a) specialized education arranged for by universities and higher vocational schools, following up vocational skills acquired for practicing the profession of a social worker,

b) participation in accredited courses,

c) vocational trainee-ship (internship) in social services facilities,

d) participation in trainings.

(4) Participation in continuous education according to subsection (3) shall be considered as enhancing qualification according to a special regulation 43).

(5) A certificate issued by an educational facility organizing continuous education shall constitute a document confirming completion of continuous education according to subsection (3)"(§ 111, Social Services Act No. 108/2006 Coll.).

5.2.3   Prerequisites for performing activities in social services

5.2.3.1   *Workers*

„Vocational activities within social services shall be performed by

a) social workers under the conditions stipulated in § 109 and 110,

b) social services workers,

c) health service workers,

d) pedagogical workers"(§ 115, Social Services Act No. 108/2006 Coll.).

5.2.3.2 Social Services Workers

„ (1) A social services worker shall be a person

a) providing direct service to persons in ambulatory or stay-in social services facilities, consisting in training simple everyday activities, assistance with personal hygiene and dressing, manipulation with appliances, aids, clothing, conservancy and care of personal hygiene, support for self-sufficiency, life activation, creation of social and sociable contacts and satisfaction of psycho-social needs,

b) performing basic educational non-pedagogical activity consisting in deepening and strengthening basic hygiene and social habits, influencing creation and development of work habits, manual skills and working activity, performing free-time activities focused on development of personality, interests, knowledge and creative abilities in the form of art and music teaching, physical exercise, arranging for spare-time and cultural activities and provision of personal assistance,

c) domiciliary activities in the household of a person, consisting in performing works while being in direct contact with persons with physical and mental difficulties, complex care for their household, arranging for social assistance, performing social screening under management of a social worker, providing assistance with the creation of social and sociable contacts and with psychical therapy, organizational arrangements and complex coordination of domiciliary activity.

(2) Capacity to perform acts in law, integrity, health capacity and vocational skills according to this Act constitute a prerequisite for the performance of the profession of a social services worker.

(3) Integrity shall be assessed and documented according to § 79(2) and (3).

(4) A general practitioner, or an industrial preventive care doctor in the case of employees, shall determine health capacity and issue a medical report on health capacity.

(5) Vocational skills for performing a profession of a social services worker

a) stipulated in subsection (1)(a), shall be primary education or secondary education and completion of an accredited qualification course; completion of an accredited qualification course shall not be required in the case of physical persons who acquired qualification for

practicing the profession of a health service worker, specialization: nurse according to a special legal regulation 45),

b) stipulated in subsection (1)(b) shall, be secondary education with a certificate of apprenticeship (vocational certificate) or secondary education with school-leaving examinations and completion of an accredited qualification course; completion of an accredited qualification course shall not be required in the case of physical persons who acquired qualification for practicing the profession of a health service worker, specialization ergo therapist according to a special legal regulation 46),

c) stipulated in subsection (1)(c) shall be primary education, secondary education, secondary education with a certificate of apprenticeship, secondary education with school-leaving examinations or higher vocational education, completion of an accredited qualification course; completion of an accredited qualification course shall not be required in the case of physical persons who acquired qualification for practicing the profession of a health service worker, specialization: nurse.

(6) An implementing regulation shall stipulate the content of qualification courses according to subsection (5) and its minimum extent.

(7) A special legal regulation 31) shall apply to recognizing vocational skills or other skills of citizens of member states of the European Union"(§ 116, Social Services Act No. 108/2006 Coll.).

„Special legal regulations 47) shall stipulate conditions for performance of health care workers and pedagogical workers"(§ 117, Social Services Act No. 108/2006 Coll.).

II.   PRACTICAL PART

6   BACKGROUND FOR RESEARCH

6.1   Personal perception of job readiness

In my research I deal with personal perception of job readiness of workers in social services. Not to be concerned with job readiness only in theory, let me inform you with personal perception of job readiness realized by qualitative investigation among workers in day and work centre in Finland (hereinafter 'FI') and workers in day service centre in Czech Republic (hereinafter 'CZ'). My goal is to detect which factors are affecting students, play a key role in forming the personal perception of job readiness and why is that so. In following text I will describe in details the process and outcomes of qualitative investigation. Miovský (2006) presents the specifics of qualitative investigation and he emphasizes its uniqueness and contextual features (it is meant as impossibility of generalization of obtained findings because they are closely associated with particular context in which the investigation was carried out). Another characteristic of qualitative research is reflexivity, which I understand as a process of interaction and mutual influence between researcher and ongoing examination. The researcher is directly or indirectly involved in the process, which he examines. It influences and forms his thinking and understanding of the issue. That consequently reflects in the data analysis and its interpretation.

6.2   Description of day service centre OmaPolku in Tampere, Finland

OmaPolku association has been operating since 2002 in Tampere, it is non-profit and civic organization. The association is active thanks to families of those, who wanted to build a new kind of service to those, who need special assistance for disabled youngsters and their families. They support the development of young people with disabilities and their parents, to prepare them to everyday life. Day and work activities are adapted to each clients needs and goals. OmaPolku is a refreshing alternative in comparison to the existing service providers. OmaPolku´s important basic task is to implement day and work activities to youngsters' lives, organize free holidays and in general to do something meaningful. The intention of the projects is to prevent the risk of marginalization of young people.

Art workshops led by professionals in the visual arts and crafts have been in the beginning strong presence. Today, the new media, information and digital technology are involved in ground-breaking media workshop. By training everyday skills and learning new things in everyday workshop makes youngsters able to be employed. Directors can find in

OmaPolku young people with strong determination of life goals, both at work, housing, for training, leisure-time activities as art and media expression.

6.3 Description of day service centre Slunečnice in Zlín, Czech Republic

IZAP − Association for integration of healthy and disabled children and youth "WE WANT TO LIVE WITH YOU" is providing assistance and support to people in unfavourable social situation through social services laid down in law about Social Services Act No. 108/2006 Coll. The service is provided in accordance with the quality of social services, thereby ensuring quality of service provided. They provide quality social services to preserve human dignity, based on individual user needs. The meaning of social services is primarily to support social inclusion (connection into normal life as much as possible) and prevent social exclusion.

One of the basic activities provided in the centre is social counselling. Social service is provided in the premises of Integrated centre Slunečnice, which are located on the ground floor of the house in Zlín. They are wheelchair accessible and fully equipped. Activities of social service users are enacted according to their personal goals and individual planning. Social service is provided by team of social service workers, social worker and special pedagogue. Education of workers, who work with clients, is priority of Slunečnice. They cooperate with experts: music therapist, psychologist etc.

The day service centre offers to people with mental disabilities the possibility to achieve the highest possible autonomy by improving their manual skills and gain new experience in work activities and acquire new knowledge through education. It gives them the opportunity to decide for themselves and live normal life in society.

Day service centre users are adults (19 - 40 years) with mild to moderate mental handicap, or with associated visual, auditory, physical, mental disadvantage, who find themselves in difficult social situation due to reduced self-sufficiency and self-care in basic life skills (reduced ability to use public places and services, including getting and maintaining a job, or education).

6.4 Research questions

Following these questions I decided to use qualitative research.

VO1: What causes the positive personal perception of job readiness in Finland?

VO2: What causes the negative personal perception of job readiness in Finland?

VO3: What does not influence personal perception of job readiness in Finland?

VO4: What causes the positive personal perception of job readiness in the Czech Republic?

VO5: What causes the negative personal perception of job readiness in the Czech Republic?

VO6: What does not influence personal perception of job readiness in the Czech Republic?

Initial formulation of research questions was wide, but during the research process it was continually being narrowed. On the basis of the research questions I could design model questions for the interview.

6.5   Research process

Steps in the research process:

1. Understanding the research topic to be studied

2. focusing the study

3. designing the study

   A. selecting the participants

   B. selecting a data collection approach and measuring concepts

   C. exploring causal relationships

4. collecting the data

5. analysing the data

6. preparing the report (Dudley, 2011)

6.5.1   Type of research

I chose qualitative research for my bachelor thesis. This method is an approach to data collection that attempts to discover the quality of something. It is inductive in nature and attempts to discover new explanations. Qualitative inquiries are not nearly as focused as quantitative methods. They have a flexibility that allows the researcher to gather data on

topics initially non-identified topics. These holistic explorations can also provide data for understanding an issue in larger social context. (Dudley, 2011)

„The main feature of qualitative research is long-term effect, intensiveness and detailed record."[3] (Gavora, 2000)

I chose NTC model of qualitative analysis. The three basic components of the model are noticing things, colecting things and thinking about things (i.e. NTC, see Figure 1.1). The three thin arrows indicate that the process of analysis can be linear − starting with noticing interesting things in the data, collecting these things and thinking about them, and then coming up with insightful results. This direct sequential process is, however, rather rare. More often, analysis means moving back and forth between noticing, collecting and thinking, as shown by the boldface arrows in the middle of the schema.
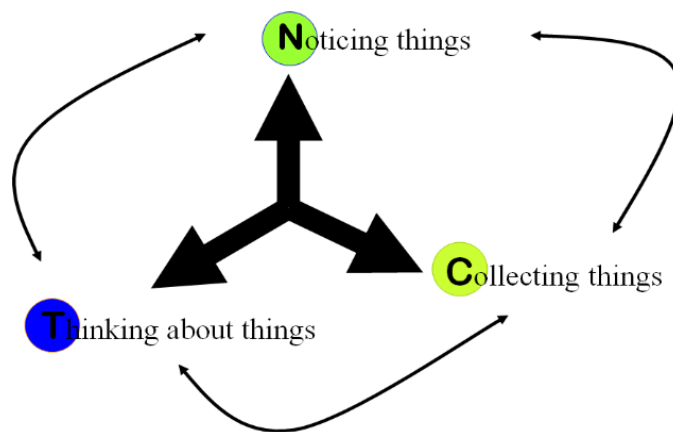

Figure 3: The NTC model of qualitative data analysis adapted from Seidel (1998)

At the end I used qualitative comparative analysis. „Qualitative comparison involves iden-tifying features that individuals or groups share and don´t share." (Harvey Russell Bernard, 2009)

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[3] "Hlavním rysem kvalitativního výzkumu je dlouhodobost, intenzivnost a podrobný zápis. " (Gavora, 2000)

6.5.2 Research sample

Research sample consists of 6 interviews - 3 respondents are workers in day and work centre in OmaPolku, FI and 3 respondents are workers in day service centre in Slunečnice, CZ. I laid stress on selection of respondents by choosing social professionals, who have different educational background and who perform different type of work in specific day service centre. However, I had to choose similar educational background of the Czech workers as I did in Finland to guarantee comparability.

Respondent	Nationality	Sex	Age	Work experience (years)
A	FI	female	53	31
B	FI	female	32	12
C	FI	female	31	11
D	CZ	female	26	7
E	CZ	female	27	1
F	CZ	female	41	11

Figure 4 Participants of the research

6.5.3 Research method

As a research method I chose an interview which attempts to understand the world from the subjects' point of view, to unfold the meaning of their experiences, to uncover their world prior to scientific explanations. Research interviewing involves a cultivation of conversational skills that most adult human beings already possess by virtue of being able to ask questions. Qualitative research interview is a professional form of conversation which uses different rules and techniques. (Kvale, 2009)

Although there are more types of research interview, I used semi-structured interview. Semi-structured interviews use flexible format. Most of the questions are already formulated, but they can be asked in a different order. Also, additional questions can be added to probe or follow up on hunches. Many of the questions in these interviews can be open-ended. (Dudley, 2011) Some of the asked questions were open-ended and thus less likely to be quantified. Open-ended questions do not have a defined set of response categories from which respondents choose their answers. Instead, respondents share their responses in their own words. Face-to-face interviews have the advantages of observing and responding to the nonverbal behaviour of respondents. (Dudley, 2011)

I set the scenario of the interview:

- At the beginning I expressed the topic and purpose of the interview

- I asked respondents for a permission to make a record of the interviews

The interview didn´t have any limited period. Half of them took place in the areas of OmaPolku in Finland and second half in the areas of Slunečnice in Zlín. The interview contained 17 prearranged questions.

6.5.4 Data processing method

For my research I decided to work with specialised computer software ATLAS.ti. When using this program, one can often use a number of different routes to achieve the same result. The analysis of obtained and transcribed data (material contained about 22 pages in standard A4 format) started with open coding. „Open coding refers to the process of ´breaking data apart and delineating concepts to stand for blocks of row data. At the same time, one is qualifying those concepts in terms of their properties and dimensions' (Corbin and Strauss, 2008: 195, according to Friese, 2012, p.64). Thus, it refers to the extensive process of developing a coding system. In ATLAS.ti open coding simply means creating a new code" (Friese, 2012). Step by step, I read all my comments and memos within transcribed interviews and searched for crucial topics related to the research questions.

In the process of interpretation, different procedures for dealing with text can be differentiated. One of the three basic steps of the NTC model – collecting during the phase of qualitative data analysis means coding. They are termed ´open coding´, ´axial coding´ and ´selective coding´. These procedures should be understood neither as clearly distinguishable procedure nor as temporally separated phases in the process. Rather, they are different ways of handling textual material, between which the researcher moves back and forth if necessary and which he or she combines. (Strauss and Corbin, 1990, according to: Flick, 2002, p.177)

I created 42 codes by the rules of open coding. Afterwards I used axial coding. While I was studying relations among them, I decided to split them up into four categories (in a program called "families"), according to the meaning of each code. The categories are in both states alike, only the assigned codes are changing because of the different topics discussed in the interview. From all of the codes, I decided to study connections only among those ones which I considered to be crucial for my research questions. Last step

was selective coding as an integration of results and indentification of the main topics of the obtained theory.

7   COMPARATIVE ANALYSIS

7.1   Interpretation of research´s outcomes in Finland

Our geography teacher in high school emphasized every lesson this particular phrase: „ Remember, everything is an interaction! Everything is connected with each other." Thanks to her, I keep it in my mind and it appears during every possible occasion in my life; for instance when I was trying to create this conceptual scheme or when I was revealing the relations among codes for further explanation. Initially, I wanted to characterize all categories separately, but I realized that almost every code is related to another. You can understand from my conceptual schema that all factors are interconnected. In the end, I described it with the flow of the interview with the help of bolded script to point out the codes which were used.

Since the personal perception of job readiness depends on many more variables which were not included in my research e.g. the characteristics of one´s personality. Nevertheless I will try to explain variables and relations among these ones which arosed from my interview. The graphical and theoretical explanations are indicated below. The graphical representation is output of the program Atlas.ti which I shaped into a conceptual schema. In the following diagram is shown the list of obtained codes, divided into categories.
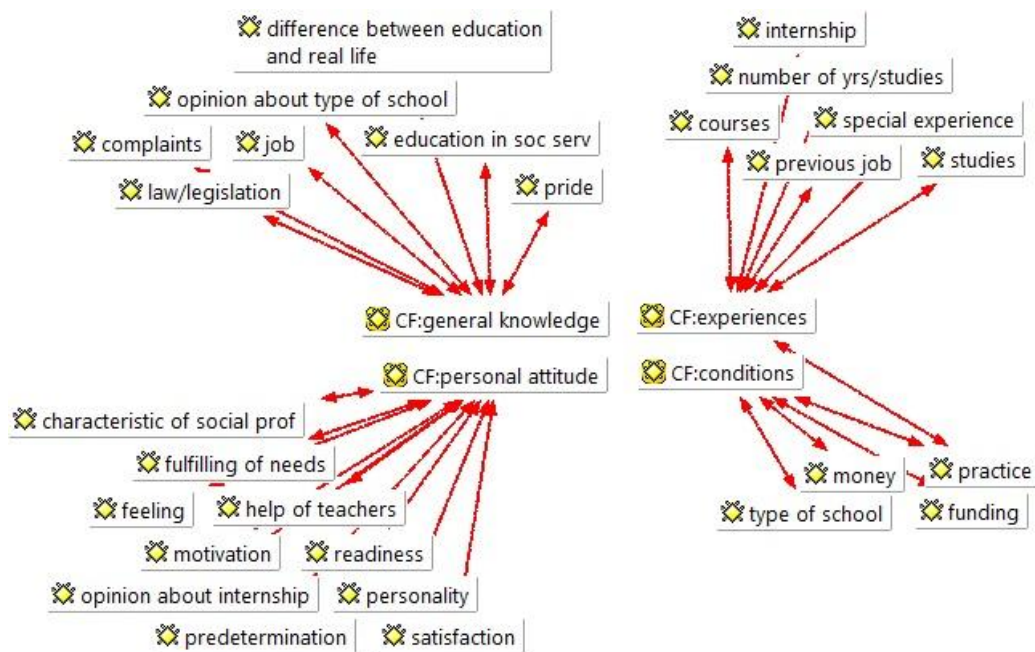

Figure 5 Conceptual schema, Finland

Below are explained the codes which I considered the most convenient for forming the job readiness.
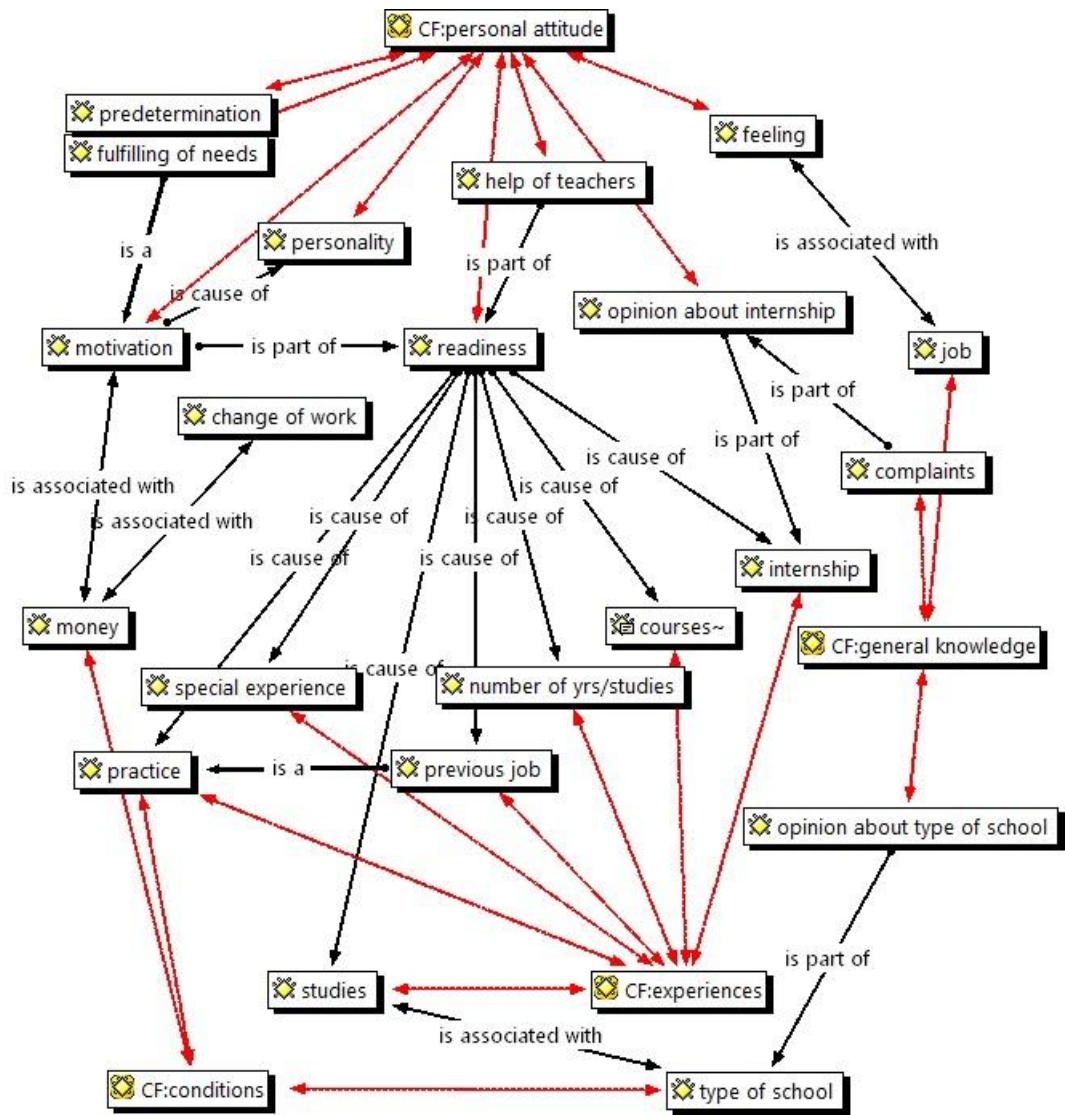

Figure 6 Personal perception of job readiness in Finland

At the beginning of the interview, I asked everyone immediately, whether they felt prepared after finishing their studies or if they felt the need to attend more courses and study more. I assigned code **readiness** to **personal attitude** (category)**,** because it is a personal view of readiness**,** *(„I learned everything. My skills, which I need now at this place and this work right here.", „No, we didn´t have to study more.", „Of course when you start to work you can´t be fully learned you have to get it more you work with people with disability or children, the more you got to know it, more how to work.")*

It also depends on the worker´s **personal attitude**, particularly on what was the **motivation** to study social sciences *(„When I studied social work I never wanted to do this. Then I went to study arts and suddenly I found myself in social work field, so then I found these two things to combine. When I was studying only social work I felt like I didn´t have any tool to work, it was all just problems, problems. But when I started to work with art, then I felt like I have some real thing I can give, have the way of communication, for me it was the way. I wouldn´t have done this without art and without this place.", „Of course I´m interested in people, you have to be interested in people and to have humanity in you, that´s the main thing.", „I don´t know, I was just in high school, I chose it and I told to myself I can do this, so I started to do it.")*. In the replies I found several similarities which I assigned to codes **fulfilling of needs** *(„...so I knew that social work is like tool for everybody and art work is tool for myself so I´m between, so I want to share, help and I want to have something for myself and this place provides the both.", „...this fulfil my personal needs.")* and **predetermination** *(„I think I had it as little girl, I always knew that I´m going to work with children.", „I have always knew that I´m going to work in this field, I think that´s the main reason why I´m here.")***.**

Readiness is related to every **experience** (category) which respondents went through. In my opinion, it shapes the **personality** and the behaviour. And the rule is: the more experience one gains, the more is one prepared for the unexpected situations. In fact, the more experience you have, the less will situations appear to you as unexpected. I was inquiring about all the experiences which my respondents could gain. The replies were about **studies** *(„...art and graphic design and I then I have been studying social work.", „...only social work...and also church social work.", „I was studying only baby nurse for kindergar-*

ten...then I studied hospital nursing."), **number of studied years** *("...four years...", "All together 3 years.")*, **practices** *("I was rehearsing this.", "...in kindergarten...", "We had practice in school and some hospital practice.")* and **internship** provided by school *("We went to Czech Republic. We had some connections from school to one person, who was working in social work field...", "I have been working in Czech Republic in Brno for two months in 1999.", "...we worked also with old people. Social work. Washing people and things like this. I was there for three months.")*. They reviewed that **previous job** also formed their job readiness *("I have been working in city of Tampere in kindergarten for 25 years...and in other city I was preparing free time activities for children with disabilities after school.", "I was in the hospital in baby apartment. I was taking care of babies.", "I also started to work with mentally ill people in art school.", "I worked with mentally ill, so I learned everything.")* along with **courses** *("...for example sexually course about people with disability, why and how you can prepare them for time when they start to have feelings about sexuality. Then psychology and motherhood.")* which they attended to perform well in the last **recent job** *("...workshop instructor in different workshops...", "I´m working on project, my work is different than is day and work centre activities...kansalaistoimintaa (civil action) is work what I´m doing.", "I became one of the teachers in day-care for people with disabilities.")*. One statement about experience did not match to any of these codes, so I made a code **special experience** *("I had knowledge about this kind of people, because of my boys.")*.

As you can see in the conceptual schema, **practice** and **internship** are linked with more codes, so I will go back to explain them later in my thesis. Respondents emphasized that practices varies, depending on the **type of school** *("We had a lot of practices, so I think three or four for 2 months.", "...we were talking lot about the practice. Also with the people who had been working in this field. So by that way they prepared us for something at least. But practical placements are very important...", "We had time to do the practices. We had 2 practices in the year so 2 whole months to do it.", "I would say about 3 or 4 practices every year, we had to make into use...", "...you have to know how to move this whole into work but we had practices so much in real workplaces and that´s the thing in polytechnic..." Memo: Since respondents aren´t native speakers, sometimes we encountered a problems in understanding of statements which they have said)*.

All my participants were studying at a polytechnic school (**type of school**) *("...polytechnic...it´s between second level and university...it´s also high education but it´s*

not university.", „More than high school. It´s between...it´s directing to certain profession."), so they **compared** it with another type of school (**opinion about type of school**), thus they described the **conditions** (category) *(„...polytechnic school is more into practice than the university...", „...practical placements are very important and I think university doesn´t have it enough...").*

In this section some respondents think that it does not matter, whether you attend polytechnic school or university but it is all about the **personality** and **personal attitude** (category) *(„It depends on the person. If you study in the university, you have to be very into the thing that you are studying.", „If u only read books and then listen to lesson many years and then you come to work, you have to know how to move this whole into work, but we had practices so much in real workplaces, and that´s the thing in polytechnic.")*. Therefore to find out the personal attitude towards their recent job, I asked, whether they feel any need for further education. The purpose was to confirm, whether the only reason why they work there was to get employed, or they are satisfied with the job so they want to educate themselves further to offer better social services. [codes: **courses** *(„Omapolku provided some courses about violent behaviour, what our school didn´t provide.", „...especially when you are working with young people the problem can be very physical, you get angry and you are in your teenage years. We have had courses how to work with them, when these things happen, when they are aggressive and how we should behave...I go to some courses when I need to know some new technique for art and design.")* , **feeling** comment: towards further education *(„...if there is some course which is very interesting and you want to attend, you can go to talk to your boss and talk to him that is very important for your work.", „Me and my colleagues feel that we need more education for the work with the parents and to control the group. So we are planning to go to some course where we want to learn more, how to work with the group.")*, **satisfaction** *(„...so I knew that social work is like tool for everybody and art work is tool for myself so I´m between, so I want to share, help and I want to have something for myself and this place provides the both.", „I really like to work here.", „I have good pay and I´m interested, this is something I like. I do it from my heart.", „...when I started to work with art, then I felt like I have some real thing I can give, have the way of communication, for me it was the way. I wouldn´t have done this without art and without this place.")*].

The last code which I left belongs to the category **personal attitude** is **help of the teachers** *(„I think that my teachers saw that, because they recommended me this place for re-*

hearsal place." Memo: without the help, she wouldn´t work in OmaPolku), which is attached to **predetermination** *(„...in social work school I was artist and in art school I was social worker. I don´t know why, this just happened to me.")* and **practice** *(„I was rehearsing this." Memo: respondent was practicing at the same place she is working now).*

Now we need to go back to **internship** again. By the merest chance the respondents from FI were on internship in CZ and they were complaining (codes: **complaints, opinion about internship**) *(„...It was public service...it was quite hard place for us to work so we wanted to find another place to work.", „...they didn´t have any people for practice, we didn´t have common language...", „...they just throw up me to work, my 1st day they put to shower one old man, he stayed there naked, we didn´t have any common language and I haven´t done that thing before and nobody helped me, so we were working here for few weeks and then we wanted to change.")*

To complete this chapter, let me explain the latter codes. Code **money** was mentioned during the interview in connection to **complaints** *(„...you know in social work you don´t get the best money..."),* **motivation** *(„...money is not the motivation, you have to have some salary but..."),* **change of work** *(„...when I was working for Tampere city I had low salary but when I got here I got more money.")* and **satisfaction** *(„I really like to work here and money is not the motivation.", „...I am satisfied with my salary...", „I have good pay and I´m interested, this is something I like. I do it from my heart.")*

When talking about the practice, they informed me about the **difference between education and real life** *(„We are quite afraid what is happening in schools, we can be involved in what they learn, from our point of view because they can be old-fashioned, they don´t know about the real work. So it´s good to have students from different fields and we have to think that we can do this work in many ways. Not only this way for many years but we have to change the way of working, if something is not good developed." Memo: this statement was cut from discussion about students rehearsing in OmaPolku).* I linked this discussion also with many more codes as **readiness, type of school, personality** *(„We had one student from university, she was excellent, her personality was ready for the work, but she was really committed and she gave some other perspective of our theoretical thinking.")* and **education in soc serv** comment: the whole title-education in social services *(„Our boss is artist, but most of employees have another education...we have social workers, health workers, media teachers, everything, you know, and we are trying to combine different kind of fields, so we can create something new, because it´s very difficult only one*

education people come at one place."), which uncover their **pride** *(„...this is special place because we have multi education and we want to keep it like that.", „I think we are creating something new, because we have so many educations here and it´s rare.")*

7.2 Interpretation of research´s outcomes in Czech Republic

In this part of my research, I gathered more information during the interview, therefore I outlined more codes. The reason is, there was no language barrier; obviously during the interview in the Czech Republic we didn´t have any troubles with understanding each other. However, as the number of codes was higher, I tried to split the codes into the same categories I marked in Finland.
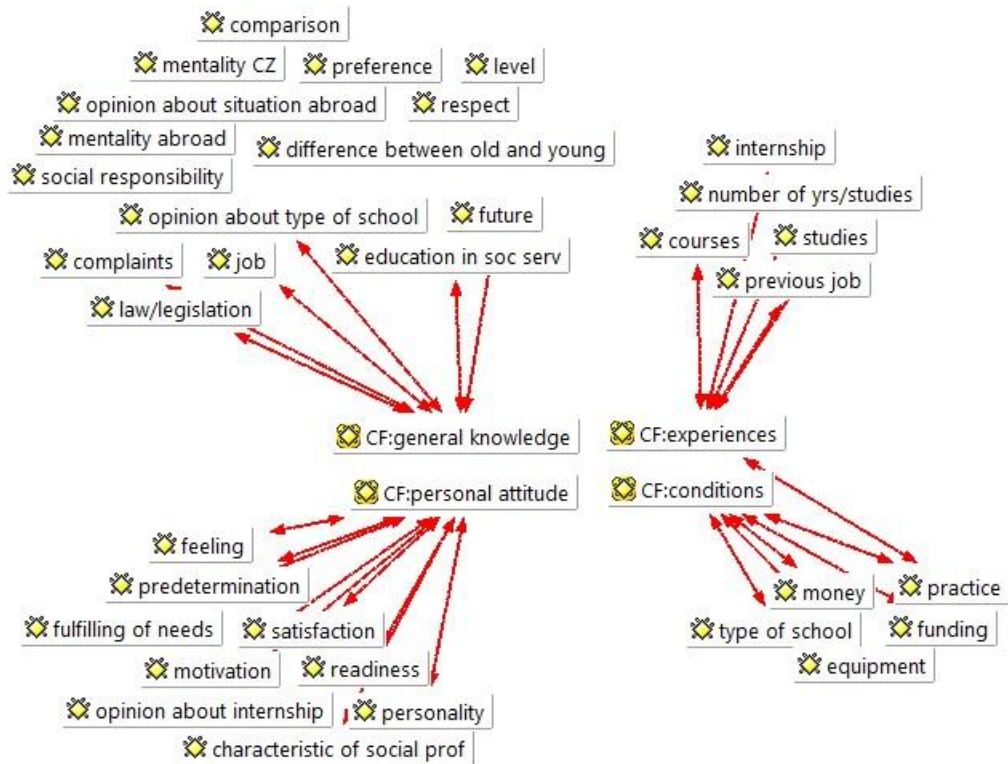
Figure 7 Conceptual schema, Czech Republic

Now I will explain the codes which I considered the most convenient for forming the job readiness.

Figure 8 Personal perception of job readiness in Czech Republic

At the beginning of the interview, I asked them immediately, whether they felt prepared after finishing their studies or they had to attend more courses and study more. I assigned code **readiness** to **personal attitude** (category)**,** because it´s personal view of readiness**,** *(„...spíš bych řekla, že moc ne...", „Já si myslim, že jo, protože jsme tam měli i psychologii, a ta praxe byla taky dost náročná.", „„...No ani ne, já si myslim, že žádná škola nepřipraví člověka tak, ať je to střední, nebo vysoká...").* It also depends on the **personal attitude** of worker, what was the **motivation** to study social sciences *(„Mne ty čísla nebavili, já jsem chtěla nějaké sociální...", „...jsem si řekla, že konečně budu dělat, co mě baví...", „Gympl je všeobecný, a tam člověk zjistí, co mu třeba nejde, takže ta humanitní*

linie vyhrávala..."). In replies I found several similarities which I assigned to codes **ful-filling of needs** *(„Já bych řekla, že aj mě to naplňuje, a prostě tady je to tak...kreativní.")* and **predetermination** *(„...já jsem spíš jako od základky takový naslouchací typ, takže mi vždycky říkali, že bych měla jít do nějaké poradny, nebo že bych měla být psychologem...",* *„Já jsem chtěla vždycky v tom zdravotnictví, a nebo nějaký sociální služby...", „...mám asi takové cítění...")*.

Readiness is related to all **experiences** (category) which respondents went through. In my opinion, it shapes the **personality** and the behaviour and the rule is: the more experiences ones gain, the more is prepared for unexpected situations. In fact, the more you have already experienced, the less is unexpected for you. I was inquiring about all experiences which my respondents could gain. The replies were about **studies** *(„...roční kurz, a to se jmenovalo pracovník v sociálních službách, a bylo to s praxí...", „...tady ve Zlíně, Sociální pedagogiku, bakaláře...", „...bakaláře v Opavě, Sociální politika, Sociální práce a veřejná správa, regionální politiku, pak jsem se dostala do Brna, a to jsem si zvolila na fakultě Sociálních studií Sociální práci přímo...")*, **number of studied years** *(„...tři roky...", „...dohromady pět roků...", „...roční kurz...")*, **practices** *(„...tady a v azylovém domě...", „...praxe jsme měli v dětském domově...v nějakém tom občanském sdružení...", „...na sociálce, to bylo vyplácení sociálních dávek, pak na tom městskom úřade, to byl ekonomický úsek, a v tom 'nízkopraháči'...")* and **internship** provided by Slunečnice. They reviewed that **previous job** also formed their job readiness *(„...při studiu jsem dělala v domě dětí a mládeže ve Sluníčku v Otrokovicích, ale to bylo jenom takové jako externí pracovník pro různé kroužky...", „Dělala jsem sanitárku 3 roky...pak jsem dělala v bance, a to vůbec nebyla jako práce pro mne...", „...půlroku doborovolníkem...")*, but they didn´t attend any **courses** which would enhance their skills because: *(„...já jsem našla hned tuhle práci, to bylo tak měsíc po skončení školy.", „...já jsem se dívala na nějaké kurzy, ale z finančního hlediska to nebylo reálné, a potom vlastně i časově, protože už jsem vlastně začala chodit jako do práce, jsem měla takovou brigade, a už jsem to časově nezvládala.", „...já se cítím být dostatečně vyškolena...")* to perform well in the last **recent job** *(„...vedoucí kreativní dílny...a jsem pracovník v sociálních službách...", „...instruktor lidské činosti...")*.

As you can see in conceptual schema, **practice** and **internship** are linked with more codes, so I will go back to explain them later in my work. They informed me that conditions of **practice** are laid down in **law/legislation** *(„...to bylo 100 hodin, a my jsme to měli na 4 semestry, takže 400 hodin...a těch 100 hodin jsme měli na ty semestry rozdělené, třeba ten*

jeden den v týdnu, a nebo podle domluvy dva dny v týdnu, záleží jak byla škola...jedna jediná byla ta souvislá...") Respondents emphasized that **practice** varies, depending on the **type of school** and they were complaining (**complaints**) *(„...ta praxe je úplně o něčem jinšim, než to, co je ve škole...aj když vlastně byly praxe při škole, tak stejně ten člověk se nedostane úplně jako k tomu, k té práci, jako je to v reálu...pokud člověk někam dochází, jako my jsme to měli jeden krát týdně, tak jako co tam člověk zvládne udělat za jeden krát týdně...ještě hodně záleželo na tom, do jaké organizace jsi šel, prostě na tom zvolení toho typu. Pokud vlastně jsem šla na úřad, protože my jsme měli ty úřadové, i ty sociální jakože neziskovky a tak, na tom úřadu to prostě bylo jenom sepisování nějakých faktur, takže to bylo úplně o ničem...pak někteří tam jenom kopírovali na katastru...co jsem byla já, tak to bylo takové, že jedno bylo to sepisování dat a jedno bylo takové spíš lepší, a to bylo na ekonomickém oddělení, takže to mě moc nezajímalo...", „...bylo to těžké, a to mě přijala jenom, že to tehdy opravdu bylo těžké sehnat do zařízení, všude mi řekli, že to neberou praktikanty, a toto byla jediná, kde teda ano...ale tam mi narovinu řekla vedoucí tam, že na mne nemá čas, a proto jí mám zpracovat nějakou diplomovou otázku ke státnicím, a tím to končilo, a už že mi to pak podepíše.", „...ty praxe byly docela náročné...").*

Two of my participants were university students (**type of school**) *(„Můj osobní pocit je, že ta škola byla moc všeobecná, mi přijde...", „...já si myslim, že žádná škola nepřipraví člověka tak, ať je to střední, nebo vysoká...")*, but they **compared** it with another type of school (**opinion about type of school**), thus they described the **conditions** (category) *(„...musim říct, že 'voška' si myslim je mnohem lepší, že toho člověka líp připraví do té praxe. Je to něco mezi střední školou a výškou, a oni tam měli strašně moc té praxe, přes nemocnice, školky, zařízení třeba jako jsme my, a i to učeni mi připadne, že na to, jak je to podceňované, je to mnohem jakože líp ta škola připraví, co jsem vypozorovala...a málokdo chce nějakého 'Dis-a', všichni chtou být bakaláři a magistři...").*

In this section some respondents think that it doesn´t matter whether you attend polytechnic school or university but it´s all about the **personality** and **personal attitude** (category) *(„...nevím, jestli je to tou univerzitou...to je spíš o osobnosti člověka...").* Therefore to find out the personal attitude towards their recent job, I asked whether they have attended any course during their work.. The purpose was to confirm, whether the only reason why they work there was to get employed, or they are satisfied with the job, they want to educate themselves further, and so offer better social services. [codes: **courses** *(„Já mám aktivizační, vzdělávací...techniky k postiženým a seniorům, a to bylo k tréninku paměti...třeba do*

těch kreativních dílen, tam jsem byla, to byl 3-denní kurz, tam bylo jak zapojit vlastně lidi s postižením do různé výroby kreativních věcí.", „...byla jsem už na školení ohledně individuálního plánování.", „...třeba sociální pedagogiku..."). Even though one respondent feel educated enough, she pointed out she has to attend these courses because of **law/legislation** *(„...musela jsem si splnit těch 24 hodin každý rok..."),* so I asked whether they feel any need to educate further (**feeling**) comment: need for further education/course *(„...tak nějaké projektové řízení určitě, a jako furt mi připadne, že ta speciální pedagogika, jako taková, nebyla na té škole jako úplně dostačující, takže i tam si říkám, že tam bych určitě šla, ale těhle kurzů je velmi málo...se moc neobjevují...takže furt čekám, pak je tam nějaké duševní onemocnění...", „...máme tady klienty mentálně postižené, tak určitě jakoby dozískat víc informací k této cílové skupině..."),* **satisfaction** *(„...to sociální...je to taková hezká práce, že není to, nejsme lékaři, ale jsme lékaři, jako že pomáháme těm lidem, je to vlastně důležitá práce, že člověk musí nějak myslet na ty ostatní, být nějak empatický a nebrat lidi jak věci...", „...určite jsem spokojená...", „Já to beru tak, že jsem spokojená s tím, co dělám. To asi kdyby tá práce nenaplňovala, tak to prostě nemůže nikdo dělat...")].*
To complete this chapter, let me explain the latter codes. Code **money** was mentioned during the interview in connection to **complaints** *(„...teď není dobrá doba, teď sponzorů ubývá...nemají peníze...", , „...do těch sociálních služeb neproudí ty peníze, spíš neustále ubírají, dotace jsou pořád menší...je ten tlak abychom si na sebe vydělali...to financování služeb jde teďka hodně dolů...", „...z běžného financování to nejde. To neseženeš...", „...tu relaxační místnost když chceme udělat, tak to půlroku sháním nějaké drobné, abych mohla udělat podlahu..."),* **motivation** *(„V té bance jsem měla vyšší plat, ale i tak jsem šla sem."),* **change of work** *(„Já se tomu vyloženě nebráním, ale určite chci pracovat v tyhle oblasti, neuvažuju o odchodu, fakt jenom při nějakých situacích životních...dočasně určite...je to prostě psychicky náročná práce a i časově...neumím si představit, kdybych měla dítě doma, a k tomu pracovat tady, to by určitě nešlo...v určitém období bych určite šla dělat nižší pozici, pracovníka v sociálních službách, úmyslně prostě jít dolů...", „...ale neměnila bych, možná skrz ty prachy, no ale tak kdo má zas moc peněz, tak stejně taky není spokojený...")*
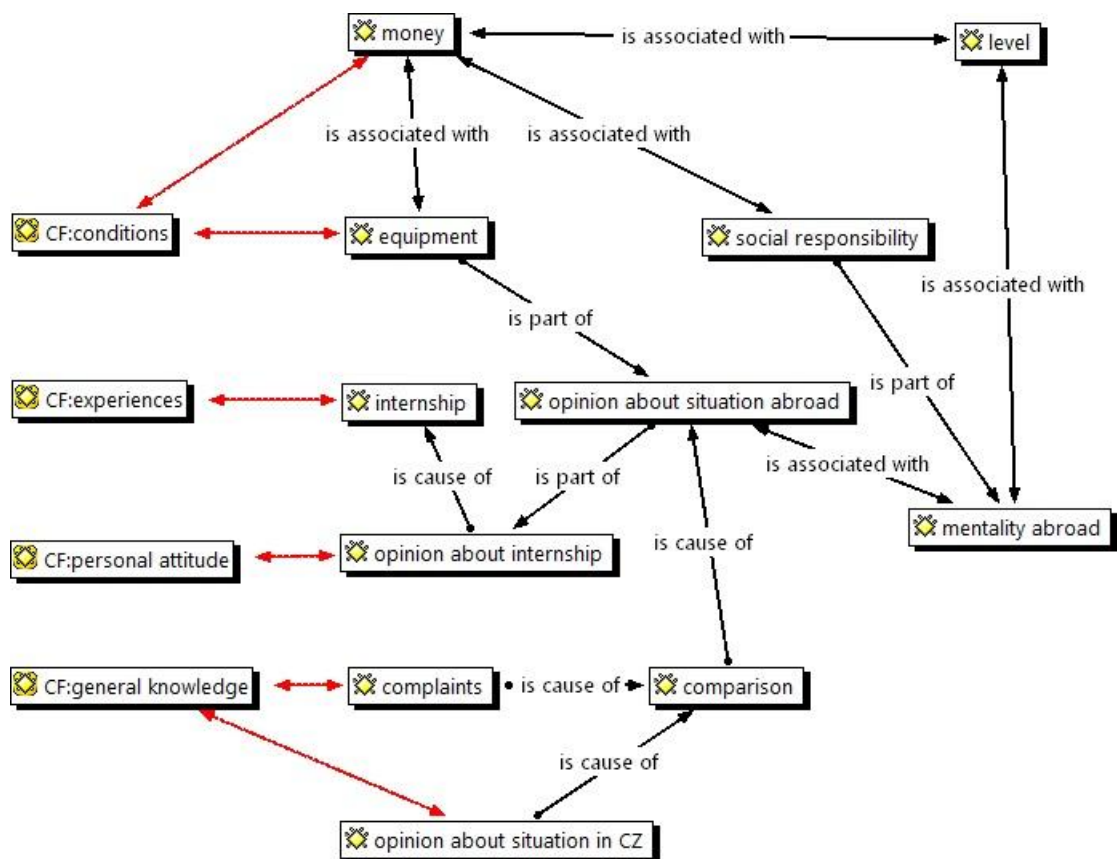
Figure 9 Internship

Now we need to go back to **internship** again. The conceptual schema above is about exact topic which was discussed during the interview in the Czech Republic. The relations among the codes are too compound to be used in general conceptual scheme, so I created conceptual schema which is more detailed. Initially, they need to be discussed in general. Firstly, we have a possibility given by the recent job to do an **internship**.

It depends on **personal attitude** whether the worker use the chance to travel. If he does so, he gains **experience**. Respondent D used the opportunity and thanks to it, she experienced the situation abroad and formed an **opinion** about it. She was surprised. She had found out that the **mentality** is different, because their approach to social responsibility is vice versa with the one at home. When she found out how is it abroad, she realized that it is better than the one at home by **comparing** and she started to **complain,** which is the **general knowledge**.

Now, let´s go deeper into the issue. The respondent D compared the conditions in the Czech Republic with another states. The opinion which respondent D expressed was

formed during the **internship** abroad, thanks to the project in the day service centre Slunečnice (**opinion about internship**) She is talking about **money** *("...dokonce v Anglii pokud jsem to dobře pochopila tak tam ti podnikatelé ani za to jakoby nedostávají nic od státu...", "Je tam víc peněz v tom...", "...my ty platy prostě nebudeme mít jak tam no...")* in correlation with the **social responsibility** of entrepreneurs *("...třeba i podnikatelé, jako oni mají mnohem větší sociální zodpovědnost, oni berou jako svoji povinost zaměstnat jako lidi s mentálním postižením ve svojí firmě...určitě tam všude mají větší sociální zodpovědnost...")*; therefore she assumes that the **mentality abroad** is different *("...ta mentalita je těch lidí je tam úplně jinde...", "...když přijedeme někde do zahraničí, tak jsou všichni takový pozitivnější, všichni jakoby si říkají: 'když já se mám tak dobře, proč bych nepomohl jiným'...", "...to je o tom, že v Anglii, kde ta sociílní práce prostě jede, že jako to Finsko, Dánsko, tak prostě že to jede tam...ti lidi se tam narodí, a už vědí, že je normální pomáhat...že je normální dávat peníze na neziskovky, pomáhat postiženým, nemocným, starým, mladým, prostě všem...je to normální jako když člověk ráno vstane a posnídá, a taky, že je normální chodit dobrovolně někam...")* than the **mentality** in **CZ** *("...ale u nás je to: 'a proč bych měl pomáhat ostatním, když já sám se mám tak špatně'...přitom třeba vím, že ti lidi se nemají tak špatně...zrovna ti, kteří tohle vyslovují...", "Já mám takový pocit, že u nás si všichni jenom stěžují, jak se mají špatně, ať mají, nebo nemají.", "...my jsme takový národ, věčně se stěžovat, a už jenom na otázku 'jak se máš' ti tady málokdo odpoví 'dobře'...").*

There is another connection to **money -** in the sense of comparing the **equipment** possibilities, since she claimed that Czech Republic doesn´t have enough money and so they do not have the required equipment. *("...i ty zařízení mají, nemusí jako nějaké levné počítače vyřazené bankou někde, když mají kurz počítačů, ale mají tam specializované zařízení pro ty lidi...je to jinde no...je v tom vícero financí řekla bych...")* from whence it follows that she assumed the **level** of conditions abroad is higher *("...je to prostě na mnohem větší úrovni....").*

I regards to these answers, I think this is the cause of the **complaints** which are part of **opinion about situation in Czech Republic**.

Respect - mentality abroad *("...to je tím, že u nich je to jak my si vážíme doktorů, právníků, tak oni to mají, že sociální pracovníky takhle uznávaný...já jsem byla pracovně na Ibize v hotelu...tak jsem řekla, že studuji výšku a sociální práci...to prostě úplně úsměv, že to je úplně nejkrásnější, co může být, a zrazu úplně úcta, a úplně jinak se ke mně chova-*

li."), **mentality CZ** *(„… tu jsme jenom 'socky', jsme špatní, zlí, ale nikdo nevidí to, co všechno za tím je…", „…tady to prostě není, ale tak to je prostě za tím, že byl komunismus, teď ti, kteří by měli dávat ty peníze, tak vyrůstali v té éře totality, tak prostě tam nikdo nic nikomu nedal, všichni jenom pro sebe, takže si budeme muset počkat.").*

Future *(„Pan profesor měl pravdu…budejeme no…až naše budoucí generace, až je vychováme, tak to bude ok…budeme uznáváni.")*

I have to ask: „How they know the situation is so bad?" The answer I give is logical. Thanks to the possibilities of travelling (**internship** abroad) and information access we have in this era, we found out, how the situation in the world is. Thus we are forced to recognize the differences. Seeing that **comparison** is basic method of discovering common or unique characteristics of observed features - when we find out which are different, automatically we want to know the reason why. We have a mind set to compare ourselves with the others, who we see as the better ones. In this case we admitted that the situation abroad is better (**opinion about situation in other states**), therefore we compare our situation with the situation in countries we think where they are better off.

When I think about the **conditions** of an **internship**, what comes up to my mind is the difference in the conditions for students in Finland and in the Czech Republic. During my studies in Finland I came across the fact that the English language skills of Finns are excellent in the most cases. Thus they don´t have to face to the obstacles connected with the English language. I could hardly say the same statement about Czech students. This is one of the most frequent reasons, why are our students afraid of travelling abroad. I consider this being a big disadvantage and the reason why any of my respondents from the Czech Republic didn´t use the possibility to gain more experience than the ordinary students life brings. The reply to the question, whether the respondent E was on internship was*: („Ne, chtěla jsem, ale to bylo nás nějakých pět, co se přihlásili, a oni to pak vlastně vybírali podle angličtiny…").*

To complete this chapter let´s look at the last codes. **Preference** *(„…když si můžem vybírat, tak si vybíráme raději teda než s kurzem, raději s vysokou školou vzdělané. Jako je tam rozdíl.")* Memo: she mentioned course and university *(„My děláme většinou výberové řízení, protože to na tom člověku většinou poznáš. Samozřejmě chci vidět toho člověka, protože ten životopis může být někdy krásný, se spoustou titulů, a pak je ten člověk jenom takový, že by jenom někde seděl, a kam ho položíš, tam ho najdeš, samozřejmě, to nestačí. Pokud by tam někdo stál aktivní, s nějakou střední sociální školou, tak na přímou péči by*

to určitě stačilo. Jako pracovník v přímé péči ano, ale jako sociální pracovník, tam bereme s vysokou školou, to je jasné, tam musí být minimálně ten bakalářský titul.") Memo: she mentioned high school, university, then bachelor degree but nothing between high school and university which would be the higher professional school (*"Neziskové organizace jsou si vědomy toho, že na těch 'voškách' se studenti nadřou. Takže některé, ale to záleží na vedení, radši vezme toho, než toho, co je bakalář nebo magistr, že jako ví, že je fakt připravený ten člověk.")* Memo: based on experience

At first she said that they prefer for the job applicants to have a university degree. Then she said that the second part of the selection procedure does not stand on the degree as much as on the **personality** (**personal attitude**) of the applicant. That means he must be devoted: (*"Když bude dobrý, opravdu bude evidentně dobrý pracovník a bude mít dobrý vztah k těm lidem, tak by to stačilo.")* and she added further requirements (**characteristics of social professional**) (*"...záleží jaký mají styl práce, aby nebyli chaotický, protože tady potřebuje-jeme jeden velký řád, protože při práci s postiženýma potřebuješ to mít ty sám usměrněné, musíš mít perfektní organizační schopnosti, protože když ty nebudeš organizovaný, tak oni nebudou už vůbec.")*

8 SUMMARY OF RESEARCH´S OUTCOMES - COMPARATIVE ANALYSIS

Half of my research had been done during my exchange period on Erasmus program in Finland. Second part of the research was done in April 2012 in Czech Republic.

I´ve done the whole research according to Susanne Friese (2012) and I was following her procedures. I am aware of the generalization of the research´s outcomes and my summary refers only to the respondents who participated in this research.

The whole research was conducted to detect whether the personal perception of job readiness of my respondents is positive or negative. Whatever the result is, we want to know what was the cause and why.

Respondent	Personal perception of job readiness
A	positive
B	positive
C	positive
D	negative
E	negative
F	positive

Figure 10 Job readiness of the participants

I was inquiring each participant about the **previous job** considering it as part of the **practice**. In my opinion, every experience is applicable to job readiness-the more, the better. However, not in the case when the previous job was not in the social field. Those who demonstrated negative perception of job readiness did not have any previous work experience or too little to consider it. Another issue, which I assume is important to experience, is internship. Three out of six respondents went to intern abroad, two Finnish workers and one Czech worker. By the merest chance the Finnish respondents were on internship in the Czech Republic. They noted it was very hard. On the other hand, when asking about the internship in Czech Republic, the mind of the respondent was taken elsewhere. Initially, the thoughts were associated with the knowledge she gained during her internship, but then her monologue turned into a series of complaints, because she recognized that the conditions abroad were better. It leaded to dissatisfaction. Since it is known that dissatisfaction encourages the improvement, in the end she suggested they (the day service centre) can take an example by the day service centres abroad she visited abroad. I would say that the

approach to internship is different. It seems like it depends, whether you are from a country which is better off or vice versa. My conclusion is that in both countries the main cause of job readiness is experience, but from all explanations you can understand it is associated with many more variables.

VO1: What causes the positive personal perception of job readiness in Finland?

I can say it depends on the **type of school** and **special experience**, although they affirmed my assumption by their own words.

The respondent who claimed he was not prepared for this work from school, gained job readiness through some kind of **special experience**.

The respondents from Finland were prepared due to the **type of school**; they felt prepared due to their **studies** at the polytechnic school because of the good **practice** and they were **comparing** it with the universities.

According to the **type of school** they studied, obviously they admire polytechnic school in a sense of **practices** and also, they feel more prepared, graduating from this school and they consider themselves being better than the students from the universities. They connect their positive perception of job readiness with the practices. If a polytechnic school provide more practices than the universities, they belaud them.

As I was exploring the job readiness for the purpose of work in day and work centres, I had to know what the **recent job** of each respondent is. I had one worker in charge, workshop instructor and one social worker. All three of them claimed that they were well prepared, thus they demonstrated positive perception of the job readiness.

As you can see in the conceptual schema, all experiences are connected to the personal attitude. The interpretation of the meaning of this connection is that it depends on the person if she/he uses all the possibilities which are provided during the studies as practice or internship or offered in the organisation as courses. Some students are lazy to do the practice during school in a proper way. However they do not realize they pass the opportunity to gain new experience. On the other hand some are afraid to travel abroad to intern. Nevertheless, this is not the case of the social service workers in Tampere.

VO2: What causes the negative personal perception of job readiness in Finland?

I cannot say because everybody performed a positive personal perception of the job readiness.

VO3: What does not influence personal perception of job readiness in Finland?

I summed up that the **courses** weren´t the main thing, which could make positive perception of their job readiness due to the fact that those, who were already prepared from polytechnic school, did not need any course before entering the labour force. Number of years they studied for, because there was a difference in the length and motivation. Some of them were motivated, some not, some mentioned predetermination, some not and I assume that everything what was different did not affect the personal perception of the job readiness. In different part, we found out that the job readiness does not depend on the **number of years** which they studied for – some respondents noted they were prepared after 4 years of studying at the polytechnic, but respondent A did not study for this job, but she gained all her knowledge because of the special experience given to her by her own children who are disabled, therefore the number of years does not influence the job readiness.

VO4: What causes the positive personal perception of job readiness in the Czech Republic?

First of all I was asking them immediately, whether they felt prepared once they finish their studies. I found out that the job readiness of my respondents depends on all these categories, but each respondent perceived her readiness from something else. In codes which I consider to be forming the job readiness it differs with each respondent. As I was exploring job readiness as a way to perform in day service centres, I had to know what the recent job of each respondent is. I had one of workers in charge, one workshop instructor and one social worker. Only one respondent claimed she is well prepared, thus she demonstrated positive perception of job readiness due to good quality of one-year course and **previous job** as a former work **experience** which is regarded as part of **practice.**

There is only one connection to respondent F who did not attend any school, but **course**, and had positive perception of her job readiness thanks to this one-year course. Those who did not feel prepared after graduating from the university did not think that the additional **courses** could prepare them; therefore they did not search for any. The **courses** are part of **experience,** so that is **the cause of the positive personal perception of job readiness in the Czech Republic.**

In Czech Republic I did not have any respondent who would study at the tertiary professional school (VOŠ), which is equivalent to polytechnic school. Therefore I came to a conclusion that these schools prepare more than the universities only by following the opinion. However, I would say that it falls under the category of **general knowledge**, because it is well known that this type of school is underestimated in the Czech Republic.

In the following section you could see that some respondents think that it does not matter whether you attend polytechnic or university, but it is all about the personality and personal attitude.

VO5: What causes the negative personal perception of job readiness in the Czech Republic?

I´ve found out that two out of three respondents did not feel prepared, so I have to detect what was the cause and why.

They stated they studied university which was general, not specialized, that means they put the blame on the **type of school** they studied for. They said the university did not provide much **practice** and it was very hard to find the place to do the practice. If they found one, they had not been able to infiltrate into the real work.

According to the **type of school** they studied, they did not feel prepared and consequently, they were complaining. I would say that another reason, why they did not feel prepared, is **no previous job** or **little work experiences**, which is **the cause of the negative perception of job readiness in the Czech Republic,** so I had to ask: „How can we prevent the negative perception on job readiness?"

Although respondent E stated that no school has an ability to prepare students to the open labour market, she admitted, there is one possibility to get closer to positive job readiness - by attending another type of school. She prefers tertiary professional school which she thinks provide more **practices** and is more focused on certain profession, but she uncovered the problem when she replied to my question 'if she thought this is the better type of school why she had not study there'. The reason why was the degree which this **type of school** confer. She said that it is an underestimated school, and she was afraid that she will not get into the labour force as smoothly as with the university degree.

As I read this opinion out of the statement above, I hit a snag. If they think the tertiary professional school is better in a sense of being able to do more practices therefore it prepares

students more than the university, why it had been said it is underestimated? I assume from the last sentence it is because of the degree which students get after graduating this type of school. Nevertheless, I still did not understand why does it depend on a degree so I embarked upon further investigation and ask about the issue respondent D, who is the worker in charge so I assumed she knew more about the issue. She admitted that since she is the one, who gives the selection criteria and organize selection procedures for people applying for a job, she knows what the difference is. I assigned this part of interview to code **preference**, because the content visibly predestines to this title. I did not ask exactly about degree 'Dis.', but why it depends on degrees in general. When talking about selection procedure, she mentioned course, university, high school, then a bachelor degree when choosing from applicants for a job, but nothing about school between high school and university - which would be the tertiary professional school. It seems like employers do not even think about the possibility to employ people from this type of school. However, in some organisations, they are acquainted with the issue about job readiness from higher professional school so they recruit absolvent from this type of school and they prefer them to students with bachelor or higher degree. She stated that at the end it does not depend on the degree, but on the **person**

VO6: What does not influence personal perception of job readiness in the Czech Republic?

I asked, whether they had to attend more courses and study more to feel prepared. I assume additional **courses** were not the main thing, which could make positive perception of the job readiness due to fact that the respondent F demonstrated she was prepared thanks to her previous education. Also, it did not depend on **number of years** which they studied for; respondent E felt prepared after only one-year course, which she considered to be a good quality one. The respondents from the university didn´t feel prepared neither after 3 years of studying, nor after 5 years. Therefore the **courses and number of years does not influence job readiness in the Czech Republic.**

CONCLUSION

I found out that even though tertiary education laid down in law in both states is similar, there is a difference is in perception of tertiary education. It is generally known that people in the Czech Republic underestimate higher professional schools.

In Finland, there is a dual education system which means that the polytechnic schools are at the same level as the universities. Therefore after graduating, both of them get a bachelor´s degree. The choice of the student after high school depends on the chosen major. If they want to work in social services, better preparation is provided by the polytechnic school, mainly because they can offer more practical education. The university engages in science and research.

Although all of my respondents claimed that their job readiness was formed thanks to experience, in both countries there was said that it depends on person. I agree, because it is up to ones person if she/he uses the possibility to gain experience. Since I cannot influence any personality, my recommendation has led to different issue.

As my respondents from the Czech Republic were comparing the conditions in the Czech and abroad, I do the same. Personally, I compare it with Finland, which I think is better off. For that reason we should take an example by the better ones and improve our education system.

It was not my intention to claim that education is not needed, of course it is, but if it depends more on the personality and personal attitude we can focus on the personal perception of job readiness, as well. My respondents mentioned that students would feel more prepared if they graduated from tertiary professional school. The problem is, nobody wants to attend this type of school due to degree which is underestimated not only by students, but also by employers. My solution would be to **reform the education system in Czech Republic**. As I have already mentioned, we should take an example by better ones and this case it not an exception. I recommend dual system implementation - tertiary professional schools and universities would be on equal level by conferring the same (Bachelor) degree. The current situation is contradictory, because employers require university degree 'Bc.' which is more preferred than degree 'Dis.' conferred by tertiary professional school, even though at the end they take into account the personal attitude of the job applicant. If we perceive job readiness as a part of person´s attitude, employers should prefer people from higher professional school. According to my research, students who studied this type of

school showed positive personal perceptions of job readiness in contrast to students from the university. Therefore students could choose this type of school and dilemma with job readiness and preference would be over. This would raise not only the standard of services in day service centre but also all social services in general.

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SEZNAM POUŽITÝCH SYMBOLŮ A ZKRATEK

FI   Finland

CZ   Czech Republic

OECD   Organisation for Economic Co-operation and Development

MYES   Ministry of Education, Youth and Sports

R&D   Research and Development

SEZNAM OBRÁZKŮ

LIST OF ATTACHMENTS

Attachment A 1: Questions for research

Attachment A 2: Transcription of interviews

ATTACHMENT A I: QUESTIONS FOR RESEARCH

1. What is your work in the centre?

2. What did you study?

3. What kind of schools did you attend?

4. Did you have to go to any special courses, or study more after graduation to join the labour market successfully?

5. Did you feel prepared after graduation to perform well in your future work?

6. Have you done any internship abroad during your studies?

7. If yes, what do you think about conditions abroad?

8. Was it hard to find suitable rehearsal place for your practice?

9. Is your centre provider of practices for students?

10. Did you work somewhere else before recent job?

11. Did you attend some additional education courses during your work in centre?

12. Who paid for these courses?

13. Do you feel any need for additional courses to enhance your skills in center?

14. Why did you choose to study in this field?

15. Do you have any people with disabilities in your family?

16. Would you change your work if you have any possibility?

17. Do all of your employees in the centre have education connected with social field?

ATTACHMENT A 2: TRANSCRIPTION OF INTERVIEWS

<u>Social professional A, Tampere</u>

1. How is it with your services? Are they more public or private?

„Yes, we have both, but...työ ja päivätoiminta...it´s day and work centres, yes, yes and that´s the name for this all and this is what is in law, you have to offer to people this day and work centre work. If you are disabled after, after coming from elementary school, cities have to have this kind of services. And they are either public or then private."

2. How is the name in Finnish?

„Työ ja päivätoiminta. "

3. Työ ja päivätoiminta? Ok, cool...so...First of all I would like to ask you what did you study for this work? Or first of all what is your work here?

„Joo, I work as a workshop instructor in different workshops. Mainly media workshop and here in art workshop, but also we teach everyday skills. Also. But mainly Omapolku is focused on creative and arts, so that´s my also my main course but even though we are making or doing media workshops things we are learning also everyday skills.

And my profession or what I was studying is art and graphic design and I then I have been studying social work not in university but in polytechnic so it´s between second level and university. It´s also high education but it´s not university. Polytechnic.

4. Ok and it was for how many years?

„Four years."

5. Four years? Ok.

„Yes, social work there. So I had like two combinations. Art and social work."

6. The art. It was at the university?

„No, it was second...toisen asteen koulutus…second. Its lower. Lower."

7.Something like high school?

„More than high school. It´s between. Yes, but it´s giving you the direction of the profession. But it´s directing to certain profession."

8. Doyou have such a schools like this, whenyou graduate, you can choose this kind of schools to point you to certain profession whichyou want to do?

„So it´s like we have this second level kind of like high school or what. I don´t know."

9. The education is free?

„Yes."

10.Did you have to go to any courses? I mean when you graduated and then you applied for the work here, for example.

„No. When I came to this working place I was at…työharjoittelu…rehearsal place. I was rehearsing this. Mikä se nyt on? Practicing. Rehearsal place. Yes. And by that when I was studying, I was doing practice and then I get the job from it. I work in daycentre and she (social professional B) works here only for this project and money comes from different places. For Omapolku it comes from the city and project comes from RY, so funding is different but we are from the same organization. Because this is not basic work.

11. After this education you came here to work. Did you feel prepared for this work or you had to study more?

„No. But this organization Omapolku have provided some courses about violent behavior, what our school didn´t provide. Especially when you are working with young people the problem can be very physical, you get angry and you are in your teenage years. We have had courses how to work with them when these things happen, when they are aggressive and how we should behave, so it´s ethical and we do not to harm anybody. I go to some courses when I need to know some new technique for art and design. If u can use it for your work the boss will pay for it.

12.What was your motivation to study social work?

„To be honest? When I studied social work I never wanted to do this. Then I went to study arts and suddenly I found myself in social work field so when I found these two things to combine. When I was studying only social work I felt like I didn´t have any tool to work, it was all just problems, problems.But when I started to work with art, then I felt like I have

some real thing I can give, have the way of communication, for me it was the way. I wouldn´t have done this without art and without this place.

13. Do you have any peoplewith disability in your family?

„No."

14. Therefore, the choice to study in this field wasn´t because, for instance,you have brother with disability and you wanted to help?

„No. Of course I´m interested in people, you have to be interested in people and to have humanity in you, that´s the main thing, but I don´t know."

15.Initiallyyou studied social work and then you went to study art. Why did you change?

„Because I wasn´t satisfied only with social work."

16. When you chose art, did you think of working only with art? Did you know that you are going to join social work and art together? Was that a plan?

„No I didn´t know it. But in social work school I was artist and in art school I was social worker. I don´t know why, this just happened to me. And I think that my teachers saw that, because they recommended me this place for rehearsal place and I also started to work with mentally ill people in art school. So I knew that social work is like tool for everybody and art work is tool for myself so I´m between, so I want to share, help and I want to have something for myself and this place provides the both."

17. Are here any employees who don´t have education in social field?

„Our boss is artist, but most of employees have another education, but not social work. Because this is special place because we have multi education and we want to keep it like that. We have social workers, artist, health workers, media teachers, everything, you know and we are trying to combine different kind of fields, so we can create something new, because it´s very difficult only one education people come at one place. So I think we are creating something new, because we have so many educations here and it´s rare."

18. What do you think? Would you change your work with work in another field, if there was the same salary? (Purpose of question: Are they satisfied?)

„I don´t know, I am satisfied with my salary, you know in social work you don´t get the best money."

19. If the work was better paid, would you change with work in another field? Even if you wouldn´t like it, for example?

„It depends on situation. But I can say that this fulfill my personal needs."

20. Did your school prepare you for all the situations which can happen in real life?

„This polytechnic school is more into practice than the university. We had a lot of practices, so I think three orfour for 2 months. When I was in social work I didn´t work with this group, with people with disabilities but I worked with mentally ill, so I learned everything. My skills, which I need now at this place and this work right here. But I remember from our lectures that we were talking lot about the practice. Also with the people who had been working in this field. So by that way they prepared us for something at least. But practical placements are very important and I think university doesn´t have it enough."

21. Do you think that people from the university aren´t as well prepared for work here as you did when you came here from polytechnic school?

„It depends on the person. If you study in the university, you have to be very into the thing that you are studying. Youhave to be in your free time more aware of the things. We had one student from university, she was excellent, her personality was ready for the work, but she was really committed and she gave some other perspective of our theoretical thinking. It was really different that she was really committed to it and she said that it´s not practice for everybody, she really knows what she wants.

22.Does the polytechnic school provide practice?

„Yes. So it wasn´t hard to find the practical place."

23. Have you done internship abroad?

„We went to Czech Republic. We had some connections from school to one person who was working in social work field, but we wanted to find some working place on ourselves so we searched some different places. It was public service; it was quite hard place for us to work so we wanted to find another place to work.

24. Why was it hard?

„They didn´t have any people for practice, we didn´t have common language, they just throw up me to work, my 1st day they put to shower one old man, he stayed there naked, we didn´t have any common language and I haven´t done that thing before and nobody helped me, so we were working here for few weeks and then we wanted to change. We were searching different thing and we have found catholic place where we worked also with old people. Social work. Washing people and things like this. I was there for three months.Very interesting place, centre of Prague, we found on our own.”

Social professional B, Tampere:

1. What did you study?

„Yeah, I have same kind graduating this polytechnic, but I don´t have this art but only social work, not art. And also church social work. But it´s some kind of polytechnic.”

2. What is your work here?

„I´m working on project, my work is different than is day and work center activities. I´m working with young people in the evening and what they are doing after spending day in this center in their free time. We are also supporting their families, their parents and thing what they have with youngsters and problem what they have to face with. Kansalaistoimintaa (civic) is work what I´m doing. We propose them activities what they can do with youngsters. We support youngsters and their parents to be more independent and stronger during their whole life after being in this center. We organize activities for free time after day time work here during free time and weekends. Because these people are very often alone at home and they need some organization of their free time.”

3.Did you have to go to any courses? I mean, when you graduated and applied for the work here, for example.

„No. But if there is some course which is very interesting and you want to attend, you can go to talk to your boss and talk to him that is very important for your work and he will pay for it. We are going to do with my colleagues some group work with parents. We want them to meet in the evening so they can talk to each other and discuss the common problems they have, so they can get more power. Me and my colleagues feel that we need more education for the work with the parents and to control the group. So we are planning to go to some course where we want to learn more, how to work with the group.”

4. Did u feel prepared for this work or you had to study more?

„No, we didn´t have to study more. We were finished, but I didn´t come straight here after my education. I worked in kindergarten and in other city I was preparing free time activities for children with disabilities after school."

5. What was your motivation to study social work?

„I have many years thinking about doing work with this kind of people but I don´t know, I was just in high school, I chose it and I told to myself I can do this, so I started to do it."

6. Do you have any people with disability in your family?

„No."

7. Therefore, the choice to study in this field wasn´t because, for instance, you have brother with disability and you wanted to help?

„No."

8.What do you think? Would you change your work with work in another field, if there was the same salary? (Purpose of question: Are they satisfied?)

„I don´t know, I really like to work here and money is not the motivation, you have to have some salary but…"

9. Can you say it fulfills your personal needs?

„Yes."

10.Did your school prepare you for all the situations which can happen in real life?

„We had time to do the practices. We had 2 practices in the year so 2 whole months to do it. And I think in the university in Finland you have only one practice for 3 or 4 months. It should be longer that one month. During whole studies."

11. Do you think that people from the university aren´t as well prepared for work here as you did when you came here from polytechnic school?

„If u only read books and then listen to lesson many years and then you come to work, you have to know how to move this whole into work but we had practices so much in real workplaces and that´s the thing in polytechnic. They really work much.”

12. Does your polytechnic school provide practice?

„Yes, in kindergarten. All social work fieldsare practical. It´s very necessary. They are very needed. The working environment keeps open, we don´t all work so it´s very important to have new people coming here and they are interesting. We are quite afraid what is happening in schools, we can be involved in what they learn, from our point of view because they can be old-fashioned, they don´t know about the real work. So it´s good to have students from different fields and we have to think that we can do this work in many ways. Not only this way for many years but we have to change the way of working, if something is not good developed, but it´s very typical in this field to have practice in social work, it´s not typical for example in economy.”

13. Have you done any internship abroad?

„I have been working in Czech Republic in Brno for two months in 1999. We had some connections from school to north and we spent there 2 months and studying in some school, I don´t remember the namebut social work. We were visiting different places, services for disabled, with some problems, and we were living there in some teacher´s home. We were 4 students.”

14. Were you studying also?

„We were studying on Sundays, but mainly practicing. We were visiting also somewhere else, we were in Prague for one week.”

Social professional C:

1. What did you study?

„I´m a baby nurse.”

2. Didn´t you studysocial work?

„No, in this place you don´t have to have any social work, because we have people from other fields here, an artist etc. You have to have some percentage of employees in this field

of social work but not all of them. Something around 50% health education and so on. It´s different in kindergarten. Children 2 years you have to have 3 nurses for 21 children, but it must be in city of Tampere at some point that we have these people who has this education, we want to create this centers where are many people with different education."

3. What is your work in the center?

„I´m working on project in Omapolku, we have project here. I have been working in city of Tampere in kindergarten for 25 years. Now I have two boys and they are handicapped, I became one of the teachers in daycare for people with disabilities. My partner Evelina, she get her home for 3 years, she get birth for son. I came here and for last year 2011 we get more money for this project. If I got the chance to be longer and now we started with new money and now we have both Evelina working 2015 on project."

4. What kind of project?

„Spare time for young people in the evening. We are opening 2 evenings in the week. 3-7 o´clock. Then we have groups of parents of youngsters, families and parents groups where they can talk and change mind, all evening. Sometimes we have programs for the evening, five times in the week, it depends. Always we don´t have these groups because we don´t have any people to come. They don´t have any time or they are not interested."

5. Where did you study?

„I was studying in Sweden, because I´m Swedish, I studied 2 years for kindergarten–beginners, after that I went to kindergarten here in Finland. I was there for 25 years. But when I came to Finland I couldn´t get work, I had 2 years studying but it wasn´t enough in Finland. I was studying only baby nurse for kindergarten. But here in Finland it was for kindergarten and baby nurse and hospital. I didn´t have it, so I went to health care school for one year and I studied hospital nursing, and I was in the hospital in baby apartment. I was taking care of babies."

6. Did you study at the university?

„No, it was polytechnic. All together 3 years. Two in Sweden and one in Finland."

7. Did you have to study one year more because it was missing from Sweden?

„In Sweden the first year of education we all studied social work in the city in kindergarten or they care for children, who go to the school and after the school they have free time. But after that first year you have to choose whether you want stay in kindergarten or you want

to be in hospital. And I studied for kindergarten for city and others chose the possibility to go to the hospital studies and go to the hospital."

8. Did you feel prepared when you got to the work?

„Yes."

9. Doyou think the education was so good that you were really well prepared?

„You have all the time that you study, they give you the possibility to prepare for start working. Of course when you start to work you can´t be fully learned you have to get it more you work with people with disability or children the more you got to know it, more-how to work."

10. What was your motivation to work here?

„I think I had it as little girl, I always knew that I´m going to work with children. I have my education before my boys were born so it wasn´t because of them, I have always knew it, I like the work in kindergarten with children and parents. But when I got the chance to work in this kind of work with my boys, I changed it."

11. Did you change from working with children to peoplewith disabilities because of your boys?

„Almost. I had knowledge about this kind of people, because of my boys, but I have always knew that I´m going to work in this field, I think that´s the main reason why I´m here."

12. Did you have a lot of practices? How many hours did u have?

„We had practice in school and some hospital practice."

13. Did you have to do all practices during one year? How many?

„I would say about 3 or 4 practices every year, we had to make into use, lots of people work make into use, you practice, we have diary, you have to write everything what happen, things which make certain...what you are doing. You have to prove it."

14. What would you do if you got better opportunity to change to work, which is better paid in other field?

„I thinkI did both because when I was working for Tampere city I had low salary but when I got here I got more money. So now I have both, I have good pay and I´m interested, this is something I like. I do it from my heart."

15. Did you attendany additional course?

„Yes, for example sexually course about people with disability, why and how you can prepare them for time when they start to have feelings about sexuality. Then psychology and motherhood."

16. Did you have to pay for it?

„Some of them are free, some you have to pay small amount."

17. Was it you, who paid?

„No, boss."

18. Are there more courses?

„There are many."

19. One provider?

„No, it´s different."

20. How long time does it take?

„It depends. One evening in the week,during whole weekend, one day or four weeks."