Abstract

Objectives: This research presents findings of problem analysis of social and cultural partnership implementation in preventing children's ill-being. Method: The basic research methods include theoretical analysis, generalization of expertise in social and cultural partnership in preventing children's ill-being, diagnostic methods (questionnaire survey) and data processing to allow for comprehensive characterization of the problem of implementation of social and cultural partnership in preventing children's ill-being. Findings: The relevance of social and cultural partnership for the purpose of preventing children's ill-being is determined by persisting negative trends towards socialization of the younger generation. The study has revealed fundamental characteristics, capabilities of preventing children's ill-being of social and cultural partnership, and presented questionnaire survey of education and culture professionals and key challenges in implementation of social and cultural partnership that reduce its efficiency in children's ill-being prevention. Improvements: Findings of this research may be further applied to develop new and highly efficient forms and improve social and cultural partnership for the purpose of the problem at issue.

Keywords: Readiness for Partnership, Social and Cultural Partnership

1. Introduction

Theoretical analysis of scientific and reference literature, content analysis of thesis-driven studies of the problem of social and cultural partnership in preventing children's ill-being shows that the concept of social and cultural partnership has been well explained from the point of view of philosophy and social science. Systemic studies that rely on work done by Thomas Hobbe, Jean-Jacques Rousseau, Herbert Spencer, Alexis de Tocqueville et al. present a social component of the partnership that has originally been considered in human relations. Gradually, social partnership has been considered in the context of industrial relations, employer to employee relation, giving rise to definition of social partnership as a special type of social and economic relations. In the meantime, the purpose of social partnership has been reframed, i.e. from settling conflicts in order to maintain stability and statehood as it is to satisfying needs of an individual of social security and successful socialization. That said, commitment of social partnership to maintaining balance of public and personal interests has been retained. A cultural component of the partnership under consideration is not sufficiently represented in studies of researchers and is often limited to the concept of culture. Moreover, social and cultural partnership is usually considered a condition for building specific traits of an individual, a condition of functionality and development of certain industry-related institutions. Justification of the essence of social and cultural partnership in preventing children's ill-being and determination of any causes that reduce efficiency of this
Problem Analysis of Social and Cultural Partnership Implementation in Preventing Children's Ill-Being

2. Concept Headings

This research aims at outlining findings of problem analysis of implementation of social and cultural partnership in preventing children's ill-being. While recognizing the value and perspective of a preventive component in solving the problem of children's ill-being, we consider social and cultural partnership a mechanism of preventing children's ill-being. We assume that insufficient efficiency of the existing social and cultural partnership practice is determined by immature professionals of educational, cultural and such other establishment not being ready to implement such interactions.

3. Method

Key methods to study this problem are:

- Theoretical analysis of provisions found in scientific literature;
- Generalization of expertise in social and cultural partnership in preventing children's ill-being that is presented in the literature, and expertise of social and cultural partnership in preventing children's ill-being gained by cultural, educational and social protection establishments of the Kizel, Alexandrovsk, Solikamsk, Cherdyn, Krasnovishersk, Usolye municipal districts, Alexandrovsk, Cherdyn, Krasnovishersk and Solikamsk cities of the Perm Krai;
- Diagnostic methods (questionnaire survey); and
- Data processing (quantitative and qualitative analysis).

It should be mentioned that a self-developed questionnaire to study readiness of practicing professionals for implementation of social and cultural partnership in preventing children's ill-being was a tool used for the questionnaire survey. This questionnaire comprises necessary and sufficient sections to provide an objective insight to readiness of practicing professionals for the partnership, in particular, general details, components of readiness: cognitive, motivational, personal, and technological.

In total 417 practicing professionals of educational and cultural establishments (a kindergarten, school, museum, library, Palace of culture/cultural center, supplementary educational establishment, cultural and business center) aged from 20 to 51 participated in the study.

For this questionnaire we assumed that characteristics, such as age, educational background, field of work (education or culture), satisfaction with professional activity, and location of the establishment of such professional may affect professional's readiness for implementation of social and cultural partnership in preventing children's ill-being. In quantitative terms, the following groups of respondents were selected:

By Age:
- 20-25 years old – 36 people/8.6%;
- 26-30 years old – 39 people/9.35%;
- 31-35 years old – 42 people/10%;
- 36-40 years old – 57 people/13.6%
- 41-45 years old – 78 people/18.7%
- 46-50 years old – 86 people/20.6%; and
- above 51 years old – 77 people/18.4%.

By Educational Background:
- Secondary-level vocational training – 194 people/46.5%; and
- higher-level vocational training – 223 people/53.5%.

By Field of Work:
- Professionals of cultural establishments – 142 people/34%; and
- professionals of educational establishments – 275 people/66%.

By Location of Professional's Place of Work (Establishment):
- Establishment is located in a rural area – 246 people/58.9%; and
- establishment is located in a city – 171 people/41.1%.

By Satisfaction with Professional Activity:
- Fully satisfied – 161 people/38.6%.
- rather satisfied than not – 163 people/39.1% and
- not satisfied – 93 people/22.3%.

The degree of affection such characteristics of respondents have on their readiness for implementation of social and cultural partnership in preventing children's ill-being is not the subject matter of this research. However, these characteristics should be considered for further deep and detailed investigation of the content of training of professionals in partnership in preventing children's ill-being.
4. Results

4.1 Basic Theoretical Provisions and Conclusions

Children's ill-being is a relevant scientific and socially significant problem that must be solved from the point of view of latest social practice, as well as possible negative effects as certain groups of children get older. Seppianen T.P. describes children's ill-being in her research as a state of partial or complete limited possibility of getting essentials (the right to grow up and be raised in a family, in a secure and healthy environment, the right to well-being, education, health care, legal protection and exercise of prohibition on negligence and violence).

With view to the available expertise of interaction of various establishments in resolving childhood's problems (S.T. Shatskii, A.S. Makarenko, V.D. Semenov and others), developments of scientists in establishing cooperation of cultural, educational and social protection establishments in enabling successful development and social functioning of a child and the family, we consider social and cultural partnership to be a mechanism of preventing children's ill-being.

A number of provisions can be made, which are significant for the purpose of our research, following review of work done by Ye.N. Abuziarova, N.A. Laptinskaya.

Social and cultural partnership means structured relations between cultural and social establishments and their team aiming at solving socially significant problems.

Social and cultural partnership may be distinguished by the following:

- Partnership is a historical form of relations between members of a society, between the public and governmental authorities, social structures etc. making solution of complicated social and personal tasks possible.
- Partnership is a certain type of activity of each of its parties, all committed to the common goal, and described by a set of values, practices, and motives of the activity.
- Social and cultural partnership may be described as a certain culture of relations, a condition of translating a certain set of cultural practices and values.

As it was mentioned earlier, partnership may serve as a key paradigm of evolution of relations of various establishments and organizations in resolving certain issues. While comparing concepts of interaction and partnership, one should point out that interaction is of predominantly person-oriented nature and implies a direct spatial contact, personal co-participation in various types of activity. Partnership is intended to solve socially significant tasks, while partners have a certain social and/or legal status, are driven by certain motives and values and make use of a set of available assets. One may assume that partnership is a much highly organized level of relations that has a socially-oriented focus, and implies regulation of relations and formal structuring. According to 'social partnership is a tool for regulating interaction between large social groups; social partnership is understood to be an efficient mechanism of achieving full cooperation between all parties. As shown in these provisions, partnership and interaction are close concepts that describe certain systems of relations at various levels and between certain parties; at the same time, each of these concepts has its specifics.

4.2 Review of Social and Cultural Partnership Experience Described in Scientific Studies

Let us use the experience of social and cultural partnership gained by educational, cultural and leisure establishments.

Having studied works of Ye.N. Abuziarova, N.A. Laptinskaya and other scholars, one may claim that objectives of social and cultural partnership are usually reduced to the following: preservation and translation of certain values, practices and traditions at the level of a certain living environment of the society, a set of partner establishments or interaction of various sectors of the society – the government, business society, public; development of connections between social and cultural establishments, vertically (federal, regional and local levels) and horizontally (interaction between the establishments); exploitation of the potential of educational and cultural establishments of solving educational tasks; distribution of functions and re-distribution of areas of responsibility between various establishments in solving socially significant tasks.

The most known forms of social and cultural partnership of educational, cultural and social protection establishments in resolving childhood's problems are joint
cultural and educational events, contest programs hosted by cultural and educational institutions; establishment of counseling centers for children and families; hosting competitions of social projects, social ads; occupation of leisure time of children (including time of vacations); round tables, joint scientific and training conferences. 

Describe forms of governmental and private partnerships that allow for resolving essential social problems.

Distinguishes between such models of social and cultural partnership as sponsorship and charity.

Unfortunately, nevertheless those forms of partnership that are truly implemented look attractive to the public, negative trends in functionality of the family as a social institution and socialization of the younger generation are still there.

Our problem analysis relies on functions of social and cultural partnership in preventing children's ill-being (promotional, educational, value-oriented and regulative, project management) that were defined by us and with consideration of projects presented in scientific literature.

Fulfillment of the promotional function of social and cultural partnership in preventing children's ill-being is overloaded with a number of difficulties, which, we believe affects its efficiency. Open lectures for various public groups, meetings with artists (actors, writers, cultural figures and sportsmen) etc. theme film shows, exhibitions of children's art or theme meetings in libraries that are held on the basis of cultural and educational institutions cover a limited part of the public that is known for its rather high social activity. From the point of prevention of children's ill-being, the question of involving socially deprived families and their children in various interaction forms is still open. At the same time, each establishment that joined such partnership has a socially valuable goal and the objective of the establishment itself. There are some difficulties associated with management of social and cultural partnership as a defined system.

Fulfillment of the educational and value-oriented and regulative functions relies on a sophisticated psychological and pedagogic mechanism of forming a value-conscious attitude, which implies the following: involvement of an individual or group of people in activity of a certain type, emotional enrichment and positive emotional background of such activity, emotions felt by the individuals being close to their social and cultural experience and social attitudes. From the point of the described mechanism, building and cultivation of traditions in activity of educational and cultural establishments and their interaction are important, which allows for ensuring gradual accumulation of a positive social and cultural experience by the individual, reinforcement of such experience and fixation in the form of social attitudes and further in the form of social values. Various systems of relations (attitude towards the world of organic and inorganic nature, attitude to the world of people, attitude of the individual towards themselves) refracted in individual's behavior are the result of systematic and consistent formation of social and cultural experience of the individual or group of people. The social and cultural partnership experience that is described in the literature is indicative of neither sufficient consistency nor systematicity of events held by educational and cultural establishments.

Fulfillment of the project management function implies enabling implementation of joint projects of establishments of varying departmental affiliation in children's ill-being prevention. According to some researches, professionals must have such integral trait as readiness. Readiness for social and cultural partnership in preventing children's ill-being may be described as a new integral, systemic, integrative formation, a result that determines personal readiness of professionals for such activity. Insufficient formation of such trait and the necessity for formation of such trait as a part of training professionals for the social industry are pointed out in studies of various authors.

### 4.3 Empirical Study

The following assumptions were made for the empirical study: an initial possibility of social and cultural partnership for the purpose of the discussed social problem must be available; social and cultural partnership that is fulfilled at different levels depends on characteristics of professionals themselves, as well as characteristics of the system of activity of the very establishments of a certain field, and the empirical study was arranged logically, based on these assumptions.

The following statements were made possible, according to the questionnaire survey of practicing professionals:

- In quantitative terms, professionals' readiness for social and cultural partnership in preventing children's ill-being can be described in the following way:
  - ready for social and cultural partnership in preventing children's ill-being – 196 people/47%, i.e. they exhibit formed cognitive, motivational, personal and technological readiness components;
Formedness of components of professionals' readiness for social and cultural partnership in preventing children's ill-being is presented in quantitative terms in Table 1.

- Most professionals exhibit formed cognitive component of readiness for social and cultural partnership in preventing children's ill-being (367 people/88%), i.e. they recognize the childhood being a special social group in need of special social and legal protection, have an idea of the essence of social and cultural partnership between educational, cultural, social and other establishments in resolving childhood's issues, are aware of the content and possible ways of social and cultural partnership (family education; cultivation of psychological and pedagogic culture of the parents; arrangement of activities for children; creation of social and cultural environment of a certain territory), and principles of social and cultural partnership in preventing children's ill-being. This may be explained by all respondents having professional training (secondary-level vocational training – 194 people/46.5%; and higher-level vocational training – 223 people/53.5%) and experience with social and cultural partnership in preventing children's ill-being (joint projects of educational and cultural establishments, hosting events) for 274 people/65.7%.

- Most respondents (338 people/81%) showed formed motivational component of readiness for social and cultural partnership in preventing children's ill-being.

- Most respondents (298 people/71.46%) are in the age group from 36 years old. According to studies in labor psychology, motivation of professional activity changes gradually after 35 years of age, and so called social motives prevail, which can affect positively the readiness of professionals from cultural and educational establishments for social partnership in resolving the issue. The fact is confirmed by highly formed motivational and personal components in professionals from 41 years old (197 people and 203 people accordingly out of this group comprising 241 people). As

<table>
<thead>
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<th>Components of readiness</th>
<th>Degree of manifestation</th>
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<tr>
<td></td>
<td>formed</td>
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<tr>
<td>cognitive</td>
<td>256 people/ 61.4%</td>
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<tr>
<td>motivational</td>
<td>240 people/ 57.5%</td>
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<tr>
<td>personal</td>
<td>250 people/59.9%</td>
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<tr>
<td>technological</td>
<td>113 people/27.1%</td>
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Formed motivational component of readiness for social and cultural partnership of professionals includes the following: awareness of the importance of social and cultural partnership in preventing children's ill-being, understanding the importance of sharing such experience, active participation in various lines of cooperation with establishments from other industries to work with the family and children, self-development and use in their professional activity forms and methods of cooperation with establishments from other industries to work with the family and children, active demonstration of their personal experience with other establishments by speaking at meetings of pedagogic councils, holding master classes, making publications in professional journals and research and training conference information packages, participation in corresponding professional contests, commitment to any challenges associated with gaps in knowledge or certain immature skills of implementing social and cultural partnership in preventing children's ill-being, active self-development, eager to learn more than offered by continuing education or re-training programs.

- Quantitative indicators of formed personal component of professionals' readiness for social and cultural partnership in preventing children's ill-being are similar (341 people/81.7%). Formed personal component of readiness for social and cultural partnership of professionals includes the following: capability of establishing constructive interaction with professionals of adjacent professions working at other establishments, team working, coordination of activities with other parties, awareness of personal and professional responsibility for professional performance, commitment to cooperation with other establishments and organizations, recognition of their capabilities of establishing social and cultural partnership in preventing children's ill-being.

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compared with the data presented, personal and motivational components are highly formed just in a small number of professionals who are 20 to 40 years old (43 people and 47 people, accordingly). One may assume that the age of professionals can be the very factor to determine their readiness for implementing various forms of social and cultural partnership in preventing children's ill-being (speaking of junior professionals, as well as highly experienced professionals).

- Similar quantitative demonstration of formed motivational and personal components of readiness for social and cultural partnership in preventing children's ill-being of professionals may be attributed to the essence of such components being familiar to the respondents and their satisfaction with their professional activity. Let us point out that 3/4 of the respondents said they are fully satisfied (161 people/38.6%), rather satisfied than not (163 people/39.1%).

- Formed technological component of readiness for social and cultural partnership of professionals was discovered in 209 people (50%), i.e. rather successful mastering of ways and techniques of cooperation with other professionals, establishments and organizations; capability of selecting content of social and cultural partnership from the point of view of educational and value-oriented elements comprised in such partnership; readiness and capability of designing social and cultural activity of various kinds; capability of initiating, designing forms of social and cultural partnership; considering specifics and traditions of interacting establishments and organizations, when designing social and cultural partnership of various kinds; and capability of arranging performance evaluation of implemented forms of social and cultural partnership.

The following problems may be stated, based on our study of activity of cultural, educational and social protection establishments (settlements of the Kizel, Alexandrovsk, Solikamsk, Cherdyn, Krasnovishersk, Usoley municipal districts, Alexandrovsk, Cherdyn, Krasnovishersk and Solikamsk cities) as main parties in resolving issues of children's ill-being:

- Lack of systemic management of work with children of socially deprived categories, which determines scattered efforts of professionals of different services, disagreement of their activities, bureaucracy of scheduling and implementing preventive and rehabilitation measures for the discussed category of children.
- Limited network of educational, cultural, leisure, and social protection establishments; settlements scattered over a large territory.
- Limited number of professionals to deal directly with socially deprived children, and families of minor children.
- Unclear management, arrangement and monitoring system of social and cultural partnership in preventing children's ill-being.

5. Conclusion

According to our findings, the existence of objective problems of implementation of social and cultural partnership in preventing children's ill-being, and problems of staffing support of this kind of partnership manifested in insufficiently formed readiness of professionals (technological component of readiness is not sufficiently formed against cognitive, personal and motivational components that are sufficiently formed) may be acknowledged. Professionals' readiness for social and cultural partnership in preventing children's ill-being has not been investigated before. Presented findings of the empirical study prove theoretical concussions and allow for determination of track and content of professional training in social and cultural partnership in preventing children's ill-being at the stage of obtaining a professional degree, as well as professional re-training, continuing education and self-education. Differentiation of the content of professional training considering their age and field of work is made possible. Further research aims at developing a technique of comprehensive evaluation of social and cultural partnership in preventing children's ill-being, technology and forms of social and cultural partnership for this purpose. Determination of fundamental characteristics, capabilities of preventing children's ill-being of social and cultural partnership is crucial for developing the theory of social and cultural and social and pedagogic activity.

6. References


