

SOCIAL INTEGRATION AS A PATH TO INDEPENDENT LIVING THROUGH THE SOCIAL SERVICE OF PERSONAL ASSISTANCE

INTEGRAÇÃO SOCIAL COMO UM CAMINHO PARA A VIDA INDEPENDENTE ATRAVÉS DO SERVIÇO SOCIAL DE ASSISTÊNCIA PESSOAL*

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Abstract: Personal assistance is personal assistance through which people with health problems disabled people can live a life that is as close as possible to the life of people without disabilities. Personal assistance gives people with disabilities the opportunity to live in their natural state environment, do not go to institutional or residential facilities and live life to the fullest my life. Although it is a young service in the Czech Republic, which has only just been introduced in the nineties of the twentieth century, it is an important, necessary and used service. I consider it meaningful because it gives people with disabilities a chance involvement in the lives of healthy people at all levels, in educational, work and social areas, strives for equal inclusion in society and at the same time it provides a preventive measure as it addresses a social handicap; therefore exclusion from society as a result of a health disadvantage. The aim of the contribution is to describe the process of personal assistance as a social service that reflects modern social trends and approaches that support the individuality of the individual and his full involvement in social unity.

Keywords: Disability. Life. Personal assistance. Social integration. Social services.

Resumo: Assistência pessoal é a assistência pessoal através da qual pessoas com problemas de saúde deficientes podem viver uma vida o mais próxima possível da vida de pessoas sem deficiências. A assistência pessoal dá às pessoas com deficiência a oportunidade de viver em seu ambiente natural, não ir a instalações institucionais ou residenciais e viver a vida ao máximo. Embora seja um serviço jovem na República Tcheca, que só foi introduzido nos anos noventa do século XX, é um serviço importante, necessário e usado. Considero-o significativo porque dá às pessoas com deficiência uma chance de envolvimento na vida de pessoas saudáveis em todos os níveis, em áreas educacionais, de trabalho e sociais, esforça-se pela inclusão igualitária na sociedade e, ao mesmo tempo, oferece uma medida preventiva ao abordar uma desvantagem social; portanto, a exclusão da sociedade como resultado de uma desvantagem de saúde. O objetivo da contribuição é descrever o processo de assistência pessoal como um serviço social que reflete as modernas tendências e abordagens sociais que apóiam a individualidade do indivíduo e seu pleno envolvimento na unidade social.

Palavras-chave: Deficiência. Vida. Assistência pessoal. Integração social. Serviços sociais.

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1. INTRODUCTION

Personal assistance is a terrain service, and it is one of the social services. Every social service is registered in the Registry for social services providers (Registry for social services providers, online, cit. 2022-04-15). Currently, there are 200 personal assistance providers, who operate around whole the Czech Republic, in the registry. Registration can be any legal or physical entity that is willing to provide social services according to law no. 108/2006 coll. about social services. Any organization or physical entity can request the registration for more kinds of social services such as social counselling, care services, crisis care, relief services, the centrum of daily care, daily hospital, weekly hospital, houses with the special regime, protected housing etc. (a more detailed description can be found in the law no. 108/2006 coll., about social services §37 - § 70). The registration cannot be requested by a caring person and family relatives who take care of a client in a household. Personal assistance is offered by a non-state and non-profit sector, religious organizations, and profit organizations. The organizer can be a region, city, a town with broader terms of reference, and the Ministry of work and social service of the Czech Republic.

The client of social service is a person who is in a legal relationship with the social services provider. The term client is used in case of permanent or temporary secured help and support in agreed areas of a person's life. According to law no. 108/2006 coll. about social service, the social services include the following:

- help with usual self-care such as using the toilet, dressing up;
- help and development of self-care;
- help with self-hygiene, secure of food and hold of a household (tidying up, laundry, vacuuming);
- upbringing, educational, and activization activities;
- providing social contact with society such as going to the theatre, finding hobbies;
- help with declaring rights, securing personal interests (guidance to offices).

Based on the list of the services which personal assistance provides it is obvious that clients of this service are a diverse group. Therefore, there are no limitations to using personal assistance. A client of personal assistance can be anyone who is willing to reach the maximum of independence with their own will and try. Often clients are seniors, people with physical disabilities, people with mental disabilities, and people with chronic illness. Law no. 108/2006 coll. about social services (2006) defines personal assistance as “terrain social service offered to

people with lower self-care ability due to higher age, chronic illness, or disabilities. Often situation of these people requests the help of another person. The service can be offered without any time limitation (almost 24 hours and 7 days a week) and in a comfortable environment for a client during activities when a client needs it.” The aim of personal assistance is conservating of client’s integrity and securing dignified help and support “without any regards towards infirmity arising from disability, age or illness” as Hrdá (1997, p. 4) has stated. She claims that: “The important condition is respect to client’s dignity and lifestyle. To meet this goal the services should allow habitants to live at home life as much as possible similar to the usual standard.”

Throughout the personal assistance, the social contact with family and friends is kept. Therefore, social exclusion is not happening, and personal assistance is a form of prevention. Personal assistance can be combined with other social services such as protected housing, home health care etc., which always depends on the client’s needs and preferences. In the Czech Republic was allowed the first personal assistance project “Prague’s wheelchair organization” was based on the program “Strategy of independent life” of the European movement (Matoušek et. al, 2008). This movement becomes the main tool of reflection on provided services of personal assistance and since then the personal assistance was stated in the law. The workers of Prague’s wheelchair organization were inspired by Swedish and Dutch experiences. They adjusted the rule according to their opinions and in 1991 they started to provide personal assistance to 10 clients of Prague’s wheelchair organization.

Another no less important aspect is the legal level "... modern trends in the history of democratic and rule of law represent requirements for the active participation of citizens in creating an environment of legal stability and legal certainty, especially in relation to the protection of human rights and freedoms. Very complicated systems of legal rules are being created to guarantee the full and undisturbed exercise of human rights and freedoms and, on the other hand, the fulfillment of legal obligations” (Víšek, Kroupa, 2020, p. 174).

2. RESULTS AND DISCUSSION

Types of personal assistance

Hrdá (1997) describes two primary types of personal assistance – self-defining personal assistance, and direct personal assistance. Novosad (2006) adds to these primary types another two types, general assistance, and specific assistance. Currently, the term sexual personal assistance occurs also (Šídová, Poláková, Malinová et. al, 2013).

Self-defining personal assistance – This type/kind of assistance meets the basic principles of the Independent Living movement, so-called “four D”. This movement was developed in the 60s of the 20th century in the USA and it has aimed to secure complete equality for people with disability. The movement was found by Edem Robertsom and his friends who studied physical disabilities. The “four D” are:

- **De-medicalization** – the medical help is found only when the person with disabilities needs it. Thus, the person is not the subject of medical help.
- **Delimitation** – personal assistance is not limited completely by specific activities at a specific time.
- **De-professionalism** – assistant is not a professional because they are led by the client who is giving the exact orders.
- **De-institutionalization** – the client can live at home and have their own social interaction, plus use the social services. The client leads the personal assistance without any mediator. Thus, de-institutionalization helps a client have a rich life. Social services which help the process of de-institutionalization are personal assistance, protected housing, and support on independent housing (Novosad, 2006).

According to Hrdá (1997) personal assistant working in the self-defining regime does not need any special training. It is expected from the client that they will be able to train their personal assistant and that they will be able to lead and organize their work. Whether the client is not able to organize and lead the assistant’s work then other forms of personal assistance can be used such as directed personal assistance. In terms of self-defining personal assistance, it is expected that the client and the assistant will have a strong and close bond. In their relationship is assumed that there will be mutual trust, patience, and empathy. With regards to the type of personal assistance, the client can decide about financing the service. In terms of self-defining personal assistance, the amount of finance – the wage is agreed between the client and the assistant. Therefore, the financial value is based on the core of personal assistance, which is about the organization and personal lead of the assistance which both are responsibilities of the client.

Direct personal assistance

Personal assistants working in direct personal assistance have completed professional training for this job. They are working for a client with a need for specialized care. The client asks the organization with a request for a personal assistant, and the organization based on the situation choose the most suitable assistant. The assistant is delegated by the organization with concrete duties, responsibilities or with assigned time. Direct personal assistance is mainly used

by people with mental health disabilities or by elderly people with dementia. Mainly, there is the risk that clients incorrectly assess the situation, so they need assistant's help or support. This type of assistance is declared in law no. 108/2006 coll. about the social services. Thus, there is a demand for following the condition for the registration. The social services providers and workers' qualification must follow the standardized qualities for social services.

Finances

The hour rate and its amount which a client pays are set up by the social services provider. Public notice no. 505/2006 coll. (item 2, § 5) which adjust some part of law no. 108/2006 coll. about social services claims that "minimal rate for providing personal assistance is 130Czk/hour, accordingly to the necessary time for completing all duties; whether the providing of care is less than an hour the paid amount is accordingly smaller".

For both types of personal assistance is possible to use the supply for care. "From provided supply for people who may help, which can be provided to them based on their decision by their relatives, social care assistant, registered social services provider, children home, or special residential health care provider with bits of hospice type" (Integrated portal Ministry of work and social work of the Czech Republic, online, cited 2022-02-18).

General personal assistance

Novosad (2006, p. 15) defines the general personal assistance as non-specified, untargeted activity and as "help or support in the specified field, which covers a broad field of client's needs which arise from daily rhythm, usual activities, actual needs and unpredictable needs and situations."

Specific personal assistance

Specific personal assistance is focused and designed for specific activities for which a client might require help and support. Specific assistance is according to Novosad (2006) divided into four categories:

- vocational assistance;
- assistants for protected housing;
- assistants for mother with physical disabilities;
- caring assistant and pedagogical personal assistant.

Sexual personal assistance

The topic of sexuality and sexual needs of people with disabilities have been taboo in the Czech Republic for several years. The change has come along with some organization such as Pleasure without risk (Rozkoš bez rizika – in Czech), which brought this topic to current debates since 2013. Sexual assistance is a service that helps individuals with disabilities to fulfil their sexual needs and discover their sexuality. It is a paid service, which does specifically trained assistants (females and males) who offers diverse activities. The assistants are not only previous sexual workers, as it is understood in society. The assistants are long term focused on the work with body, tantric, and erotic massages. The target group are not only people with physical disabilities, people with mental disabilities and elderly people also. The term sexual personal assistance is many other names such as sexual guarding, intimate assistance, surrogacy therapy etc. (Šmídová in Šmídová, Poláková, Malinová et al., 2013). The names used mainly in foreign countries, in the Czech Republic has commonly used term sexual assistance or intimate assistance which address the form of assistance – passive and active as well.

Personal assistance and education

Pedagogical assistance diverse by its content from personal assistance. Personal assistance is direct towards a client who needs help and support, and it is secured by any organization which operated by the Mistry of work and social work of the Czech Republic throughout law no. 108/2006 coll. about social services. Whereas the pedagogue's assistant is in the classroom alongside a class teacher and together with special pedagogue. They are trying to provide together the best possible help and support for a pupil who needs it. The pedagogue's assistant help with class organization and education, so all pupils can participate also. The pedagogue's assistant can help with reconnection in family relationship, social interaction, supports the habits of motorial skills and their practise, improve the psychological and social skills and abilities. The pedagogue's assistant is working in a school accordingly to public notice no. 27/2016 coll., about education for children, pupils, and students with special educational needs, and gifted children, pupils, and students. Public notice no. 27/2016 coll. have replaced public notices no. 73/2005 and no147/2011 coll.

In terms of special pedagogy, the personal assistant is used to support and supervise children's transport to and from school, including their changing of clothes, to help with personal hygiene, and providing drink and meals (Uzlová, 2010). Whether the personal assistance is supposed to help with personal development and independency the cooperation between

professional is crucial. Mainly, the cooperation is meant for special pedagogues, psychologists, pedagogue's assistants, personal assistants, doctors, teachers etc.

For a client's perspective is useful when the personal assistant and the pedagogue's assistant is one person. However, it depends on working law relation. Bazalová (2006) states that personal assistants meet the role of pedagogue's assistant anyway. However, the significant role plays the financial aspect in terms of having a personal assistant, which does not correspond with free of charge education (Uzlová, 2010). In terms of inclusive education Němec, Šimáčková – Laureččíková, and Hájková (2014) understand the role of personal assistant as an extra position, whereas the role of pedagogue's assistant they see as crucial role.

Professional profile of a personal assistant

Relationship and responsibility towards providing quality care

Professional relation and responsibility towards providing quality care are closely related to personal assistant's ethical behaviour. An organization, the provider of social service, delegates a concrete relationship between an assistant and client. However, this is not the end of responsibility for the organization. The organization should be supporting the assistant the whole time. From the cooperation of the organization and the assistant arise the definition of roles. This can be included in concrete benefits such as wage, working position, which interest the assistant to his work (Stárek, 2015).

The organization is willing to take responsibility and it is noticeable in their attitude. Thus, it is obvious that the organization is able to provide effective and suitable social services to its client and cooperate with the assistant also. Only is this type of relationship between the organization and the assistant the responsibility can get reasonable shape. The quality care and support from the organization towards the assistant can build a suitable environment for the assistant to do their work properly (Laan van der, 1998). However, this kind of support involves time and quality. That means enough time for recruiting interviews, working interviews, supervisions, levelling up a worker's knowledge and ability. This offer cannot be unreal due to the level of responsibility which the organization cares about on their shoulders. The organization is morally responsible for providing good social services. Thus, the organization forms by their will responsibility in their workers. The solution for providing quality care is a more specific request for social services. This demands different thinking of caring and helping professionals.

Thus, it means to ask: "What of requests is asked for and is it real?"

The development is related to attention for solving any psychological problems of their clients, including the use of compensation tool. To admit the fact that the work brings to

someone fulfilment and sense of life is often a clue to accept the job as own. The characteristic of the work alongside with personality of the assistant and social factor can positively influence the identification with the job. Jurovský (1080) and Laan van der (1998) agree that the work which is diverse, with feedback, and more option to collaborate on decisions help the worker to identify.

Professional attitude and values

The values and professionalism are depended on personal and professional ethic. Into professional ethic of social workers or workers in social services can be included the fact that the workers highlight and react to moral inequality. The professional attitude is based on the professional codex which is based on professional standards. Professional attitudes are a collection of perspectives used to observe the behaviour of individuals and society. From this, it arises that conservating of norm and values are related to the job (Starek, 2015).

The significant factor of this work is the ability to critically assess the situation and the ability to act whether it will be needed. Both of these abilities will be critically evaluated in relation to the work. Therefore, the general approach towards this work is improving into a more personal approach. The professional attitude is important in every situation and moment of care. Diverse moments during providing the service involves diverse demands on the assistant's competencies, which are related to professional attitude. However, it can happen that the client's relatives will set boundaries. The personal assistant more often found themselves in a moment of ethical questions.

The professions which are valued by society demands a significant amount of expertise and skills. However, it demands major relation towards the job and its values, and ethical approach. "We do not have to doubt the relationship towards a client is a crucial part of social services" (Kopřiva, 2000, p. 15). The values of the profession are not written. However, often there are professional and ethical codex where the professional values are defined. As well as the characteristic of relationship towards a client in diverse professions. By providing concrete social service a worker accepts unwritten moral and legal responsibility for their behaviour which should be accordingly with the professional codex. Professional values represent broad systems that are further in a specific organization declared for bigger effectiveness of work (Kárníková, 1997).

Professional ethic exists in the meaning of the general moral code. This means that personal moral code, conscience, and integrity plays a significant role in the profession of a personal assistant. This is often very complicated, and it is important to talk about the ethical perspective of social services. Even though it is still a growing factor.

Qualification requirements

The qualification is one of the requirements for the role of a personal assistant. Throughout the achieved qualification the organization can make assumptions about the structure of personal assistants and their qualification. The qualification requirements cannot value the base of an ethic of personal assistants. Therefore, the requirements should be eased and evaluated, whether it would not be worth it to focus on the ethical perspective of personal assistance.

The qualification requirements which are applied to the role of personal assistant or social worker are the ability for legal activities, integrity, health ability, and qualified ability according to law no. 108/2006 coll., about social services § 116. For the role of a personal assistant is positive to use the expertise and own creative ideas also. By expertise in the role of a personal assistant is meant:

- direct utility work with a client (the work is based on the idea of training easy daily activities, help with self-hygiene, dressing up, support of independence, activization of a client, fulfilling a client's psycho-social needs);
- caring activity (happening at home and it is obvious that it is complex care after the household and after a client, support of social contacts);
- basic behavioural non-pedagogic activity (deepening and automatizing of hygiene, support towards activities which helps to self-development);
- work with the supervision of social workers (providing basic social counselling, behavioural and educational activities).

With regards to a request for different activities the social workers' qualification requirements diverse as well. The lowest line is completed primary education, which should be followed in eighteen months with an accredited qualification course Worker in social services. The course is divided into two parts. The first part is focused on more general information such as basic communication, standards of social work, development of communication skills, methodology of alternative communication, assertiveness, human right, human dignity, and ethic. The second part is dedicated to many topics from pedagogy and psychology such as activization, educational techniques, behavioural techniques, pedagogy basics, leisure time pedagogy basics, prevention of harassment and abuse, basics of household care, crisis intervention etc. The course has to have at least 150 hours in length, and the content is defined by public notice no. 505/2006 coll. on which some parts of the law about social services are based.

Even during an appraisal, the employer is obliged to observe the principle of equal treatment and prohibition of discrimination. According to valid Czech regulations, employers are

obliged to ensure equal treatment of all employees as regards their working conditions, remuneration for work and other emoluments in cash and in kind (of monetary value), vocational (professional) training and opportunities for career advancement (promotion) (Zpěvák, Kohout, Víšek, Fiala, 2016).

The finding of the Haicla project (2006) claims that the qualification of personal assistant does not need to be completely defined and that there are not any connections between performance and education of personal assistants. Nevertheless, is obvious whether the worker has specific expertise brings many positive factors for the work. However, it has been proved that a good social worker does not need to have perfect qualification.

On the other hand, expertise is important too. Knowledge and information for humanity subjects can be used, even specific knowledge of social law can be used for a client need. So, it can be believed that expertise is related to personal qualities, which are modelled by a mix of perspectives and life experiences. Another important ability is critical self-questioning. Professionality is related to personality type and lifestyle. Another significant factor is addressing human rights, respect for human right, respect towards humanity, and respect towards a clients' free will.

“Working ability is a term which overlaps many requirements and demands in terms of work activities and responding capacities or personal attributes of a social worker. The level of requirements and assumptions can be simply defined by dimension able-disable” (Rymeš, 2003, p. 100).

Personal assumptions

In terms of personal assumptions is important to consider health and body assumptions. A personal assistant is facing often physical effort. Mainly because the personal assistant needs to manipulate a client. Many personal assistants absolve a training dedicate to manipulation with clients of social services, so the manipulation can be comfortable and undiscerning for both participants. Further, is important that the personal assistant knows their health condition so they can prevent any risks during their work. “From personal factors, the most important is age, urgent need of personal development, and significant placement of work in a personal hierarchy. The social factors include work in a group, accepting the goals of the organization by an individual, accomplishment in work, and positively valued position of the worker in a group.” (Rymeš, 2003, p. 93-94).

Gulová (2011, p. 103) in her research states “...mainly we see the highlight on personal abilities of a worker. Qualification is important, but personal abilities such as empathy and the

ability to listen. These are the crucial characteristic of a social worker.” Into personal assumptions fits the mental health also. Good mental health influence the clients but figures many complicated situations which can occur during delivery of social service. Many personal assumptions are social feelings, assertive behaviour, reliability, responsibility, independence, ability to cooperate in a group, patience, good manners, altruism, creative and active approach towards work and flexibility. A personal assistant is a person who is able to go along with anyone because a personal assistant is in everyday contact with people. The importance of effective communication highlights Kopřiva (2013, p. 15) who presents the results of the questionnaire which was done with nurses (266) and social workers (107) who work in houses for elderly people. From the inquiry rise that many personal qualities mentioned above cannot be learnt. “A personal assistant is a person who is able to communicate and agree with others. A possible candidate for this work should be someone with a healthy approach towards life and with the ability to make and keep healthy relationships.” (Uzlová, 2010, p. 31). In social work in terms of relationships with colleagues, communication is key. The personal assistants as colleagues and as a group communicate with each other based on their working codes. Throughout the working codex, they can legitimize their behaviour and relationship with their clients. The work of a personal assistant can be overwhelming, workers are confronted with many different and sometimes awkward situations. Therefore, the dialogues with colleagues can offer mutual support, so it is an important part of professional dealing with many situations. During dialogues, the personal assistants can share their responsibility for quality services. They offer to each other important reflections, diverse perspectives, and expertise that they have. For a meaningful dialogue is important, to be honest, and have mutual trust. Sharing information, attitudes, and acknowledgements between colleagues can be applied even in workers’ further education.

The significant communication channel is a worker’s communication with the organization. There should be mentioned the opposite communication channel from the worker to the organization, even though often is mentioned the other way (the organization towards the worker). It is important to acknowledge that the client is approaching the organization with a request for help and that the relationship between an assistant and a client is constructed on demand from an organization. This meant that a worker is responsible for the work instead of the organization. A personal assistant based on their previous experiences gains the signal which can be later used to shape the organization, its vision, and its politics. The employee develops the thoughts and politics of an organization, so both sides can agree. The obvious topic of dialogues in the organization is the legitimation of a worker’s action in light of this politics. In terms of organization, ethic should be the basis for the context of the organization. In assumptions that

are required in personal assistance is the assumption of further education. Another professional education means more than carrier growth, but it is a chance to develop personal potential.

Professional qualification of personal assistants

The process of getting a professional qualification is a “planned process of modification one’s attitudes, believes, values, knowledge, and abilities which lead to the achievement of effective performance in a particular activity or several actions. The professional qualification aims to develop one’s abilities and skills, and further satisfy any needs of an organization considering the worker” (Armstrong, 2015, p. 531).

Into goals of professional qualification mentioned above can be included also:

- Development of a worker’s abilities and skills, and improvement of their working performance;
- providing an opportunity to use internal workers even for a specific occasion;
- time and money-saving which are necessary for training and adaptation of a new worker.

On the goals mentioned above, it is obvious that they were concretized as goals with benefits for an organization. The aims of professional education are broader. Therefore, Armstrong (2015) further mentions that the process of professional education is not only about benefiting the organization but about developing and satisfying the workers’ needs and interests as well. It is a legal obligation of an employer to provide further education of their employees and it should be at least 24 hours per year (law no. 108/2006 coll., about social services, § 116, point 9).

Professional education cannot be seen as spontaneous education. As well as it cannot be about a topic that interests the worker, it must be in a field from which the organization and the worker will benefit in future. The employer identifies systematically the educational needs of their employees and analyses them at three levels the organizational, team, and individual. It is about recognition of what it should be and what it is (Armstrong, 2015). As Hornik (2015) states it is a process of evaluating the status of working and not working. Concretely, it is about analysing what a worker could – knows – can – wants. Identification done accordingly to this model supports the relationship between employer and employee which should be like a partnership with a common goal.

It is possible to gain any ideas for professional education from employees or even from clients. The process of this education must be systematic. The significant role plays a form of

further education. The education is realized through alternative education with a big scope of interactivity and practical activities.

The most important factor of whole professional education is the educated individual, who is motivated to be educated and who is willing to put in their education some effort. Another significant factor is according to Rezlerová (2008, p. 49) the personal assistants' realization that without education cannot follow the new trends in technics and society approach towards social work. "Everyone should accept their responsibility for their education and professional development. Without development, their added value and personal value at job market will fall."

Without employees' professional education there is no further development, no lifting of their quality, and last but not least no appreciation of their work in the social sphere. Further education can help with the development of the above-mentioned personal qualities. Nevertheless, further education helps to find appropriate personal balance, and limit boundaries in relationship towards a client and towards the employer as well. For these reasons, supervision is often done (Stárek, 2015).

Methodological performance of job

Methodological performance directs to the systematic mode by which are done the duties requested by a client. The process of personal assistance is a typical example of the systematic, methodologic, and targeted behaviour. According to Haterd van de (2003), the provided care is provided by four main steps:

- defining the care
- planning;
- performance;
- evaluation of care.

The process of personal assistance is not a statistical unit but a dynamic process. During all phases, the process is evaluated and observed. Based on the collected data the services can be transferred, checked, and controlled. New information or unexpected findings can lead to a change in the personal assistance approach. The evaluation of the whole process can lead to change in provided services also.

The competencies of professional attitude according to Mlčák (2005) are:

- communicative and social skills which are recognizable in diverse situations;

- respect towards a client without consideration of their socio-economic status, life attitude, education, race, gender, age, However, it must be considered client's values, beliefs, norms, wishes, feelings, and routines;
- the relationship with a client should be functioning, but the personal assistant same as the client can keep it or end it;
- be able to work with diverse kinds of interests either a client's interests or organization's interests;
- ability to carry the responsibility for own actions, and ability to defend boundaries;
- manage significant workload, even complicated surroundings of work. Initiate changes;
- realize and recognize own abilities, values, and norms. Ability to think and reflect on my own behaviour, skills, experiences and be able to talk about them.

Practical competencies overlap all a worker's abilities. Concretely, are practical competencies described as: "it is nothing different that conclusion of obvious qualities of a social worker who is fundamentally and with interests work with their clients, and who is using all possible possibilities, contacts and information." (Havrdová, 1999, p. 48). The authors can only add that this can be applied to any social worker.

2. CONCLUSION

Personal assistance is a social service that brings a real picture of social work. Therefore, it is a suitable tool to form inclusive aspects. Every profession has its development. This development is visible in the profession of a personal assistant also. New areas, and topics where a personal assistant can be used for example sexual assistance. In every profession the individual personality and individual approach to ethics and moral codex are crucial. To conclude this paper a personal assistant should be still learning and improving individual involved in broad educational activities such as be oriented in literature, discuss with colleagues, reflect and learn from previous experiences, share knowledge, work on the ability to make a moral picture. To fill up the base of social integration there is another tool, and it depends on society and its consideration if and how it will be used for the best possible humanistic use.

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