

livestock as a reinforcement of the domestic economic base.

Scrap collection may be a spontaneous response to finding metal while engaged in some other task (such as herding animals). However, in many areas it is also common as a planned and organised activity. People may go out on their own or with friends or family to local areas where they expect to find metal contamination. In some areas groups may stay away from their village for a few days while collecting scrap. If using metal detectors they will have to dig to unearth items buried under the ground. Otherwise, metal is simply collected from the surface. They will then either store the metal at their house awaiting the arrival of a trader in the village, or they will take the metal to sell — depending on trade patterns in that area and their own access to transport. Alternatively, people may climb aboard a truck and join a labour gang — driving to an area of known metal contamination, searching independently and selling their find at the end of the day to the truck owner (or his representative.)

People do not need detectors in order to find and sell scrap metal. However, as we have noted the metal trade in Ukraine has been ongoing for many years and large amounts of easily visible surface-lying metal have already been collected and sold.

Deal in relation to scrap metal, includes buy or otherwise acquire, and sell or otherwise dispose of, scrap metal in the way of trade or business, whether by way of barter, pledge or otherwise, and whether as principal or agent, but does not include a transaction relating to scrap metal which, by reason of the circumstance thereof, the parties there to or the nature or quantity of the scrap metal involved therein, is an isolated transaction in consistent with any form of dealing in scrap metal by way of trade or business.

Scrap metal includes any old metal, second-hand metal, broken metal, defaced or old metal goods (including machinery and plant), whether wholly or partly manufactured, whether ferrous, non-ferrous or ferroalloyed, but does not include gold, silver or metals of the platinoid group.

Every person in whose possession scrap metal is found apparently exposed for sale, or who has in his possession or under his control scrap metal in circumstances or in quantities which raise a reasonable presumption that he has such scrap metal in his possession or under his control for the purposes or with the intention of dealing therewith, shall be deemed, until the contrary is proved, to be dealing in scrap metal.

Scrap metal shall be deemed to be in the possession or under the control of a person if he knowingly places or keeps the scrap metal in the custody or care of another person or in any house, building, lodging, apartment, field or place, open or enclosed, whether occupied by himself or not, and whether the scrap metal is placed or kept for his own use or benefit or for the use or benefit of another.

The integrity of scrap metal trading in Ukraine is being seriously undermined by a lack of enforcement of existing regulations. Lapses include site inspections not taking place prior to the approval of packing sites, goods

inspections not being conducted prior to the granting of export licenses, unregistered packing sites being accommodated and the police being absent from inspections. The essential and independent role of enforcement must therefore be acknowledged and decisive steps must be taken at the leadership level to ensure it. No scrap metal should be approved for export unless all of the regulatory requirements have been met.

All scrap dealers (site-based and mobile) must hold a licence issued by their local authority in order to trade legally.

Scrap metal dealers should be required to maintain a written record of all transactions, including the identity of the seller, a description of items bought, the amount of money paid, and the reported source of the scrap metal. Requiring further that dealers pay sellers by check rather than cash should deter sellers who prefer to remain anonymous. Accurate record-keeping has the potential both to deter thieves from trying to sell stolen metal and to help police link metal sellers to reported metal thefts.

Overall, the facts reveal that a much better attempt can be made in Ukraine to institute and implement regulations that consistently restrain scrap metal theft to a negligible or tolerable level, while allowing exports to take place. The social, economic and environmental advantages of scrap metal exporting warrant a concerted effort.

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VOLUNTARY COMMUNITY WORK IN CITIZENSHIP EDUCATION

Citizenship education is an important part of the development of young adults. It enables them to learn about their rights and responsibilities, and to understand how society works. It prepares them for dealing with the challenges they face in life. Through citizenship education, young people are encouraged to play an active part in the democratic process, thereby becoming more effective members of society. Effective citizenship education increases confidence, self-esteem and motivation for learning. Young people are encouraged to express their views, to have a voice and make a difference to the communities in which they operate.

Volunteer work offers an opportunity for individuals and communities to engage in activities that affect the common good of society. For young people, volunteer work provides a way to gain a variety of useful skills, to understand the community in which they live, and to enhance community life. The community, in turn, fosters the development of a citizenry that is involved in creating a better democracy.

There is an increasing emphasis in schools on the development of character in students, through the study of community issues, actions to

address these issues, and reflection on the experience. Many schools are moving students from volunteerism to service-learning initiatives within the curriculum so that students at all levels can develop cooperation, empathy, citizenship, and self-esteem.

Elementary and secondary schools have devised a variety of ways to integrate volunteerism into their schools and community. In some cases, students are left to their own motivations to engage in service to the community through acts of volunteerism. These volunteer experiences can take the form of a onetime involvement in a community agency or event, or can result in a sustained relationship over a period of time with a particular service organization in the community.

Many schools have moved from an emphasis on volunteerism to an involvement by students that connect their service with the curriculum. For example, one elementary school focuses on service to the elderly. As part of the history curriculum, a history of the community was produced after students interviewed older citizens and created a collection of their stories. In art classes, the students produced artwork as gifts for senior members of the community. In math, students helped older adults with grocery shopping, and older adults were able to help students with math problems that arose regarding product pricing.

Some schools have made service a requirement for graduation, though there is debate regarding the merits of requiring service of all students. Some believe that schools should encourage service, but not make it a requirement and that required service is a contradiction in terms. Others argue that service is a responsibility, a debt due to society, and that it is every citizen's civic duty to contribute to the community. Volunteer service requirements vary from having students enroll in a service class in addition to spending a certain amount of hours in a service activity, while other schools require only the service commitment.

Another approach to engage students in volunteer activities is for the school and an organization to partner in a common initiative. Community organizations that have an investment in fostering a service ethic among a new generation of citizens should be sought out by schools for a partnership.

Engaging students with underserved populations and diverse populations in a community usually builds bridges that link the students with individuals and initiatives with whom they might otherwise never have the opportunity to develop and nurture relationships of understanding and reciprocity. Experiences of this nature enable students to ascertain community assets and needs and gain perspective on how to cooperatively develop community-building initiatives. It can also help students understand issues of social injustice and move them toward moral deliberation and critical thinking about societal issues.

Another option schools have implemented is in-school service. Many programs look within the school community for service activities. Cross-age tutoring, school improvement projects, and mentoring are examples of

beneficial student service activities.

Institutions of higher education look to create an «engaged campus,» where boundaries are blurred between campus and community, and between knowledge and practice. A campus that is engaged with the surrounding community is not just located in a community, but is connected in an intimate way to the public purposes and aspirations of community life itself.

Many campuses also distinguish between acts of volunteerism and academic service-learning experiences. Offices of volunteer activities on college campuses work with community partners to enlist students to provide much needed hands-on aid to the community. These experiences are authorized and supported by the institution in order to contribute to an organized, efficient, effective, and sustainable effort with students and the community. Many of the social organizations on college campuses include volunteerism as a part of their mission of service. In addition, many students act out of their own intrinsic motivation and sense of civic responsibility to become active volunteers in their community.

While volunteerism is supported and promoted in the student affairs divisions of colleges and universities, academic service-learning is being strongly integrated into the curricular offerings of institutions of higher education. Service-learning usually has a two-fold goal: (1) meeting community needs and providing meaningful learning experiences for the students; and (2) enlivening the public service mission of the institution while becoming engaged in the life of the local community.

Volunteerism does not necessarily produce the same outcomes as a service-learning component in the curriculum. When service learning is integrated into the curriculum, it is desired that students learn and develop through active participation in thoughtfully organized service in the community, and that this service meets the needs of the community, is coordinated with school and community activities, helps foster civic responsibility, is integrated into the academic curriculum or educational components of community service programs, and provides structured time for students to reflect on the service experience.

Volunteerism and academic service learning are considered important components in the educational process for building a stronger democracy. Emphasis on curricular and extracurricular means of moving students toward civic engagement has become a focal point of teaching and learning in elementary, secondary, and postsecondary educational institutions.