PREVENTION OF SOCIAL DEVIATION

Václav Bělík

INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Course syllabus and study text: "Prevention of social deviation"

Lecturer:	**PhDr. Václav Bělík, Ph.D.**
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Workload:

Full time study:	2 hours per week (workshop)
Combined study:	12 hours per session (workshop)

Recommended semester for the course enrolment: 5th

Prerequisites:	No prerequisites required.

Rules of communication with the lecturer:

- via email,

- during office hours (posted on the website of the institute)

Course annotation

During the lessons of "PREVENTION OF SOCIAL DEVIATIONS", students learn the basic topics in order to understand the prevention in its different contexts, as an important aspect of Pedagogy. Following the course, the students learn the definition of prevention; the aim is that they perceive the prevention as a multidisciplinary subject and define the prevention, within this multidisciplinary approach, as a Pedagogical category. Students shall be able to compare the state of prevention and it developmental trends in the Czech Republic and abroad. Students also learn the issue of prevention of social deviations in relation to school environment, together with the domains of the school methodist for prevention's work, as well as how to create the minimal school prevention program including the related methodology and principles of the program's implementation.

Course objectives

The students shall learn the theoretical starting points for prevention of risky behavior and its individual aspects, including the practical implementation of prevention of social deviation.

Syllabus

1. Introduction to prevention
2. Description of social prevention, repression as a possible way of prevention implementation.
3. Prevention as a multidisciplinary concept, prevention as a pedagogical topic
4. Educational issues in social prevention in FEP
5. Minimal school preventive program
6. Selected issues in prevention of the individual forms of social deviation.
7. Specifics of risky behaviour prevention from the organizational perspective – the Early Intervention System
8. Possibilities of prevention and preventive activities evaluation
9. Introduction to the preventive consultation problems

Literature

Basic literature:

Adolescent health: understanding and preventing risk behaviors [online]. 1st ed. San Francisco, CA: Jossey-Bass, ©2009. Dostupné z: http://site.ebrary.com/lib/natl/Doc?id=10308110.

Alcohol use and sexual risk behaviour: a cross-cultural study in eight countries [online]. Geneva: World Health Organization, ©2005. Dostupné z: http://site.ebrary.com/lib/natl/Doc?id=10104347.

BUKOSKI, William J., ed. a SLOBODA, Zili, ed. *Handbook of drug abuse prevention: theory, science, and practice.* New York: Kluwer Academic/Plenum Publishers, ©2003. xxviii, 692 s. Handbooks of sociology and social research. ISBN 0-306-47342-9.

ERNST, Waltraud, ed. *Histories of the normal and the abnormal: social and cultural histories of norms and normativity.* London: Routledge, 2006. xv, 288 s. Routledge studies in the social history of medicine. ISBN 0-415-36843-X.

FARRINGTON, David P., ed. a COID, Jeremy W., ed. *Early prevention of adult antisocial behaviour.* 1st digitally print. pbk version. Cambridge: Cambridge University Press, 2006, ©2003. xiii, 379 s. Cambridge studies in criminology. ISBN 0-521-03079-X.

FORSYTH, Craig J., ed. a COPES, Heith, ed. *Encyclopedia of social deviance*. Los Angeles: Sage Reference, ©2014. 2 sv. (xxxvi, 820 s.). ISBN 978-1-4522-4033-6.

LEŠKOVÁ, Lýdia. *Causes of pathological behavior of children and the possibilities of social prevention*. 1st ed. in Tribun EU. Brno: Tribun EU, 2010. 73 s. Librix.eu.ISBN 978-80-7399-927-8.

THOMPSON, David a ARORA, Tiny. *Bullying: effective strategies for long-term improvement*. London: RoutledgeFalmer, ©2002. ix, 219 s. School concerns series.ISBN 0-415-23093-4.

Recommended literature:

CHARVÁT, Miroslav, JURYSTOVÁ, Lucie a MIOVSKÝ, Michal. *Čtyřúrovňový model kvalifikačních stupňů pro pracovníky v primární prevenci rizikového chování ve školství*. Vyd. 1. Praha: Klinika adiktologie, 1. lékařská fakulta Univerzity Karlovy v Praze a Všeobecná fakultní nemocnice v Praze ve vydavatelství Togga, 2012. 39 p. Učební texty. ISBN 978-80-87258-71-2.

MACHOVÁ, Jitka a kol. *Výchova ke zdraví*. Vyd. 1. Praha: Grada, 2009. 291 p. Pedagogika. ISBN 978-80-247-2715-8.

MARTANOVÁ, Veronika. *Certifikační řád a metodika místního šetření pro proces certifikace dle standardů odborné způsobilosti poskytovatelů programů školské primární prevence rizikového chování*. Vyd. 1. Praha: Klinika adiktologie, 1. lékařská fakulta Univerzity Karlovy v Praze a Všeobecná fakultní nemocnice v Praze ve vydavatelství Togga, 2012. 58 p. Monografie. ISBN 978-80-87258-95-8.

MIOVSKÝ, Michal et al. *Primární prevence rizikového chování ve školství: [monografie*. Vyd. 1. Praha: Sdružení SCAN, ©2010. 253 p. ISBN 978-80-87258-47-7.

MIOVSKÝ, Michal a kol. *Výkladový slovník základních pojmů školské prevence rizikového chování*. Vyd. 1. Praha: Klinika adiktologie, 1. lékařská fakulta Univerzity Karlovy v Praze a Všeobecná fakultní nemocnice v Praze ve vydavatelství Togga, 2012. 220 p. Monografie. ISBN 978-80-87258-89-7.

ŘEZNÍČEK, Matouš. *Prevence sociálních deviací*. [S.l.]: Nadace ETHUM, [mezi 1989 a 1994]. 177 p.

Společenské podmínky vzniku sociálních deviací: sborník příspěvků ze semináře sekce sociální patologie MČSS: Kašperské Hory 18.-20. dubna 2007. Praha:

Masarykova česká sociologická společnost, sekce sociální patologie, 2007. 254 p. ISBN 978-80-903541-4-2.

Course completion requirements

Credit: Active participation in the workshops, active preparation of the meetings with the delegates of invited organizations, and individual studying of the topics presented both in the workshops and virtual course (see Moodle) related to the final paper.

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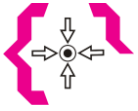
Objectives
specification of educational purposes at the beginning of each chapter.

Workload
indicates how long it approximately takes to study the chapter.

Important Keywords
is a list of important technical terms and the main concepts that a student should remember.

Note
contains supplementary, additional or less important pieces of information.

Study Questions
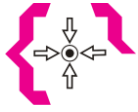help a student check his/her comprehension of the study material.

Summary
presents a summary of the topic.

Literature
is a list of sources used in the chapter that also serves to enhance the knowledge on a particular topic.

1 Introduction to prevention

Objectives

The objective of this chapter is to define the issue of prevention and to present the related terminology and structure according to its various types.

Workload

2 hours

Important keywords

- prevention
- terminology
- typology

Definitions of professional terms used in the field of Social Pedagogy are often very difficult because of the fact that these terms often depend on a large amount of variables that may change over time.

The triad of terms "socially pathologic effect", "social deviation" and "socially risky behavior" is a typical example of changes in professional terminology. They can describe the very same phenomenon; however, it is also important to see them from different perspectives.

"Prevention", in its definition, captures the issue of forestalling the risky behavior. In practice, it is often mistaken with "therapy", a term which denotes the possible solution of existing problems. We can come across the issue of prevention in many scientific disciplines. According to medicine, prevention can be defined as "a set of steps, social and health-related, which aim to prevent the damage to health, diseases and their consequences" (Kraus, 2005, p. 650). In the field of Civil Law, the prevention is seen as "an action of a court which aims to prevent conflicts so that the court does not have to solve these conflicts later." (Kraus, 2005, p. 650)

All of these disciplines derive their definitions from Latin *praevenio* which means (according to the Latin–Czech dictionary by Silvia Šenková) *prevent* or *forestall* (Šenková, 2002, p. 262).

The term "prevention", also quite frequently used in common speech, can be defined (from lat. *preavenire*, prevent) as "a system of precautions meant to prevent an adverse effect, such as disease, crime, accident, failure at school, social conflict, violence etc. " (Centre for Social Services Praha, 2012). The view of Radimecký is also interesting. It derives from English "prevent", which consists of a prefix "pre-" and the root "-event-", thus expressing "before the event" (Radimecký, J., 2012). The meaning of this term can be considered unified and clear.

Pedagogy also understands the term "prevention" in accordance with this interpretation. Pedagogic lexicon by J. Průcha, E. Walterová and J. Mareš describes "prevention" as: "a set of precautions focused on preventing adverse effects, mainly diseases, damage, socially pathological effects" (Průcha a kol., 2003, p. 176); and Miovský (Miovský, 2010, p. 24) adds that prevention "consists of all types of educational, pedagogical, medical, social and other interventions resulting in prevention of risky behavior, inhibiting its further progress and alleviating the existing forms and manifestations of risky behavior, or helping with solving its results".

Professional literature divides the prevention of risky behavior into primary, secondary and tertiary. Most of the authors state this division in a relation with drug addiction prevention. With respect to the focus of this course, the text presents the division of prevention from a general perspective, with the inclusion of all the types of risky behavior.

- Primary prevention includes all activities focused on the whole population, implemented to prevent risky behavior. (Matoušek, 1998; Strategie MŠMT, 2009)

- Secondary prevention is focused on the individuals with an increased chance of the risky behavior. According to the Ministry of Education, the objective of secondary prevention is to prevent the "emergence, development and persistence of risky behavior." (Strategie MŠMT, 2009 p. 9). Secondary prevention is implemented as an early intervention, guidance and treatment.

- Tertiary prevention is focused on the individuals with a personal negative experience with the specific problem. It concerns the effort to prevent any further spreading or relapse by means of resocialization and reintegration.

The fact has been already mentioned, that all activities with the aim to prevent emergence and development of the risky behavior in general population are included

in primary prevention. There are many possible activities that would lead up to prevention, so it is necessary for this broad term to be further specified.

Any program focused directly on a specific form of a risky behavior and also on a specific target group is considered as the specific primary prevention (Strategy of the Ministry of Education, Youth and Sports – MEYS, 2009; Miovský, 2010). Literally, according to the Czech document "Strategie prevence rizikových projevů chování u dětí a mládeže v působnosti resortu Ministerstva školství, mládeže a tělovýchovy na období 2009 – 2012" (further as Strategy of MEYS, 2009), it is "a system of activities and services focused on working with population and an effort to prevent or limit the increase of risky behavior occurrence; in case of the absence of this system, it is assumed that a further negative development might continue". The implementation of specific primary prevention should be clearly bordered in time and space. The implementer should know the needs of the target group, he/she should have a plan, and a finished outline of the program. The program should be repeatedly reviewed and it should have certain continuity (Miovský, 2010, p. 26).

In accordance with the MEYS Strategy (2009), Miovský (2010) divides the specific primary prevention, into three levels:

- General primary prevention – target groups consist of groups of general population, specific risk groups are not considered. These groups are usually divided only by age and are larger (for example a school class). Programs of general primary prevention tend to influence attitude, values and behavior of children.

- Selective primary prevention is focused on the groups with an increased risk of various forms of risky behavior (e.g. children from socially disadvantaged families, children with poor school performance, children with behavioral disorders, etc.). The aim is to strengthen the individual's social skills, communication skills, their relationships, etc. Requirements on the preventist's professional qualification are higher than in case of general primary prevention.

- Indicated primary prevention precedes the secondary prevention. It concerns the work with significantly endangered individuals or the cases in which the risky behavior has already occurred. It focuses on decreasing the occurrence of risky behavior and minimizing of its consequences.

The second option of preventive influence is the non-specific primary prevention. Unlike the specific prevention, the non-specific prevention does not focus on a specific type of risky behaviour and does not distinguish between the target groups. It includes "all the methods and approaches that allow the development of a harmonic personality, including the chance to develop talents, hobbies, physical and sport activities" (MEYS Strategy, 2009, p. 9). Through the support of meaningful leisure time   activities, the individuals acquire positive social behavior, healthy lifestyle and they develop their personalities, all of which helps to decrease the occurrence and development of risky behavior.

Study questions

1. Describe the various types of prevention and relate them to the topics of social deviations.
2. Which organizations deal with the prevention of risky behavior in your region.

2 The description of social prevention. Social pathology, social deviations. Repression as a possible way of prevention.
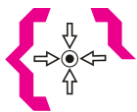
Objectives

The objective of this chapter is to introduce social prevention, define the topics social prevention is dealing with and the specifics of social prevention. A particular objective is to present prevention as a field that is important for every job dealing with children.

Time requirements

2 hours

Terms to remember

- Prevention of risk behavior
- Social prevention
- The subject and the object of prevention
- Socially risk phenomenon

The term **"prevention" in pedagogical field,** can represent all means of education that help us with a positive influence in educational sphere. This includes especially the work with education factors, methods, environment and other categories.

The term of **social prevention is broader** than the term of prevention in pedagogical level, because it aims to influence everything that affects prevention in the social environment and socialization.

Definition of prevention issue:

- Primary prevention includes all activities that are focused on the whole population, implemented to prevent the risk behavior. (Matoušek, 1998; Strategie MŠMT, 2009)

- Secondary prevention is focused on the individuals with an increased chance of the risk behavior development. According to the Ministry of Education, the objective of secondary prevention is to prevent "emergence, development and persistence of the risk behavior." (Strategie MŠMT, 2009 p. 9). It is implemented as an early intervention, guidance and treatment.

- Tertiary prevention is focused on individuals with a personal negative experience with the specific problem. There is an effort to prevent any further spreading or relapse by resocialization and reintegration.

The fact has been already mentioned, that all activities with the aim to prevent emergence and development of the risk behavior in general population are included in primary prevention. There are many possible activities that would lead up to prevention, so it is necessary for this broad term to be further specified.

Any programs focused directly on a specific form of the risk behavior and also on a specific target group are called the specific primary prevention (Strategie MŠMT, 2009; Miovský, 2010). Literally, according to the "Strategie prevence rizikových projevů chování u dětí a mládeže v působnosti resortu Ministerstva školství, mládeže a tělovýchovy na období 2009 – 2012" (further as Strategie MŠMT, 2009), it is "a system of activities and services focused on working with population, which could, in case of their absence, be assumed to keep further negative development, and tending to prevent or limit the increase in the risk behavior occurrence". Further, the implementation of the specific primary prevention should be clearly bordered in time and space. The implementer should have the needs of a target group mapped and should have a plan and a complete preparation of the program ready. The program should be reviewed and it should have certain continuity (Miovský, 2010, p. 26).

In accordance with the Strategy of MŠMT (2009), Miovský (2010) divides the specific primary prevention, into three levels:

- General primary prevention – target groups consist of groups of general population, not considering specific risk groups. These groups are divided only by age and are larger (for example a school class). Programs of general primary prevention tend to influence attitude, values and behavior of children.

- Selective primary prevention – it is focused on the groups with an increased risk of various forms of the risk behavior (e.g. children from socially disadvantaged

families, children with poor school performance, children with behavioral disorder, etc.). The aim is to strengthen individual's social skills, communication skills, their relationships, etc. Requirements on professional qualification are higher than for general primary prevention.

- Indicated primary prevention – it precedes the secondary prevention. It works with significantly endangered individuals or with cases, in which the risk behavior has already occurred. It focuses on decreasing the occurrence of risk behavior and minimizing its consequences.

The second option of preventive influence is unspecific primary prevention. Unlike the specific prevention there is no requirement to focus on a specific type of the risk behavior, or to distinguish the target group. It includes "all methods and approaches that allow the development of a harmonic personality, including the chance to develop talents, hobbies, physical and sport activities" (MEYS Strategy, 2009, p. 9). Through the support of meaningful leisure time activities, the individuals acquire positive social behavior, healthy lifestyle and they develop their personalities, which helps to decrease occurrence and development of the risk behavior.

Social pathology and socially pathological phenomena

The term social pathology has many meanings. It is a scientific discipline, a study program at universities, but especially it represents the issue of societies and their "diseases". It denotes the socially pathological and socially undesirable phenomena. Social Pathology related to the existence of social standards without which it would be very difficult to define what is pathological and what is not. In the Czech Republic, the issue of socially pathologic phenomena in the educational environment is reffered to in the basic document, so called "Strategy of prevention of socially pathological phenomena amongst children and youth in the Czech Republic" (Strategie prevence sociálně patologických jevů u dětí a mládeže v ČR).

Prevention of socially pathological phenomena amongst children and youth (hereinafter "prevention"), managed by the Ministry of Education, Youth and Sports, includes especially activities whoch forestall the following:

a) violence and bullying,

b) playing truant,

c) criminality, delinquency, vandalism and other forms of violent behavior,

d) endangering morals and threatening the moral education of the young,

e) xenophobia, racism, intolerance a anti-semitism,

f) use of addictive substances (including the neglected alcohol and smoking), anabolic steroids, medic and further substances,

g) virtual drugs and pathological gambling,

h) hooliganism,

i) commercial sexual abuse of children,

j) child abuse and neglect syndrome,

k) sects and socially pathological religious movements[1]

The term "social pathology" was coined by the English positivist sociologist and philosopher Herbert Spenser (1820-1903). He was looking for a relationship between the biological and social pathology. His orientation towards the biological basis of pathologies was one of the essential preconditions for the development of the term of social deviation.

One of the most significant representatives of the scientific sociology founding generation, Frenchman E. Durkheim (1858-1917), considered social pathology as a science of diseases and negative facts, acts and behavior that deviate from the set standards, and, at the same time, are the inherent parts – or components – of life of social units.

The first Czechoslovak scientist to deal with Social Pathology was A. I. Bláha. A theorist in the field of Sociology was T. G. Masaryk. Among other things, he dealt with the issue of suicides. Other scientists who dealt with Social Pathology were Foustka, B., Beneš, E., Zwicker, B., Chalupný, E. and others.

Contemporary Czech and Slovak significant academic personalities who focus on Social Pathology are, for example: P. Ondrejkovič, J. Hroncová, B. Kraus, G. Munková, K. Večerka, and A. Komenda.

Social deviation

The term *social deviation* is more complex than the term *social pathology*. A deviation is an abnormality which can take effect in positive but also in a negative way. Unlike *social pathology*, *social deviation* has no negative connotations. The use

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[1] Note: Strategy of prevention of socially pathological phenomena in children and youth in the jurisdiction of MEYS is further described later in the text and in the list of literature.

of the term does not infer that something is good or bad. For example, positive social deviations comprise such issues as alcohol abstinence, sexual abstinence in youth, and the frequently discussed issue of workaholism.

Except the basic definition of social deviation as positive and negative, we also distinguish a primary and secondary deviation. Primary deviation is explained in relation to a reaction of an individual to a stimulus (a driver crashes a car and as a reaction he lights up a cigarette to calm himself down). Secondary deviation is explained as a reaction of society to primary deviation (we see a man holding a cigarette and we identify him as a smoker without thinking about the reasons of the situation).

An important way of dividing social deviations is a division by a type of expected sanction. This division carries an aspect of the standards that are being broken. It is a basic division of the standards into legal, moral and religious.

A denotation of socially deviant behavior is best described in the following scheme from P. Ondrejkovič's publication Sociálna patológia. (Ondrejkovič, 2000, p.21)

Scheme vocabulary:

Nonkonformní sociální chování – nonconformist social behavior

Nápadné, provokující chování - ostentative, provoking behavior

Disociální chování – dissocial behavior

Asociální a antisociální chování – asocial and antisocial behavior

Delikventní chování – delinquent behavior

Kriminální chování – criminal behavior

Deviantní chování – deviant behavior

nonkonformní sociální chování

⇩

nápadné, provokující sociální chování

⇩

disociání chování

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asociální a antisociální chování

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delikventní chování

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kriminální chování

deviantní chování
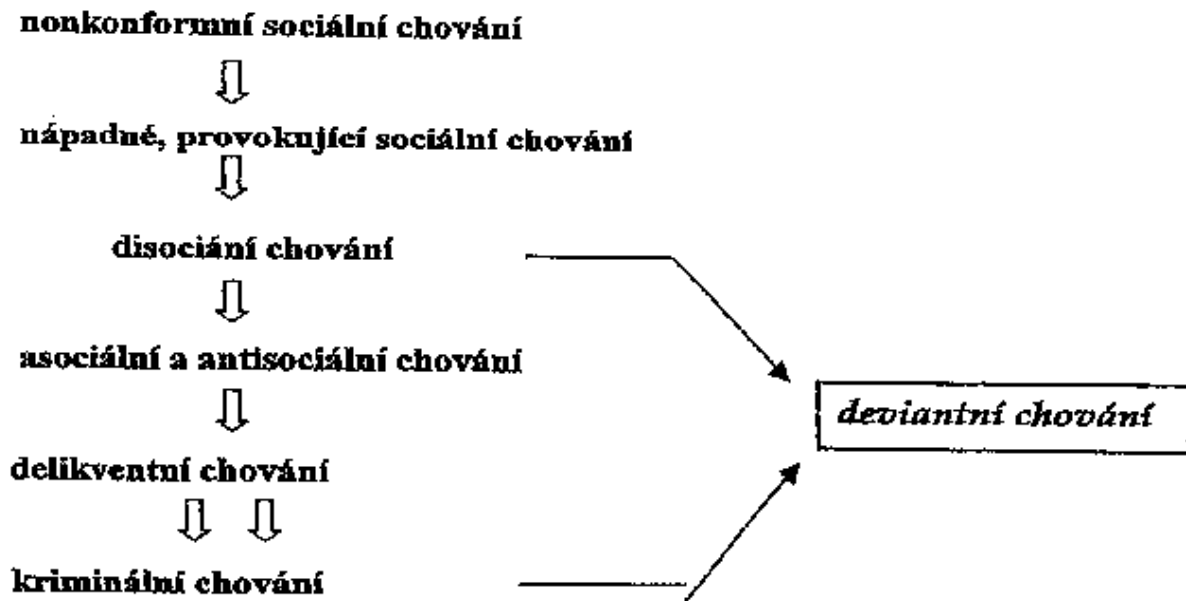
Repression as a possible way of prevention:

In the field of prevention, the topic of punishment is often forgotten. One of the objectives is to show the society and the individual the preventive meaning of punishment – that the **crime is not worth the consequences**.

Preventive meaning of punishment according to Štefunková:

A. **Individual prevention** (also special prevention) means that a harm caused by punishment is supposed to discourage the offender from another undesirable action. C.Beccaria (1893) noted, that "for a punishment to achieve its objective, it is only necessary that the harm that it inflicts outweighs the benefit that derives from the crime".

B. **General prevention** means that a threat of punishment is supposed to discourage other members of society (potential offenders) from an undesirable action. M.Foucault (1975) noted on this topic, that "the penalty must have its most intense effects on those who have not committed the crime; to carry the argument to its limit, if one could be sure that the criminal could not repeat the crime, it would be enough to make others believe that he had been punished". (Štefunková, 2010)

Study questions:

1. Portray what is meant by the following terms: social deviation, socially pathological phenomenon and risk behavior.
2. In context of the previous question, try to define which behavior is considered socially undesirable.
3. Regarding the Law Propedeutics and Criminal Law courses give examples of consequences linked to a violation of legal standards.
4. What is your opinion on the preventive effect of using exemplary punishments?
5. What is meant by the term *social prevention*?

3 Prevention from the multidisciplinary perspective, prevention as a subject of Pedagogy
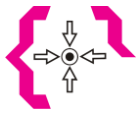
Objectives

The objective of this chapter is to introduce the issue of the prevention from the multidisciplinary perspective as a term which originated in Pedagogy. Pedagogy is seen as a general discipline which examines and describes prevention.

Workload

2 hours

Important keywords

- Multidisciplinary approach
- Pedagogic prevention
- Curriculum

Prevention is a very wide topic. Many non-pedagogic disciplines deal with it, even though it is clear that **it is necessary to look at her from the pedagogical point of view**. Prevention, with its pedagogical characteristics, applies in a variety of areas (including Medicine, Criminology, Social Work, etc.) which appropriate it, take it as their own, till today. Medicine and Social Work often use it in the context of addictions. In the field of Criminology, it is used by by policemen, judges, penitentiary and postpenitentiary care. In the sphere of Science, *prevention* is used mainly by the ecologists and enviromentalists; in the field of education, it is used especially by pedagogues. Because the term "prevention" is used for different activities in different fields, there are also many different explainations. The term "prevention" is commonly used in the pedagogic environment. However, it is often mistakenly attributed a meaning from the non-pedagogic spheres – and is defined as a solution for the current delicate problem/issue and a presentation or suggestion of a strategy for its elimination. In literature, there are cases when the authors mistakenly presume thay some phenomena are present in the examined area and say: "Let us solve it." That means that the very concept of prevention in practice shifts in meaning – and is used to denote the options of therapy or treatment of social disease that is fully developed.

But, the very term "prevention" means **forestalling something**. It means equipping an individual or a social group with such competence(s) that they are sufficiently resistant to the external influences and are able to confront them.

In order to "talk" about **pedagogization of the issues of prevention**, we must clearly define which areas of pedagogical reality are crucial to prevention. The phrase "pedagogization of prevention" is understood as a universal view on issues across disciplines and aspects of human life which deal with prevention.

Pedagogization of prevention is understood as a context for the setting of preventive educational objectives, defining standards (key competencies for prevention, resources helping us to reach the standard, preventive principles), establishing the organization and the organizational forms of preventive actions, evaluation of preventive activities and the work with preventive-educational methods.

All the five areas are briefly portrayed in the following paragraphs:

Preventive educational objectives:

Preventive educational objectives are focused on the three components of human personality. They attempt to affect the individual's intellectual aspect (cognition), which means a transmission of a big amount of information (through educational methods) aimed at the individual so that he/she accepts it as his/her own (for example awareness-raising preventive programs yielding the information: "Smoking is bad for your health"). The second focus of preventive objectives is an effort to influence the human emotions. They are designed to influence the innermost part of human being in order to ignite conflicting attitudes to a specific issue (for example, the preventive programs displaying the lungs of a smoker). The third aspect on which the preventive objectives focus is the **conation (behaviour)**. These objectives are designed to change the individual's behavior. They are especially implemented in groups of the graduates of elementary education who, at that time of their life, have a very good knowledge of what the prevention deals with, but still do not behave   according   to   this   knowledge (all of them know smoking is bad for health, so why do most of them smoke?).

When defining the preventive educational objectives, the institutions dealing with prevention (especially schools, families, medical facilities, police, non-profit organizations and others) must be aware of the existence of some curricullum. In relation to the school environment, this curriculum is accurately described by Eliška Walterová. Nonetheless, these described facts   are   also   universally   valid   in   the non-pedagogic sphere. In her publication, Walterová writes about the role of the curriculum

in defining of educational objectives. She distinguishes three types of curricula: formal, informal and hidden.

A. **Formal curriculum** is a complex of objectives, contents, means and organization of education and implementation of project curriculum in the educational process (i.e. lessons) and ways of control and assessment of the results of educational process.

B. **Informal curriculum** includes activities and experiences related to a school (non-class and extracurricular activities organized by a school, such as field trips, excursions, games, leisure-time activities, studying at home, assignments and the preparation of students for further studies).

C. **Hidden curriculum** affects other aspects the life of school which are not usually explicitly expressed in the programs and are difficult to describe – the ethos and climate of the school, educational values, relationships among teachers and pupils, relations of the school to other sources of education, ways of differentation of pupils, rules of behavior in the classroom, social structure of the classroom, school environment, implicit content of textbooks and teacher's presentation, etc. [8., 22]

When defining educational objectives, it is neccessary to take into consideration the possible influence on the three aspects of human personality (i.e. cognition, emotions and behavior) and to implemetn the preventive influence to the context of pedagogic environment which is determined by a positively formative curriculum.

Standards of preventive actions:

Standards of preventive actions are defined by particular decrees dealing with the specific issues. However, the term "competence" becomes relevant here; especially, in relation with the ongoing curricular reform of educational system, let us remind the term "**key competence**" which reflects the current changes in the society. We use it as a response to the changed social structure – to the ecologic, migration, relationship-related and other threats.

What is the key competence, then, who is the bearer of it and why it is important for prevention? "*Generally, we can say that key competencies include a whole spectrum of competencies exceeding the borders of individual professionalities. They are an expression of the ability of an individual to behave adequately and congruently to the situation.*" [1.,166]

„*To have the competence means that an individual (a pupil) is equipped with a whole complex of knowledge, abilities and attitudes, which is balanced so effectively, that the individual successfully manages the tasks and situations at school, work or in private life. To have a certain competence means to be able to get adequatly oriented in natural situations, do the appropriate activities, and adopt a beneficial attitude.*[7.,7]

We all potentially have the competencies – on one hand, it is all who can be identified as the **targets of prevention**, i. e. children at school, retirees listening to a lecture on safe communication, unemployed people taking part in a requalification course as a prevention of long-term unemployment, prisoners taking part in a resocialization program as a prevention of future criminal activity and so on. On the other hand, competencies should be intrinsic to **the facilitators of prevention**; which is a problematic issue because the idea is that any competence can only be mediated by the individual who is competent himself/herself. However, there are, for example, parents who themselves are the perpetrators of crime, teachers who are members of a subculture or political party, are aggressive; many of them may have a very good education but cannot educate effectively; police officers who neglect their work; doctors who themselves are addicted; social workers who do their job only for the sake of having a job; and there are many more such examples. Such examples certainly do not represent the majority of society, which is good, but this situation is a challenge for the whole educational system, within the curricular reform, to reflect on the quality of training of people who deal with preventive education work.

The term "key competence" is also connected with the educational environment which comprises, in particular, the material equipment of the institutions in which the prevention is implemented (furniture, decorations, supplies, etc.) and relationships among people who carry out the activities related to prevention.

The third major area, here only briefly portrayed, is **the organizational aspect of the implementation of prevention strategies**. The crucial thing that a really functional implementation of prevention strategy usually lacks, is the central

coordination under the guidance of the "law on prevention" *which is a prerequisite for a successful system of preventive work, the condition sine qua non, something that encourages yet (as the practice clearly testifies) poor political will to adequately deal with this important area of human life; and allows to create a truly functional a truly preventive system. The author does not have in mind the law that is "toothless" and declarative. The law should clearly state who, when, how and under what circumstances has the authority to:*

*- **collect** (or require) the field data on the risk, carry out the survey on the potential clients at risk of socially pathological "life's journey", prove the risk and assess the actual hazards,*

*- **activate** the appropriate assistance and corrective mechanisms.*

This highly professional and delicate activity must be implemented only on the basis of legal authorization, with a fixed organizational structure of trained and skilled people; and - stated loud and clear - within the legal limits and pursuant to the appropriate law." [6.]

It is clear that the suggested legal step is not redemptive bacuse the cooperation of all participants is important for the system to work. Karel Nešpor is the author of the so-called "moon daisy of prevention" (the literal translation from the Czech language) which metaphorically describes all the important participants in the effective prevention. In the practical context of preventive impact on a child or an adolescent, this "daisy" can be modified for each target group (retirees, addicted, unemployed, criminals, disabled, minorities, etc.). However, the important question remains of how to persuade the individual participants to cooperate, to raise the mutual interest in preventive educational objectives.

The participants of preventive educational activities:

The scheme-related vocabulary:

Rodina – Family

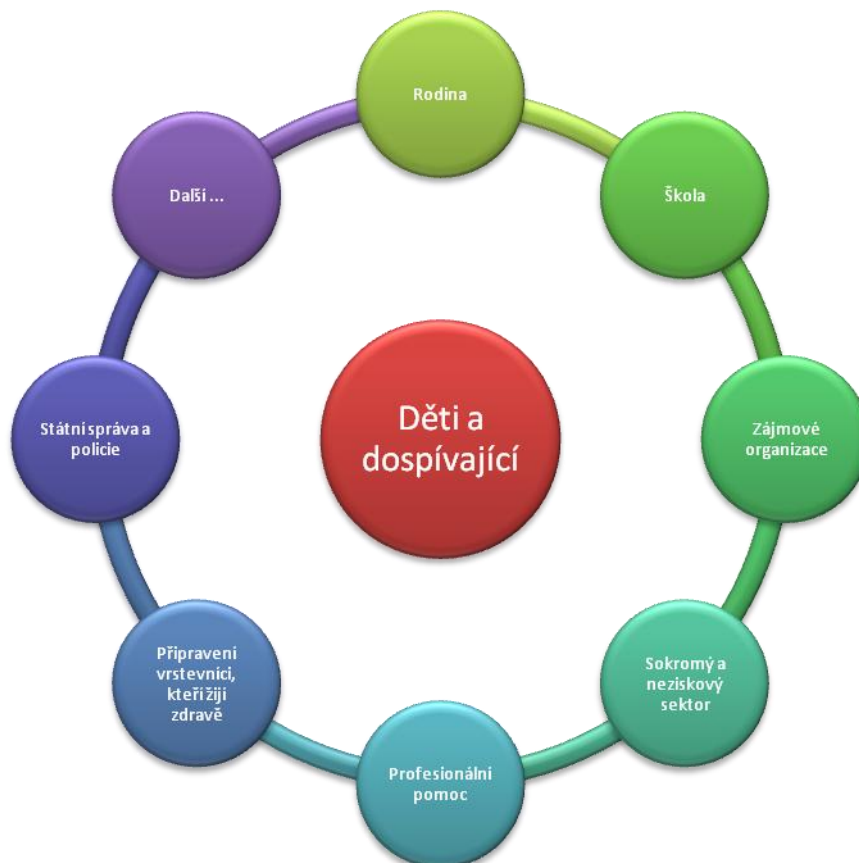Škola –School

Zájmové organizace – Interest organizations

Soukromý a neziskový sector – Private and non-profit sector

Profesionální pomoc – Professional help

Připravení vrstevníci, kteří žijí zdravě – Ready peers with a healthy life

Státní správa a policie – The state administration and police

Další - other

The last section of this chapter is devoted to the methods of preventive-educational activities which have been explored only little so far in the professional literature. The facilitators (preventists) make use of psychological, pedagogical, sociological or social work methods. An interesting and unique scientific contribution is Erich Stündl's doctoral thesis – an analysis of the methods of preventive educational

actions. The author claims that a complex view on the methods is very problematic. He also stresses the fact that some disciplines see the method as the supreme objective of the impact on human beings without realizing that the method is "only" an effective means to achieve the objective. More accurately, the method is a certain activity and process rather than "the fixed, invariant and absolutely obligatory principles" [2., 26] based on a generally accepted theoretical background. Úlehla [5., 10] claims that "when we are aware that any specific part of our knowledge, precepts, descriptions, diagnoses, instructions, techniques and evaluations do not persist in the flow of time; and when we desire to further improve and educate ourselves, then we are professionals specialists twice as much and we do not have to worry that we stagnate and, consequently, somehow harm our clients (children).

Professional literature differentiates the methods of educational influence according to several criteria. Myslivcová [3r., 48] claims that "the regular differentiation is based on the component of the pupil's personality on whioch the method has the greatest impact. The trichotomy of the above-mentioned components of personality determines the following three kinds of methods: **cognitive** (influence mainly the intellect), **emotive** (influence emotions) and **conative** – also known as **active** (influence the will and behavior)".

An interesting approach to the classification of methods is the classification according to their effect on an individual. This approach differentiates between the methods of direct impact and methods of indirect impact.

Methods of direct impact include: polling, setting requirements, interviewing, explanation, clarifying and providing information, persuasion, agreement on behavior change, conditioning, negotiation, mediation, methods facilitating the control of emotions.

Methods of indirect impact include: pedagogization of the environment, work with a group, setting examples, work with a community, leisure-time animation, brainstorming, playing roles, setting routines, method of practice, method of achievement, videotraining of interactions. [4., 7]

In the text above, we dealt with pedagogization of prevention, i. e. inclusion of pedagogic principles, processes, methods and other tools of the field of prevention.

It is also important to consider the above-mentioned process reversely. How does the prevention enter into the pedagogical reality? What is its representation like in pedagogical publications? How is it portrayed in the lectures for

the university students? We have to admit that the entrance of prevention to the professional field was slightly abrupt – in the context of idea to reform schools. New topics emerged which the teachers had to deal with. Some of the most important issues are mentioned in the following paragraphs:

A new threat has emerged – the **media manipulation** – teachers can efficielly fight this threat by preparing the future mediators of key competences who successfuly finished the **Media Education** course. As there appeared a **large number of foreigners**, people with different cultural traditions, different values, different behavior, the teachers can have a preventive influence via implementation of **Multicultural Education**. Since the 90's, there has been a gradual decline in the quality of moral values, polite behavior, etc. – the teachers have reacted through the **Ethics**. Teachers also have other tools which are, for example, the following subjects: **Environmental Education, Global Education, Health Education, Personal and Social Education and more**.

In conclusion, let us point out that the Prevention in teaching is still the "Cinderella" amongst the other social sciences, as well as the Pedagogy in prevention has also a long way to go in order to stabilize its place among the disciplines mentioned in the beginning.

Basic literature:

[1] BELZ, Horst. *Klíčové kompetence a jejich rozvíjení : východiska, metody, cvičení a hry .* Dana Lisá. 1. vyd. Praha : Portál, 2001. 375 p. Hry. ISBN 80-7178-479-6 .

[2] FEYERABEND, Paul. *Rozprava proti metodě.* 1. vyd. Praha : Aurora, 2001, 430 p. ISBN 80-7299-047-0.

[3] MYSLIVCOVÁ, Jiřina. *Kapitoly z teorie školní a mimoškolní výchovy.* 1. vyd. Ostrava : Pedagogická fakulta v Ostravě, 1985, 294 p. ISBN – neuv.

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[5] ÚLEHLA, Ivan. *Umění pomáhat: učebnice metod sociální praxe.* 2. vyd. Praha : Sociologické nakladatelství, 1999, 128 p. ISBN 80-85850-69-9.

[6]   VEČERKA, Kazimír. Čestně o prevenci. In *Sborník příspěvků sekce sociální patologie konference v Kašperských horách*. Praha : Masarykova česká sociologická společnost, 2010. p. 10. ISBN V tisku.

[7]   VÚP. *Rámcový vzdělávací program pro základní vzdělávání.* 1. vyd. [s.l.] : [s.n.], 2004.   113   p.   Dostupný   z   WWW: http://www.vuppraha.cz/index.php?op=sections&sid=208>.

[8]   WALTEROVÁ, Eliška. *Kurikulum: proměny a trendy v mezinárodní perspektivě.* 1. vyd. Brno : Masarykova univerzita v Brně, 1994. 186 p. ISBN 80-210-0846-6.
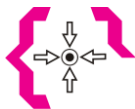
Objectives

The objective of this chapter is to inform the students about the social pedagogical disciplines, the Framework Educational Programs (FEP) and their resultss as a possible means of prevention of risk behavior in the population of pupils.

Workload

2 hours

Important keywords

- FEP
- Cross-curricular subjects
- Key competence
- Ability

In the Czech environment, Social Pathology is a traditional study discipline within Sociology and related fields and, to a lesser extent, within Pedagogy. After 1989, in the context of preparation for the so-called helping professions, there was a boom of socially oriented study disciplines. These, in the first place, include Social Pedagogy and Social Work. (Kraus, 2006, p.9)

Both disciplines relate to the issue of social pathology differently. There are various levels of inclusion of social pedagogic topics in the curricula of the Social Pedagogy and Social Work courses at different university faculties and departments.

The situation is different in teacher education. We deal with the issue of the varying level of inclusion of social deviations into the curricula of pedagogical courses. We are especially interested in the education of teachers who are lack the professional (theoretical) knowledge of the socially pathological phenomena, although they are the professionals in their fields of teaching. Knowledge and skills related to the field of social deviations are certainly very important for any teacher, as they help him/her recognize the evolutional stages of social deviations in the classroom, diagnose these stages correctly and make the correct steps of

intervention. Let us present the view which is based on the communication with other Faculties of Pedagogy. The following statement summarizes the opinions expressed by many delegates of pedagogical departments within the informal communication about the issue:

> The delegates of the departments of Pedagogy do not often see the reason for educating their students in Social Pathology – the university is supposed to provide a strictly relevant professional education.

Academic preparation of professionals in the field of socially pathological phenomena is limited to the following courses: 1) Educational Counselor and 2) School Methodist for Prevention, regulated by the Decree 317/2005 Coll. on futher education of pedagogical workers.

Ad 1) Courses for educational counselors, pursuant to § 8 Decree No. 317/2005 Coll.[2]

The courses are intended for teachers who aspire to become the educational counselors at school. The study program is focused on acquiring skills and knowledge which results in their ability to effectively use the methods of Pedagogy and Psychology in educational couselling.

Basic objectives of the courses:

• Development of advisory systems in dependence on pedagogical and psychological theories

• Counseling services at schools and their inclusion into school advisory/counseling services.

• Legal framework for advisory work (counselling)

• Personality of the educational couselor – specifics of his role in the school environment.

• Classroom environment, diagnostics of relationships (incl. leadership)

• Communication with parents (who are responsible for education)

• Basic skills related to counseling communication

• Integration of pupils with special educational needs

• Career counseling

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[2] Notice: Standards for granting the accreditation pursuant to the Decree No. 317/2005 Coll. – citation is included in the list of basic literature

• Basic diagnostic and interventional techniques of school counseling

• A pupil in the context of services of education advisor

• Monitoring of evaluation and autoevaluation of the educational counseling

Ad 2) Courses for specialized activities – prevention of socially pathological phenomena.

Decree No. 317/2005 Coll. § 9 c) [2]

These courses are intended for teachers, who are or aspire to become the school prevention methodists. The study program is focused on acquiring skills and knowledge which results in their ability to use the methods of Pedagogy and Psychology, Addictology, and the outputs of the latest research in the field of socially undesirable phenomena prevention and in educational counseling.

Basic objectives the courses:

The aim is to deepen and enhance the knowledge and skills of teachers necessary for the work with children in the risk of socially undesirable behavior, including the individual work and the work with group (class); to train the school prevention methodists so that they treat such pupils independently and are able to recommend professional interventions for pupils and classes, and cooperate with school advisory facilities and the institutions specialized in the work with youth at risk.

The undergraduate education of teachers is controlled by the document called "Conception of Undegraduate Education of Elementary and High School Teachers"which was published in 2004 by the Ministry of Education. It reacts to the different structure and contents of curricula of different Faculties of Education students, and to the differences in staff of the individual pedagogical departments.

The Ministry of Education respects the following statements:

• Every university and sometimes every faculty at a specific university determine the extent of basic components of teacher training.

• The implementation of the pedagogical-psychological component of teachers' training for same study program and discipline differs significantly at the different faculties of the same type.

• The course (or the training program) completion requirements for students of Pedagogy in the same study program or the same field of study at different faculties predomimantly depend on the decision of the corresponding department.

- Graduates of the training programs have a poor practice for the schools they are supposed to teach at.
- In some cases, graduates of the training programs do not even have a summary exam, not to mention the state exam from Pedagogy or Psychology

For the suggested minimal standards of teachers' training, see the following Table (Bc. + NMgr., eventually Mgr.)[3]:

Table no. 1

	Total workload [%]	Credit evaluation
Study discipline 1 (1st approbation subject) + Didactics Study discipline 2 (2nd approbation subject) + Didactics	60 %	180 credits
Pedagogical-Psychological	at least 15 - 20 % of total training time	45 - 60 credits
University basis, e.g biology, work with computers, philosophy	7 % of total teacher training time	20 credits
Pedagogical practice	4 weeks, i.e. about 3 % (in case of 14 weeks long semester)	10 credits
Subtotal	**85 - 90 %**	**255 - 270 credits**
Free time for the needs of faculties	10 - 15 %	30 - 45 credits
Total	**100 %**	**300 credits**

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[3] Note: Conception of the undergraduate teacher training for elementary and high schools, Ministry of Education (2004), see the citation in the list of literature

The information in the Table 1 indicate that the study of social deviations can be included inthe pedagogical-psychological component of study; respectively, in the free time space for the needs of faculties. We can only hope that delegates of the universities respect the field of Social Deviations as a significant part of the undergraduate training as they design the curricula of the courses.

In her speech at the "Socialia 2002" conference, Skopalová said: "…I also work as the lecturer in pedagogical centres of the courses focused on individual socially negative phenomena; I introduced methodological instructions released by the Ministry of Education. Many participants of the courses – elementary schools teachers (mostly school prevention methodists) – are very interested in these instructions, almost as if they saw them for the first time, even though these instructions are actually obligatory for schools and school facilities." (Skopalová, 2002, p.266)

Currently, there are many ongoing changes, and so the educational contents and related methods are becoming obsolete. The knowledge and skills that were enough to successfully cope with life situations twenty years ago are now mostly useless. Competencies necessary for the full and successful life, including its working, civil and private sphere are changing; one of the basic functions of the educational system is the preparation of an individual for the life in society and the world, and thus, the social changes put new demands on the educational system. The answer to these demands is the ongoing reform reflected especially in the new curricular documents – the Framework Educational Programs (FEP) which not only contain a description of the target competencies, new structures of curricula and lesson organization, but also several new educational contents – new topics related to current social situation.

What objectives does the FEP set? The following paragraph portrays the most important ones: Firstly, it is an increase in educational effectiveness, which means "to successfully produce a final product", i.e. a graduate whose knowledge and skills are very well applicable both in his/her personal life and work, which finally results in the enhancement of the economic and cultural state of society. Second objective is to raise pupils' interest in lifelong learning. Finally, the aim is also to develop the methodology of education, so that every teacher can responsibly claim: "I know how

to teach. I and my students have a thirst for learning (long-term and recurring) and we have a wide range of opportunities to learn." Concerning the specific activities, it is important for the changes in education to support the identification of the effective motivation strategies, motivating ways of assessment, as well as teaching in context, individual and team work, ability to look up and process information, development of information technologies, education in foreign languages, problems-solving and making decisions, health care, protection of cultural heritage, cooperation of school and institutions, especially parents.

In the field of Social Deviations, the cross-curricular subjects are beneficial especially for their practical implementation of prevention at schools. The cross-curricular subjects represent a set of topics which reflect the current social issues and work actively with these issues. They create opportunities for pupils to be initiative, active and willin to join in the school environment. The cross-curricular subjects are a part of the FEP for the elementary and grammar schools.

Framework Educational Programs refer to the following cross-curricular subjects:

- Moral, Character and Social Education
- Civic Education for Democracy
- Education towards Thinking in European and Global Contexts
- Multicultural Education
- Environmental Education
- Media Education

All above-mentioned topics are applicable in various forms in the prevention of social deviations. The main impact of cross-curricular subjects lies within the Moral, Character and Social Education course; the rest of the subjects for example reflect the topics of working with media, ecological education, multicultural world, democracy, tolerance etc.

A specific feature of the Moral, Character and Social Education is the fact that the subject of instruction is the pupil himself/herself, the particular group of pupils, as well as the common situations of everyday life. The purpose is to help all the pupils find their own path towards towards the satisfaction in life, paved by the good relationships – to oneself, with others and with the world.

Moral, Character and Social Education has an impact on all fields of defined by FEP. (RVP, 2005, p.91):

Language and language communication is based on the very fact of the communicative essence of language and focuses on everyday verbal communication as the key instrument of behavior in various life situations. It portrays the relationship between verbal and non-verbal communication and includes social skills as the specific aspect of language use.

The educational area "**Man and His World**" can be implemented by means of lectures aimed at self-awareness, healthy self-conception, self-regulation and mental health promotion – including mental hygiene, communication and interpersonal relations.

The previous area is closely related to another educational area, "**Man and the Society**", namely Civics which comprises the following sections: "Man in Society" and "Man as an Individual"; and the specific topics: "Human encounters, interpersonal relations, principles of human coexistence" (Man in Society), and "Similarities and differences between people, the inner world of man, personal development" (Man as an Individual). In Moral, Character and Social Education, all these themes are considered as independent.

In the context of educational area named "**Man and Nature**" deals with the evolution of human behavior, animal and human communication and self-regulatory behavior as a fundamental ecological principle. The courrse also offers possibilities to develop emotional relations, personal attitudes and practical skills related to the natural environment.

The educational areas "Man and his World" and "**Arts and Culture**" share the common focus on the development of sensory perception, creativity, and the perception and formation of a non-artistic aesthetics – e.g. the aesthetics of behavior and interpersonal relations and an understanding of art as a means of communication and exploring the world. In Moral, Character and Social Education, various approaches of Drama may be effectively applied. The complementary educational field Drama uses as its basic methods the means of drama and stage work, in addition to which Moral, Character and Social Education utilises non-theatre-based social-psychological training methods.

The interconnection of Moral, Character and Social Education with the educational area "**Man and Health**" is advisable in topics reflecting an individual's physical aspects, social relations, communication and decision making in both common and anxious situations. Moral, Character and Social Education can thus help the pupil acquire skills related to a healthy mental and social life. It also contributes to the implementation of the educational

area **Man and the World of Work**, in particular by honing the skills related to cooperation and communication in a team and various work situations. (FEP, 2005, p.91)

Valenta states the ways of including the cross-curricular subject Moral, Character and Social Education (MCSE) to the school curricula: (Valenta, 2006, p.1)

1. THE AWARENESS OF THE MCSE TOPICS PROVIDED BY EFFICIENT BEHAVIOR OF TEACHERS.

(teacher as a model of behavior and as a person maintaining good reliatonships)

2. THE USE OF THE MCSE TOPICS POTENTIAL IN VARIOUS (COMMON) SCHOOL SITUATIONS.

(a reflection of MCSE topics in every school situation in which it is possible to make a pedagogical intervention)

3. INCLUSION OF THE MCSE TOPICS TO OTHER SUBJECTS, FIELDS OR COURSES ABOUT EDUCATION AND UPBRINGING.

(cross-curricular approach; integration of the theory and methods of subjects and MCSE; MCSE within subject's projects)

4. INCLUSION OF THE MCSE TOPICS TO THE SCHOOL CONTEXT IN INDIVIDUAL TIME SLOTS.

(a separate project of MCSE; interest classes; clubs; class affairs lesson; subject)

The relationship between the cross-curricular subject "Moral, Character and Social Education" and Prevention

The possible ways of using the Moral, Character and Social Education for the prevention of socially pathological phenomena:

I.   Primary prevention: Frameworks Educational Program (FEP ZV, 2005, p.91-92) defines the elementary objectives of Moral, Character and Social Education, which enhance the influence of primary prevention.

These mainly comprise:
- pupil's understanding of himself/herself and others
- control of his/her own behavior

- good interpersonal relationships in the classroom and outside of it
- development of the basic skills of good communication, as well as the respective knowledge
- development of the basic skills of cooperation
- acquisition of the basic social skills necessary for solving complex situations – such as conflicts
- education and the development of the skills related to mental hygiene
- fostering of a positive attitude towards oneself and others
- helping realize the value of cooperation and assistance
- helping realize the value of human diversity, differences in opinions and approaches to problem-solving
- helping realize the moral dimensions of various types of human behavior
- stress on the harmfulness of socially pathological phenomena

It is obvious, that the effort of Moral, Character and Social Education is to advance an individual's potential that will support him against the possible risks which his interaction with the society could bring. It is a big advantage that the topics of Moral, Character and Social Education are now attractive for young people, and so the creative work of teachers might be very inspiring. On the other hand, there is a big disadvantage in this field: the preparedness of teachers who are often led more by their personal enthusiasm rather than a specialized preparation.

II. Secondary prevention: secondary prevention in the context of Moral, Character and Social Education means not only the acquisition of the necessary information about the individual categories of socially pathological phenomena, but mainly the practical training of managing specific situations. There is a big advantage in the possibility of focusing on a specific topic without being affected by other influences. The disadvantage is in the preparedness of teachers again. In most cases, their practical traing requires the services of a specialist. Moral, Character and Social Education creates a framework within which it is possible to deal with individual socially pathological phenomena. The MCSE most often

focuses on the conflicts and bad relationships in the class, unability to work, etc.

III. Tertiary prevention: tertiary prevention is not a task of elementary or high school education facilities. The cross-curricular subject Moral, Character and Social Education does not deal with this issue.

Possibilities of using topic from cross-curricular subjects in prevention of social deviatons

A. An invididual subject – One of the possibilities of the MCSE implementation in relation to social deviations in practice is the implementation of an individual subject. In practice, this subject has various characteristics. Concerning the experience in elementary schools, we can rely on the article by Eva Rybářová and Hana Skřivánková (Rybářová, 2006, p.1) from Hana Pernicová's publication (Pernicová, 2006, p.1) respectively, which describe the conditions for the definition of an individual subject. Individual subject dealing with a specific issue portrays the characteristics of the school and is one of the factors making the school attractive and motivating for the parents and their kids.

The aforementioned authors developed and implemented an example subject. It was named "Me and us" and it reflects these topics:

With regard to the individual human developmental stages, the educational topics comprise:

- Development of cognitive functions;
- Self-awareness and self-conception;
- Self-regulation and self-organisation;
- Mental hygiene.

In relation the social development:

- Meeting people;
- Interpersonal relations;
- Communication;
- Cooperation a competence.

Concerning moral development:

- Solving problems and decision making skills;
- Values, attitude and practical ethics.

A significiant characteristic of these courses is the creation of a prosocially stimulative educational environment, development of pupils' positive attitude towards other people, support of their ability to tolerate other people's different opinions and beliefs or cultural style, and creation of the atmosphere of understanding, trust and rational conflict solving. All these issues are practically included in games, exercises, model situations and related discussions. The teacher also plays a significant role in the implementation of Moral, Character and Social Education. The quality of lectures within this subject depends on the teacher's maturity and preparedness, especially his empathy, dexterity in managing the kids, motivation and self-control.

B. Project education within the specific subject

In the current school education, the topic of socially pathological phenomena is portrayed in the individual subjects only unsystematically and non-targeted. An example of this case is the Czech Language and Literature course:

In the literature lesson, the teacher assigns pupils a task to characterize a literary figure within a certain model character. It is possible to describe figures that can be the example of development of an individual who, for example, fights drug addiction (We Children from Bahnhof Zoo), ill fortune or the disfavor of society (Ota Pavel – Jak to tenkrát běžel Zátopek, medailonky dalších sportovců,…). Another possible task is the description of any interesting work as a prevention of boredom. In the 8th and 9th class, as the students already know a lot about various aspects of life, they are asked to write an essay about important social topics: racism, escape from reality, old age, truancy, aggression inside of us, etc.

C. General school project – many authors deal with the issue of school projects. In relation to the social environment and work with FEP, we choose the point of view of Marie Kubínová (Kubínová, 2005, p.1) who, among other things, describes the advantages of school project. She assumes that teachers should:

- stop teaching the pupils only by giving a ready knowledge but apply their different educational role – the role of a counselor who leads the pupils to an active approach to their own learning.
- create such situations during the lessons, so that the pupils feel the need to explore a hidden phenomenon, learn something new. The pupils should have enough space to develop their own learning strategies and enough time to solve the issues and get to the results.

The meaning of the term "project" is derived from the Latin *proicio* (to *throw, cast, toss*).

According to our direct experiences of the inclusion of projects into education, we define (for our needs) the term **pupil's project** as follows:

Pupil's project:

- is a part of any subject matter the learning of which leads to achieving of a certain goal,
- is typical by its openness to the process of learning,
- is built so that the program of learning is not fixed in all its details before the project is implemented, so the pupils cannot pass the project as if it was a fixed program, determined from above,
- is developed and implemented in order to support a pupil's responsibility,
- is related to extracurricular facts, is based on pupil´s experience,
- leads to certain results.

The following table lists the basic characteristics of the project, the issue and the learning task, understood as pedagogical terms.

Table no. 2

	Project	**Issue**	**Learning task**
Basic characteristics	Proactive approach to production	call to an answer	Instruction to an activity

|	more focused on practical activities	more focused on intelectual activities	mainly focused on a practice of skills
Focus on	the pupil and his experiences	learning the subject matter in the form of exploring something new	simple learning of predetermined subject matter
Relation to a pupil	determined by pupil´s needs and has a subjective character	remains outside the pupil and has an objective character	remains outside the pupil and has an objective character
Pupil's motivation	internal, determined by pupil's needs and the urgency of solving them	largely external	external
Preparation	The teacher and the pupils together	The teacher	The teacher
Processing of the subject matter in such form that gives to a pupil...	opportunities to both practical and intelectual activities, result of which is "materialized"	many opportunities for thinking, it forces the pupil to think, evaluate, classify and draw conclusions	only a few opportunities for thinking, evaluation, classificiation and drawing conclusions
The subject matter is presented to a pupil	in a framework form	in predetermined sequence of steps	in a completed form
The process	Open	Open	Open

of learning	based on a real life experience	usually not based on a real life experience, but on pupil´s exploring and his/her own consideration	isolated from real life experience
	Dynamic	Dynamic	Static
The progress of learning the subject matter	meets with obstacles, the ways of their removing are basically available for the pupil, but he/she also has to serch for help outside the subject matter	meets with obstacles, the process of overcoming some of them could be known to by the pupil (algorithms, etc.)	is standard and available for the pupil
	is not determined in details (by the teacher, a textbook), is variable in the sequence of steps and in time	is generally determined (by the teacher, a textbook), not so much variable in the sequence of steps	usually determined (by the teacher, a textbook), fixed in the sequence of steps and in time
The result of the pupil´s work	a specific contribution to the solution of the issue (hidden absorption of curriculum)	acquiring the knowledge and the skills demanded by curriculum	acquiring the knowledge and the skills demanded by curriculum
The connection to	maximal	Minimal	minimal

the social education			

5 School minimal prevention programme
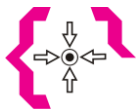
Objectives

The objective of this chapter is to portray the issues necessary to focus on during the creation of the Minimal School Preventive Program.

Workload

2 hours

Important keywords

- Minimal School Preventive Program

- Principles

- Legislation

The Minimal School Preventive Program is one of the documents defining the prevention in the school environment. Every Minimal Preventive Program (MPP) is assembled with respect to the conditions in a specific school. Preventive actions at schools are based primarily on the documents of the Ministry of Education, Youth and Sports on the basis of which the preventive programs are developed and implemented. The document "Metodické doporučení k primární prevenci rizikového chování u dětí, žáků a studentů ve školách a školských zařízeních a Národní strategie primární prevence rizikového chování dětí a mládeže na období 2013 – 2018" is one of them.

By the methodological recommendation "2010 č. j. 21 291/2010" paragraph (2), primary prevention of the risk behavior of the pupils in the jurisdiction of MEYS is primarily focused on the prevention of risk development which leads especially to the following manifestations in the pupils' behavior:

a) aggression, bullying, cyber bullying, violence, vandalism, intolerance, antisemitism, extremism, rasism and xenophobia, homophobia,

b) playing truant,

c) addictive behavior, substance abuse, netholism, gambling

d) risky sports a risky behavior in traffic,

e) eating disorders,

f) negative influence of sects,

g) sexual risk behavior.

By the methodological recommendation "2010 č. j. 21 291/2010" paragraph (1), the elementary principle of primary prevention of the risk behavior in pupils is a guidance to prevent and minimalize the risk behavior, healthy lifestyle, development of positive social behavior, development of psychosocial skills and coping with stress situations.

Every kindergarten is covered by the law "561/2004 Coll." and one of its tasks is to create conditions for prevention of socially pathologic phenomena. The basic document for implementation of prevention at kindergartens, working as a starting point of the minimal school prevention program, is the school prevention strategy. This strategy is a part of the school education program and always reacts to a specific school environment. It is a long-term preventive program created to react to the conditions of the school. The preventive program is a particular document of the school, focused especially on teaching pupils the principles of healthy lifestyle, their personality and emotional and social development, and on their communication skills. The preventive program should support a pupils' proactivity, diversity of forms of preventive work with pupils, the entire teaching staff's involvement in the school activities and their cooperation with the legal representatives of minor pupils. The preventive program is determined by the school prevention strategy, assembled for one school year by the school prevention methodist, it is a subject of supervision by the Czech School Inspection, and it is continually evaluated; and, at the end of a school year, the quality and effeciency of chosen primary prevention strategies are reviewed. The review is a part of the annual report on school activities. (Methodical recommendation, 2010, p. 4)

The MPP is always assembled for the specific school year (short-term objectives of primary prevention) or in a longer time horizon (long-term preventive strategy). The MPP is a part of the educational program of the school. It reflects the specifics of the region and the school (school facility); and it is always dependent on the current situation of the school and it comprises the evaluation of the previous period (school year).

According to the methodological recommendation "2010 č. j. 21 291/2010" in the Title II:, Article 4 paragraph (3), the Minimal Preventive Program:

a) is the preventive program of the school and the school facility
b) is a part of the school education program, which is based on the relevant FEP, eventually edited by any attachment,
c) is defined for the limited time, personnel and financial investments with the focus on maximum efficiency,
d) clearly defines the long-term, medium-term and short-term objectives,
e) is designed to be implementable,
f) is adapted to the cultural, social and political circumstances as well as the structure of the school or the specific population in both the school and its neighborhood, respects the specifics of the school environment,
g) delays or reduces the incidence of risk behavior
h) enhances the ability of pupils and students to make informed and responsible decisions,
i) has a long-lasting impact on behavior change,
j) identifies the problems in the field of risk behavior according to the Article 1, paragraph (1); and any other risk behavior,
k) helps individuals, especially those from the most vulnerable groups (minorities, foreigners, disabled or socially disadvantaged children and pupils) to protect their human rights,
l) promotes healthy lifestyle and strives for the balanced transmission of information and skills.

Miovský et al. (2012, p. 13) state that MP is a complex, long-term prevention program of school/school facility and is a part of the school curriculum which is based on the appropriate FEP; it is eventually attached to the currently valid curriculum and teaching plans. Its implementation is limited in time, personnel and financial options; therefore, it is necessary to focus on the highest efficiency using the existing resources. The program has clearly defined long-term and short-term objectives and is scheduled so that it can be properly executed. At the same time, it must be adapted to the cultural, social or political circumstances as well as the structure of the school or specific population in both the school and its neighborhood. The program

must strictly respect the differences in the school environment, and delay, prevent or reduce the incidence of risk behavior and increase the ability of pupils and students to make informed and responsible decisions.

The Minimal Preventive Program is a specific document of the school focused on the training of pupils to keep a healthy lifestyle, their personal and social development and the development of their socially-communicative skills. The Minimal Preventive Program is focused on the support of pupils' proactivity, diversity of forms of preventive work with pupils and finally, the involvement of the entire teaching staff of the school and their cooperation with the legal representatives of minor pupils at the school. (PCPP, 2010, p. 4)

According to the authors of the manual for the creation of Minimal Preventive Program (2010, p.5), there are five steps in designing of the MPP. The first step is to consider the characteristics of the school and the second step is the analysis of current situation while taking into consideration the last school year's evaluation. The third step is to the set the MPP's objectives the fourth step is to choose the most efficient set of activities for the individual target groups, and the last step is the final evaluation.

As Miovský et al. (2012, p.32) stated, the basis for the successful prevention of risk behavior are the well set internal school rules which specify the rules for both the internal and external communication. The basic document is the "School Rules" which precisely define the duties of students and teachers of the school in relation to the organization of school life. The document also defines the rules for coexistence in the classroom, sets the conditions of lessons organisation and the rules of how to excuse the pupils' absence in lessons, defines the way the unexcused absence is handled at the school, describes the process of rating the pupils' performance and how to handle a crisis situation, and finally, defines the role of the class teachers and specialized teachers. The school rules also specify the activities of the school's counseling office and especially the position of school psychologists and special education teachers, if there are any at the school. The content of school rules is always influenced by the type of school, the type(s) of the school's pupils, the size of the school, the experience of the school and the expectations of teachers and school management. The MPP, which is a part of the school curriculum, becomes the basic

framework for the strategy to guarantee the "school safety". It sets the basic rules to ensure prevention of various forms of risk behavior, determines the role of teachers and other professional school staff who are involved in the fulfillment of the tasks set by the program. To measure the success of the program and its implementation, it is necessary to use quantitative data from the cases of accidents, assaults and physical conflicts that are indicators of the need for the support setting, while providing feedback on the speed and success of chosen procedures.

The main coordinator of the creation of the school preventive program is the school prevention methodist who is a member of the school's counseling staff. The function of the school prevention methodist is performed by a teacher as a specialized activity in addition to its direct teaching; or by an external worker. In the vast majority of schools, a teacher operates as a prevention methodist, because it is cheaper for the school. However, the teachers are then overloaded with work and have no time tol devote to the prevention well.

As Skácelová (2007, p. 59) states, the school's counseling office consists of a team of teaching staff who provide consulting services, prevention of socially undesirable phenomena and the related information and methodological support for teachers, pupils and their parents. The core staff of the school's counseling includes the school prevention methodist, guidance consultant, class teachers, teachers of ethics, civics, etc., and the teacher in charge of the school's educational program creation. This model can be enhanced by the inclusion of school psychologist or special education teacher.

It is also important to engage classroom teachers in prevention as they know best what troubles "their" children. The scope of the class teacher's activities is described in the methodical recommendation "2010 č. j. 21291/2010" Title II., Paragraph (7) as follows: The class teacher works with the school's prevention methodist to detect the warning signals; the class teacher is involved in the implementation of the prevention program and the pedagogical diagnostics of relationships in the classroom, he/she motivates the creation of the internal rules of the class which are in accordance with school regulations, and ensures their consistent adherence (creating an open and safe atmosphere and a positive social climate in the classroom). He/she also encourages the development of positive social interaction among the pupils in the

class, mediates communication with other members of the teaching staff and is the guarantor of cooperation between the school and the legal representatives of minor pupils in the class, acquires and maintains the record of pupils' traits and their family background.

Concerning the evaluation of the Minimal Preventive Program, Skácelová claims (p. 5-6) that the object of evaluation must be: the implemented program, its results (changes), the impact on program participants, and its effect (compared to the objectives). The evaluation concerns the merits of the implementation of the individual actions and activities, provides an overview of the numbers of participants, the financial costs, the ability to implement individual programs, etc. The process of change must be evaluated continuously and consistently by means of providing feedback.

Questionnaires and scales allow detecting a deadlock, failure or unrealistic demands of the program which can then be remedied by developing a new version or another program. The first steps provide us the information needed for the early detection of risks; then, we choose the way of the implementation of preventive interventions and evaluate their efficiency; this process allows for the verifying of presumed hypotheses. The evaluation is carried out by the class teachers (parents + civic community) with the support of the school management, i.e. participation of all the teaching and non-teaching staff of the school or school facility (school psychologist, pedagogical and psychological counseling centre and other specialized facility).

Basic literature:

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SKÁCELOVÁ, Lenka. Prevence v kontextu školských poradenských služeb. In Martanová, V. a kol. Učební texty ke specializačnímu studiu pro školní metodiky prevence. 1. vyd. Praha: Centrum adiktologie Psychiatrické kliniky 1. lékařské fakulty a VFN, Univerzita Karlova v Praze, 2007b. ISBN 978-80-254-0525-3. p. 58-61.

Objectives

The objective of this chapter is to portray the specifics of prevention within the individual categories of social deviations.

Workload

2 hours

Important keywords

- Social deviation
- Preventive procedures
- Specifics of prevention

Selected specifics of prevention within the individual categories of social deviations

A. Prevention of drug addiction (including alcohol abuse)

The authors Nešpor – Csémy – Pernicová deal with the activities of drug addiction prevention in the context of their efficiency – the efficient prevention of drug addiction is not supposed to scare children but to offer them other activities with positive values.

Strategies of prevention (Nešpor, Csémy, Pernicová, 1999, p.31) Table no.3

Strategy	Efficiency
Scaring	Ineffective
Emotional appeals	Ineffective
Submission of simplified information	Ineffective
Offer of better activities	Effective in groups with increased risk

Peer programs	Effective
Social prevention	Effective
Reducing the accessibility of drugs	Effective in reducing the impact
Treatment and mitigation of consequences	Relatively effective

Family, school, other educational facilities, the media and other institutions are responsible for the **primary prevention** of drug addiction. The purpose of primary prevention is to protect the individual who never had any drug experience from the drug and to give him enough information on the consequences of drug addiction. The crucial aim of primary prevention is to reduce drug accessibility and demand.

Medical, social, psychological, educational and other similar institutions are responsible for the **secondary prevention** of drug addiction. "The objective of secondary prevention is to bring an individual back into his/her natural condition and to keep an eye on him/her because of the risk of failure recurrence." (Sejčová, 1997, p.72)

The tertiary prevention is an activity aimed at preventing relapse, i.e. the recurrence of drug addiction in addicts who have passed therapy.

Experts in medical and resocializational facilities are responsible for the **tertiary prevention** of drug addiction. The aim is to reduce the risks arising from diseases that are related to drug abuse (hepatitis A and B, HIV etc.). "The tertiary prevention is an activity aimed at preventing relapse, i.e. the recurrence of drug addiction in addicts who have passed therapy. It aims to precede deterioration and eliminate the recurrence rate. The tertiary prevention is a part of a long-time process of resocialization." (Emerová, 2006, p.88)

B. Prevention of tobacco addiction

The **primary prevention** of tobacco addiction, similarly to other social phenomena, is the main task of family, school and other institutions. The activities of large international tobacco companies which try to fight the children's smoking have been an interesting phenomenon of the recent years. Further information can be found at http://www.philipmorrisinternational.com/CZ/pages/ces/ where there is, among other

things, a link to the educational program of this company. The implementation of antismoking prevention is mainly dependent on the financial support of schools and civic associations.

C. Prevention of pathological gambling

The **primary prevention** of pathological gambling is not only a task of family and school, but also other educational participants which an individual comes across during his/her development. It is the media that should not run advertisements for gaming machines, sports betting etc.; on the contrary, the media should focus on explaining the risks associated with the game. Big companies of the entertainment industry should focus on a positive campaign including the explanation of the risks, and limit their activities to the adult population. Society should actively participate in prevention at the municipal and county level. The process of handling the reduction of risks arising from pathological gambling is described in a special chapter.

D. Prevention of vandalism

The main burden of prevention of vandalism lies on families. A parent who behaves recklessly and disrespectfully to the nature destroys it; such parent becomes very quickly a negative role model for his/her child. It is, therefore, important to hold traditional values - respect for the nature, people, culture, etc. The environment in which a child grows up in is also important. Apart from the family environment, sufficient stimulating school environment is also important. Pupils who are learning in the classroom which is not decorated and where the desks are time-worn are more likely to behave disrespectfully to such equipment. On the other hand, vandalism of children and especially adolescents often arises from the current dissatisfaction and the need to vent their energy. It is relatively easy to recognize vandalism; however, it is more difficult to identify its causes.

E. Prevention of violence and bullying

The **primary prevention** violence and bullying is focused on the whole population of children and youth, who are "non-problematic", i.e. they have no history of aggresivity, bullying, hurting and manipulation. This kind of prevention is focused especially on the formation of positive values and standards, positive relationships and role models,

healthy lifestyle, etc.

The **secondary prevention** of violence and bullying in the school environment includes searching for the pupils who tend to violence and bullying; and the purposeful and long-term work with them. The purpose of the secondary prevention is to change the patterns of the bully's behavior to a socially desirable – positive behavior.

The **tertiary prevention** of violence and bullying is not a task for school facilities or families but the institutions providing rehabilitation and resocialization – correctional facilities, medical facilities, etc.

F. Prevention of truancy

The **primary prevention** of truancy is observed by the methodical directive of "MEYS no 10 194/2002-14" on uniform procedure for the release and excusing students from lessons and the penalties for truancy. The prevention is performed in cooperation with the school representatives, teachers and families or legal representatives of the child. The prevention includes regular documentation of the absence of a pupil, analysis of the causes for truancy, including the taking of appropriate measures, educational consultations with pupils. The effective form of primary prevention is especially the participation in programs focused on the active and healthy lifestyle.

The **secondary prevention** of truancy is provided by social operatives, the Police of Czech Republic and the therapeutical operatives.

The **tertiary prevention** is especially provided by diagnostic institutes for children and other upbringing-resocializational institutions, using programs of reduction further occurence of school absence.

7 Specifics of organizational forms of prevention of risk behavior – Early Intervention System

Objectives

The objective of this chapter is to portray the specifics of risk behavior prevention in terms of content, age groups and the particular organizations involved. Special attention is payed to the Early Intervention System (EIS).

Workload

2 hours

Important keywords

- Specifics of prevention
- Coordination
- Ontogeny
- Early Intervention System

Coordination of prevention

Prevention is defined as initiatives, activities and strategies leading to forestalling and moderation of the negative impacts of socially pathological phenomena which include the possible health damage, legal, social and other consequences. The aims of prevention may comprise: preceding negative impact (preceding the first use of a drug), moderation of addiction, and the elimination of addiction impact – social, moral and legal. For all the social pathological phenomena applies the rule that it is much easier to prevent these phenomena than to subsequently solve them.

Nešpor came up with the so-called "Moon daisy of prevention" (Nešpor, 1999, p.91) in which he names the factors that must participate in prevention in order to preserve its effectivity.
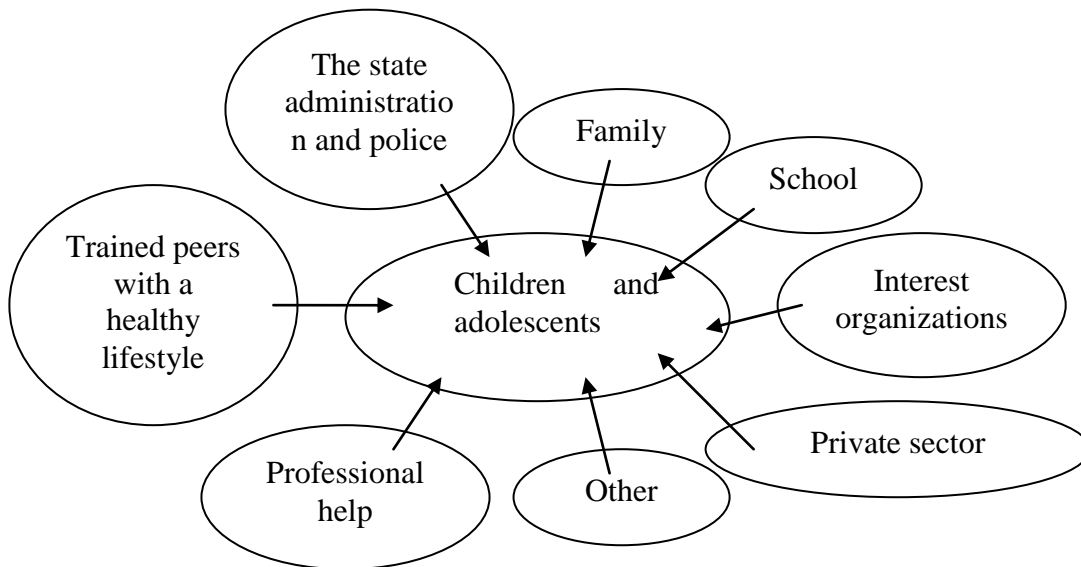
Basic aspects which make the program effective are (by Nešpor):

- Age – program must reflect the age, age peculiarities and the education of child
- Specificity – the program is short, dynamic, smart, interactive
- Life – the program affects the lives of children
- Competence – the program focuses on pupils' obtaining of social abilities and competences for a life
- Regionality – the program considers the local specifics
- Positivity – the program uses positive role models from children's life, media, history, literature, etc.
- Complexity – works both with positive and negative social deviations
- Long-term duration
- Qualified and trustworthy presentation
- Flexibility – the program counts with complications during the implementation
- Progrma provides targeted assistance to the children with increased risk with respect to their specific individual needs
- Program includes cooperation with other institutions and the pupils' parents
- Program includes relaxation techniques and focuses on coping with

stress

- Program offers effective strategies

Levels of prevention

Primary prevention comprises a complex of aspects which influence an individual. These aspects include especially family, school, but also local environment (especially civic associations). Primary prevention impacts mainly education, leisure time activities, counseling, work with the values of children and youth. In terms of its targeting, primary prevention focuses in the yet unaffected population. Lack of orientation in primary prevention is seen as the mistake of contemporary society. Prevention should be evenly distributed in all above mentioned areas (see the "Moon daisy of prevention"). Family should be a strong element in primary prevention.

- **Specific primary prevention** – i.e. a system of activities and services focused on working with population which could, in case of the absence of these activities, be assumed to continue in the negative development; specific primary prevention limits the increase in risk behavior occurrence. The Standards of Primary Prevention are the part of the system. Their implementation in preventive activities is supposed to comply with the required standards and quality of the activities. Specific primary-prevention programs in the field of prevention are therefore programs that explicitly focus on specific target groups and try to find ways to prevent the emergence and development of socially pathological phenomena. (MEYS Strategy, 2004, p.9)
- **Non-specific primary prevention** – comprises all the methods and approaches which enable the development of harmonious personality, including the opportunity to develop talents, interests and physical and sport activities. Programs of non-specific prevention (e.g. various leisure activities) would have existed and would have been desirable even if there were no socially pathological phenomena, i.e. it is always meaningful to develop and support these

programs. Non-specific programs in this sense cannot refer to a specific phenomenon, occurrence of which the program attempts to prevent (general, non-specific approach) or at least to delay it to a higher age of the target group. With the purpose of obtaining a financial contribution, a wide range of leisure activities is often presented as primary prevention. (MEYS Strategy, 2004, p.9)

Secondary prevention deals with the risk individuals and groups with an increased probability to become perpetrators or victims of criminal activities (specialized social care), an increased probability of occurrence of a socially pathological phenomenon (drug and alcohol addiction, truancy, gambling, idleness, vandalism, interethnic conflicts, long lasting unemployment); and it also deals with causes of criminogenic situations. [4] Institutions dealing with secondary prevention are: counseling centres, crisis centres, centres of preventive-educational care, contact centres, services of phone aid, detox centres.

Tertiary prevention involves the resocialization of disturbed individuals in order to prevent risks. In tertiary prevention, we include the concept of harm reduction, which means reducing risks arising from the already established social deviation. Tertiary prevention enforces the non-judgmental, non-pressure approach and provision of services to individuals or communities. Harm reduction carries the idea of helping socially deviant individuals who are more vulnerable in society and minimizing the consequences of their conflicts with society.

Structure of prevention

A. **Social prevention** comprises a complex of factors which influence the individual's socialization and reintegration into the society. These activities are focused on the possible areas that influence unfavorable social and economic conditions. These conditions are considered to be important causes of social

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[4] Interpreted from the definition of the Ministry of Interior of the Czech Rep. – available at
z www.mvcr.cz/prevence

deviation. The efficiency of the preventive actions is basically unmeasurable but there are no doubts about their necessity.

B. **Situational prevention** is based on the belief that socially pathological phenomena may occur in specific situations. The specifics of situational prevention include the place and time. The efficiency of this prevention is quite high. The main focus is on the communities and individuals who use their security devices (CCTV, alarms, communication systems, etc.) in order to prevent crime. The situational prevention can also impact leisure time activities and the lifestyle of children and youth. An individual affected by the situational prevention gets into situations that increase the probability that he/she does not come across socially pathological phenomena.

C. Victimization prevention and crime victim assistance are based on the concepts of safe behaviour; they are usually differentiated with respect to various criminal situations and the maturity of the exposed individuals. In practice, victimization prevention comprises individual medical, psychological and legal counseling, training in defensive strategies and promotion of technical possibilities of protection against crime. According to the degree of danger, it uses methods of social and situational prevention at the primary, secondary and tertiary level.

Special features of prevention in different age groups

Age 0 to 1: individuals of this age are largely influenced by their parents – especially mothers. Empathetic, caring, emotional approach to a child may later in life help achieve emotional balance and a healthy lifestyle.

Age 1 to 3: the child starts to show its personality stronger in public. The behavior of parents should be focused on the child, on its development. The child should be provided with the conditions for its self-realization but also the family rules should be firmly set.

Age 3 to 6: people other than parents and relatives are starting to emerge in

the child's life - the peers. The child enters kindergarten. At this moment, there comes a great challenge not only for the child's parents – to instill one of the most important values of life - health – into the child. The personality and professional readiness of the teacher in kindergarten is also important. It is necessary to teach children to protect their own health, to accept some things with joy (fruits, vegetables) and to confidently reject other (matches, alcohol, cigarettes, pills, sharp objects, etc.).

Age 7 to 12: the child enters the school and comes across a variety of risks. The role of the school environment should focus on the targeted prevention of the risks associated with the abuse of drugs, alcohol, tobacco, etc. A child of this age is open to the ideas from its surroundings and is susceptible. Preventive programs should meet the conditions described in the introduction to this chapter.

Age 13 and older: the child matures physically and mentally. His/her way of thinking is changing. He/she gradually separates from the family and develops conditions for his or her own life. At this time, an adult should be a partner in the supply of information and the support in case of problems, a communicator. The school is an important partner in this period, together with a positive group of peers. (Langmeier, Krejčířová, 1998, p. 27 - 115)

The Early Intervention System (the EIS) and the situation in the town of Svitavy as an example of good practice of preventive activities
The Early Intervention System is the way of work and communication in the field of crime prevention and social-legal protection of children and youth, comprising the social, health and education authorities, probation officers, the police, municipal police and NGOs who carry out a systematic and continuous work with children and their families at risk of crime. (This information was provided by Erich Stündla, the crime prevention coordinator of Svitavy). The EIS is the early intervention in cases of predelinquent and delinquent behaviour, the early assistance to children who are repeatedly brought into the network of law enforcement agencies; and their families. It is a system designed to effectively deal with conflict situations caused by delinquent

behaviour, prevent any further perpetration of crime, divert from the possible criminal career or the tendencies to appease the victim, etc.

The EIS is also designed to ensure the maximum possible knowledge of all subjects involved in the criminal activity of children and youth as soon as possible on:

- under-age and juvenile perpetrators of criminal activity,
- progress of upbringing, protective or punitive measures,
- children who are in the care of social-legal protection authorities.

The EIS is also designed to ensure the creation of conditions allowing an effective, fast and secure report in the EIS, on:

- suspected children maltreatment or abuse,
- other circumstances necessary for activity of these authorities.

Which institutions in Svitavy participate in the information system?

- Crime Prevention Department of the Ministry of the Interior of the Czech Rep.
- the MEYS of the Czech Rep., the Office for Personal Data Protection
- Department of Social Matters and Health Care of Svitavy, primarily the subordinate Department of Social Prevention and Social-Legal Protection, secondarily the subordinate Department of Social Care Benefits
- Police of the Czech Rep. in Svitavy, through the Office of Criminal Police and Investigation Service an also the District Police Dept. of the Czech Rep. in Svitavy
- Municipal police of Svitavy
- Centre of Probation and Mediation Service in Svitavy
- District prosecutor's office in Svitavy
- District court of Svitavy
- School facilities within the administration district of Svitavy
- Health care facilities, primarily pediatricians and GPs for adolescents in and around Svitavy
- Pedagogical and psychological counselling centre, centre of psychological help
- Non-governmental non-profit organisations in Pardubice county

  Task no.1

  1. Find the cities and towns with the already implemented EIS. What is their experience with the EIS?

  2. Find out how the EIS works in our partner town Svitavy, compare it to other cities, e.g. Ostrava or Hradec Králové.

8. Ways of evaluation of prevention and preventive activities

Objectives

The objective of this chapter is to portray the process of evaluation of preventive activities and preventive programs.

Workload

2 hours

Important keywords

- Evaluation
- Evaluation of prevention

An important issue in pedagogization of prevention is **the question, whether it is possible to evaluate its effectivity**. As variety of publications shows (K. Nešpor, Z. Kolář), the evaluation of prevention is complicated but not impossible. In practice, the evaluation of particular preventive activities is more usual than evaluation of the whole preventive programs due to various internal and external conditions that affect the implementation of various preventive programs which determines them crucially.

A large amount of variables determining the very process of implementation can be perceived as an obstacle for evaluation of preventive programs. They especially include the different setting of institutions in which the prevention is implemented, the subjects and objects of prevention and their characteristics, the atmosphere in the said institutions and other influences.

In terms of evaluation of preventive activities, we must always keep in mind the five aspects of evaluation:

1. **The evaluation must be bound to a specific objective –** e.g. to change the climate in a class, to teach the long-term unemployed the effective strategies, to teach the elderly communicate assertively with the businessmen (not to get tricked; to develop fellow feelings in children, to ease the process of adapting to the school, etc.).

2. **The evaluation is done in specific conditions** which are always unique and unrepeatable; they also significantly determine the form, progress and outcome of preventive activities. These conditions include the internal determinants (the personalities and mood of individual pupils and teachers, presence of diseases, genetic predispositions), but also external determinants (locality in which the children live, family background, social climate, etc.).

3. **The evaluation is implemented through certain means** – verbal evaluation, using grades and other tools, the opportunity of increasing of social prestige, joining the group, etc. However, let us not forget the negative evaluation which also has its place and involves criticism, sanctions, punishment and more.

4. **The evaluation has a certain result –** the evaluation itself must not be the result, it has to be the impetus for a positive change.

5. **The evaluation is the result of joint work** of facilitators and other subjects in preventive action. Teachers evaluate the implementation of their activities, and also their work. Pupils perform self-assessment, but also evaluate their feelings during the activities. The aspect of evaluation in relation to the involvement of other factors in preventive activities is also inalienable. (Kolář, 2009). Considering the evaluation as a pedagogical category and in accordance to the definition by the Ministry of Education, Youth and Sports, Nešpor and Miovský demand the respect to the social-pedaogical and pedagogical principles that preventive programs must follow to subsequently evaluate them.

The complexity and combination of multiple strategies, which affect a certain target group

This principle arises from a bio-psycho-social model (cf. Pelcák) from which it is apparent that the causes of risk behavior may be considerably diverse and thus it is necessary for the preventive activities not to be uniform.

The continuity of actions and system of planning

According to this principle, preventive activities should be long-term and systematic; the phases should the interconnected and their relation should be also transparent to

clients. One-time activities have proven to be much less effective. Similarly, one-sided, simplified information prove to be potentially harmful to clients and thus for the credibility of the program.

Targeting and adequacy of information and forms of action with respect to the target population and its age, demographic and socio-cultural characteristics

In accordance with targeting and adequacy of information and forms of action, the program should be precisely targeted on the participants with respect to the specifics resulting from the above-mentioned characteristics. Only then is the program attractive for the participants and can achieve the desired effect.

Early beginnning of preventive activities, ideally as soon as in the preschool age, is completely logical. The longer the preventive activity lasts, the higher is its efficiency. It proves that the attitudes and value orientation of children are formed at pre-school age, and therefore it is advisable to start with prevention as early as in kindergarten. However, this also increases the demands on teaching staff in kindergartens.

Positive orientation of primary prevention and demonstration of specific alternatives:

This principle shows the importance of the promotion of healthy lifestyle by the implementers themselves, and stresses their role of positive models for the participants.

The use of KAB model (Knowledge – Attitude – Behavior)

The KAB model provides affects the participants not only at the information/knowledge level of preventive programs, but especially at the level of the attitude and the subsequent change of behavior. The quality of attitudes and change of behavior often do not directly relate to the scope and depth of knowledge. For this reason, the model includes achieving of relevant skills essential for life, e.g. boosting the ability of youth to face the pressure to use addictive substances by increased self-

confidence, training of assertiveness and the ability to refuse, increased social communication skills and the ability to succeed in a team and to solve problems in a socially appropriate manner (Širůčková, M., Miovský, M., Skácelová, L., 2012, p. 28-29). Miovský, Zapletalová, Skácelová offer a very similar definition but they use the broader term risk behavior instead of drug abuse.

The use of "peer" component, focus on interactivity and active involvement

This principle is based primarily on the assumption that the peers of adolescent individuals have the greatest impact on them, so the implementers of preventive activities should present themselves in the role of moderators and provide the participants enough space to interact and they should support them in open presentation of their own opinions.

Denormalization

The use of the principle of denormalization brings a gradual tuning of values of the program's participators; and risk behavior should become something unacceptable and beyond the social norm.

Support of protective factors in society, creation of supportive and caring environment

Principle of support of protective factors allows participants to experience the program in a safe and caring environment, which creates suitable conditions for the specific activities. Preventive programs include the opportunity to hand over consecutive contats in case of emergency.

Omission of inefficient means

Inefficient means can include mere information meetings, "methods involving intimidation or deterrence of children, (...) exaggerating the consequences of use, moralizing, and last but not least, affective education based solely on emotions and feelings." (Miovský, M., Zapletalová, J., Skácelová, L., 2010, p. 41). These methods are clearly one-sided and in a direct conflict with the above mentioned principles (Miovský, M., Zapletalová, J., Skácelová, L., 2010, p. 39-41).

Miovský (2012) further divides the evaluation methods to formative and summative (normative). In formative evaluation, we focus on the object of prevention and the obsolete changes, i.e. we identify the strengths and weaknesses of the program and look for the optimal changes. In the second case, we compare the results of examination and measurements with already implemented research, standards; and examine the level of fulfillment of standards and or the possible effects of differences in research.
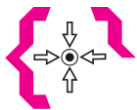
Objectives

The objective of this chapter is to portray the issue of the school counseling.

Workload

2 hours

Important keywords

- Counseling
- Participants of prevention
- CEC – Center of educational care

The whole system of school counseling is focused on helping pupils with a certain disadvantage. Using special methods, the pedagogical workers help to identify and remove problems. (Michalík, 2008, p. 6)

At the elementary schools and high **schools** and even colleges, counseling is provided by a prevention methodist, as well as the educational counselor. Providing counseling services is in charge of the headmaster and his deputy. The school provides counseling services in the following fileds:

- Prevention of school failure,
- primary prevention of socially pathological phenomena,
- career counseling,
- professional support of the integration of pupils with special educational needs,
- education of talented and gifted pupils,
- continuous and long-term support of pupils with bad performance,
- methodical support of teachers. (Decree No. 72/2005 Coll.)

Prevention methodists

Their activities are divided according to Decree No. 72/2005 Coll., into three sectors: methodological and coordinating activities, information activities and counseling activities.

Within the **methodological and coordinating activities**, their task is to provide prevention of pathological phenomena at schools. The prevention is implemented through the Minimal Preventive Program (MPP). This program is implemented in a single school year as it always reflects the current situation. The school methodists must monitor the risks and threats at school to adjust the MPP to them. Carrying out the preventive program, the methodists then provide lectures and discussions with experts, frequent cooperation with the police, crisis centers or curators. Except for the employees of public administration, methodists must also cooperate with the school teachers, including the headmaster and, of course, the children; active cooperation with parents is no exception.

A teacher working as a prevention methodist must also continually evaluate the fulfillment of the MPP objectives; provide information on its implementation at school and on the options of leisure activities. All these tasks are the part of **information activities**.

Finally, the prevention methodists are in charge of the **counseling**. In case of socially pathological threats to pupils, they provide the pupils, teachers or parents with counselling. In this area, they also pave the way for the integration of students with learning disabilities.

The Czech Association of School Prevention Methodists

The school prevention methodists are organized into the professional organization called the Czech Association of School Prevention Methodists. This organization has been operating since 2004 when it was registered with the Ministry of Interior of the Czech Republic. It focuses primarily on providing of counseling in the field of healthy lifestyle, prevention of risk behaviour and educational activities. (Soldán, online)

Educational counselors

Educational counselors work at the school together with the prevention methodists. Their activities are divided into **counseling and methodic and information activities**. In counseling, they provide pupils with advice on their future occupation. They also help pupils with special educational needs - first they seek these students and then they help them with integration.

In **methodic and information activities**, they, for example, gather information on pupils at the school, and provide the legal representatives information on the general performance of the school.

School psychologist

Psychologists began to work in schools in the 1990s. Earlier, professors Hvozdík and Ďurič tried to enforce the inclusion of psychologists to schools. For some time, they managed to enforce their vision partially – at some schools in Slovakia, the activity of psychologists had been tested. Around 1975, the whole experiment faded out. Around 1990, psychologists started to work again at schools, even though the law did not regulate it. The change came with the law on the pedagogical work from 2004. Although the school psychologists count among workers who help with counseling at schools, they do not work in every school. It is also usual that even though they are the employees of the school, they work only half-time (Zapletalová, online).

As with the previous, the activities of psychologists are also regulated by Decree No. 72/2005 Coll., on providing counseling services at schools and school counseling facilities. Primarily, their task is to perform **diagnostics**. Psychologists are involved in the enrollment of children in the first grade. During the school attendance, they identify the children who are gifted, "problematic" or have learning disabilities.

As a part of the **consultation, counseling and intervention work**, they are in charge of the group work with students, cooperation with teachers and their classes, dealing with the prevention of school failure of pupils or multicultural differences among pupils in school.

Special teachers

Within the **screening activity**, they seek pupils with special educational needs and recommend them for special pedagogical care.

They **diagnose** the special educational needs of pupils, discover their history and subsequently work with the pupils individually for a necessary time.
They also try to modify the school environment for such pupils.

Other activities include **coordination and methodical guidance** of teaching assistants in the school, participation in the creation of school and individual educational programs or cooperation with other institutions and workers from centres focused on pupils with special educational needs.

Requirements to become a pedagogical worker

To be allowed to perform the work of one of the above mentioned pedagogic workers, one must meet the requirements stipulated by Act No. 563/2004 Coll. on pedagogical workers and amendments to certain laws. These requirements include:

- legal capacity,
- no criminal records,
- necessary professional qualification,

- medical fitness,
- knowledge of the Czech language.

Except of schools, preventive counselling is also provided by school advisory facilities, including the pedagogical and psychological counseling centre and the special educational centre. The development of these counseling facilities started in the 1960's. First, the centers for assistance with the carrer choice were created, followed by centers helping pupils with behavioral disorders (Michalík, 2008, p. 12).

The purpose of the guidance is, according to Decree No. 72/2005 Coll., for example:
- creation of appropriate conditions for the healthy physical, mental and social development of pupils,
- creation of appropriate conditions, forms and methods of integration of students with disabilities,
- selection of appropriate educational guidance for future career opportunities,
- mitigation of the effects of disability.

Counseling centres provide the pupils aged 3 to 19 years with ambulatory help with upbringing and education. They primarily assess the readiness of pupils for school and issue a report. They are also involved in the enrollment of children, where they perform psychological testing and comment on the placement of pupils in classes. Of course, they also provide counseling services to students with an increased risk of school failure and provide schools with methodological support.

According to Annex 1 to Decree No. 72/2005 Coll., standard counseling activities are divided into:
- complex diagnostics or focused on psychological and special pedagogical diagnostics,
- psychological a special pedagogical intervention,
- information a methodologic activities.

Also, the **special educational centres** provide help to disadvantaged or disabled pupils. The services of these centers are provided to pupils only within diagnostics.

According to § 6 these centers provide:
- readiness of students with disabilities for compulsory school attendance,
- pedagogical workers and legal representatives consultancy in the field of education of students with disabilities,

- methodological support for school.

Centre of educational care

It is a school facility providing comprehensive, preventive educational care to children and youth with behavioural disorders. The general work description of these centers is the effort to diagnose and correct the educational problems or negative behaviors that occurred in a child usually from the age of 10 until the end of secondary education. The Centre works not only with the individuals with negative behavior, but also with their immediate surroundings, such as family and school. It is a voluntary and free type of preventive educational care offered to clients and whole families. (Kdo jsme, online)

Pedagogical workers, special teachers and psychologists work in these centres; and it is possible to contact them in case of problems with behaviour of children, pupils and students. (MEYS, online)

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INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ