



Silesian University in Opava
Faculty of Public Policies in Opava

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EDITORIAL

Kamil Janiš Jr.

Dear readers,

The journal *Social Pathology and Prevention* whose first issue you are either holding in your hands or reading in its online version is a newly established reviewed periodical published in the English language. The title of the journal clearly refers to its orientation and the aiming of our (its) course. We do not intend to deal with only theoretical, empirical, methodological and other aspects of the social pathology as a discipline but we also naturally understand that socially pathological phenomena are the object of interest of other disciplines and/or disciplines which form part of other fields of research. By doing so, we open an imaginary door to the intended multidisciplinary character of the *Social Pathology and Prevention* journal which, however, is not limitless but is determined by the aspects one can use when taking a look at social pathology and socially pathological phenomena.

The thematic basis is therefore inexhaustible for the time being, which must unfortunately be perceived as a rather negative statement. With a little exaggeration we would be very glad if there actually were "not much to write about." But in reality, this idea is more a utopian one. Still, we believe that also thanks to your papers we will both contribute to the theoretical development of social pathology and particular socially pathological phenomena and, additionally, to their more or less obvious and effective elimination. This brings us to the second part of the journal's title, that is, prevention. Despite the inseparability of the fields of social pathology and its prevention, in our opinion, the fact that it has been declared directly as part of the title will lead to a larger target group of the journal's title including the experts from practice. We assume that no practice is spontaneous, and certainly not the social pathological one.

The structure of the journal prepared for you can be supposed as a standard one and it does not divert from the other reviewed journals published in the Czech Republic and/or abroad. Even though the executive editor and editorial board can not influence that, we will definitely attempt to put the individual issues together in a way so that the contributions in them might be not only intriguing, inspirational and professionally enriching but also they might result in their readers' meditation and contemplation of the presented topics. We believe that the historically first number brings papers which fulfil the above mentioned intention. It is mainly in the category of discussion papers that we aim to pay a natural attention to topical subject matters as well as to the topics that both support the professional discussion by their subject area and they directly create such discussion. That is why they are and will perhaps be – at least for someone – controversial from certain point of view.

The first number of the journal cannot begin with anything else than an article which will introduce three contemporary perspectives on social pathology. The rest of the papers to be found in the journal deal with ... but it is obvious from the contents.

We hope those who will find their way to our journal will be professionally enriched by the articles and also they might become inspired as far as their own publication is concerned. Ideally, they can realize it on the pages of the journal titled *Social Pathology and Prevention*.

	ARTICLES	
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THREE PERSPECTIVES ON SOCIAL PATHOLOGY

Václav Bělík

Abstract

The issue of social pathology is a multilayered topic which goes through a series of disciplines. It can be perceived mainly as a sociological topic. The paper presents the contexts of other disciplines which define the issue such as social deviations, respectively from the viewpoint of psychology and pedagogy as risk behaviour. The paper points to three possible views on social pathology. The first view is social pathology as a set of phenomena which are perceived as problematic by the society (deviating from the behaviour according to the norms of the society). The second view is social pathology as a field of study preparing graduates for the prophylaxis and treatment of pathologically social phenomena. The third view is social pathology as a study subject concerning not only the students of socially oriented fields but mainly the students who are to become teachers. They often tend to be important sources of social support and possible actors in the process of searching for and elimination of pathological phenomena in the period of childhood and adolescence.

Keywords

social pathology

The issue of social pathology forms the current discourse in social sciences not only in the Czech Republic, but also worldwide. The massive increase of phenomena that can be described as socially deviant is unusual for the society and we are looking for ways to describe socially unacceptable phenomena, explore them and find solutions and ways of preventing them. The subject matter of social pathology is the study of the issue of socially deviant behaviour.

Kraus (2014, p. 15) defines social deviation as "the violation of or substantial departure from some social standards of behaviour or from a group of standards as an expression of disregard for their requirements." Social deviation is not only the violation of standards sanctioned in legal, religious or moral terms but also the violation of any social standards, e.g. aesthetic. We distinguish between positive and negative deviations. Positive deviation then represent exaggeration and compliance with such standards in extreme ways, e.g. workaholism or abstinence. (Kraus et al., 2010). Kraus (2014, pp. 25–26) divides social deviance into three groups depending on its severity and social risk:

1. Undesirable social phenomena are such phenomena that occur in every society. These phenomena are becoming dangerous for society when their incidence exceeds a certain acceptable level.

Unemployment, homelessness, homosexuality, divorce rate, injuries, illnesses and other may be listed as an example.

2. Asocial phenomena are more serious because they undermine the political, economic and moral foundations of society. Their common denominator is aggression. They include all violence, such as vandalism, domestic violence, bullying, spectator violence, extremism, but also cruelty towards animals.

3. We consider socially pathological phenomena as the most dangerous. These phenomena have the most negative consequences for the society. They include crime, addiction, prostitution or suicide. Fischer and Škoda (2009) also define social pathological phenomena as unhealthy, abnormal and generally undesirable social phenomena. Social pathology denotes also the sociological discipline that focuses on patterns of such behaviour. It deals with the study and analysis of the causes and factors that led to the emergence of specific socially pathological phenomena. It also deals with the possibilities of prevention and therapy of these phenomena.

Social pathology can be seen as a particular problem area in the society which includes phenomena that we mark as socially pathological, or socially deviant in sociological terms. In school environment, these phenomena are defined by the National Strategy of Prevention of Risk Behaviour in Schooling Environments 2013–2018, which operates with the notion of risk behaviour, the busiest term denoting social pathologies in the educational reality to date.

The following phenomena are identified as risk behaviour (National Strategy, 2013):

- interpersonal aggression – aggression, bullying, cyberbullying, and other risk forms of,
- communication through multimedia, violence, intolerance, anti-Semitism, extremism,
- racism and xenophobia, homophobia,
- delinquent behaviour in relation to material goods – vandalism, theft, graffiti and other,
- criminal offences and misdemeanours,
- truancy and non-fulfillment of school duties,
- addictive behaviour – the abuse of addictive substances, internet addiction, gambling,
- risks sports activities, injury prevention,
- risk behaviour in traffic, accident prevention,
- the spectrum of eating disorders,
- the negative influence of sects,
- hazardous sexual behaviour.

So how to define behaviour that we call as risk one?

The very concept comes from a psychological perspective on the problem and refers to behaviour through which an individual or a group endangers itself, but can also pose a threat to the society.

Sobotková et al. (2014, p. 40) define the concept of risk behaviour thus: "we understand the concept of risk behaviour as superior to the concepts of problem, delinquent, antisocial and dissocial behaviour etc. These are often the subject of concepts and theories that try to explain their essence through either biological, psychological or social causes or their combinations." This term encompasses behaviour which results in a demonstrable increase in health, social, educational and other risks to individuals or to the society. It may endanger the health, life or social integrity of the individual. It is behaviour aimed against the interests of the society. (Kikalová and Kopecký, 2014) Risk is permanent and natural part of life and risk-taking is not an exceptional part of behaviour, it even

has a relationship to personal or collective benefit and it develops from both emotional and rational components.

Skopalová (2010, p. 9) states that "its causes are considered to be those factors which influence its existence. These are phenomena or even entire processes that, to some extent, lead to and help committing unlawful activities. Risk behaviour is the result of mutually effective forces and factors. However, it cannot always be determined which to blame for the greatest share. Despite this, the first commonly mentioned factor is the family, followed by the influence of the peer group."

Most youth are successfully coping with radical changes in the body but in recent decades, increasing groups of the youth accept risky ways of life, often with negative consequences for their future lives. This is a worldwide trend. These facts are monitored and analyzed the most in the USA, especially since the late 1990's. In this context, we speak of "new morbidity of the youth". Research shows that these phenomena occur together, they often have the same causes and risk factors. Therefore, they actually constitute a syndrome. (Hamanová, 2000) In connection with risk behaviour, we speak of the so-called syndrome of adolescent risk behaviour. This denotes experimenting with various kinds of risky behaviour. It can be considered as part of the development of adolescents and in most cases it disappears during this period. This does not mean that an individual may be endangered by this behaviour later in life – meaning the risk behaviour associated with crossing the line of criminal activity.

According to the World Health Organization (WHO), adolescents are a separate risk group. Syndrome of adolescent risk behaviour is divided into three components:

- substance abuse (decreasing age of users, a growing share of the young female population),
- negative effects on psychosocial development (maladjustment, conduct disorders, aggression, delinquency, criminality, social phobia, self-mutilation, suicidal tendencies),
- risk behaviour in reproductive area (early sex, early parenthood, frequent change of partners, venereal diseases (Sobotková et al., 2014).

The media can also have a negative impact on the development of a young person. Especially TV shows where violence, inappropriate entertainment or aggression appear. This also applies to computer games which are popular today. The development of the child may be further influenced by family factors, e.g. unemployment of one or both parents. (Vašutová, Panáček, 2013)

A second perspective on social pathology can be social pathology as a field of study which belongs to the spectrum of helping professions (along with social education, social work, special education, addictology and other). This study programme called Social Pathology and Prevention can currently be studied at two university-type tertiary schools in the Czech Republic. It is the Department of Social Pathology and Sociology, Faculty of Education, University of Hradec Králové and Institute of Pedagogical and Psychological Sciences, Faculty of Public Policies, Silesian University in Opava.

Graduates of Social Pathology and Prevention are ready to perform the following professions:

- Worker in educational facilities for institutional and protective education (diagnostic institute, orphanage, orphanage with school, educational institution for the youth). In this context, they are close to the study and profiling of special pedagogy, which prepares specialists for educational work in ethopedic institutions (child behavioural specialists).
- Worker in educational institutions for the performance of preventive care (counselling centres).

- Worker in non-profit organizations focusing on prevention and treatment of socially pathological phenomena, social counselling and social rehabilitation (senior homes, shelters, halfway houses, contact centres, drop-in centres, low-threshold facilities for children and the youth, after-care services, social services for families with children, citizens' advice bureaux). From the perspective of profiling, the graduates of this programme are close to social pedagogy or social work.
- Methodist of prevention in schools (students or graduates of teaching acting as prevention methodologists in schools choose the programme as an appropriate extension of their qualifications). In the Czech Republic, school prevention methodists and educational counsellors are trained using function education according to Act no. 563/2004 Coll. on Pedagogical Staff. In this context, it is akin to study programs of teaching and special pedagogy. The special pedagogy programme in its pedagogical form includes in the graduate's profile the focus on the work of a school methodist of prevention and educational counsellor.
- A worker of the Department of Social Affairs (social curator for adults, social curator for youth, Roma counsellor, consultant for national minorities, public guardian, a community planning worker, foster care worker, worker for domestic violence, maltreated and abused children). According to the amendment to Act no. 206/2009 Coll., new branch of social pathology is included among the branches of university studies which are a condition of professional competence of a social worker, which enables graduates to find wide application in the labour market.
- Worker of the Police of the Czech Republic within all police services (law enforcement, railway, traffic, immigration and border police), officer of the municipal police in the Czech Republic, police specialist – an expert in all police services.
- Worker in penitentiary and post-penitentiary care (prisons for custody enforcement, for service of incarceration sentences, and for security detention).
- Worker of the Probation and Mediation Service of the Czech Republic.

The graduates of Social Pathology and Prevention bear a number of skills acquired during their study through a system of pedagogical and other internships.

These competences include, in particular:

Informational Competence which is characterized by the fact that the graduates have gone through the entire spectrum of base pedagogical and psychological subjects, subjects oriented in the social fields (including medicine), as well as the legislation related to their future profession and practice. The study is also interwoven with other items that will help the graduates to have a range of knowledge not only in specially (narrowly) targeted fields, but especially in general purview (e.g. philosophy, sociology, anthropology, and other). They also have knowledge on the causes of deviant behaviour, including crime and are able to apply it, they have knowledge needed for the identification of effective strategies to protect public order and law enforcement, the necessary pedagogical and psychological knowledge to be involved in educating on prevention of socially pathological phenomena as well as issues of security and the law.

Altruistic Competence which bears the principles of working for others, not only to develop oneself, deep inner motivation for the development of individuals and groups. The graduates know the legal and ethical standards that form the framework of professional conduct in the field of security, prevention and the solution of all socially pathological phenomena; they can actively participate in or coordinate projects to support health (the healthy schools, the healthy city, the healthy social climate and the environment in workplaces).

Egoistic competence egoistic which entails self-care, self-education, relaxation techniques preventing possible burnout syndrome.

Organizational and co-operational competence – the graduates know the procedures and methods of work with both the people who need help and protection, and those who act in a deviant way; they can organize social-pedagogical intervention with specific target groups in an interdisciplinary (inter-ministerial) manner and have the necessary knowledge to stimulate and coordinate programs of prevention of socially pathological phenomena.

Empathetic and communicative competence and problem-solving – the graduates master basic procedures in resolving conflicts between the individual and the society, and in life-crisis situations of clients, including techniques for coping with these difficult and critical life situations, they manage assertive behaviour and are equipped with creative skills.

The study programme Social Pathology and Prevention can be described as inter- and trans-disciplinary. From the above it is clear that it permeates numerous scientific and academic fields from which it chooses areas needed but also enters them retroactively, whether by description of the problems of social deviation, or by search for causes of these phenomena and design of procedures to prevent and ultimately eliminate these phenomena.

The third perspective on social pathology is the definition of social pathology as a study course occurring in the professional training of future teachers. It is therefore a course which in terms of undergraduate training at the University of Hradec Králové is included in the curricula of students of both socially oriented and instructionally oriented pedagogy. While it is compulsory and perceived as a profile course for the students of social pedagogy programmes, it is an elective course for students of the subject teaching programmes of pedagogy. Therefore, the course becomes marginal for these students in terms of their interest. It enters competition with courses whose demands are disproportionately lower. However, the usefulness of these courses for teachers is indisputable – especially to those full-time students who are just preparing for the career of a pedagogue and urgently need to be educated in this area which they are going to often encounter in practice. Hoferková (2013) points out that neither the prevention nor any possible intervention of risk behaviour in the population of university students have yet received sufficient attention. As Dulovics (2014) reports, sciences dealing with the field of assistance require people formed by very good undergraduate training who can be the bearers of a number of competences which include the competences relating to the issues of social pathology.

However, the reality is often different, as shown by the numbers of pedagogy students at the Faculty of Education, University of Hradec Králové, who do enter the course of social pathology (it should be noted that the total number of pedagogy students varies in thousands):

Year	2012	2013	2014	2015
Number of students	11	7	12	15

The challenge for undergraduate training remains in the effort to shift the Social Pathology course among the compulsory courses, which is not easy in the context of requirements for courses which should be contained in the common base of pedagogical studies.

The instruction of the Social Pathology course focuses predominately on the following topics:

- Theories of social deviance. General characteristics of social deviations and their classification.
- The causes of social deviance in sociological, biological, psychological, and multi-factorial approach.
- Socially negative phenomena (unemployment, divorce, population imbalance, homelessness), their characteristics.
- Asocial phenomena and their characteristics (bullying, extremist movements, sects, behavioural disorders).
- Crime (the concept, development and current status in the Czech Republic, kinds, children's crime and juvenile delinquency).
- Prostitution (characteristics of the phenomenon, current situation, STDs).
- Suicide (characteristics of the problem, development and current status in the Czech Republic, forms of suicide of children and youth).
- Addiction (general characteristics, stage of formation, typology).
- Alcoholism, nicotine addiction (characteristic of the problems, current state in the Czech Republic, the emergence and progress of these addictions).
- Non-alcoholic addiction (drugs, their classification, characteristics of physical and psychological addictions).
- Other addictions and their characteristics (pathological gambling, workaholism).
- The issues of prevention and therapy of social deviance (types of prevention, forms and possibilities of prevention and therapy).

To illustrate the situation, it is interesting to point out and repeat the results of the surveys regarding these issues which have been carried out by the author of the present paper. The first is a content analysis of study programme curricula at teacher training faculties. This topic was mapped for 2006–2012 and the results of this investigation were described in detail in the author's monograph "Rizikové chování a jeho prevence v terciárním vzdělávání [Risk Behaviour and Its Prevention in Tertiary Education]" (Bělík, 2012). At this point, let us mention at least some of the results of this mapping.

The content analysis was performed for curricula of 29 faculties and institutions that provide undergraduate teacher training. The following table lists concrete outcomes for the area of primary and secondary courses. At this point, it should be noted that this is a list of courses that were current in 2007. Detailed results for individual faculties, including the five-year development until 2012 can be obtained from the author. It should be noted that the dynamics of these issues in undergraduate education is very small and the results are very similar. The economic aspect of universities has a great influence on this situation, as they are forced to economize and limit the amount of courses offered as compulsory elective and elective.

Results of content analysis:

School X Course	Number of Investigated Faculties	Primary Courses	Secondary Courses
Pedagogical Faculty	10 (9+1)	39 (27E, 12CE)	94
„Theological Faculties"	5	0	15
Other	13	0	11

Note : E = elective course, CE = compulsory elective course

Conclusions on Research Findings – Content Analysis

The results presented provide interesting information about undergraduate teacher training. We found that the preparation on faculties of education is incomparably superior in numbers of primary and secondary courses than at other faculties. Based on the results, it can be generalized that courses we define as primary, do not occur more than secondary courses in any type of tertiary school. Based on the results from the table above, it is clear that theological faculties focus primarily on working with influencing values and standards. Science faculties and philosophical faculties devote very little curriculum to educational and psychological issues, while issues of social deviance are not studied at all.

The risk of these results lie in the possible contradiction between frequencies which we obtained by studying the courses syllabi and their actual content and quality of teaching which is difficult to detect. Another risk of these results is the possible conflict between materials that were provided to the research by the faculties and the actual number of students who take the courses.

A Separate Investigation Focusing on Students' Knowledge

In 2007, later in 2012, and newly also in 2015, the author implemented research to map the knowledge of students of teaching (teaching for 1st and 2nd stage primary and for secondary schools) and other educational staff, including students of socially oriented fields.

In terms of content, this was a didactic test which was thematically based on the currently valid document of the Ministry of Education, Youth and Sports "Strategy of the Prevention of Risk Behaviour" and was formally created on the basis of the so-called. Nimierko's taxonomy of creation and classification of didactic tests, which includes questions on knowledge, understanding of knowledge, standardized tasks and problem solving situations. Formal requirements of the test in 2007 and 2012, including the modified and upgraded version of 2015 are available from the author's work.

However, the interesting fact about the research is that according to the chosen classification, the results of students of teaching are completely opposed to the students of socially oriented disciplines. Results of student of teaching:

Classification grade	Interval	I. stage primary school	II. stage primary school	III. stage secondary school	Total
1	19–21	17	15	11	43
2	17–18	40	27	32	99
3	15–16	59	46	48	153
4	13–14	63	52	50	165
5	0–12	57	67	82	206
	Total	236	207	223	666

From the above table, it is clear that the vast majority of students of teaching who participated in the test would not be successful, or according to the chosen classification, their grade would be 3 and worse (equivalent to "C" and below).

Students of socio-educational fields had different results. This was done in both 2007 and 2012, and most recently in 2015 with a modified test, which takes into account other phenomena involving the topic of the risk behaviour syndrome:

Grade	Number of Points	Frequency	%
1	33–36	2	2.15
2	32–29	44	47.32
3	28–26	30	32.25
4	25–22	14	15.05
5	21–0	3	3.23

The results show that only two respondents (i.e. 2.15 %) would receive the test grade 1 ("A"), which corresponds to 33–36 points. The grade 2 ("B"), which corresponds to 32–29 points, would be given to 44 respondents (i.e. 47.32 %). 30 respondents (i.e. 32.25 %) would be classified by grades 3 ("C"), which corresponds to 28–26 points. Grade 4 ("D") would be given to 14 respondents (i.e. 15.05 %), this result corresponds to 25–22 points. Only 3 respondents (i.e. 3.23 %) gained less than 21 points, which corresponds to the classification grade 5 ("F").

Conclusion

This paper covers three perspectives on the issues of social pathology which the author encounters in the context of his professional activity at the Department of Social Pathology and Sociology of the Faculty of Education, University of Hradec Králové. It is social pathology as a problematic part of society, social pathology as a field of study and social pathology as a course which is important for pedagogues. The need for the discipline of social pathology is no longer in doubt today. This may be proven among other things by the significant amount of scientific literature that has been published (e.g. Fischer, Škoda – Social Pathology; Kraus, Hroncová – Social Pathology, and others), conferences on these issues that are held – for example Socialia 1997–2015 and other – research that is undertaken e.g. the research project carried out in the past in the workplace of the author entitled "Comprehensive Analysis of the Youth in the Eastern Bohemian Region" or "Analysis of Educational Reality of the Prevention of Social Deviance in Tertiary Education", and other. From the above it is clear that in practice, a number of problems occur which social pathology needs to be involved in, however, they need to be seen as invitations to improve the theory and practice in this field.

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THE CURRENT STATE AND PROBLEMS IN PERFORMING PREVENTION OF SOCIO-PATHOLOGICAL PHENOMENA IN SCHOOLS IN SLOVAKIA

Ingrid Emmerová

Abstract

An increase in problem behaviour of varying intensity with pupils of primary and secondary schools raises the necessity of performing effective prevention. This paper approximates the current state of its implementation and analyzes the problems which it encounters in the conditions of Slovak schools. It also presents the current situation of the occurrence of problematic and risk behaviour among pupils at primary and secondary schools.

Keywords

prevention, educational prevention, problem and risk behaviour of pupils

Teachers of primary and secondary schools often, many of them daily, encounter inappropriate behaviour of their pupils. The spectrum of such behaviour is broad: from minor violations of the Rules of Order to serious socio-pathological phenomena, which from the point of view of preventive activity and subsequent solutions is important to distinguish.

Socio-pathological phenomena are unhealthy, abnormal and adverse social phenomena. Currently, the group of socio-pathological phenomena includes particularly: crime and delinquency, pathological addiction (drugs, cults, gaming, ...), suicide rates, prostitution and venereal diseases, pathology of the family (CAN syndrome, family violence, ...), xenophobia and racism, aggression and bullying.

Behavioural disorders are marked by conduct different from normal behaviour which elicits objections on the part of the society and causes behavioural problems. Their influence on the surroundings is disturbing and causes a hindered social adaptation in children and the youth. From a pedagogical point of view, we understand behavioural disturbances as a "wide, etiologically diverse spectrum of maladaptive behaviour, wherein the individual is resistant to conventional educational activity and it is a matter of a permanent characteristic trait and personality expression". (Levčíková, M. et al., 2004, p. 4) Behavioural disorders are manifested through disrespect and violations of rules, disciplinary problems etc., they represent a wide variety of violations of moral standards and of the age-adequate social expectations that lead to violent behaviour. Behavioural disorders complicate the teaching process, as the behaviour of such a pupil does not comply with the Rules of Order.

Behavioural disorders are understood as deviations appearing in the realm of the socialization of the individual who is unable to respect and internalize the standards of behaviour adequate to their age and intellect.

V. Labáth (2011, p. 11) analyzes the term "the risk youth", which, according to him denotes adolescents who are due to the influence of multiple factors more likely to fail in social and psychic realms. This understanding may mean "dangerous youth", but also the youth who have problems with social adaptation, and conversely, can be understood in the sense of the endangered children and youth, these can be children and youth who come from socially disadvantageous environment. M. Zelina (2011, pp. 4–5) proposes to divide inappropriate behaviour of children as follows:

1. Undisciplined behaviour (asocial): It occurs episodically and has no negative social charge. Undisciplined behaviour breaches school standards and precepts, disturbing in classes, copying assignments, using vulgar language and the like are typical of this. This kind of behaviour is solved by the parents, teachers, educators, and may be treated through a warning or counselling. From the point of view of prevention at schools and school facilities, it is possible to define two more categories which lead to inappropriate behaviour.
 - a) Risk behaviour: Risk individuals have a high likelihood of occurrence of problematic behaviour (e.g. risk families).
 - b) Onlooker behaviour: It is characterized by the pupil's being disengaged in social affairs, being disinterested in what people around him/her do, not protesting against evil, not reporting bullying and having no motivation to engage.
2. Problem behaviour (asocial): This includes also violations of standards and rules which have a lasting and intense character, are serious and repeated. Individuals in this category require constant counselling work. Problem behaviour more often requires the removal of the person from their natural environment and there is also an effort to change the social conditions of the person of problem behaviour.
3. Behavioural disorders (anti-social): Anti-social behaviour represents the highest and most severe degree of manifestations of inappropriate behaviour. It concerns individuals with aggressive behaviour, persons who have committed crimes, etc. Anti-social behaviour may be aimed against people, property and oneself.

The difference between the terms behavioural disorder and problem behaviour is pointed out by Š. Vašek (1995, p. 116) according to whom problem behaviour forms the first phase of the development of the actual behavioural disorder – the non-adaptive form of behaviour of individuals or small groups which have an indirect effect on the social relational framework, the socialization process of an individual, or the functioning of the group, and which disturb the ethical, legal and other social standards. Unless these standards are breached (they only are not accepted), it is more appropriate to talk about problem behaviour.

The Current Status of the Problem and Risk Behaviour of Primary and Secondary School Pupils

The current occurrence of problem and risk behaviour in children and the youth may be presented based on the results of objective research.

The international study OECD TALIS (2008) presents data on the negative behaviour of pupils. The situation in Slovakia is better than the international average of the countries involved only in the regular encounter of teachers with the pupils' late-coming (39.4 % is the international average and the situation in Slovakia is 13 %) and pupils' absences (45.8 % international average and situation in Slovakia is 39.8 %). The situation is different with the behaviour of the pupils who do come to school: the pupils' disturbing during teaching (international average 60.2 %, Slovakia 71.6 %), lying and cheating (20.9 % international average, Slovakia 38.5 %), damages to school property (international average 27.1 %, Slovakia 32.3 %). In all these parameters, the situation in Slovakia is worse than the international average.

In September and October 2010, we carried out a research using the questionnaire method on teachers at primary and secondary schools in the Central Slovak region (the sample is applicable to the Slovak Republic). The research sample consisted of 196 teachers of primary and 155 teachers of secondary schools, 351 respondents in total. On the whole, we may state that the most wide-spread problem behaviour of pupils is truancy, which was mentioned by 84.05 % of the respondents. Next, aggressive behaviour (80.91 %), bullying (60.97 %) and legal drug use (50.99 % of all respondents). Aggressive behaviour is the most wide-spread behaviour at primary schools – this option was marked by 83.16 % of primary schools, the most wide-spread problem at secondary schools is truancy. Thefts pose a greater problem in primary school pupils (52.04 %) than experiments with legal drugs (47.96 %). A considerable percentage difference between the answers of the respondents – teachers from primary and from secondary schools – was recorded with illicit drug abuse (13.27 % vs. 43.87 %).

The respondents – teachers of primary and secondary schools – encounter the problem behaviour of pupils in a great extent, and utterly dangerous socio-pathological phenomena are not rare. Only 1.71 % of the respondents (2.04 % from primary and 1.29 % from secondary schools) have not encountered problem behaviour in their pupils. This fact once again confirms the pressing nature of this problem and the inevitability of effective and systematic prevention as well as solutions to the risen problem.

The current situation in schooling is also described by the Report on the State of the School System in the Slovak Republic and on Systemic Steps to Support the Further Development of September 2013, which states:

- A significant problem for the school system is the endangerment of the pupils, the pedagogues and the non-pedagogical staff (bullying of the pupils, attacks on teachers by the pupils, or by their legal representatives).
- Schools do not have at their disposal any tools to increase the security of the pupils or of the staff.
- The school staff point out their insufficient education and practical training in solving urgent crisis situations, despite the fact that the Act on Pedagogical and Professional Staff does not raise this requirement.
- With reference to the National Drug Monitoring Centres, alcohol and drugs are growing in abuse with pupils of lower age cohorts.

The inevitability of systematic and effective prevention already with pupils of the first stage primary schools is also attested to by the results of a screening test which was carried out in 2013. The teachers of all Slovak regions, (except for Region Bratislava), have listed pupils whom they recommend into the care of pedagogical counselling and drug prevention facilities, as they could not solve

their behaviour their problem directly at school. Based on the results of the most significant nature, we may state that (2014, p. 81):

- the teachers of the examined schools recommended 18.10 % pupils to the pedagogical care,
- all the manifestations of problem behaviour (including truancy, contact with addictive substances, criminal activity) do not only involve the second stage primary pupils, but compared to the past, a steep increase of problem behaviour of first stage primary pupils has been recorded,
- compared to the previous time periods, there is a significant increase of the number of problem girls.

A frequently used punishment for problem behaviour in primary and secondary schools is the lowered grade in behaviour. According to the research findings of M. Pétiová et al. (2014, with 15–17), the most frequent reasons for the lowering of the grade in behaviour mentioned by the headmasters is the breach of Rules of Order, truancy, unresolved absences and inappropriate behaviour of the pupils. With secondary school headmasters, the dominant violations are truancy, breach of Rules of Order and inappropriate behaviour.

The educational problems are the subject of the meetings of the pedagogical council. According to the Report on the State of the Security in the School Environment and of the Prevention of Negative Phenomena in the Behaviour of the Pupils at Primary School in the School Year 2013/2014, at Grammar Schools in the School Year 2013/2014 and at Vocational Secondary Schools in the School Year 2013/2014 in the Slovak Republic, the most frequent educational problems which the pedagogical councils had to concern themselves with, were:

- at primary schools: inappropriate behaviour during teaching (disturbing, talking back at the teacher), disrespect to the teachers' instructions and vulgar language among the pupils,
- at grammar schools: inappropriate behaviour during teaching (disturbing, talking back at the teacher), and poor attendance of the pupils in classes,
- at vocational secondary schools: poor attendance of the pupils in classes, disrespect to the teachers' instructions, inappropriate behaviour during teaching (disturbing, talking back at the teacher), and escapism from classes.

The empirical findings of M. Pétiová (2015, pp. 11–12) attest to a poor situation which involves the relationships between the pupils and the teachers. In 2014, compared to 2005, the number of responding pupils who liked their teachers and honoured them decreased (from 17.1 % to 10.0 %) and the number of pupils who do not like their teachers grew (from 6.0 % to 9.2 %), or their teachers are indifferent to them (from 3.0 % to 8.1 %).

The results of the researches present the reality of the school practice. Information referred to here point at the current situation in primary and secondary schools in Slovakia concerning the growth of problem behaviour of the pupils which summons the need for effective prevention and adequate solutions to the arising problems.

Current State of the Prevention Carried Out at Schools in Slovakia

The school, primary school especially, plays an important role, as it is frequented by the whole population of the age of 6, apart from individual exceptions. It is therefore inevitable to carry out primary prevention and effectively solve cases of the manifestation of problem behaviour of pupils.

As a professional institution, a school ensures the realization of prevention, especially of the primary prevention, and if problem behaviour in pupils is wide-spread, also secondary prevention. In the field of secondary prevention, it develops complex care of the pupils with problem behaviour, from the upbringing problems in the family, over the breaching of the Rules of Order down to breaking the current legislation.

The main agents of prevention at primary and secondary schools in Slovakia are the coordinators of prevention. To the harm of the matter, i.e. to school prevention, the Act on Schooling apart from the function of the social pedagogue, only leaves the function of the prevention coordinator as an unpaid one, carried out by a pedagogical staff member – a teacher.

The director of a primary or secondary school appoints a teacher into the position of a prevention coordinator based on his/her voluntary interest, personal readiness and professional aptitude, usually for the period of one year. The prevention coordinator carries out the following tasks:

- Elaborates the plan of preventive measures for the school year in question.
- Fulfils the role of the school counselling in questions of the prevention of drug and other addictions.
- Pays special attention to the pupils from disadvantaged, socially excluded environment (endangered by social pathologies), where the risk of developing socially negative phenomena, including drug addiction, is higher.
- Secures the coordination of prevention as an integral part of the educational training process. In the framework of the school, provides preventive-educational consultations to the pupils and their legal representatives.
- Mediates the connection between the school and preventive, counselling and other professional capacities and NGOs involved in prevention.
- Coordinates and methodically delimits preventive anti-drug educational and informational activity towards the pedagogical staff at the school, observing in a long-term, systematic manner and evaluating the development of pupils endangered by drug addiction or other social pathology.
- Informs the pupils (or their legal representatives) on the activity of the preventive counselling and other professional facilities and the possibilities of drug addiction or other addictive prevention.

In the Czech Republic, a similar function is carried out by the school prevention methodologist.

The principles of effective prevention of risk behaviour in children and the youth, according to M. Miovský, J. Zapletalová, L. Skácelová (2010, p. 39–41), include:

- a) Complexity and combination of numerous strategies, aimed at a certain target group. Prevention needs to be conceived as a summary of a number of factors, and as a coordinated cooperation of various institutions.
- b) The continuity of work and the systematic manner of planning.
- c) Adequate informative and other forms of activities aimed at the target population and its age-specific traits.
- d) An early start of preventive activities, ideally already in preschool age.
- e) Positive orientation of primary prevention and the demonstration of specific alternatives. The promotion of a healthy lifestyle, utilization of positive models and the offer of attractive positive alternatives.
- f) The focus should not include only the level of information, but especially the quality of attitudes and the change of behaviour. The aim of prevention is to influence genuine behaviour.

- g) The utilization of peer-based elements, emphasis on interaction and active involvement. For children and adolescents, their peers may often present authority of greater influence than the parents or teacher have.
- h) De-normalization – primary prevention should contribute to the creation of such social climate that is not favourable to the support of the development of risk behaviour. Changing the standards and values so that risk behaviour does not appear as beneficial, nor as a social standard.
- i) Support of protective factors in the society.
- j) Non-implementation of ineffective means. It has proven ineffective to simply provide health or other kinds of information on the given risk behaviour. Also inefficient are intimidations, bans, moralization or exaggeration of the consequences.

In the school year 2009/2010, the State Institute of Pedagogy of the Slovak Republic carried out a questionnaire survey entitled *The Prevention in Primary School Practice in Slovakia* (Bizíková, L., 2011), which showed that the most often given long-term goal of prevention in terms of its content was primary prevention, closer specified as the effort to protect the pupils from substance abuse along with the prevention of bullying. The second most frequent long-term goal of the schools was to eliminate aggression, fight xenophobia, intolerance and bullying.

Prevention in schools is carried out in various forms of activity. The most appropriate are preventive projects or programs. "Implementing prevention of socio-pathological phenomena, we need to lay emphasis on its systematic nature. Practice shows that the regular organization of preventive activities is much more efficient than organizing a one-time event." (Kováčová, A., 2015, s. 40) Among one-time activities, the most dominant is a discussion with an expert, and professional lectures. It is recommended to include prevention of socio-pathological phenomena into the instruction of individual subjects.

Lectures are not an efficient form of prevention, and an inappropriate form for pupils of primary school, but once connected with a discussion on a given topic, they may form a supplement of the preventive work. The very wide-spread means of prevention are leaflets, competitions, quizzes, television or radio segments and also, inappropriate discussions with former substance addicts. Positive possibility to evaluate one-time activities, such as excursion to a concentration camp, excursion to re-educational centre, etc.

Problems in the Implementation of School Prevention and the Possibilities of Turning It Professional

The problems in implementing prevention in the current school practice are numerous and we may list these:

- prevention coordinators – pedagogical staff members who often are not ready for the implementation of prevention and lack the required erudition,
- the prevention coordinator at the primary school is usually from among the second stage teachers and their focus is in the age category of the second stage, the first stage of primary is not paid attention to in terms of prevention; a more positive evaluation can be given to schools where one prevention coordinator works with the first stage and another one with the second stage,
- the work of the coordinator is not reflected in their workload and they are not exempted from other duties,

- there are schools where the teachers change year after year,
- there is no monitoring of inappropriate and problem behaviour, so prevention activities are not aimed at real risks,
- preventive activity are often unattractive to the pupil (the information is repetitive) and they often are carried out in the same monologue form without any active participation of the addressee of the monologue,
- schools often run "mass preventive events" which are organized for large groups of pupils and where they lack the opportunity to express themselves.

Many of the problems stem from the insufficient professionalization of prevention at schools in Slovakia. As P. Ondrejko^{vič} states (2013, p. 12) "the lack of professionalism which the current state is marked by results especially in low effectiveness of prevention in all of its three kinds (primary, secondary and tertiary)".

Preventive activities must consist of systematic work, implemented at the professional level. In this regard, it is necessary to specifically highlight the work of social pedagogues in schools because they have expertise to carry out primary and secondary prevention, as well as other socially educational work. Their activities at schools are already included in the legislation of the Slovak Republic. According to the Act on Education and Training, the social educator has been added to the other components of the system of educational counselling and prevention in Section 130 of the Act on Educational, Pedagogical and Professional Staff no. 317/2009 where the position is incorporated into the category of professional staff. Section 24 states: The social educator performs professional activities in the framework of prevention, intervention and counselling especially with children and pupils at risk of social pathological phenomena, from socially disadvantaged backgrounds, drug addicts or otherwise disadvantaged children and to pupils, their legal representatives and teaching staff of schools and educational establishments. The social educator fulfils the tasks of social education, support of pro-social, ethical conduct, socio-pedagogical diagnostics of the environment and relationships, socio-pedagogical counselling, prevention of socio-pathological phenomena and re-education of behaviour. S/he performs expert activities and educational activities.

The implementation of prevention of socio-pathological phenomena can be considered as a dominant sphere of interest, as well as specific activities of the social pedagogue at the school. Currently, at schools in the Slovak Republic, the core responsibility for the implementation of prevention rests on the shoulders of the prevention coordinators – teachers who are mostly in full-time teaching employment and not financially remunerated for the performance of this position, often even not possessing the required qualification. The rise of socio-pathological phenomena in children and the youth, however, requires professionalization of prevention already in school environments, where social pedagogues should operate who would have the professional training.

The efficient and effective primary prevention includes continuous and comprehensive programs, interactive programs, especially programs assisting the pupils to confront social pressure aimed at improving communication, non-violent management of conflicts, rejection of addictive substances, raising healthy self-esteem, coping with anxiety and stress. It is important to carry out various cooperative activities.

E. Smiková (2012) divides prevention programs (with particular regard to drug prevention programs) into programs aimed at the elucidation of information (emphasis is placed on knowledge and understanding), programs focused on emotional learning and education (e.g. training of

decision-making skills, elucidation of values, stress management and raising self-esteem), programs focused on social influence (informing the pupils about peer pressure and other social pressures and developing skills to withstand pressure), or general programs, i.e. complex ones (includes information, training of skills, decision-making and resisting, components of creating commitments and standards), alternative programs (these programs emphasize the training of living skills and the provision of alternatives, e.g. in case of drug abuse).

The ineffective prevention includes intimidation, emotional appeals, simple information hand-over, one-time events, mass activities of film screenings without being followed by a discussion or conversation in small groups.

Another area of a social pedagogue's performance is the solving of the problem of behaviour of pupils – in primary and secondary school pupils, this includes a broad spectrum of inappropriate, problem behaviour that still may not fall into the group of behavioural disorders or socio-pathological phenomena. These include: stealing, destroying property and vandalism, delinquent behaviour (when a pupil comes into conflict with the law), aggression and bullying, truancy, running away and vagrancy, lying and cheating, use of licit or illicit drugs, inadequate use of computers, the Internet or mobile phones, and other potential sources of non-substance addiction, sexual and other risk behaviour.

Effective methods and approaches are being sought to adequately solve problems in behaviour. Some methods of intervention are only suitable for certain problems or behavioural disorders, only a certain type of educational environment, or only a certain type of teachers or pupils (e.g. regarding the pupil's age). The choice of strategy needs to be also decided based on the professional competence and practical experience of the teachers, social pedagogue and school psychologist. The social pedagogue as an assisting professional is competent to work with pupils with problem behaviour.

A social pedagogue who is active at a primary or secondary school may provide social counselling to teachers, educators, parents and pupils. In addition to counselling, s/he is competent to provide contacts of other experts in the field of assisting professions. The social pedagogue provides socio-educational counselling to pupils, teachers and parents. Especially beneficial is the counselling of pupils who have a problem. The practising school social pedagogues point to the fact that they are often those who listens to the pupil and in whom the pupil may confide.

The cooperation with experts is another of the fields of their performance – especially when preventing and solving the problem behaviour of the pupils. J. Hroncová (2013, p. 25) says that "prevention of socio-pathological phenomena is a long-term systematic process where a more significant role than until now needs to be played by not only the primary educational institutions, specifically the family and the school, but also institutions of pedagogical counselling and prevention, the police and the public administration".

The development of children is conditioned by family background. It is therefore important to dedicate adequate attention to the cooperation between the school and the family which can be actively fostered by the social pedagogue. The family is a dominant agent of socialization and, as B. Kraus (2015, p. 50) points out, "socialization may take place on various levels, in various quality, so that the influence of adverse and from the perspective of the optimal personal development unfavourable stimuli (or persons), may lead to a state where the resulting behaviour is deviant from the generally accepted standards". Family itself may be the source of adverse stimuli, as well as the source

of strong protective factors (e.g. strong emotional bond between the parents and the children, clear rules, moderate solicitude, enough time spent with the child, etc.).

Special attention in the field of socio-pedagogical care at school should be paid to the need to attend to the pupils from socially disadvantaged environments and work with them actively. Pupils from socially disadvantaged environments are according to the Education Act pupils living in environments which in view of the social, familial, economic and cultural conditions does not provide enough stimuli for the mental, volitional and emotional qualities of the children or pupils, does not support their socialization and does not provide enough adequate stimuli for the development of their personality. The social pedagogue pays great attention to the socio-educational work with the pupils from socially disadvantaged environments.

The prevention and intervention activities of the workers of assisting professions, i.e. including the social pedagogue, (Gajdošová, Hubinská, & Jakubková, 2011, p. 7) include:

- improving social atmosphere and climate of the school and bettering the relationships in class groups, as well as relationships between the teachers and the pupils,
- improving social skills of the pupils, conflict solving, management of negative emotions and stress management,
- development of social competences, whether of the workers of assisting professions themselves, or especially the effective problem-solving and conflicts with the children and their parents,
- better familiarization with the personality of the pupil, carrying out adequate socio-pedagogical, special-pedagogical and other diagnostics and choosing intervention strategies for the work with the children,
- securing the psycho-hygiene of learning, upbringing and education,
- effectuating the integration of pupils with special needs to standard schools from a psychological standpoint,
- effectuating prevention and development programs for children and adolescents who are learning to better learn themselves and the others, to communicate adequately, to solve conflicts at school and at home properly, to be tolerant and peaceable, to lower ones aggression and develop assertive behaviour, etc.

According to K. Kropáčová and J. Hroncová (2013, pp. 62–88) socio-educational work of social pedagogues at schools and school facilities focuses on socio-pathological phenomena, socio-pedagogical work with the individual, socio-pedagogical work with groups, socio-pedagogical work with teachers, socio-pedagogical work with the family, socio-pedagogical diagnostics, socio-pedagogical counselling, socio-pedagogical therapy, socio-therapy and socio-pedagogical rehabilitation.

It is possible to positively appreciate the fact that since 2014/2015, social pedagogues have been included in primary and secondary schools as part of the project PRINED (PRoject of INclusive EDucation).

Important for Effective Prevention in the School Environment:

- Professionalization of the implementation of prevention at primary and secondary schools.
- Drawing on an analysis of the occurrence of negative phenomena which need to be prevented (monitoring at schools, intensive work with class teachers, etc.). Predicting the probability of the occurrence of a given phenomenon, or phenomena, and consider the choice of methods and forms of activity, whether in the field of primary or secondary prevention in the school environment.
- Intense attention needs to be paid to the new risks which are brought by modern technologies,

endangering the pupils of primary and secondary schools: abuse of the mobile phones, of the Internet, cyber-bullying, etc. In connection with the prevention of addictions and other risks of modern technology in pupils of primary and secondary schools, it is necessary:

- First, as teachers, to look for information in professional publications, as well as in the Internet (e.g. www.zodpovedne.sk, etc.).
- Informing the pupils in an age-adequate manner on the risks arising from the use of modern technology.
- Organizing interesting events on the topic, e.g. through an Internet Security Day.
- Teaching the pupils to protect their identity (e.g. in creating their profile or publishing their photos and personal data).
- Emphasizing the danger of personal encounter with people contacted over the Internet.
- Keeping the rule not to continue in a communication with sexual subtext.
- As teachers, assuring the pupils that in case of any of such problems (e.g. cyber-bullying), they may turn to the teachers, or provide the pupils with specialists' contacts.
- Carrying out activities with the pupils on the topic of human rights, children's rights and gender equality, to prevent all forms of discrimination.
- Remembering to prevent victimization. As an example, it is possible to introduce talks at schools, focusing on the increase of caution in the field of work offers abroad in connection with human trafficking, e.g. warn about the techniques of gaining girls to work abroad and the necessity of observing some key rules: not to travel before gaining a work permit, to remember the number of the Slovak Embassy, not to hand over your passport to anybody. Further, it is important to inform the pupils, as of necessity, on the risks of abuse on the labour market, especially during summer holidays, to teach them to recognize job offers which may be hiding some danger, what to ask about during a job mediation, etc.
- Effective prevention should not threaten, ban or command, the rule is to explain, elucidate and offer alternatives.
- It is important to state that the one-time events cannot replace the continual and focused systematic work in the context of primary prevention. A lecture or talk does not have to have a positive effect, as it may even spark the interest in e.g. trying some drugs as a matter of curiosity and experience of danger (talks with abstaining alcoholics or drug addict).
- Use different forms of prevention – e.g. the teaching process, specifically via the courses of ethical education, social studies, etc., special prevention projects and programs, education towards a healthy lifestyle, visual demonstration and the use of ICT tools etc.
- At schools, elaborate conscientious plan of prevention activities and their practical realization.
- Preventive activities must be systematic work implemented at the professional level.

The school is a dominant educational and socializing agent who also plays the important role in the field of prevention – primary and secondary. It is appropriate when schools cooperate on carrying out prevention with professionals, especially with pedagogical-psychological counselling and prevention, as well as with the Police of the Slovak Republic who have specialists of unique training in prevention, also many city or municipal police carry out prevention activities for pupils of primary and secondary schools, even activities suitable for preschools.

In the school environment, it is necessary to consistently solve even minor problems of pupils' behaviour, as with some their neglect or underestimation may lead to more serious forms of deviant

behaviour. Prevention activity must consist of systematic work carried out throughout the whole school year through the teaching process and apart of it.

The requirement for professionalized prevention processes becomes current nowadays, as various Slovak and European documents point out. In this regard, it is necessary to specifically highlight the work of social pedagogues in schools because they have expertise to carry out primary and secondary prevention, as well as other socially educational work. Their activities at schools are already included in the legislation of the Slovak Republic. It would be beneficial if schools could increase the number of professional staff – social pedagogues, which the current school legislation does enable.

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FINANCIAL PROBLEMS AS ONE OF THE POSSIBLE REASONS OF SOCIAL EXCLUSION OF PERSONS RELEASED FROM INCARCERATION

Tereza Raszková, Stanislava Hoferková

Abstract

The paper deals with financial issues associated with imprisonment which may be one of the causes of social exclusion of persons released from prison. The authors of the contribution briefly characterize the prison system in the Czech Republic. They describe the negative effects associated with imprisonment which may lead to social problems and social exclusion. They address the potential financial problems associated with imprisonment more specifically, not only describing the reasons why imprisonment is costly for the individuals and their families but also pointing out the fact that imprisonment without probation is a financial burden for the state. They highlight the benefits of alternative punishments not connected with imprisonment of individuals and the necessity to focus on the issue of employing the persons released from prison.

Keywords

imprisonment, social exclusion, negative phenomena, financial problems, post-penitentiary care, alternatives to imprisonment

Introduction

An adequate punishment for a committed offence mainly functions as retribution and fulfilment of other purposes. Through imprisonment, we especially protect the society from the offender, but we also try to re-socialize and re-educate the perpetrators and lead them to an orderly life after their release, affecting at the same time the education of other members of society. The Czech society is traditionally very much punitively oriented. A survey of the Institute for Criminology and Social Prevention (Scheinost, 2013) confirmed that a majority of the public consider the penalties prescribed in the Penal Code as too moderate and they also perceive the sentences declared in Czech court practice as such. Conversely, some experts (e.g. Černíková, 2008) highlight the limits of the society in re-socialization and redress of some offenders. Especially the unsuspended incarceration sentence service involves "many negative phenomena which damage the

actual perpetrators but may directly or indirectly become a burden for the whole society as well." One of these negative phenomena are the financial problems associated with the imprisonment of individuals.

Persons released from the service of an incarceration sentence (but also from custody or other correctional or treatment providing facility) are a group of people who are prone to social exclusion. Possible reasons may include, for example:

- social prejudice not only towards the convicted individuals but also to their families and close relatives (the children often suffer the most),
- stigmatization in connection with the imprisonment (the label of a criminal) which is reflected in the willingness of employers to recruit persons with criminal record,
- loss of social ties (not only with the family but also with the community where the individual lives),
- loss of social skills, including work habits,
- abuse of alcohol and other drugs,
- inability to find an adequate job and keep it (Mareš /2000/ notes that marginalization in the labour market is one of the basic current forms of social exclusion),
- the risk of poverty due to indebtedness, loss of job,
- reduction of the level of housing, living in excluded areas (ghettos),
- the issue of acquired helplessness, etc.

For the purposes of this paper, social exclusion is understood as the process by which individuals or groups of people are, for reasons beyond their control, forced to the margins of society and given more difficult or limited access to resources and opportunities (particularly employment, housing, social protection, health care and education; Social Inclusion Strategy 2014–2020, 2014, online, Mareš, Sirovátka, 2008). As we have indicated above, social exclusion is associated with inequality, whether based on the distribution of wealth, on gender, or on ethnic, cultural or religious differences (Mareš, Sirovátka, 2008).

According to Mareš (2000), social exclusion has since time immemorial been a mechanism of social control under which unwanted or nonconformist individuals were pushed to the margins of society (marginalization) or right outside of it (exclusion). Social exclusion also served as a "tool for promoting a shared identity, internal cohesion and integrity" (Mareš, 2000, p. 272). Conversely, at present, social exclusion is understood mostly as a threat to the integrity and cohesion of the society (Mareš, Sirovátka, 2008). Among the main indicators of social exclusion, there are poverty, material deprivation and low work intensity. In addition, these indicators serve as indices of the risk of poverty or social exclusion. (Social Inclusion Strategy 2014–2020, 2014, online).

Social exclusion is linked to substance abuse, especially alcohol, and the issues of gambling. Generally, one of the characteristic traits of citizens living in excluded localities is low education (or low value ascribed to education), which is reflected in employability. Another problem is the phenomenon of hereditary unemployment, as the young generation does not find working habit models in their parents and their reliance on the welfare state becomes a standard (in our practical experience, we are soon going to be receiving the third generation of people who have never worked to serve sentences of incarceration). Other phenomena to be classified as socially pathological include prostitution or crime.

1. The Prison System in the Czech Republic

The Prison Service of the Czech Republic was established by Act no. 555/1992 Coll., On the Prison Service and Judicial Guard of the Czech Republic (as of January 1, 1993). The legislation governing the enforcement of custody and service of incarceration sentence has taken into account the elements of demilitarization and humanization of the prison system of our country as of January 1, 1994; the new legislation was based on the respect for fundamental human rights, personal dignity and the provision of suitable material conditions. The Prison Service belongs to the justice department, regulating the service of incarceration sentence, enforcement of custody and security detention.

As to August 26, 2015, there were 20,346 imprisoned people in the Czech Republic (see Table no. 1). The number of prisoners continues to rise. The saturation of incarceration enforcement facilities currently lies at 103.06 % (18,348 convicts). The enforcement of custody counts 1,944 charged individuals, security detention enforcement involves 54 inmates. The data are available from the website of the Prison Service of the Czech Republic (Information Service, Quick Facts).

Table no. 1 The numbers of prisoners in the Czech Republic as to August 26, 2015

	Male	female
Adult	18,846	1,339
Underage	101	6
Inmates*	49	5
Total	20,346	

*security detention

Source: The Prison Service of the Czech Republic,
Quick Facts, 2015 [online]

The redress and rehabilitation possibilities of individuals in prison facilities are still under discussion (e.g. Papšo, 2011; Černíková, 2008; Zoubková, 2004). In the Czech prison community, the term "treatment of convicts" is used since the 1990's, having replaced the previously used term re-socialization (re-socialization programs). The treatment of convicts is any activity that is carried out with the convicted inmates in order to fulfil the purpose of incarceration sentence service and at the same time to avoid a deterioration of their physical or mental condition. The treatment includes not only social care, education, re-education, psychotherapy, psychological and medical care, but also visits, exchange of mail or employment of prisoners and it takes into account individual needs and possibilities of the convicts. A specific treatment program, then, contains the defined objectives of affecting the imprisoned individual, the methods of treatment of the convicts, aimed at achieving the goals, and the methods and frequency of assessment.

Currently, the statutory framework recognizes the SARPO tool (a predictive tool for the evaluation of risks and criminogenic needs of the convicts in the form of an electronic program) which has been introduced into prisons since November 1, 2012. Since April, 2013, SARPO has served as a standard tool for creating the so-called Comprehensive Reports – documents that form the basis for each prisoner's treatment program. A treatment program determines the interventions that the convict in question is to undergo within a time period of the incarceration sentence service. Criminogenic risks are

those variables which have been empirically shown to increase the probability of failure. The result is projected on a four-point scale: low, medium, high and very high risk. (Petras, Hůrka, Drahy, Jiříčka, 2015) Depending on the risk a convict's screening results in, he or she is included in the corresponding activities of a treatment program. Three basic programs have been defined: minimal treatment program, standard treatment program and special treatment program; while further outbound treatment program, and the basic motivation treatment program for prisoners refusing to confirm their determined treatment program, have been designed. The assessment of the successfulness of the performance of the treatment program forms a part of the overall assessment of the purpose of the incarceration sentence service.

2. The Financial Problems Associated with Imprisonment

The incarceration sentence service (but also the enforcement of custody or security detention) brings many negative phenomena (risky behaviour) which we define as all activities or events that in any way make the penitentiary activity or the fulfilment of penal enforcement purposes difficult or impossible. In the context of negative phenomena, these often include aggression, volitional food rejection, substitutive sexual gratification, drug abuse, possession of illegal items and riots. Prisonization and second life of convicts also belong to this issue. Most of these negative phenomena are designated in practice as so-called extraordinary events, which are subject to reporting duty. One of the negative phenomena that affect not only the convicts as such but also their families and ultimately the state, are financial problems associated with incarceration. These problems could be divided into three basic areas:

1. The financial problems of the convict: the loss of job, the rising indebtedness during the sentence service, the inability to repay debts, the extinction of work habits, the problems with obtaining new employment after the release.
2. Financial burden for the convict's family: the loss of the breadwinner, the financial demands of the sentence service.
3. The financial burden for the state: the cost of the convict in incarceration, the convict's family as a financial burden for the state, eventual unemployment benefits after the release, etc.

The first two areas relate primarily to the convicts and their families. It should be borne in mind that the majority of individuals' possible financial problems greatly affect the financial situation of the whole family. It is mostly men who are in incarceration sentence service or in custody, e.g. as of August 26, 2015, 94 % of all convicted incarceration sentence serving inmates were men (Prison Service of the Czech Republic, Quick Facts, 2015, online), who are often breadwinners, especially if the wife or partner is on parental leave (or the recipient of the disability and retirement pension). Vast majority of convicts are unable to repay their debts during incarceration sentence service without the help of their families, which can be, for example:

- incurred in connection with the provision of healthcare services and costs of regulatory fees (as of January 1, 2015, the only payments are the regulatory fee of CZK 90.00 for the use of emergency medical services or emergency services in the field of dentistry) and additional charges beyond the public health insurance,
- unable to pay court and administrative fees on damages or non-pecuniary damages incurred to the Prison Service during the sentence service,

- to pay regular and outstanding alimony,
- to pay the cost of sentence service,
- to pay debts incurred prior to the sentencing, etc.

We have often witnessed the convict being sent a property seizure order and finding him or herself in a financial trap that is difficult to solve. In prison, they are referred to specialists who can help them carry out steps, however they need to contact the officers, bailiffs, court etc. on their own – therefore, their ability to act quickly and respond flexibly is made difficult. The convicts must exert activity on their own to preserve their autonomy and retain their own responsibility for their actions. An inmate who is not assigned work while serving sentence (whether due to lack of jobs, health status, or the like) and who does not receive financial support sent to prison (payments from the family or pension), are in prison without any financial means whatsoever. These prisoners should be given so-called monthly social packages. Social packages are now provided via so-called social vouchers which the convict may use for CZK 100.00 purchases of personal items from the prison canteen. Official mail of prisoners without funds is sent from prison at its expense (Section 17, Sub-section 5 of Act no. 169/1999 Coll.). Of course, these individuals are unable to repay any debts (so they increase greatly over the period of imprisonment).

Incarceration of a person is then economically very expensive for the state. In 2014, the average daily cost per prisoner per 1 OU was 954.00 CZK (i.e. the costs of salaries, insurance, other material expenses, the fund of cultural and social needs). The average daily cost for the whole of the Prison Service per 1 prisoner amounted to 1,221.00 CZK (i.e. the costs of salaries, insurance, other material expenses, the fund of cultural and social needs, capital expenditures and social benefits). Below, Table no. 2 represents the costs spent on prisoners in the years 2011 to 2014. (The Prison Service of the Czech Republic, Statistical Yearbook, 2015, online).

Table no. 2 Daily cost per inmate in CZK

	2011	2012	2013	2014
Average daily cost per inmate per 1 OU	782	710	1,080	954
Average daily cost for the entire Prison Service per 1 inmate	758 (including capital expenditure)	919 (including capital expenditure and social benefits)	1,319	1,221

Source: The Prison Service of the Czech Republic, the Statistical Yearbook of the Prison Service of the Czech Republic for 2014, 2015

3. Possibilities of Mitigating the Negative Phenomena Associated with Incarceration

Individuals released from service of sentence, enforced custody, institutional care (e.g. from educational establishments), but also from curative facilities may be at risk of social exclusion. Negative phenomena associated with incarceration include in particular loss of employment, family disintegration, the loss of social circle contacts, establishment of contacts to the criminal/prison subculture, the inability to integrate back to life in case of the long-term incarcerated, stigma and

prejudice not only towards the individual, but also to his or her family, inability to repay debts, etc. The financial problems associated with incarceration are one of the possible reasons for (social) exclusion – the individuals released from service of sentence do not have jobs, often have debts (incurred prior to imprisonment but also due to the intensified inability to pay the sentence service enforcement costs and court proceedings), lose their housing due to the disintegration of family or due to the inability to keep their housing during the enforcement of sentence. These factors can be mitigated by greater emphasis on retraining and employment of people (both serving sentence and released), by intervention of post-penitentiary care agents, by the existence of various projects or by imposing alternative sentences.

The goal of post-penitentiary care is the reintegration of the individual into society. The agents of post-penitentiary care include for instance the social worker operating in prison to provide convicts advice and assistance related e.g. to the solution to their debt problems, the mediation of at least temporary housing after release, etc. Social workers in prisons are not typical operators of post-penitentiary care, they rather form a part of penitentiary care, but they do have a significant impact on the individual's first days after release.

An important agent of post-penitentiary care is the social curator. The services offered or mediated by the social curator for adults include assistance in finding housing and employment, mediation of contact with the family, debt solutions, etc. Financial, housing and employment problems are some of the most common problems encountered by the individuals released from service of sentence (Netík, Netíková, 1994). After the fulfilment of legal conditions, the clients may be granted the assistance in material need by the Labour Office of the Czech Republic – the so-called Extraordinary immediate assistance due to the threat of a person's social exclusion. The assistance can be provided up to 1,000.00 CZK. The sum of the assistance must not exceed the amount 13,640.00 CZK (four times the subsistence level of an individual) within one calendar year. Other agents of post-penitentiary care include non-governmental non-profit organizations that provide services particularly in the area of basic needs, such as food, accommodation, and consulting. A limit of post-penitentiary care can be to some extent found in its unsystematic organization, varying quality or the very regional availability of social services. Also, the use of these services is voluntary; no convict released from sentence services has to use any of the offered services, whether they need them or not.

The possible social failure of an individual may be caused by the person's inability to find adequate employment after release. It is important that prisons and above all the Educational Training Centres in prisons try to adapt the offer of training courses and apprenticeships to the requirements of the labour market or to specific regional circumstances. In some prisons, closer cooperation with employment agencies or non-profit organizations that help displaced persons in search of employment or are themselves providers of employment opportunities or provide financial advice is already in progress.

Also, specific projects aimed at better reintegration of persons after their release from prison may be of assistance. Since July 1, 2015, the pilot project "Probation House" has started under the Probation and Mediation Service of the Czech Republic and the Nové šance, z.s. (listed society New Chances), which should form an intermediate stage between prison and free life. The courts could order a stay within the Probation House as part of conditional release. The aims and objectives of

the project are mainly: to support and facilitate people released from sentence service and protect the society against recidivism and homelessness. So far, one Probation House has been opened in Ostrava with a capacity of 20 inmates. It is essential that both professional and general public are in favour of the existence of such projects and that there is a continuous (especially financial) support from the state.

The negative effects of serving an incarceration sentence, including financial ones, may be partly mitigated or eliminated by alternative penalties, especially with perpetrators of less serious crimes. An alternative penalty is understood as a non-incarcerating penalty sentence; the alternative must not include any loss of freedom, and the perpetrator must be able to comply with the conditions (e.g. in case of fines; Černíková, 2008). The alternatives may include for instance the institute of settlement, suspended sentence and suspended sentence with supervision, community service or house arrest. The benefits of these alternatives can be seen not only from the humanitarian, but especially from the economic (non-custodial sentence service is much cheaper than incarceration, the family of the incarcerated do not become a financial burden to the state) and pragmatic point of view (alternative sentencing helps offenders maintain social status, including employment).

Conclusion

The incarceration of a person is financially demanding for the convict, his or her family, but also for the state. The sentence serving convicts often have to repay debts and damages from crime, while the wage earned in an assigned job, if possible, usually only covers basic needs and payments (reimbursement of sentence enforcement costs, alimony, purchases in prison shops, etc.). Yet, vast majority of convict debts are growing, many of them amounting to hundreds of thousands of Czech Crowns (the cost of legal proceedings, costs of custody and incarceration, outstanding alimony, seizure of property, etc.). After release from prison, the individual may have trouble finding a job or resume their work habits. The financial problems of the individuals often affect the whole family, who become a financial burden to the state. For the state, the incarceration of a person is equally costly, due to the imprisonment alone or indirectly due to the social assistance provided to the individual after release before they resume activity on the labour market.

As a result of imprisonment, the individual and his or her family may be at risk of social exclusion. The negative phenomena caused by incarceration can be eliminated during the post-penitentiary care by the emphasis on retraining of individuals to help them find adequate employment while serving their sentence but mainly after release, or by the use of alternative sentences which do not involve incarceration. We believe that in this area, there are still limitations – legislative, financial, systemic, and in public opinion. The issue of social exclusion of persons released from prison or other facilities and its possible prevention should become a topic for exploration of social pathology, criminology and related sciences (e.g. Bělík, 2015); attention should turn to the possibility of mitigating the negative phenomena associated with incarceration and to the possibility of preventing social exclusion.

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LEISURE-TIME BEHAVIOUR OF SENIORS IN OPAVA REGION IN THE CONTEXT OF THE PROBLEMS OF SOCIAL EXCLUSION

Kamil Janiš Jr.

Abstract

This paper deals with selected data of the leisure-time behaviour of elderly people from a regional research which are commented in regard or social exclusion. The objective of the contribution is mainly to point out the possible risks arising in its subject matter area. The structure of the paper intentionally does not provide space for an operationalization of the fundamental concepts, taking into account the excessive complexity and disproportionate scope of the text. The basic concepts are only defined.

Keywords

leisure-time of seniors, senior, social exclusion

Introduction

Seniors in the Czech Republic are a group undoubtedly affected by social exclusion. This sentence can be heard in the media, read in the newspapers, read on news sites in the Internet, heard from the mouths of politicians during electoral meetings, etc. It has to some extent become what can be described as a cliché – unfortunately. The combination of the words "social exclusion" and "senior" is usually equated with the issues of the level (or low level) of retirement pensions, housing, illnesses in the senior age, ageism in the Czech society, etc. The author of this paper, however, focuses on the issues of the leisure-time behaviour of the elderly in the context of the area of their social exclusion. Due to this aspect, some areas are deliberately given no wider and deeper attention.

1. The Definition of Basic Concepts

Basic concepts to be operated below are leisure-time of seniors, senior and social exclusion. Part of the text marked as Chapter 1 is deliberately named "The Definition of Basic Concepts" and not "The Operationalization of Basic Concepts". Although an operationalization would be more correct

methodologically, only the term "leisure time of seniors" would take a disproportionate amount of text, and therefore for and overall understanding of the subject area, cf. – Janiš Jr., 2011; Janiš Jr., 2012a; Janiš Jr., 2012b; Janiš Jr., 2013c; Janiš Jr., 2014¹.

In this paper, leisure time is defined and understood according to the residual definition of free time. "The leisure time of seniors is such time when activities of interest are carried out on the basis of physical, psychological and interest based aspects of individual persons, being carried out apart of the time devoted to the care for their own persons, households, families and the satisfaction of their individual basic senior-age needs. These are the sort of activities that bring joy, entertainment, contentment, pleasure and satisfaction." (Janiš Jr., 2011, p. 694).

A person that can be described as a senior can be described in a disproportionately easier way than the concept of free time of seniors. This paper considers as seniors persons who have reached the age of 65 years or more. The age limit fulfils the function of arbitrariness and therefore does not reflect other possible characteristics or other aspects, which would make it possible to regard a person as a senior (Janiš Jr., 2012a).

The concept of social exclusion is defined in the Social Services Act, no. 108/2006 Coll., Section 3 Subsection f): social exclusion shall mean exclusion of a person from a common life within the society and impossibility of integration into such life due to an adverse social situation. This is, however, a so-called. "circular definition," i.e. it does not provide a precise delimitation of the concept of social exclusion in the context of this paper.

The Agency for Social Inclusion characterizes social exclusion as follows: "To put it simply, socially excluded citizens are those who have restricted access to institutions and services (i.e. institutional assistance), excluded from the social networks and do not have enough vertical contacts outside the socially excluded locality. The basic characteristic of the decline to the bottom of the society is the accumulation of reasons that lead to a life crisis (loss of employment, inability to repay, problems with housing, problems of children in school, illness, etc.). Socially excluded people usually do not face a single problem but a complex group of problems where usually one of them alone would jeopardize the normal functioning of a human being in the society. With the gradual descend to the bottom, it ceases to be clear what the original reason for the downturn was and what is only its result." (<http://www.socialni-zaclenovani.cz/co-je-socialni-vyloucení> [Czech])

In connection with the elderly, it is essential not to speak only about social exclusion in general, but also about social isolation. However, these are not synonyms as it is sometimes presented (e.g. by the Senior in Ostrava company). Social exclusion in itself implements social isolation.

Percy-Smith (2010 in Mareš, Sirovátka, 2008, s. 274–275) distinguishes several dimensions: "the economic dimension (long-term unemployment, low income and income poverty...), the social dimension (breaking the traditional household and marriage breakups, social isolation, homelessness, a variety of socio-pathological phenomena such as crime, unwanted teenage pregnancies...), the political dimension (the denial of political rights, inability to participation, low participation in elections...), the community dimension (devastated environment and dwellings, inaccessibility of

¹ The most detailed and most comprehensive operationalization of the fundamental concepts which is supplemented by a theoretical basis for the leisure-time behaviour of seniors can be found in the publication – Janiš Jr., K., & Skopalová, J. (2016). *Leisure Time of Seniors*. Prague: Grada.

services, collapse of supporting network...), the individual dimension (physical or mental handicap or illness, lack of education and skills, loss of self confidence and self esteem...), the group dimension (the concentration of the listed exclusion characteristics in certain social groups), and the spatial dimension (the concentration of the excluded in areas with accumulated risk factors and without a corresponding quality of life: crime, poor environment, poor transport and infrastructure, poor quality of civic amenities, including schooling and healthcare...)."

Two definitions of social exclusion have been listed. However, the above dimensions are of more substance to the purposes of this paper because the issues of social exclusion of the elderly in the context of their leisure-time behaviour can be better specified by it and can lead to more relevant conclusions.

2. Research Methodology

The results of the research have been and are part of the author's dissertation named Leisure Time of Seniors and so far have not been published. With reference to the original objectives of the research, the results are not listed below as they are not related to the thematic focus of this paper. Therefore, the author does not mention the research questions, hypotheses and their verification. The complete results of the research occupy 63 pages and therefore are presented in a thematically and relationally corresponding partial section. The data were obtained through a questionnaire of own design. In this paper, the author uses secondary data analysis.

2.1 The Selection of Respondents

The sample of respondents was primarily determined by the greatest possible degree of randomization of the selection of individual seniors. The fundamental criterion was the place of residence ("own" home or a residential facility). All responding seniors were fully or partially mobile, i.e. not bedridden, and could perform some kind of physical leisure activity, albeit adapted to their health status (current or long-term).

Justification of non-inclusion of other criteria:

1. Education – The achieved level of education may not be a relevant indicator, mainly on the grounds that some seniors did not have the opportunity to study in the years 1938–1945 and 1948–1989. Furthermore, they could not study for existential reasons (the need to go to work), due to the lack of university capacities, etc. It is therefore not clear whether the level of education constitutes a relevant indicator for the realization of leisure activities of seniors.
2. Proportionality according to sex – The author could not fulfil this criterion without utilizing the available or deliberate (quota) selection². The author was strongly dependent on the willingness of the elderly to cooperate. Furthermore, the sex ratio of seniors living in residential facilities does not correspond with the sexual composition of the basic population. The author was also significantly limited by the willingness of seniors to respond.

² Even if that would be acceptable.

3. Proportionality by age – The same reason as given above.

4. Breakdown by place of residence (village, town) – This criterion was originally considered. However, it was rejected on the grounds that it should rather form the basis of a separate research project. Particularly among the elderly people living in residential facilities in the country, this would have to be an exhaustive selection, which is unrealistic or so.

Selection and characterization of respondents living at home: The municipalities in the Opava district were divided into two groups – the towns and villages³. Subsequently, a random selection through a drawing attended by a witness was carried out to select 4 towns and 6 villages. Individual seniors were then contacted through people known to them. The author wanted to eliminate the subjectivity of the selection of respondents. Of the 148 respondents polled, only 29 men were willing to cooperate. The average age of these men was 74.54 years, standard deviation was 5.95 and the median 74. The youngest respondent was 65 years old and the oldest 91 years old⁴.

Also, 119 women took part in the survey. The average age of these women was 73.41 years, standard deviation was 5.32 and the median 73. The youngest respondent was 65 years old and the oldest 85 years old. Based on these data, we can say that men and women were balanced in terms of age groups. The overall average age was 73.64 years, standard deviation was 5.40 and the median 73.

Selecting respondents living in residential facilities: Residential facilities were retirement homes for seniors or nursing homes. Residential facilities were chosen irrespective of the nature of their founder. The procedure was the same as above – 6 facilities were chosen through the drawing.

Of the 110 respondents polled, only 10 men were willing to cooperate. The average age of these men was 77.80 years, standard deviation was 7.02 and the median 79. The youngest respondent was 65 years old and the oldest 88 years old⁵.

Also, 100 women took part in the survey. The average age of these men was 79.68 years, standard deviation was 7.19 and the median 81. The youngest respondent was 65 years old and the oldest 100 years old.

The group of respondents living in residential facilities have a naturally higher age average. The selection of individual respondents in each facility was completely left in the hands of the responsible personnel. The only instruction to them was that they were to approach "various" seniors, not just those "active".

The seniors did not sign informed consent declarations. The polled seniors knew they were being surveyed. Thus, by filling out the questionnaire or participating in the interview, they were giving their consent to the research. They all knew the purpose of research and its utilization (Švaříček, Šedová et al., 2007; Gavora, 2006).

The total number of respondents, 258, can be described as relatively low. The determining factor in the low numbers was the un/willingness of the seniors to fill out a questionnaire. Author did not meet with any verbal aggression on the part of seniors, however, some rather strict refusal to fill in the ques-

³ The only township in the Opava district are Litultovice. They were assigned to the category of villages.

⁴ The age may be slightly misleading. For the sake of data anonymization and to increase the credibility, the question of age was for the age the respondent was to reach in 2013. In theory, the true age may be less than a year lower.

⁵ The average age of men was influenced mainly by two values: 65 and 68 years; as these values significantly distort the average in relation to the overall low frequency.

tionnaire was encountered. Although seniors living at home were contacted through people known to them, they were not willing to participate in the survey. In the above group of seniors, a partly surprising finding was that although mainly married couples were approached, men refused to fill the questionnaire more often than women. That is the reason of the low number of male respondents. Seniors were contacted from January to April 2013.

3. Research Results

As mentioned above, the data presented below are not the complete research data. However, the data are presented not only in absolute and relative frequencies (relative frequencies are shown in the upper right corner of each table field), but they are also complemented with the Pearson's chi-squared test and its interpretation. For data where it was purposeful, the commented coefficient contingency is also calculated.

Question: From the age of 65, I try to spend my leisure time primarily doing physical activities.

	Definitely Yes		Rather Yes		Do not Know		Rather Not		Definitely Not		
Seniors – Domestic Environment	26	17.57	34	22.97	31	20.95	32	21.62	25	16.89	148
Seniors – Residential Facility	11	10	22	20	25	22.73	20	18.18	32	29.09	110
Σ	37	14.34	56	21.71	56	21.71	52	20.15	57	22.09	258

Table no. 1 The frequency of physical activities

The question examined whether the seniors concentrate in their leisure time mainly on physical activity, and that mainly to foster their health. According to the wording of the question, the answer "definitely not" does not necessarily mean physical leisure-time inactivity, but of course it can. Statistically significant differences in preference of physical leisure-time activities among groups of seniors were found for this question. The detected p-value 3.76×10^{-2} is lower than the chosen significance level of 0.05. We can therefore say that seniors living at home significantly more often prefer physically oriented leisure-time activities. The observed results can be attributed to lower average age of seniors living at home and to the factors arising from their environment. Contingency coefficient $C = 0.19$. It can be argued that the relationship between variables is weak. In another part of the research, among others, the author asked what "leisure time" means to the elderly. In a nutshell, it means for them the proof that they live. Especially physical leisure-time activities signify their autonomy to them and may lead to the fact that seniors do not feel socially isolated. They are not closed only in their dwelling space. However, we cannot imagine that the elderly would "have a taste for" collective exercise, demanding physical activities, etc. To some, motion leisure-time activities means simply taking walks.

Question: I was looking forward to retirement because I would not have to get up for work⁶.

	Definitely Yes		Rather Yes		Do not Know		Rather Not		Definitely Not		
Seniors – Domestic Environment	21	14.19	32	21.62	19	12.84	54	36.49	22	14.86	148
Seniors – Residential Facility	21	19.27	22	20.18	14	12.84	32	29.36	20	18.35	109 ⁷
Σ	42	16.34	54	21.01	33	12.85	86	33.46	42	16.34	257

Table no. 2 The seniors' attitudes to looking forward to retirement because of not having to get up for work

The question followed the generally accepted cliché of "looking forward" to old-age retirement, precisely because one no longer has to work. On this question, there were no significant differences between the two groups and looking forward to old-age retirement because of not having to get up for work.

The detected p-value 0.56 is higher than the chosen significance level of 0.05. Based on the frequencies listed, one can clearly view positively the fact that both groups of seniors did "rather", or "definitely" not look forward to retirement due to not having to go to work, but a considerable part of the polled seniors were indecisive.

Although there are some differences between the two groups of seniors, the result of contingency coefficient $C = 0.11$ shows that there only is a weak dependence between the variables.

The acquired data can be interpreted so that their work brings the seniors considerable social contacts and a form of daily routine.

Question: I spend my leisure time doing the same activities as my friends with whom I regularly (at least once a week) meet.

	Definitely Yes		Rather Yes		Do not Know		Rather Not		Definitely Not		
Seniors – Domestic Environment	15	10.14	34	22.97	65	43.92	12	8.11	22	14.86	148
Seniors – Residential Facility	32	29.09	26	23.64	15	13.64	19	17.27	18	16.36	110
Σ	47	18.22	60	23.26	80	31.00	31	12.02	40	15.50	258

Table no. 3 Spending leisure time doing the same activities as friends

⁶ Formulation of the questions came from preliminary research.

⁷ In one of the questionnaires, this question was not answered. The reason was that the senior interviewed had never gone to work. She was a housewife.

The results, which appear in Table no. 3, need to be viewed in a completely different way than the data above. With this question, it is necessary to sum up the nominal data into acceptable groups and verify their statistical significance with the Pearson's chi-squared test. When we test the results this way, we find statistically significant differences at the 0.05 level of significance (p -value 3.41×10^{-7}). This value is, however, clearly influenced by the particular frequencies in the category "do not know". Adding up the frequencies in categories "definitely yes" and "rather yes" and putting them into opposition with the frequencies in categories "rather not" and "definitely not", we find that there are no statistically significant differences at the significance level of 0.05 (p -value 0.78).

We can therefore conclude that although we assume naturally better opportunities for older people in residential facilities to spend their free time with their friends on a regular basis, doing the same activities, their answers do not differ significantly from the seniors living at home⁸.

The above-mentioned results can already be significantly extended to the issues of social exclusion of the elderly. Although not explicitly arising from these issues, individual spending of leisure time can be a threatening or risk factor for a senior. This can, however, be interpreted as the seniors' independent decision on their leisure activities.

Question: During my leisure time, it is important to me how my family perceive my activities (what they think about them).

	Definitely Yes		Rather Yes		Do not Know		Rather Not		Definitely Not		
Seniors – Domestic Environment	11	7.43	22	14.86	15	10.14	32	21.62	68	45.95	148
Seniors – Residential Facility	21	19.09	20	18.18	15	13.64	24	21.82	30	27.27	110
Σ	32	12.40	42	16.28	30	11.63	56	21.71	98	37.98	258

Table no. 4 The importance of perception of leisure-time activities by seniors' own family

The results of these questions shows a differentiation between the two groups. We find statistically significant differences at the 0.05 level of significance (p -value 1.53×10^{-3}). While it can be argued that more seniors do not care what their families think of their activities, seniors in residential facilities do care more. This observed outcome can be attributed to the fact that for seniors in these facilities, visits and relationships with their families are more important⁹, and therefore also what the families think about their leisure-time activities.

Contingency coefficient $C = 0.25$. Thus, there is a low dependence between the variables.

It can be concluded from the question that the elderly in residential facilities may feel in some way

⁸ The subjective perception of the word "friends" may have some influence here. Someone may therefore consider the individuals with whom they spend their free time as their acquaintances and reserve the word friend for person special to them.

⁹ The author realizes that the phrase "more important" is not entirely appropriate.

limited even restricted in their leisure-time activities by their families, they may feel limited by the fact that should their families think poorly of their activities, they might stop visiting them. This can cause them to expose themselves to the risk of social isolation.

Question: During my leisure-time, it is important to me how my friends perceive my activities (what they think about them).

	Definitely Yes		Rather Yes		Do not Know		Rather Not		Definitely Not		
Seniors – Domestic Environment	11	7.43	22	14.86	15	10.14	32	21.62	68	45.95	148
Seniors – Residential Facility	16	14.55	18	16.36	23	20.91	31	28.18	22	20.00	110
Σ	27	10.47	40	15.50	38	14.73	63	24.42	90	34.88	258

Table no. 5 The importance of perception of leisure-time activities by seniors' friends

In results listed in tables 4 and 5, it is particularly interesting to observe the coincidence of the frequency of responses for seniors who live at home. It was not a mere coincidence that seniors who chose the answer "definitely yes" with one question also responded this way in the second question. Certain differences can be seen in the second group, as the seniors of residential facilities mind less what their friends think about their activities than what their families do. Here, too, we find statistically significant differences between these groups of respondents at the 0.05 level of significance (p -value 1.10×10^{-5}). Contingency coefficient $C = 0.31$. Thus, there is a low dependence between the variables.

Thus, the results can be interpreted to mean that quite expectedly, some seniors in residential facilities are subject to certain family influence (see above).

Question: I spend my leisure time mostly by myself.

	Definitely Yes		Rather Yes		Do not Know		Rather Not		Definitely Not		
Seniors – Domestic Environment	12	8.11	16	10.81	28	18.92	54	36.48	38	25.68	148
Seniors – Residential Facility	26	23.64	18	16.36	23	20.91	21	19.09	22	20.00	110
Σ	38	14.73	34	13.18	51	19.76	75	29.07	60	23.26	258

Table no. 6 Spending leisure time on one's own

We find statistically significant differences between the two groups at the 0.05 level of significance (p -value 3.19×10^{-4}). From these frequencies, it is clear that seniors in residential facilities prefer

spending leisure time on their own. Contingency coefficient $C = 0.27$. Thus, there is a low dependence between the variables.

This question is already quite directly related to social exclusion, or social isolation. The results cannot be simplistically interpreted so that a certain part of the seniors seek social or collective activities and the other part does not. A significant word in this question is "mostly" meaning that spending leisure time only by themselves can be independent of the seniors' will. However, we can conclude that about $\frac{1}{4}$ of the elderly are in the context of their leisure time exposed to a certain level of social isolation. A more significantly socially isolated group consists of seniors in residential facilities.

Question: I have encountered the opinion that people aged 65 and over should spend their free time mainly relaxing passively.

	Definitely Yes		Rather Yes		Do not Know		Rather Not		Definitely Not		
Seniors – Domestic Environment	24	16.22	27	18.42	32	21.62	25	16.89	40	27.03	148
Seniors – Residential Facility	30	27.27	25	22.73	24	21.82	11	10	20	18.18	110
Σ	54	20.93	52	20.16	56	21.70	36	13.95	60	23.26	258

Table no. 7 Encounters with the opinion that after the age of 65, one should spend their free time relaxing passively

The question follows up on the previous two questions, however, not asking about the seniors' views, but if they have encountered the opinions in question. We find statistically significant differences at the 0.05 level of significance ($p\text{-value } 2.04 \times 10^{-2}$). We can therefore conclude that the elderly in residential facilities have encountered the opinion that they should spend their leisure time relaxing passively more often than seniors at home. A statistically significant difference was detected also when the results were transferred into the 2x2 contingency table.

Contingency coefficient $C = 0.21$. There is a low dependence between the variables.

The observed outcome could once again be attributed to the higher average age of seniors in residential facilities and due to health restrictions.

It was deliberately not examined from whom the seniors gained the information, as this might be too personal for them. It was also not examined when they gained the information, as the answers would probably come from the plane of estimates and guesses and their outcome could not be considered relevant.

The wording of the questions came from preliminary research again and it was found that the seniors understand it in accordance with its objectives and they understand what the author wanted to find out. Passive relaxation in its essence always leads to the fact that the senior is socially isolated. We can interpret the result so that the seniors who have encountered such opinion are being fed it or such a situation is considered as desirable.

Question: I attend events that are organized exclusively for seniors.

	Regularly		Sometimes		Seldom		Not at all		
Seniors – Domestic Environment	24	16.22	52	35.14	40	27.03	32	21.62	148
Seniors – Residential Facility	36	32.73	28	25.45	11	10	35	31.82	110
Σ	60	23.26	80	31.01	51	19.76	67	25.97	258

Table no. 8 The frequency of visits at primarily senior events

At the beginning of the comments on the results of table no. 8, it is to be noted that seniors, who have chosen the category "not at all" consist not only of the group which is actively involved in the events for all age groups, but also of a group of people who do not engage in any events at all, or do not frequent them. We find statistically significant differences at the 0.05 level of significance (p -value 1.01×10^{-4}). Based on these numbers and the fact that in this case the individual nominal data cannot be added up (it would have been illogical), it is not possible to decide which of these groups take part in events organized exclusively for seniors "more often". We can therefore only conclude that there is a statistically significant difference between the groups.

However, other potential presentation of results arises from the list of the frequencies. Although seniors in residential facilities have almost ideal conditions for such events, they do not use the option of such events regularly¹⁰. The question follows up on the data in the tables above.

Question: I spend my free time at the computer.

	Regularly		Sometimes		Seldom		Not at all		I cannot operate the computer		
Seniors – Domestic Environment	13	8.78	16	10.81	28	18.92	20	13.52	71	47.97	148
Seniors – Residential Facility	0	0	0	0	15	13.64	10	9.09	85	77.27	110
Σ	13	5.04	16	6.20	43	16.67	30	11.63	156	60.46	258

Table no. 9 Frequency of spending leisure time at the computer

The results reported in table no. 9 really must be seen in relation to leisure time. During the preliminary research, emphasis was put exactly on whether seniors perceive the time spent at the computer as leisure time. For that reason, the answer "seldom" may not mean that seniors do not spend some

¹⁰ The author is aware that the focus of such events can be decisive, but it is a major factor that such events also have the dimension of a social gathering.

time at the computer every day, but that they do not understand this time as leisure.

However, it is important to highlight the high (not surprising) frequency in category "I cannot operate the computer"¹¹.

We find statistically significant differences at the 0.05 level of significance (p -value 5.81×10^{-7}). On the basis of these frequencies and the observed p -value, we can say that seniors at home spend their leisure time at the computer more often than seniors in residential facilities.

Contingency coefficient $C = 0.34$. There is a low dependence between the variables.

Thanks to this question, the very evident potential for the development of computer competences in seniors – only on the basis of non-commercial courses, etc.

Since, as Žumárová (2010) points out, the time spent on the Internet, searching for information may open opportunities for seniors to spend their leisure time in other ways.

It would be simplistic to present the recorded data only as an opportunity. Obtaining a certain degree of computer literacy, the seniors may become addicted to computers and the Internet which may bring them not only benefits in communication, information, etc., but they can also become "isolated" from the direct interpersonal contact.

Question: Write down which leisure activities you pursue.

Seniors Living in Domestic Environment	Educational activities	Physical leisure activities	Family leisure activities	Leisure activities in domestic environment	Social leisure activities
Educational activities	178	56	0	41	17
Physical leisure activities	56	101	0	25	10
Family Leisure Activities	0	0	35	16	0
Leisure activities in domestic environment	41	25	16	98	0
Social leisure activities	17	10	0	0	85

Table no. 10a Leisure-time activities of the elderly living at home

¹¹ This was explained especially for the elderly in residential facilities by the workers – some seniors are afraid to work with the computer or it is too complex for them to understand how the internet works.

In the context of the assessment of this question, no exhaustive list of all detected leisure-time activities is presented but the results are organized according to the above categorization of leisure-time activities. Due to the fact that it was an open question the total frequency does not match the number of respondents¹².

The question was deliberately not asked to mean: How do you spend your leisure time? Otherwise, there would have to be unsolicited correction with the theoretical definition of leisure time. Another reason was that the seniors should regard the named activities as leisure time activities.

Two of the listed activities were unclassifiable. It was photography and sleep¹³. One response was: "anything I can manage to do."¹⁴

Individual leisure-time activities were divided according to own categorization of leisure-time activities. The combinations of the individual categories were created according to the key whose sample is given below:

1. Watching documentaries on WWII = leisure-time activity in domestic environment + educational activity.
2. Tourist trips = physical leisure-time activity + educational activity.
3. Dance performances at balls = social activity + physical leisure-time activity.
4. Attendance at balls = social activity + physical leisure-time activity.
5. Exercise in front of the TV = leisure-time activity in domestic environment + physical leisure-time activity.

The above are only examples. Some activities had to be left only in one category. It was for example the activity of watching tv – if it is not specified, as in the example above, it was not clear what programs the senior watches. The same way, in case of leisure-time activities with the family – unless otherwise specified, the activity was included only in the given category (e.g. playing with the grandchildren). Marginal frequencies are deliberately not listed as they would have presented misleading data if the activity fell into just one leisure-time activity category.

Seniors living at home reported a total of 497 leisure-time activities (with a high degree of conformity). Only 2 seniors have said that they do not pursue any activity (however, they are bound to spend their leisure time in some way). The above table shows that the category of highest frequency is the category of educational activities. However, it is to be noted that most of the mentioned activities fall into the category of informal education.

From the whole of the table, we need to draw attention in particular to the category family leisure activities which has the lowest frequency. That can be explained in two ways. The logical one is that seniors do not spend their leisure time with their families. The other is that they do not consider time spent with their families as leisure-time activity.

It clearly and positively follows from the table that 399 of the 497 leisure-time activities are carried out outside the dwelling area of the seniors. The author considers this as the most important

¹² A total of 11 respondents reported that they do not pursue any activity.

¹³ Sleep cannot be seen as a leisure-time activity, even though it could logically fall into the category of leisure-time activities in the domestic environment.

¹⁴ The senior who gave this answer listed "physical" as their favourite leisure-time activity.

finding, particularly in regard to creating the conditions for such spending of leisure times by seniors, and, at the same time, with reference to the focus of the paper.

On the contrary, a negative finding for the author was that not a single senior indicated any volunteering activity.

At the same time, the author draws attention to the fact that the frequencies listed must be confronted with the previous responses from the seniors concerning physical leisure-time activities. The second highest frequency listed here is caused by physically active seniors who listed 2 or more such activities.

Seniors Living in Residential Environment	Educational activities	Physical leisure activities	Family leisure activities	Leisure activities in domestic environment	Social leisure activities
Educational activities	38	13	0	13	0
Physical leisure activities	13	69	0	15	26
Family Leisure Activities	0	0	36	25	0
Leisure activities in domestic environment	13	15	25	71	0
Social leisure activities	0	26	0	0	65

Table no. 10b Leisure-time activities of the elderly living in residential facilities

Seniors living in residential facilities reported a total of 279 leisure-time activities (with a high degree of conformity). A total of 9 respondents reported that they do not pursue anything. The above table shows that the category of highest frequency is the category of leisure-time activities in domestic environment.

As well as in the table dealing with the other group of seniors, the lowest frequency is surprisingly in the category of "family leisure activities", for the same reason as listed above.

Again, it can be valued positively that the seniors stated 208 of 279 activities that are carried out outside of their dwelling area, but generally in the context of the given facility or very nearby.

If we compare both tables, there is quite an evident difference in the category "educational activities".

Question: Which of your leisure-time activities do you consider as your favourite one.

The inclusion of this question resulted from the fact that people usually spend their leisure time performing more activities but favouring one, or considering it as the most favourite. Such a preferred activity can be significantly seasonal (e.g., skiing, cycling, etc.). At the same time, such a decision may be subjectively complex. The intention of the author was to confront the results of this question with the results of the previous one.

A positive finding is that only two of the seniors stated as their favourite leisure-time activity what may be described as extremely passive or negative activity. It was going to pubs and sleeping. A significant part of the seniors responded "I do not know", as they could not decide. A total of 11 seniors (9 from residential facilities, and 2 from domestic environment) stated nothing, but in the previous question, they also answered that they do not have any leisure-time activities. Their failure to answer this question is actually a more than clear answer.

The results in the following table are arranged only by the primary association with specified categories.

	Educa-tional activities		Physical leisure activities		Family leisure activities		Leisure activities in domestic environmen		Social leisure activities		
Seniors – Domestic Environment	34	23.29	66	45.21	10	6.85	21	14.38	15	10.27	146
Seniors – Residential Facility	3	2.97	37	36.63	21	20.79	11	10.89	29	28.71	101
Σ	37	14.98	103	41.70	31	12.55	32	12.96	44	17.81	247

Table no. 11 The most favourite leisure-time activity of seniors

Table no. 11 for both groups clearly identifies as favourite activities "physical leisure activities", although their popularity is more dominant in relation to other categories of leisure-time activities among elderly people living at home.

Statistically significant differences between these groups of respondents and popularity of the ways of spending leisure time were detected at the 0.05 level of significance (p -value 1.29×10^{-10}). This significant result can be attributed particularly to the categories of "educational activities", "physical leisure activities" and "social leisure activities".

Thus, we can conclude that both groups prefer different leisure-time activities. The result is influenced by several factors: offer and availability of activities, age, state of health, motivation and own interest.

Contingency coefficient $C = 0.42$. Thus, there is a medium dependence between the variables.

As already indicated above, physical movement constitutes a proof of the seniors' autonomy and independence to them, a proof that "they are living".

Question: What facilities (organization) dedicated to the organization of leisure-time activities for people aged 65 years and more do you visit.

With this question, the group of seniors in residential facilities were relatively predictable in their responses. Not one senior from 110 reported spending leisure time outside the given facility. Some seniors mentioned a club, however, even those were organized within the facility. The result, however, cannot be interpreted so that all seniors would be involved in the leisure-time activities on offer (see also the results above).

Seniors living in a domestic environments offered a much more heterogeneous enumeration of facilities (organisations). Some organizations had to be excluded by the author on the grounds that they were not organizations whose target group would be the elderly exclusively but they were accessible to everybody, even though it was possible to assume (not assert conclusively) that the age composition of the members would meet the conditions of this paper.

A total of 91 senior citizens stated at least one organization. A total of 21 respondents reported attending third-age university. The highest frequency was listed for the seniors' club (pensioners' or similar names), this option was reported by 75 seniors. A specific category was comprised of organizations that exist in a kind of "unofficial" form, so they do not have the status of seniors' clubs or other. This option was reported by 31 seniors.

Question: I would like to spend my leisure time doing other activities as well, but such activities are too expensive (theatre, concerts, etc.).

	Definitely Yes		Rather Yes		Do not Know		Rather Not		Definitely Not		
Seniors – Domestic Environment	37	25.00	43	29.05	12	8.11	10	6.76	46	31.08	148
Seniors – Residential Facility	35	31.82	24	21.82	17	15.45	19	17.27	15	13.64	110
Σ	72	27.91	67	25.97	29	11.24	29	11.24	61	23.64	258

Table no. 12 Financial obstacles to the realization of leisure-time activities

The evaluation of the data in table no. 12 can be done on the basis of threefold approach. We find statistically significant differences between the groups at the 0.05 level of significance (p -value 1.68×10^{-4}). However, if we use the chi-squared distribution for the 2x2 contingency table in which both groups are maintained, but we add up the frequencies in the categories "definitely yes" and "rather yes" in comparison to the sums in the categories "rather not" and "definitely not", we come to the conclusion that there are no statistically significant differences on the level of significance 0.05 (p -value of 4.82×10^{-1}). However, if we make adjustments to the 2x2 contingency table, including only categories "definitely yes" and "definitely not", statistically significant differences on the level of significance 0.05 can be detected (p -value of 4.37×10^{-3}).

Based on the frequency and additional statistical calculation, it can be concluded that the seniors in residential facilities would more likely wish to have other activities, which they cannot afford for financial reasons, nevertheless.

Even if it is not possible to exclude other intervening variables, the cost of leisure-time activities can lead to social isolation of seniors by seeking cheaper substitutes, etc.

Question: The old-age retirement changed my life negatively in financial terms.

	Definitely Yes		Rather Yes		Do not Know		Rather Not		Definitely Not		
Seniors – Domestic Environment	51	34.46	56	37.84	6	4.05	10	6.76	25	16.89	148
Seniors – Residential Facility	21	19.09	18	16.36	15	13.64	25	22.73	31	28.18	110
Σ	72	27.91	74	28.68	21	8.14	35	13.56	56	21.71	258

Table no. 13 Negative financial impact on life upon retirement

We find statistically significant differences between these groups at the 0.05 level of significance (p-value 3.57×10^{-9}). We can therefore conclude that for seniors in residential facilities for the elderly, retirement did not bring financially negative changes.

Contingency coefficient is $C = 0.39$. There is a low dependence between the variables.

As almost all of the questionnaires (in residential facilities) were filled out together with the seniors in person, the author also received information that explain the observed outcomes. One of the factors is that seniors there do not worry about existential problems associated with housing, ensuring food, energy, etc. Therefore, even if the remaining old-age pension after paying the facility may be relatively low, they can manage almost the way they want (not in specific cases).

Question: On a monthly basis, I am willing to spend for my leisure-time activities.

	Up to 500 CZK		501–1,000 CZK		1,001–1,500 CZK		More than 1,500 CZK		
Seniors – Domestic Environment	135	91.22	8	5.40	5	3.38	0	0.00	148
Seniors – Residential Facility	104	94.55	6	5.45	0	0.00	0	0.00	110
Σ	239	93.63	14	5.43	5	1.94	0	0.00	258

Table no. 14 Amount of own investments in leisure-time activities per month

With the results in table no. 14, the conditions for the usage of Pearson's chi-squared test for contingency table were not met. From the absolute frequency, we may infer that seniors do not want to or cannot invest too much of their finances in their leisure-time activities. For obvious reasons, the material status of individual seniors was not ascertained, however in some cases it was obvious that this is rather a question of setting priorities in the life of a senior and of the confrontation of the value ladder with the actual value orientation¹⁵.

¹⁵ On the basis of personal meetings with the elderly, it was revealed that seniors spend much more money on "things" they do not need for their life (alcohol, cigarettes, etc.).

Let us mention at this question a claim of the utopian socialists Robert Owen who pioneered the idea of albeit minimum but still some financial participation of people on leisure activities. If such an activity is for free, it is in Owen's words worth nothing (Štverák, 1983).

Question: What leisure activities would you like to do but for some reason you cannot (please give a specific reason).

This again is not accompanied by an exhaustive list of all the activities the seniors stated. However, they can be classified into two groups.

The first group consists of physical leisure activities that seniors can no longer carry out due to health limitations (trips, cycling, swimming, but also volleyball was listed).

The second group is made up of activities that are too costly to the seniors (theater, concerts).

Not one of the seniors submitted a combination of the two limiting factors or other factors. In the table below, the total frequency of respondents is lower than their total number (258). A total of 60 respondents chose the possibility "do not know".

	Health reasons	Financial reasons
Seniors – Domestic Environment	51	48
Seniors – Residential Facility	69	30
Σ	120	78

Table no. 15 Financial obstacles to the realization of leisure-time activities

The results in tables 12 to 15 point to the fact that the elderly are in financial terms an endangered group. Based on the nature of the research, their overall social situation has not been screened, nevertheless, the financial limitations of leisure-time activities point to possible reduction of quality of life in connection with the limited options of spending free time. The author realizes that seniors who regularly wants to spend the holiday in the Maldives cannot expect to have it reimbursed from the state budget, but with much cheaper leisure time activities, some aid should exist.

However, we may not omit the question whether seniors seek cheaper alternatives, actively using (or knowing of) discounts offered by the institutions (swimming pools, museums, theatres, etc.) as a bonus resulting from their age. For the elderly in residential facilities, distorted ideas about real prices of goods and services may play a role.

In conclusion, however, it can be stated that the financial limits on the field of leisure-time activities lead to social exclusion of the elderly and their social isolation.

Question: What leisure activities would you like to do more but you consider their offer as insufficient. The author considers the answers to this question as the most surprising. Not only that, they were identical in all cases in both of the groups surveyed, but especially none of the respondents stated an activity (activities), whose offer he or she would consider insufficient.

In this context, the following answer by a senior lady (aged 79) seems cogent: "It would suffice to actually do those things on offer."

The above mentioned compliance can be attributed to several factors, but without any proof of direct causality. Therefore, stating them would be a speculative conclusion derived from this question¹⁶. Certainly, the stated result leads to considerations of the existence of opportunities for leisure-time activities of the elderly.

Question: What shortcomings (obstacles, problems, etc.) do you think there are in carrying out leisure-time activities for people aged 65 years and more that you perceive from the perspective of the society, place of residence, the younger age groups, etc. (e.g. illness, finance, transport, lack of opportunities, etc.)¹⁷.

The results of this question need to be compared with the previous question. The dominant obstacle was health; in the case of illness, the elderly were in a way leisurely but also the socially isolated¹⁸. The overall match of the total frequencies in the category "health" is surely interesting. Again, a significant part of seniors (of both groups) replied that they do not know. A total of 75 seniors gave this answer.

In the table of frequencies below, all obstacles are listed. The category of obstacles denoted in the table as "technical problems" includes answers which were in essence similar to: "nowadays it is all about computers." The said category is questionable from the perspective of the author, mainly because seniors did not state any leisure-time activities which they would like to perform and which they could not perform due to a certain technical obstacle.

	Health		Finance		Technical problems		Shipping		
Seniors – Domestic Environment	68	60.18	22	19.47	8	7.08	15	13.27	113
Seniors – Residential Facility	52	61.18	19	22.35	10	11.76	4	4.71	85
Σ	120	60.61	41	20.71	18	9.09	19	9.59	198

Table no. 16 Perceived obstacles to the realization of leisure-time activities

We do not find statistically significant differences between the groups of seniors at the 0.05 level of significance (p-value 0.17).

¹⁶ The referred compliance can be attributed to: "Seniors having no idea how one's leisure time can be spent (do not know about the options). They are not interested in these activities (therefore do not lack their offer, which is therefore lower based on the demand). They have no wishes in the field of leisure time. The use of the Internet to search for a variety of possible leisure activities for the elderly is generally low. The offer is not satisfactory."

¹⁷ In the preliminary research, it was verified that illness was perceived as a barrier by seniors in the sense that illness rules them out of certain leisure activities without adequate alternatives. Therefore, they perceived it as a barrier from the perspective of the society, the way the author meant the question. After the preliminary research, possible alternatives were included in the answer to this question. From this perspective, the question may seem indicative. In relation to other questions, the author dares to argue that it is not indicative.

¹⁸ Naturally, even the younger age-groups are excluded from certain activities. In the case of long-term (lifelong) illnesses, however, they have greater opportunities to participate in recreational activities designed for them.

Question: I actively participate in organizing leisure-time activities (if so, indicate which).

This question was included after the preliminary research and on the basis of the responses to the questionnaire from the elderly living at home.

The question pursued the particular level and rate of participation in leisure-time activities for their peers, neighbourhood, etc. It should be noted that the preparation and the organisation itself already are leisure-time activities (although no senior included such leisure-time activity in their enumeration)¹⁹.

Seniors, who answered in the affirmative, that is, who are actively involved in organizing recreational activities, carried out their activities within a seniors' (pensioners') club, not only for the members of the club, but for other target group as well (in this case, it was cultural performances – balls or other cultural and social events). Seniors who are engaged in cultural performances came from villages rather than towns. A total of 26 seniors from the domestic environment reported that they are in some way involved in the leisure-time activities mentioned above.

Seniors from residential facilities did not participate on active organization of leisure-time activities to the same extent as the seniors from the domestic environment. This also follows from the results of the Pearson's chi-squared test for the 2x2 contingency table recording the confidence level of 0.05 (p-value of 0.39). This means that there is no statistically significant difference between the groups of older people and their active involvement in the implementation of leisure-time activities. Leisure-time activities reported were in all cases related to activities within the facility. For instance, these were activities connected with the celebration of one of the clients' birthday or cultural performances on the occasion of some important days of the year. A total of 15 seniors from residential facilities said that they are in some way involved in the recreational activities mentioned above.

Question: What leisure activities could you according to your experience and skills co-organize?

The result of this question corresponds firstly with the career the seniors performed and secondly with leisure-time activities they used to do before reaching senior age. In the case of the part of seniors who filled out the questionnaire on their own, their current state of health manifested itself²⁰. Only one female senior stated an activity which was primarily targeted to only one target group. She stated that she worked in a kindergarten and could therefore "play" with children. Overall, however, only 71 seniors (45 from the domestic environment, and 26 from residential facilities) chose a leisure-time activity which they could co-organize.

The wording of the question which was tested in preliminary research was also important, meaning the fact that it was not decisive whether the senior is currently working actively on organizing leisure-time activities. Even seniors who answered the previous question in the affirmative reported "nothing" in response to this one. Also, the structure of activities mentioned changed significantly. A total of 60 seniors reported some physical leisure-time activity (exercise, volleyball, hiking, trips), 8 seniors reported some social activities (musical performances, games), 2 seniors chose educational activities (a discussion about their experiences of travel) and one female senior stated work with children. None of the seniors mentioned more than one activity.

¹⁹ It is basically certain that some seniors are actively involved in organizing recreational activities, but they do not "recognize" this activity as such. Even planning a trip can be considered as an activity falling within this category.

²⁰ Some did not take their current state of health into account.

Question: I have encountered negative behaviour towards my person (insults, ridicule, etc.) because of being aged 65 years and over (if yes, please specify).

Although the concept of ageism (not meaning juvenile ageism) is often mentioned in the media, professional literature, etc., the question on this aspect presents some positive findings, although probably not applicable as reflecting the true state of the society, or the Opava region reality²¹.

Only 3 out of 258 seniors (1 from a residential facility and 2 from domestic environment) met with negative behaviour to them on the grounds of their age. In all cases, this involved slurs or insults.

The reasons justifying the outcome of this question are only speculative. The author is inclined to the view that the outcome of this question cannot be generalized and it is significantly affected by a certain degree of "coincidence". Alternatively, the seniors displace negative experience from their memories or do not perceive it as such.

Conclusion

Although the results cannot be considered positive, negative, or alarming in any particular way, they do carry relevance in connection to the topic of this paper.

The ascertained results show that the part of seniors with whom it would be possible to monitor signs of social exclusion, have reached this state voluntarily. Comparing the two groups, it was predictable that seniors in residential facilities would generally be less active, based on the more advanced age, etc., however, their leisure time is more individual, although they can meet other seniors through leisure activities organized by their facilities, but of course, through other unorganized activities as well. The author, however, does not believe that the solution should be a so-called. deinstitutionalization, as residential facilities for seniors occupy a firm position in the society. The proposed solutions are based on three levels.

1. Raising awareness – this means developing and supporting various sources of information on effectuated and possible leisure-time activities for seniors. Specifically: mandatory website updates (municipalities, associations, etc.)²² and accumulation of information under a single source of information in various forms (internet, printed media).
2. Motivation – this means on the theoretical plane to develop methods and tools applicable to motivate seniors to carry out appropriate leisure-time behaviour. Motivation, however, is more of a psychological matter. It is clearly connected with the development of human resources, i.e. workers for whom seniors are a target group to work with.
3. Pre-Senior Education – preparation for old age. This falls within the area of adult education. In the case of pre-senior education, it should primarily focus on education for ways of spending leisure time. This suggestion is closely related to motivation. Only one specific way is not to be supported as the correct one (see deinstitutionalization).

²¹ Seniors in residential facilities sounded quite unambiguous, i.e. their voice and behaviour hinted that their response was genuine and they were not afraid to tell the truth.

²² For example, a home for the elderly has changed its name and website link during its existence. It is possible to find three different websites to one home for the elderly (all making the impression of being up-to-date). Furthermore, one organization offered some educational courses (in 2011), when asked whether the courses continue, the worker in charge replied that they never existed and do not continue.

In terms of leisure-time behaviour, seniors form in the context of social exclusion an undoubtedly vulnerable group, but rather due to their own personal approach. Nevertheless, the influence of the society is considerable, especially in the creation and accessibility of leisure-time activities for groups of seniors who feel limited (restricted) in their leisure time.

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DISCUSSION

DOES THE COMPULSORY LAST PRESCHOOL YEAR PRESENT A SOLUTION FOR SOCIALLY HANDICAPPED CHILDREN?¹

Marta Kolaříková

Introduction

Almost any media presented topic concerning the educational system sparks up a "passionate", though not always completely professional, matter-of-fact discussion – whether it is the state school-leaving exam, unified entrance examination at high schools or tuition fees at universities. In recent weeks and months, the main educational topic is the introduction of compulsory last year in preschools (nursery schools). In this context, it is possible to quote from the work of Otakar Kádner (1925, p. 3): "It cannot be denied that even in the countries most advanced in cultural terms, the public itself does not view education properly, certainly always underestimating and ignoring it in contrast to other spiritual disciplines. While it is true that there is an undoubted interest in practical educational issues abroad and in our country, that the public seeks consistently and adamantly new and often very radical adjustments to all education, that copious quantities of articles, books and essays of this kind swarm, and that the idea rules that one can change in a whirlwind centuries-old tradition [. . .] which itself is difficult to navigate, for there are in all of it no unifying ideas or single world-view, but to the contrary, everything seems to be in the ferment of transformation, for education has the same fate in this regard as medicine does: everyone thinks he understands these disciplines without any preparation, and so everyone dares to write and talk about these issues without professional studies and only in his fragmentary experience, which is often adopted second-handedly from a descend of God-knows-how-remote origin." Kádner confirms the fact that dealing with the topics related to education, we will always be walking on the thin ice of laity.

The central idea for the introduction of systemic changes, which is what the extension of compulsory schooling represents, is to provide socially disadvantaged children (children from socially unstimulating environment) a chance to increase their school success. It is not possible to disagree with the fact that systematic preschool education is very important for children from unstimulating environments, however, it is not possible to agree with the proposed manner and procedure. The main arguments are primarily listed at the end of this contribution.

¹This article was created under the support of the project CZ.1.07/1.2.00/47.0009 Sociological Monitoring of Educational Inputs and Outputs of Children and Pupils, Including Children and Pupils with Special Educational Needs in the Czech Republic. According to its specifications, the project was not focused on the Capital city of Prague, and therefore the data predominately calculated here exclude the numbers of children of the target groups living in Prague. An exception is made for the data of the 2013/14 school year.

For an introduction to the issues dealt with here, it is appropriate to indicate some basic data. Children at the age of 6 years can be considered from the point of view of participation in pre-primary education as a marginal group that in the school year 2013/2014 only consisted of 5.58 % of all children attending preschool. The group of children aged 5 years, however, is the most numerous and in the same school year, it made up 30.59 %. The ratio of 5-year-olds to 6-year-olds is approximately 5 to 1 in the obvious disadvantage of the 6-year-old group. In total, preschool was attended by 90.50 % of the 5-year-old cohort and 17.10 % of the 6-year-old cohort. In comparison with previous years, this data can be considered as stable, with the exception of the slight regression of the share by 6-year-olds and the mild progression following a phase of some regression in the 5-year-olds in the school year mentioned (PERFORMANCE DATA ON SCHOOLS AND SCHOOLING FACILITIES – 2003/04–2013/14 [online]).

With regard to the fact that the Czech Statistical Office (CSO) provides their demographic data always to January 1st, July 1st and December 31st of a given year, the contribution lists demographic data summary as to December 31st 2013 and 2014 and the recalculated data of the Ministry of Education Youth and Sports (henceforth as "MEYS"), which are based on the assumption of uniform age distribution of children of a school grade and of the proportion of children participating in preschool education. In terms of statistical representation, therefore, there is a certain limit due to the different cut-off dates of data collection between the aforementioned dates of the CSO and the MEYS for who the applicable date is September 1st of the given year. Thus, certain differences in calculations and estimates are possible but negligible in view of the whole.

The average number of children per preschool was 71.5 children in the school year 2013/2014. In the 5-year-old group, a total of 11,767 children did not partake in preschool education in 2013. In comparison to the intention to introduce the compulsory last year of preschool before joining primary school (elementary), the figures stated mean that the Czech Republic lacks 164.57 preschools, calculated for the case if they accepted children at the age of 5 years only. Therefore, in reality, many more preschools are lacked. Similar figures are available for 2014: if we consider the same average number of children per nursery school, and the number of 10,790 members of the target group that did not attend preschool education, "only" 150.91 nursery schools would be lacked. Once again, however, these missing nursery schools would have to only accept children aged 5 years. In the school year 2013/2014, a total of 60,281 placement requests for children in nursery schools (all age groups) were rejected.

The children for whose sake the proposed change is being undertaken, make up an estimated 10 % of their age cohort.

The aim of this paper is to present through discussion the title aspects of these changes as a way of viewing them.

Economic Aspect

The economic aspect is the first point of view one can look into the issue from. It is probably the viewpoint most explicitly expressive of the demanding nature of the planned changes which would at the same time be comprehensible to the general public. Unfortunately, however, it is also a factor which is dominant and often "trumping" the essence of the changes, their rationale, purpose, etc.,

and it is also divided into direct and indirect costs, whether for the state or for the municipalities. Direct economic costs may be based on the data presented in the introduction. The most economically demanding option is the saturation of compulsory education of children in nursery schools in accordance with the current occupancy of nursery schools. Their capacity would have to rise to provide places for children not participating in preschool education. Certainly, new nursery schools would not have to be built always and everywhere, also because, as mentioned in the introduction, the figures only present very simplified mathematical variations. Increasing the capacity would most likely be conducted by increasing the number of places in nursery schools, introducing organizational changes in the form of the creation of new departments, etc. The costs of this option would be divided between municipalities and the state, counted in tens of millions of Czech crowns.

To illustrate the current status, tables 1–9 below list annual increase (or decrease) in the number of preschool education places in different districts of the Czech Republic. An education place generally does not indicate the emergence of a new nursery school but mostly the emergence of a new class, department, etc. Data provided by the MEYS show that even though slight increase can be traced in most cases, the overall condition can rather be described as stagnation. In the case of the introduction of compulsory final year of preschool, much more progressive increase would have to occur.

Table no. 1 Year over year comparison of the number of places of preschool education (districts)

Year over year comparison of the number of places of preschool education (districts)									
District	Benešov	Beroun	Kladno	Kolín	Kutná Hora	Mělník	Mladá Boleslav	Nymburk	Prague-east
Number of places of education in 2013	61	66	94	67	51	72	75	69	113
Number of places of education in 2014	62	69	97	70	52	72	76	70	123
Year over year comparison	1	3	3	3	1	0	1	1	10

Table no. 2 Year over year comparison of the number of places of preschool education (districts) II.

Year over year comparison of the number of places of preschool education (districts)									
District	Prague-west	Příbram	Rakovník	České Budějovice	Český Krumlov	Jindřichův Hradec	Písek	Prachovice	Strakonice
Number of places of education in 2013	84	74	46	104	42	57	41	38	40
Number of places of education in 2014	85	77	47	111	41	57	41	38	40
Year over year comparison	1	3	1	7	-1	0	0	0	0

Table no. 3 Year over year comparison of the number of places of preschool education (districts) III.

Year over year comparison of the number of places of preschool education (districts)									
District	Tábor	Domaž-lice	Klatovy	Plzeň-city	Plzeň-south	Plzeň-north	Roky-cany	Tachov	Cheb
Number of places of education in 2013	50	48	53	82	39	52	25	34	46
Number of places of education in 2014	51	48	54	86	39	52	26	33	46
Year over year comparison	1	0	1	4	0	0	1	-1	0

Table no. 4 Year over year comparison of the number of places of preschool education (districts) IV.

Year over year comparison of the number of places of preschool education (districts)									
District	Carlsbad	Soko-lov	Děčín	Chomu-tov	Litomě-řice	Louny	Most	Teplice	Ústí nad Labem
Number of places of education in 2013	60	42	82	59	95	53	39	65	57
Number of places of education in 2014	60	42	83	59	99	53	40	66	58
Year over year comparison	0	0	1	0	4	0	1	1	1

Table no. 5 Year over year comparison of the number of places of preschool education (districts) V.

Year over year comparison of the number of places of preschool education (districts)									
District	Česká Lípa	Jablonec n. Nisou	Liberec	Semily	Hradec Králové	Jičín	Náchod	Rychnov n. Kněž.	Trutnov
Number of places of education in 2013	72	56	101	61	92	54	82	60	86
Number of places of education in 2014	74	57	104	61	93	55	85	61	87
Year over year comparison	2	1	3	0	1	1	3	1	1

Table no. 6 Year over year comparison of the number of places of preschool education (districts) VI.

Year over year comparison of the number of places of preschool education (districts)									
District	Chrudim	Pardu-bice	Svitavy	Ústí nad Orlicí	Havlíč-kův Brod	Jihlava	Pelhři-mov	Třebíč	Žďár nad Sázavou
Number of places of education in 2013	57	96	93	101	67	72	45	83	96
Number of places of education in 2014	59	97	93	102	64	73	45	83	96
Year over year comparison	2	1	0	1	-3	1	0	0	0

Table no. 7 Year over year comparison of the number of places of preschool education (districts) VII.

Year over year comparison of the number of places of preschool education (districts)									
District	Blansko	Brno-city	Brno-country	Břeclav	Hodonín	Vyškov	Znojmo	Jeseník	Olomouc
Number of places of education in 2013	73	177	169	79	98	81	95	30	164
Number of places of education in 2014	73	185	172	80	98	83	96	30	163
Year over year comparison	0	8	3	1	0	2	1	0	-1

Table no. 8 Year over year comparison of the number of places of preschool education (districts) VIII

Year over year comparison of the number of places of preschool education (districts)									
District	Prostějov	Prerov	Šumperk	Kroměříž	Uherské Hradiště	Vsetín	Zlín	Bruntál	Frýdek-Místek
Number of places of education in 2013	90	102	87	77	91	86	110	65	153
Number of places of education in 2014	89	102	91	78	92	88	111	66	155
Year over year comparison	-1	0	4	1	1	2	1	1	2

Table no. 9 Year over year comparison of the number of places of preschool education (districts) IX.

Year over year comparison of the number of places of preschool education (districts)									
District	Karviná	Nový Jičín	Opava	Ostrava-city					
Number of places of education in 2013	128	105	122	143					
Number of places of education in 2014	130	107	123	144					
Year over year comparison	2	2	1	1					

From a polemic viewpoint, the specific target amount of finances is negligible in regard to the Czech state budget, however these funds would have to be "found somewhere", namely in parts in the MEYS budget and in the municipal budgets. It may seem that the financial expenses (calculated only in orders of magnitude here) should not be a determining factor. However, it is necessary to add another significant figure here.

Capacity reasons are only one point of view, it may be considered as a more fundamental point of view if we ask why and for whom we implement this change.

The total population in socially excluded localities was estimated in 2014 at 89,600 to 107,600 (excluding the Capital city of Prague). According to the estimated structure, the individuals 15 years of age and below make up 40%, i.e. 35,840 to 43,040 inhabitants of socially excluded

localities. Assuming an even age distribution, we are qualified to say that the number of underprivileged children aged 5 and 6 years is between 5,120–6,149. A qualified estimate of the number of underprivileged children makes up 2.37 % to 2.85 % in the age cohorts of 5 and 6 years (Čada et al. [online]; The age composition of the population – 2014 [online]). Given the fact that it was based on competently identified estimates involving socially excluded localities, the total actual number of children in the target age and social group can realistically be higher. However, for the purposes of drawing up national and regional strategies, this difference is not relevant.

The proportion of children from an environment of social exclusion who do not participate in preschool education in the year before starting school is highly dependent on many factors. These are the factors of the situation of the excluded locality (city vs. rural), employment vs. unemployment of parents, traffic availability (in time). An important factor is also the preference of cheaper forms of preschool education by parents (preparatory classes). Čada et al. [online] indicate that the proportion of children from socially excluded localities in nursery schools oscillates between 10 and 90 % depending on the factors mentioned above.

It can therefore be deduced that the number of children aged 5 and 6 years who are socially disadvantaged and are not participating in preschool education lies in the respective ranges 4,608–5,534 and 512–615 children of the target groups. These somewhat ranging numbers of socially disadvantaged children are targeted by the change planned in the education system which will have an impact on all children of the age cohorts.

Tables no. 10–18 show year over year comparison of the share of children aged 5 years participating in preschool education. It is important to point out that the actual number of children participating in preschool education may be slightly higher (by units of percentage). The data comes from the MEYS and monitor only nursery schools. Therefore, it cannot be ruled out that some children of this age group may by their parents' own initiative use other institutions who in a time-limited and reduced scope of services provide what we might describe as preschool education, but they do not have the statute of preschool despite carrying out their work legally. Also children who cannot attend preschool for some reason (primarily health) have influence on the percentage share.

The identified statistical data also bring a variety of interesting information. An example is the preschool education in Pelhřimov district. Here, more children attended preschool than actually live in the district in 2014. This fact is to be commented on in relation to the total numbers. There was a year on year decline of 68 children aged 5 years, but the number of children of the same age in nursery schools only decreased by 16. It can therefore be assumed that the nursery schools in Pelhřimov district educate children from other districts as well. This probably is not an isolated phenomenon but it is not so directly detectable in other districts without further detailed investigation. The share of children aged 5 years participating in preschool education expressed in percentage must be read with regard to the numbers of excluded localities in the district (e.g. the districts of the Ústí nad Labem Region).

Overall, 89.92 % of children aged 5 years participated in preschool education in 2014, which compared to the year 2013 is an increase of 0.74 %. The annual percentage increase or decrease in individual districts cannot be attributed only and always to the active intervention or passive "waiting" of the individual nursery school founders.

Table no. 10 Year over year comparison of the share of children aged 5 years participating in preschool education (districts)

Year over year comparison of the share of children aged 5 years participating in preschool education (districts)									
District	Benešov	Beroun	Kladno	Kolín	Kutná Hora	Mělník	Mladá Boleslav	Nymburk	Prague-east
Share of children participating in preschool education 2013 (%)	91.58	86.78	85.70	93.92	86.86	92.67	86.46	89.27	80.67
Share of children participating in preschool education 2014 (%)	94.41	94.43	88.03	90.89	91.26	90.99	88.11	92.97	84.09
Year over year comparison (%)	2.83	7.65	2.33	-3.03	4.40	-1.68	1.65	3.70	3.42

Table no. 11 Year over year comparison of the share of children aged 5 years participating in preschool education (districts) II.

Year over year comparison of the share of children aged 5 years participating in preschool education (districts)									
District	Prague-west	Příbram	Rakovník	České Budějovice	Český Krumlov	Jindřich. Hradec	Písek	Prachovice	Strakonice
Share of children participating in preschool education 2013 (%)	80.34	89.41	90.11	89.34	94.63	91.70	90.31	91.83	88.41
Share of children participating in preschool education 2014 (%)	80.03	93.37	98.63	93.66	90.00	88.02	92.28	91.81	86.72
Year over year comparison (%)	-0.31	3.96	8.52	4.32	-4.63	-3.68	1.97	-0.02	-1.69

Table no. 12 Year over year comparison of the share of children aged 5 years participating in preschool education (districts) III.

Year over year comparison of the share of children aged 5 years participating in preschool education (districts)									
District	Tábor	Domažlice	Klatovy	Plzeň-city	Plzeň-south	Plzeň-north	Rokycany	Tachov	Cheb
Share of children participating in preschool education 2013 (%)	95.47	88.80	92.15	92.22	91.52	86.11	89.69	86.00	82.50
Share of children participating in preschool education 2014 (%)	95.04	90.46	90.82	88.69	90.34	93.23	90.12	88.10	80.20
Year over year comparison (%)	-0.43	1.66	-1.33	-3.53	-1.18	7.12	0.43	2.10	-2.30

Table no. 13 Year over year comparison of the share of children aged 5 years participating in preschool education (districts) IV.

Year over year comparison of the share of children aged 5 years participating in preschool education (districts)									
District	Carlsbad	Sokolov	Děčín	Chomutov	Litoměřice	Louny	Most	Teplice	Ústí nad Labem
Share of children participating in preschool education 2013 (%)	80.21	78.24	80.51	80.43	88.90	80.60	73.06	79.06	76.98
Share of children participating in preschool education 2014 (%)	82.20	80.51	80.04	83.42	90.30	82.53	72.03	79.90	76.13
Year over year comparison (%)	2.01	2.27	-0.47	2.99	1.40	1.93	-1.03	0.84	-0.85

Table no. 14 Year over year comparison of the share of children aged 5 years participating in preschool education (districts) V.

Year over year comparison of the share of children aged 5 years participating in preschool education (districts)									
District	Česká Lípa	Jablonec n. Nisou	Liberec	Semily	Hradec Králové	Jičín	Náchod	Rychnov n. Kněž.	Trutnov
Share of children participating in preschool education 2013 (%)	88.32	89.75	86.29	97.68	95.05	96.26	87.17	93.97	90.73
Share of children participating in preschool education 2014 (%)	93.43	87.71	88.21	91.73	93.31	90.87	88.69	94.99	91.07
Year over year comparison (%)	5.11	-2.04	1.92	-5.95	-1.74	-5.39	1.52	1.02	0.34

Table no. 15 Year over year comparison of the share of children aged 5 years participating in preschool education (districts) VI.

Year over year comparison of the share of children aged 5 years participating in preschool education (districts)									
District	Chrudim	Pardubice	Svitavy	Ústí nad Orlicí	Havlíčkův Brod	Jihlava	Pelhřimov	Třebíč	Žďár nad Sázavou
Share of children participating in preschool education 2013 (%)	94.75	91.67	98.56	93.00	93.09	92.01	97.01	93.77	96.19
Share of children participating in preschool education 2014 (%)	93.93	91.08	97.96	94.67	95.51	89.83	104.48	94.49	97.97
Year over year comparison (%)	-0.82	-0.59	-0.60	1.67	2.42	-2.18	7.47	0.72	1.78

Table no. 16 Year over year comparison of the share of children aged 5 years participating in preschool education (districts) VII.

Year over year comparison of the share of children aged 5 years participating in preschool education (districts)									
District	Blansko	Brno-city	Brno-country	Břeclav	Hodonín	Vyškov	Znojmo	Jeseník	Olo-mouc
Share of children participating in preschool education 2013 (%)	89.58	90.61	88.66	94.18	93.60	92.52	95.32	84.43	94.40
Share of children participating in preschool education 2014 (%)	94.65	90.79	92.76	94.87	94.00	93.04	94.75	87.77	93.64
Year over year comparison (%)	5.07	0.18	4.10	0.69	0.40	0.52	-0.57	3.34	-0.76

Table no. 17 Year over year comparison of the share of children aged 5 years participating in preschool education (districts) VIII.

Year over year comparison of the share of children aged 5 years participating in preschool education (districts)									
District	Prostějov	Prerov	Šumperk	Kroměříž	Uherské Hradiště	Vsetín	Zlín	Bruntál	Frydek-Místek
Share of children participating in preschool education 2013 (%)	88.92	88.32	92.06	96.61	93.60	93.61	91.63	89.94	95.03
Share of children participating in preschool education 2014 (%)	91.48	90.13	89.89	95.68	93.72	92.42	95.29	89.46	92.60
Year over year comparison (%)	2.56	1.81	-2.17	-0.93	0.12	-1.19	3.66	-0.48	-2.43

Table no. 18 Year over year comparison of the share of children aged 5 years participating in preschool education (districts) IX.

Year over year comparison of the share of children aged 5 years participating in preschool education (districts)									
District	Karviná	Nový Jičín	Opava	Ostrava-city					
Share of children participating in preschool education 2013 (%)	83.89	93.79	89.29	85.99					
Share of children participating in preschool education 2014 (%)	83.94	88.53	93.11	86.60					
Year over year comparison (%)	0.04	-5.27	3.81	0.61					

The data show that there is considerable disparity among the individual districts, which has already been partly discussed above. Therefore, some districts will not practically sense the change in the form of compulsory last year spent in nursery school.

Objectively, it must be admitted that these financial expenses provide an opportunity to evaluate the effectiveness of their spending in relation to the school performance of children, even though it will be a simplified evaluation, or such that will lead to further discussion of whether they were too little or too much.

However, there is also an option that seems "cost-free": retaining the current preschool network with the number of places of education and giving priority to children who should by law be entitled to a place in preschool. Thus, there would be discontent of the parents of those children who attended preschool but are younger than 5 years (in most cases) and who would now lose their place in preschool, or discontent of those parents whose children have reached the age when they can start preschool. As mentioned, it is an option which is "seemingly cost-free". If the approach with zero or slightly progressive increase in the number of places in nursery schools were chosen, a part of the parents of children who are legally obligated to attend preschool could have problems with their own return to work after parental leave. This represents the indirect costs which in this case would accrue to the State.

In the economic aspect, it would be necessary to also take into account the financial resources spent on teacher assistants, further education for pedagogical employees in preschool, etc.

The economic demands need to always be assessed on the background of qualified estimates of the numbers of children for who the system change is designed.

School Success

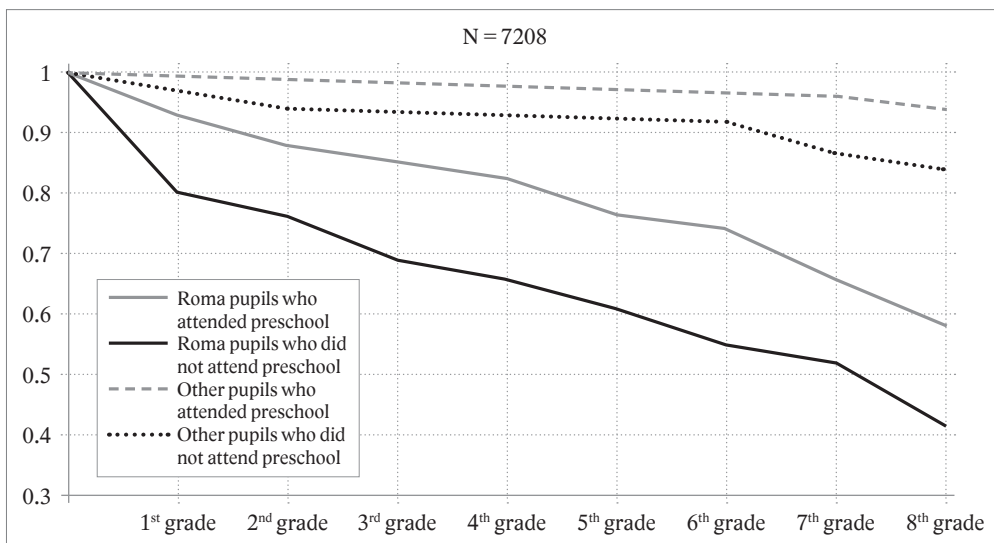
School success and its increase with children with social disadvantage is the fundamental cited point of departure for the whole system change. All the arguments against the change could be emphatically rejected by a demonstrable increase in school success in the target group.

If we build on the 2009 research entitled "Educational Paths and Educational Chances of Roma Pupils of Primary Schools in the Vicinity of Excluded Localities", we find that the influence of attending preschool is at least debatable. The authors of said research focused in one of its parts on the likelihood of children keeping up with their original class at a mainstream school in relation to preschool attendance. Four main lines of research or four groups of pupils (those who attended preschool, those who did not attend preschool, Roma pupils who attended preschool and Roma students who did not attend preschool) were observed. The results showed that there was a difference² between pupils (Roma and others) who attended or did not attend nursery school (see Diagram no. 1). Overall, it can be derived from the diagram whether preschool does or does not have an effect. Interestingly, the authors of the study assigned a significantly greater impact to the family with the groups of Roma pupils.

² It is not clear from the study whether there is a statistically significant difference. The authors allow themselves to assert on the basis of the diagram from which they derive arguments, that there is none.

The graph shows that the impact on the readiness of children to enter primary school is short-term.

Diagram no. 1 Effect of preschool on the likelihood of children keeping up with their original class at a mainstream school



(Educational Paths and Educational Chances of Roma Pupils of Primary Schools in the Vicinity of Excluded Localities [online])

Family vs. State

Virtually every educational publication dealing with the family and family education perceives the family as an irreplaceable "institution" whose influence is lifelong and particularly decisive in relation to the child and his or her success in life. We know that there are many more factors involved in the development and shaping of the personality of an individual (the media, peers, etc.). Returning, however, to the essence of this discussion paper.

In the case of the introduction of compulsory final year in preschool, the state is to take over a part of the parental duties which is also essentially the reasoning of the proposed system change. Although the systemic change aims primarily at children who are socially disadvantaged this takeover of parental competences also applies to the other approximately 97 % of families of the children for whom it will be an involuntary and unwanted takeover. In the introduction it was mentioned that 90 % of preschool children (understood children aged 5 years) attend preschool. After reviewing all of these numbers, we conclude that about 7 % of children do not fall into the group of underprivileged children and also do not attend preschool. The proposed amendment would affect them the most. It can be assumed that the children of these families either cannot be educated in preschool (for some medical reason) or their parents do not want them to attend preschool and choose their own way of upbringing and education at the preschool age. Ordering an activity or service by law does not increase the interest of individuals in them. One cannot deny that every child should have the right to attend preschool which basically every child does nowadays. This rights should not be

determined by capacity or other reasons. However, there is a difference between "having the right" and "having the duty".

The state cannot take over this part of the task of raising children and of families in general, and it cannot assume parental responsibility³. The state should let parents retain the right to their own decisions in the field of preschool education of their children. In a broader context, on the contrary, it should expand the possibilities of institutional provisions for preschool education.

The authors are not the first ones to present the above thoughts as they may partially be traced in texts by Těthalová (2015), Lánská [online] and in a number of personal blogs of both professionals and lay public.

Conclusion

The above-mentioned facts suggest that the proposed systemic change is not to be agreed with. The list of its aspects cited here is deliberately not exhaustive. For example, the readiness of preschool teachers for the change, the readiness of changes in curricular documents, the issue of preparatory classes, and the attitude of parents of children from socially excluded environments remain open problems (in accordance with publication ethics the results of a qualitative study conducted by Kolaříková and Janiš, 2015, are not stated here).

This discussion paper only chose three areas that can be considered as umbrella fields as other contextual areas would overcharge the scope of this paper.

The greatest failure and the main reason why this contribution expresses disagreement with the systemic changes in question is their superficiality. Children from unstimulating environments at risk of social exclusion need long-term systematic preschool education and training. To change the attitudes of families, support of work with these families in their environment is needed in order to promote their active participation in the process.

In the context of the proposed systemic legislative changes, the funds will be released in favour of a negligible percentage of children in the age cohort. It would be much more efficient to spend these funds on more preschool clubs, outreach programs to areas where social work would team up with preschool pedagogy, since without systematic professional work with the families, the proposed change will have almost no positive effect.

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³ It should always be the last resort. Jan Amos Comenius (1964) points out this fact essentially to the same effect.

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	REPORT	
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THE FAMILY AND FAMILY EDUCATION IN THE CONTEXT OF SOCIAL EXCLUSION – A CONTRIBUTION UPON THE BIRTHDAY ANNIVERSARY OF OTAKAR KÁDNER (1870–1936)

Kamil Janiš Jr.

This year, 145 years have elapsed since the birth of the educator who continues to live in current pedagogy through parts of his work *The Basics of General Pedagogy*. The pedagogue in question is and was Otakar Kádner.

Otakar Kádner was born on May 11, 1870 in Úhonicе, and died on November 6, 1936 in Poděbrady. He served as a professor at the Charles University in Prague and as the head of the J.A. Comenius Institute of Pedagogy. He was also active as a teacher in the country. He co-founded the School of Higher Pedagogical Studies in Prague where he served as its head until his death (Chlup, Kubálek, Uher, 1938).

In his work named above, he does not explicitly pay attention to the relationship of the family, family education and social exclusion, but through his concept of professional writing which attempts to describe the area of pedagogy in historical and broader contexts, one can obtain substantial information on these topics.

The first excerpt of Kádner's work already strikes us as still up-to-date.

"Unfortunately, it needs to be admitted as a fact that, despite all the fine words about the influence of the parents and the family environment overall, the educational significance of the family has decreased greatly in recent times. The causes of this startling phenomenon are various, both general and personal, both external and internal, both economic and social, and they probably relate to the undoubted decomposition of family life itself." (Kádner, 1925, p. 314).

In reference to the above citation, it should not be mentioned today that the family is in crisis currently, but rather that it has been in crisis for almost a century. In some passages, Kádner pays attention to issues which are connected to the period of the creation of the quoted publication. Namely, these are the parents' workload, loss of multi-generational families, etc. Later, however, he almost touches upon the issue of socially excluded families.

"Further, it is known, that due to the rising housing and food expensiveness, the domestic relations of the worse circumstanced families are continually worsening, as the family is forced to limit its residential space: according to national economists' statistics, a single hectare of land before the Great War was home to in London 150, in New York 160, in Berlin 250, and in Paris even 370 people, while in Paris, 12,000 families of 6 members coexisted always in a mere single room. In such crowded flats, both health and morality necessarily suffer – children witness intimate family scenes from an early age – and whosoever can, remains outside all day long, coming home only to

sleep. The situation is even worse where in the cramped apartments, the whole family from little children to parents engage in gainful work or where the children from youth serve outside the house, delivering milk, bread, newspapers, etc., and then come to school sleepy and exhausted." (Kádner, 1925, p. 316–315).

Kádner did not only deal with the material conditions of families at or below the poverty line, but also with the opposite case, that is, with wealthy families. With a certain amount of exaggeration, he states of both types of families: "One may say that, in fact, a great number of children are actually without the father and the mother, even though both parents are still alive." (Kádner, p. 316).

With reference to the name of this contribution, Kádner's mention of poverty-line families is more relevant for our purposes. We may encounter the family environment Kádner describes above even today, with too many people living in a small space. Family of 5 and more members living in one room at a lodging house are no exception. Such an environment cannot be described either as well suited in pedagogical terms, or as educationally or socially stimulating. It cannot be even called "home", but rather "living space", which is in ideal cases only used to satisfy basic physiological needs of the individual.

Kádner, however, provides not only criticism, but also an answer to the state he describes and also mentions ways of possible solution.

"Of course, those parents have an excuse which is to be conceded even to many parents of the destitute classes: many of them are not at all equipped to the utter minimum with education or training for their vocation of family education, often lacking even the relevant abilities, as namely Luther realised and Spencer reproached emphatically. It is well expressed by Paulsen: "there is not a task in the world which would be undertaken with more recklessness and fulfilled with less care than family education." Very often, then, parents set about educating their children in a naturalist, inadequate and purely arbitrary manner: part of them, as Helvétius already recounts, suffer of postero-mania, i.e. they only see themselves in their children, others order their children around like slaves, yet others consider them as living toys and indulge them with monkey love; and finally, a host of parents even revel in having school rid them of the unpleasant obligation to take care of their own children's education, wherefore they carry nothing with as much displeasure as the longer school holidays. Therefore, the truth lies in Spencer's words when he asserts that the main cause of the lack of family education on the physical, moral and mental part lies in the fact that the parents even lack the very knowledge of how upbringing should be arranged correctly." (Kádner, 1925, pp. 316–317). Although the previous citations also offer a number of analogies with the present, it is the last one mentioned that brings us the closest to the problems of social exclusion. The world society understands education as the path to a better life, a more successful life and an overall enjoyment of a happier life. Education and its significance was understood in these terms also by Comenius and others. The solution of the problem of the socially excluded also lies in the field of education, in achieving specific qualification, finding a job, living and experiencing life in accordance with some generally accepted principles. However, this can generally only be reached in cooperation with the family, if the family and the school establish a mutually non-cooperative relationship, any effort on the part of school is virtually useless. In the context of unstimulating environment, parental competence or the lack thereof form a major obstacle in the process of social inclusion. Kádner de facto describes the current status where non-profit organizations focus on working with the whole family in connection, for instance, with the work with children in preschool clubs. It is equally necessary to

appreciate Kádner for the objectivity of the information provided in focusing on pathological styles of upbringing which are not always typical of families with social handicaps.

Kádner (1925, p. 318) offers a solution proposal: "Various means of remediation are proposed and tried to address these flaws of family education or rather of parents themselves. The only certainty is that an improvement of social conditions would already mean much in that the parents could devote more of their attention to their children; at other times, it would be beneficial to even more abundantly create auxiliary institutions, especially nurseries, daycares and children's playgroups to whom the poorer parents or those employed outside the house entrust their children for treatment and education and where also the girls and young women could obtain experience of this kind. Furthermore, it would be good if the spouses were informed about their future educational role on time and if appropriate guidance and knowledge on hygienic and pedagogical matters were provided to them upon their marriage in the form of brief brochures and flyers."

This citation can be paraphrased in the present context in two words – parental information. Even though Kádner in many ways understands the institution of his time, which we know well from our time, too, as rather fulfilling a social function, he does note their educational relevance to parents.

In his passage dedicated to the family, Kádner (1925) continues by pointing out good practice examples from both our country and from abroad. In addition to the "courses" (lessons) in schools for female students, he refers to courses organized by pre-schools directly for the parents, a weekly magazine designed for parents, etc. All of this is certainly topical even today.

It may be assumed that the weekly on child rearing, brochures, etc. would probably not have such efficiency in socially excluded families. The courses organised by public institutions, such as nursery and primary schools, would be a much more realistic solution here.

Thus, Otakar Kádner has once again demonstrated an incredible, even shocking currentness of an inspiring nature, or at least provided food for thought (cf. Janiš Jr., 2011a; Janiš Jr., 2011b; Janiš Jr., 2012; Janiš Jr., 2013a; Janiš Jr., 2013b). The part of his work, which was selected for this contribution, additionally proves that the issues of social exclusion can never only be a matter of social work, but they need to become above all a matter of pedagogy.

Let us in conclusion quote Jean Jacques Rousseau (in Kádner, 1925, p. 316): "He who cannot keep the obligations of the father does not have the right to become one. Neither poverty, nor work nor the regard for other people release him from the alimentation and education of his own children. You may believe me, dear reader: I prophesy to anyone who has a heart and has thus neglected such sacred obligations that he will long cry bitter tears over his sin and never find consolation."

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BOOK REVIEW

EXPANDING THE RIVERBED OF MAINSTREAM EDUCATION

Miroslav Mitlöhner

Janák, D. et al. (2015). *Rozšířit řečiště hlavního vzdělávacího proudu: sociální inkluze žáků a transformace vzdělávacího systému v Krnově a v Sokolově. [Expanding the Riverbed of Mainstream Education: Social Inclusion of Pupils and the Transformation of the Educational System in Krnov and Sokolov]*. Opava: Silesian University, Faculty of Public Policies.

The collective monograph certainly summons interest at first glance with the unconventionally chosen format in which it is issued. It may be perceived as unpleasant for reading by some, but this certainly should not be a factor to determine whether or not the monographs should be read. The first impression also needs to be informed that the monograph is supplemented by photographs of the renowned photographer Jindřich Štreit. From the overall first impression, it is not clear whether this was the intention of the authors or not, but due to its graphic design and black and white finishing, the publication has a gloomy feel to it (which cannot be perceived only in the negative connotation). While the form and design of the monograph form an integral part of it, the most determining is clearly its contents.

As the name suggests, the authors focus on two selected cities (see the title of the monograph) and on presenting the research data findings. The monograph means to: "describe the results of the transformation of educational systems in two cities (Krnov, Sokolov) with the support of a sufficient amount of data on the process and results of this transformation. We attempt to offer a case study that would describe and evaluate the changes, and compare their progress and results in both of these cities. At the same time we try not only to describe the effectuated changes, but also to identify examples of good practice which could inspire other municipalities who want to, or will rather be forced to implement similar changes in their local education system, and to highlight the problematic issues which it is advisable to prepare for." (p. 12) However, the authors add: "Although the goal of our study is to describe the results of the transformation of the educational systems of only two Czech cities, the results of our research bear relevance for the whole society and witness to the situation in the Czech society as a whole." (p. 11)

Although the above stated aim of the publication is courageous in some respects, we cannot assert that it would be unrealistic, or unfulfilled. However, there will always be a sufficient number of arguments, particularly methodological, which will rather stand against the intentions of the authors. The authors divided the monograph into 7 chapters, including the introduction and conclusion, and a number of other sub-chapters which especially towards the end give a splintering impression with an impact on the text.

In the second chapter¹ entitled Social Disadvantage, Social Exclusion and Ethnicity in the Context of Education – Conceptual and Methodological Basis of the Research, the authors demonstrate that this is definitely not the first time they have encountered the topical field of social disadvantage and social exclusion. Nevertheless, some of the authors' interpretations are disputable, e.g. "The educational process can be imagined as a spiral movement, to whose middle or edge we come according to the socio-economic position of the pupil's family, whose impact has the pupil either maintain (reproduce), lower, or enhance the (extra-scholastic) social inequality." (p. 23) Overall, the second chapter cannot be but considered as otherwise well arranged, linguistically comfortable and providing the theoretical basis of the research.

Chapter three, Historical and Socio-Demographic Characteristics of Both Cities and Their Education Systems, starts in a somewhat redundant historical digression, meaning that some of the information on the history of the two cities may be considered as too detailed and having little connection to the subject area of the publication's interest (e.g. information from the Middle Ages). However, the authors quite rightly describe the less remote history which is in an explicitly described and perceived way connected to the issues at hand. The ensuing sub-chapters and information are necessary not only for the authors, but above all for the reader. The presented information on both cities is clear and comprehensible.

Chapter four, Transformation of School Network in Krnov and Sokolov does not bring mere descriptive account of the situation, but the authors already offer a more analytical look at the situation with selected examples of conducted interviews which complement the text in an appropriate fashion. The validity of the data and of the interpretive authorial commentary is highlighted by the fact that, quite rightly, the authors interviewed all "types" of players involved in the above transformation.

Chapters five and six named Transformation of the Education System in Krnov and Sokolov in Light of a Questionnaire Survey Among Primary School Teachers and School Systems Through the Optics of the Parties of Education form, in my opinion, the most valuable part of the book, which, however, follows from the logic and conception of the monograph. The authors present the found data, quantitative and qualitative, in a reader-friendly format; in particular the quantitative portion of the research is palatable even to individuals who are not used to navigating complex statistical calculations. Although some results are predictable, a selective choice of only some parts of the research would be ineffective. Overall, the results are processed on a premium level, which is not always the rule.

The conclusion of the monograph, which is designated as chapter seven, provides summary information on the detected results, which, after all, is to be expected in the conclusion. Appropriately, the authors discuss the more general findings, best practices, etc. However, in tab. no. 7.1 (p. 130), which describes the risks and possible solutions for transformational changes, the authors could be more specific in the proposed measures. This way, they remain on the general plane. Given the nature of the text, the whole book is understandable to a broader spectrum of readers, some specification would be much more beneficial.

The greatest shortage of the present monograph is the fact that in certain passages, the authors are guilty of inconsistency, even inaccuracies in pedagogical terminology and generally, of the lack of

¹ The first chapter forms an introduction to the whole book.

deeper links with the area of pedagogy and its codified disciplines. This is reflected, among others, in the bibliography. Nevertheless, I believe that a more detailed implementation of the pedagogical aspects would be beneficial.

The above mentioned complaints can be seen as marginal. The information presented is interesting to say the least, and exploitable primarily in the local conditions. Like the authors, I believe that their usefulness is wider. Concluding their conclusion, the authors state: "Differentiation and selection of pupils is a relatively good solution from the point of view of pedagogical work. Teaching in heterogeneous groups is in fact very difficult. This poses a challenge not only to practice, but also for pedagogical research and for pedagogy as a discipline. In our opinion, it is appropriate already during the preparation of pedagogues at pedagogical faculties to take into account the wider social and cultural circumstances of the educational process, reaching beyond the realm of the pedagogical-psychological diagnosis and didactics. Personal experience (e.g. introduction to the living conditions of minorities) and openness is hardly replaceable by educational seminars, or any precisely established methodology. It is our contention that in the current reflection on education, the social dimension of education in its non-trivial form is often neglected. Social disadvantage is a "handicap" of a different kind than the handicaps of health or psychological state of the individual. In addition, sociological thinking points out the breadth of the overlooked aspects and unintended consequences rather than providing clear methodological and diagnostic tools." (p. 132)
Personally, I consider this as one of the most important suggestions for the pedagogical practice.

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