

Dear readers,

you certainly sometimes think whether many of the preventive programs, which have been or are to be implemented, can be at least partially efficient or whether some undesirable social phenomena can be at least partially eliminated. You also think of the positive and negative factors of inclusive education. In connection with the above stated concerns, you will read not only a study of a team of authors that has an inspiring name, *Social disadvantage: challenge for pedagogy and teachers*, but also the critical review of a monograph called *Preschool child in socially excluded environment*. An example of good practice from social work presents the project called *Coexistence Village*. There are more than a hundred Roma inhabitants living in the Village and many undesirable behaviours occur there. A low-threshold facility is established there to eliminate such behaviours; it is primarily intended for children and youth, but its activities help also adults to get integrated into the society. The information from a conference that was held in Amsterdam pointed out that experts in other countries and in different continents also face the issues of challenging work with children and youth endangered by social exclusion and that those experts, similarly to our experts, also deal with crisis management of schools and with preventive practices. *The local strategy for the support of family literacy* study also constitutes an important contribution to the above stated topics. The study describes a project focused on Roma families, on the engagement of the partners, within the local strategy for support of the literacy of the family. The implemented project was aimed at increasing the literacy of the family, increasing at the same time the support of the Roma child at school. The topic of social disadvantage has been enjoying increased attention not only from researchers, which is evidenced by the fact that more and more teachers become aware that their profession includes also the issue of inclusion and integration. People living in a socially excluded environment will not be able to break out of their situation without an efficient help of the majority. It is also necessary to point out that the school should play a key role not only in prevention of risk behaviour but also in prevention of mental diseases. Some statistics show that most mental diseases manifest themselves already at the time when the child goes to elementary or secondary school. That is a very good reason to deal with this fact. Very inspiring in this context is also the Norwegian study called *Effects of preventive mental health in secondary schools*. The article describes in detail the results of the relevant study and the practical application of preventive programs. It is very inspiring in spite of a natural cultural difference of our countries, as the occurrence of mental disorders and diseases during adolescence and early youth is identical in essence, and help must be provided and the development of mental disorders must be detected. The teachers often are not aware of the importance they have for the pupils in this regard. Public education on mental health, on how to care for oneself and for relations with family and friends should be commonplace. What can the school do for it? Support the pupils' mental condition comprehensively in the long term and create a space in which it is normal to discuss mental health and disease.

The school can also implement projects to support mental health and the respective information.

Are you concerned with the above stated issues of integration, social disadvantage and mental health? We believe you are, and that is why we have prepared the first issue of the second volume of our magazine with studies and texts whose mutual interconnectedness is undeniable and interesting to a broad range of readers.

Dear readers, we wish you a pleasant and inspiring reading.

Jitka Skopalová