

## Editorial

[Czech version](#) 

### *Introducing the April issue 2019*

Dear Readers,

We are happy to introduce this year's first issue of the seventh volume of the Social Education journal. As always, the editors welcomed all topics from the field of social education and related social sciences. The breadth of topics of the April issue gives it, in keeping with contemporary trends in the academia, an interdisciplinary dimension. It is a goal of the editorial board to encourage interdisciplinary research in social sciences while maintaining the priority of grounding the new findings in the existing scope of social education. A key concept in this effort is the promotion of educational environments.

A large number of papers were submitted for publication in this issue. The editors are very pleased with the interest of Czech and international authors and vow to keep the level of quality of the published papers high. Choosing which papers to include in this issue was a very difficult task, which eventually culminated in the publication of three most remarkable studies.

The introductory paper with the title **Alcohol abuse of caregivers as a risk factor for the death of children under five years of age: Limits of statistical crime reports** by Ivana Olecká, Petr Přecechtěl and Helena Skarupská presents outstanding research findings. The goal of the research was to perform a retrospective analysis of ten years of police crime statistics to enumerate the occurrence of pathological phenomena and thus bring into question the validity of data on child deaths caused by alcohol consumption by their parent or guardian. The authors consider interesting ideas, such as the causes of drinking in educated women. These notions relate to health awareness, the only-child phenomenon, parenting education in schools, work-induced stress, internet news, etc. The authors warn about the lack of conclusive results when it comes to testing for the presence of substances in the suspect's metabolism and therewith connected influence of the substance (or withdrawal) on their pathological behaviour. Social education can benefit from interesting recommendations concerning knowledge of the social environment in which alcohol-related crime occurs, thus helping to create an adequate system of preventive measures or design an intervention aimed at the perpetrator. The study is also important in its combining the techniques of social education with social work.

The second study by Anna Šlachťová, Bohdana Richterová and Ivo Müller is entitled **Changes in clients' self-concept during adventure therapy in therapeutic communities for drug addicts**. It presents the results of an ongoing student grant project that focuses on the clients of six therapeutic communities. The data was obtained by a cycle of questionnaires; i.e. as an ex post facto research, and was evaluated using analysis of variance. The authors work with the assumption that a change in lifestyle can be heavily influenced by a shift in the self-concept and self-respect of the members. Adventure therapy appears to be an effective means of changing people's self-concept, which is achieved by reflecting upon an authentic personal experience. The research has confirmed the beneficial effect of a shared experience among the community members on how positively they view themselves, how much they believe in their own agency and how capable they feel of dealing with problems. It shows how social education can be combined with social work to make leisure time meaningful.

The final study entitled **Social and pedagogical aspects of the development of inclusive education** was carried out by the Ukrainian authors Olena Budnyk and Serhii Sydoriv. The article characterizes important socio-pedagogical aspects of implementing inclusive education in the conditions of integration of Ukraine and other former Soviet countries into a global educational space. Moreover,

gender stereotypes about inclusive education that characterize the mindset of a particular nation are also considered and socio-pedagogical barriers of inclusion are presented. The article highlights important aspects of establishing an effective pedagogical cooperation between schools and families of students with special educational needs and suggests tentative forms of work with parents at inclusive schools. The paper offers an inspiring perspective on the inclusive education for special-needs learners and includes examples of the practical use of didactic materials in ESL/EFL teaching at elementary school (i.e., graphic posters and audio-visual aids) for forming democratic values and tolerant attitudes towards students with disabilities and special educational needs.

**A guest** of this issue is the British social pedagogue Gabriel Eichsteller, who co-founded ThemPra Social Pedagogy, which works to promote social education in the United Kingdom. The **interview** he gave to the journal offers plenty of information about the current state of social education in the UK, the current work of ThemPra Social Pedagogy, or his thoughts on the future of social education in the UK and elsewhere. The interview is accompanied by Gabriel Eichsteller's short bio.

The **Review** section presents and discusses two books. The book *The Theory and Practice of Biofeedback* (Ptáček & Novotný, et al.) is reviewed by Lucie Hrbáčková and Monika Smolíková from Palacký University Olomouc. The other review discusses the very relevant topic of the book *Foreigners in Brno: Relationships, ties and support networks* written by a team assembled around D. Topinka. It was written by Martina Kurowski from Masaryk University in Brno.

This issue also presents a text by Jolana Hroncová from Matej Bel University in Banská Bystrica, which explores the situation of social educators in Slovakia. This is a continuation of an article in the previous issue's section **Social Education in Slovakia**. The section informs the readers about the history and current state of social education in the country. After the dissolution of Czechoslovakia, social education has evolved in many ways differently in either country and it is interesting to compare these differences.

The **Information** section publishes a report from *Family Networking*, a conference which took place in March 2019 in Brno as part of a project focused on children in distress and their families. Finally, we wish to thank all the editorial board members, authors and reviewers for their hard work that brought this issue to reality.

*Editorial team*