

# Ondřej Sekera

---

## Rozwijanie upośledzonych osobowości dzieci i nastolatków przez wychowawców z Czech

---

Problemy Profesjologii nr 2, 147-156

---

2008

Artykuł został zdigitalizowany i opracowany do udostępnienia w internecie przez **Muzeum Historii Polski** w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej [bazhum.muzhp.pl](http://bazhum.muzhp.pl), gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

Ondřej Sekera

## ROZWIJANIE UPOŚLEDZONYCH OSOBOWOŚCI DZIECI I NASTOLATKÓW PRZEZ WYCHOWAWCÓW Z CZECH

### Streszczenie

Celem pracy jest zwrócenie uwagi na działania mające na celu rozwijanie osobowości dzieci, związane z realizacją profesji wychowawców w dostępie do opieki edukacyjnej w Republice Czeskiej. Zebrane dane w bardzo szerokiej próbie badawczej dostarczyły wglądu w rzeczywistość pracy wychowawców i ich możliwości wpływu na rozwój osobowości klientów w kierunku ich przyszłego uczestnictwa w społeczeństwie.

### THE DEVELOPMENT OF DEPRIVED PERSONALITIES OF CHILDREN AND ADOLESCENTS DONE BY EDUCATORS IN THE CZECH REPUBLIC

#### Abstract

The aim of this paper is to draw the attention to activities developing children's personalities where such activities are connected with the execution of educator's profession in facilities of educational care in the Czech Republic. The data collected within a considerably broad research sample provide the insight into the reality of educator's work and his/her possibility to influence the development of client's personality towards his/her future social being.

### РАЗВИТИЕ НЕДОРАЗВИТЫХ ИНДИВИДУАЛЬНОСТЕЙ ДЕТЕЙ И ПОДРОСТКОВ ВОСПИТАТЕЛЯМИ ИЗ ЧЕХИИ (ЧЕШСКИЕ ОПЫТЫ)

#### Содержание

Цель работы обратить внимание на действия, целью которых является развитие индивидуальности детей, в связи с выполнением профессии воспитателей в доступе к воспитательному попечению в Чешской Республике.

Собранные данные в очень больших исследованиях позволили ознакомиться с действительным трудом воспитателей и их возможности влияния на развитие индивидуальности клиентов и их будущего участи в обществе.

### Preamble and theoretical abstracts

The aim of this report is to advise of the vocational activities of educators in resocialization<sup>1</sup> and in reeducation<sup>2</sup> establishments which were disclosed by the research project of Grant agencies of the Czech Republic having been just terminated which project is titled

<sup>1</sup> Sociologický slovník/Sociological dictionary (2001, p. 204) defines a resocialization as an effort to „...reintegrate an individual who experienced a process of socialization formerly and who was eliminated of the given community for some reason in life”. It is worth to mention also the note of B. Kraus (In Sociální patologie, 2007, p. 303) that a concept of reintegration commences to appear, namely first of all in connection with the resocialization which concept means a preparation for a return to the community life.

<sup>2</sup> The concept of reeducation is understood as „Methods of special pedagogy which improve the efficiency within the sphere of affected function or as the case may be which make it perfect...” by the Pedagogický slovník/Pedagogical dictionary (2003, p. 198). B. Kraus (In Sociální patologie, 2007, p. 303) understands a concept of reeducation as a specific case of resocialization within the sphere of which there is an effort to change the behaviour and decision making of individual towards to the corresponding standards.

„Komunitní systém v resocializačních zařízeních pro adolescenty“/“Community system in resocialization establishments for adolescents” (evidenced under the number 406/06/0731).

In this report we will focus especially on the activities by which the educators may cultivate the individuality of clients and thereby they may assist them in their consequential exercise in community.

In connection therewith we must not forget that there proceed also education and nurture besides training in the above mentioned institutions. The nurture is understood by A. Škoviera (2007, p. 27) and by other authors first of all as a satisfaction of basic essentials of life. Then he adds that „... *if the nurture is a security of an individual, the education is a cultivation of him/her which means it is a qualitative movement.*” So we may assert that the concept of education is superior to the concept of nurture (at least from the qualitative point of view). „*The education includes also the nurture however it is possible to nurture also without educating.*” A. Škoviera (2007, p. 23)

The nurture is understood to be a „*process of intentional influence on the human individuality with the aim to achieve positive changes in his/her development*” (Pedagogický slovník/Pedagogical dictionary, 2003, p. 227).

If we sum up the above mentioned, the educators should not only nurture and educate the clients but first of all they should devote to their education and socialization.

If we speak about the institutions, establishments and asylums in this report, we mean first of all children's homes, children's homes with school and educational institutions (which means the establishments in which our investigation was implemented).

The establishments serving for education, training, resocialization or reeducation should cultivate all the features of the clients' individualities, their abilities, capabilities and knowledge. It is true that the institutional environment is not an ideal environment of education but if we realize from what conditions the children come to the institutions and in which situation they come many times we may state that it is an indispensable solution of the topical unfavourable conditions in families from the short term horizon.

O. Matoušek and A. Kroftová (2003, p. 160) see the purpose of these establishments in a fact that they provide the clients with a long term nurture where the preparation for a future occupation creates a focal point of the work. The assertion of I. Kominarec (In Sociália 2002, 2003, p. 152) that the pedagogical process is organised in institutions where the isolation of individual from community is a part of everyday life and where the above mentioned individuals are at the same time expected to „... *learn to live socially in isolation within the frame of the standards set by the community*” impresses as a paradox.

The institutional nurture fulfils several functions at the same time. It is impossible to separate the functions of individual institutions forcibly because we presume that they mutually intermesh. These are first of all the following functions: nurture, support, education, resocialization, treatment, limitation, repression, isolation however also the recreation. O. Matoušek (1999, p. 19-24) further considers also the following ones: prevention of pathological development of an individual, protection of an individual against the negative influences, setting the standards and their control, provision of social security, compensation of non-functioning family.

T. Wolan (2005, p. 100-101, modified) sets the main targets of the work in the institutions for youth among which he ranks the following ones:

- the return to normal life so as the clients do not to face the problems with law and so as they find their new position in life,
- the restoration of family attachments which enables return home as soon as possible,
- reeducation and equalization of the level of education of neglected youth who faces problems
- the acquisition of qualification by the means of education and application at the labour market,
- preparation for independence and fulfilment of various life tasks, namely both family ones and social ones.

It is clear that work of educator in reeducation and resocialization or educational establishment is demanding, responsible and that it requires full individuality. The target of this report is not to devote to what the educator should be able to, should know or should be familiar with (these are not his competences) but this report devotes to the activities the educator really performs in his or her profession – what his or her job sheet is. Because we can talk about so called „demonstrated activities” (or the job sheet as the case may be) or we can really focus on what happens in the institutions indeed (thus we can focus on what the actual job sheet of the work of educator is). Only in such case we may deduce or induce the requirements for the preparation of educational specialists, only then we may move the vocational preparation and the branch of educational activity in whole somewhere. In the same way we may infer from understanding of real actuality of work in the establishments in what extent the educators endeavour for a cultivation of client and in what extent they endeavour for securing of an establishment operation or for so called „overcoming a shift”.

The job sheet of educator in institutional education „... is moving within the scope of a kind of floating zone, on one side the educator literally wipes snots on the faces of the children with towels and on the other side he or she conducts a professional therapeutic or spiritual conversation with them.” (A. Škoviera, 2007, p. 103)

We include an education and training, therapy, reeducation and resocialization of children and youth who are mostly socially handicapped somehow and who are often hardly educable into the main activities of educators in institutions of institutional education. Then we may assert that it is generally assistance to children and youth located in the establishment. We also must not forget about the activities connected with everyday daily routine as for example care, nurture or just supervision of the children and youth.

„The resocialization staff” is responsible for a resocialization diagnostics, for setting the prognoses and individual plans of resocialization, for their performance, observance and evaluation. Then such staff is responsible for an organization and implementation of contacts among the establishment, community and families of the educated individuals (H. Machel; In B. Urban, J. M. Stanik, 2007, p. 217).

B. Kraus (In *Nové možnosti vzdělávání a pedagogický výzkum*, 2001, p. 430) understands the social pedagogue and leisure time pedagogue (which means educators) to be also a consultant, administrator and organizer of spending leisure time who looks for a contact with clients and the like.

The activities which really prevail and which fill up the work of educational institutions are provided by M. Vocilka (2001, p. 113). The activities are arranged one after one pursuant to their frequency from the most frequent to the least applied ones. Sporting and working activities, interest activities, psychotherapy, educational activities, vocational preparation, art activity, aesthetic education, tourism, physical training, community sessions, intellectual education, marriage and parental education, dramatic education, polytechnic activity, military education and active social learning prevail in educational institutions.

It ensues of the report of Czech School Inspection (Report of CSI, 2003, p. 44) that the weekly programmes of educational activity include predominantly routine activities as for example morning hygiene, evening hygiene, cleaning and the like; the educationally training activities are formulated very generally (outing, games in the playground and the like) which we consider to be insufficient.

On the contrary in children's homes (M. Vocilka 1999, 2001) the job sheet is focused on the sphere of recreational and holiday stays; the excursions, trips, tourist events, games and competitions are utilized more when compared with educational institutions, there is a religious and family education implemented there. In children's homes there prevail the following forms of activities: interest activities outside the scope of the establishment, sporting activities, working activities, activities necessary for life, art and cultural activities, family education and other activities focused on cooperation with social environment. A. Škoviera (2007, p. 106) offers a list of activities which are really implemented by the educators in children's homes:

Table 1. Representation of activities in the work of educator in children's homes<sup>3</sup> depending on time expressed in per cents (modified)

Activities of educator	Per cents of time devoted to the activities
Preparation for the school and teaching	16
Self-service activities	12
Activities which actively cultivate children	9
Relaxation and entertaining activities	11
Socially beneficial activities	8
Preparation of food	15
Supervision of children	10
Other subsidiary activities	7
Administration	12

The author (the same source) advises of the fact that educators devote much time to food preparation, to cleaning and to other activities connected with the ensuring of the work of the group of clients (children) and that then they are at the end of their tether, time and desire to engage with a child and its problems.

<sup>3</sup> The data originate from 90 educators in children's homes in Slovakia.

B. Kraus (Vychovávateľ, 1991, p. 3) brings a survey of the activities of educators<sup>4</sup> which were obtained by the means of time shots. The activities were identified in the following sequence: 50% of the time were devoted by the educators to direct working activities, 16% to administration and economical activities, 7% to preparation for work, 7% to sessions and trainings, 2% to work with parents and public, 14% were created by organizationally educational activities and 6% represented time wastes.

The job sheet of professional educator is provided also by M. Vocilka (1996, p. 30–31), and in spite of the fact that these are the activities of the educator in the department of educational nurture, we may state that they do not anywise radically differ from the activities which are implemented by the educators of the environment examined by us. In opinion of M. Vocilka the educators perform the entrance interviews, they secure the educational activity within the group, they continuously evaluate their wards, they share in work with family, they prepare events connected with the operation of the establishment, they perform their duties based on the duty roster, they keep in touch with the social environment of their clients, they cooperate with engaged institutions, they participate in conferences, in seminars, schoolings, they work at their further professional growth, they keep the documentation of their wards which is continuously completed by them, they organize delivery, preparation and distribution of food, they are responsible for the tidiness and cleanness of allocated rooms and areas, they respond to escapes of their wards, they duly take and hand their charges over, they regularly organize a certain kind of psychotherapy, they take part at regular communicative meetings within the scope of group therapy, they elaborate proposals of material equipment of their place of work and they present them to the management, they are responsible for observance of and compliance with the internal rules of the establishment.

Ibidem the author provides us with the insight into the job sheet of the auxiliary educator – assistant of the pedagogue (the function of whom is sometimes held also by the chief educator). That person secures an observance of the silence of the night, he or she performs a supervision in the bedrooms, takes care of the observance of the sleeping time of wards, he or she performs work activities pursuant to the instructions of the head, in case of disease of client he or she ensures administration of medicinal drugs, of beverages and food, he or she checks up the temperature, eventually provides with the first aid, he or she guides wards to deepening of fundamental working and hygienic habits, of social behaviour, self-service, he or she supervises the tidiness, checks the rooms and he or she takes part at meetings of the establishment if necessary.

Besides the professional activities the determination of which is included rather in the sphere of direct pedagogical work there exist also the activities which are included into the category of indirect pedagogical activity. The activities the set of which is provided by E. Aláčová (Vychovávateľ, 2002, p. 25–26) are classified within this group. These are represented by personal preparation for pedagogical work, preparation of requisites and care of them, preparation of material, administration of documentation, mutual cooperation among the educators, cooperation among the educators and teachers, parents and other public, custody of study hall or workroom, of gymnasium, common room/lounge, kitchenette and the

---

<sup>4</sup> The inquiry was implemented at the end of eighties at the sample of almost one hundred of educators of predominantly youth's homes.

like, then by the attendance at sessions and at preparation of them, eventually by other events connected with the operation of establishment. We must not forget the study of professional literature and the like. Even though these are the activities of educator in youth's home we understand them to be transmittable also into the environment of resocialization and reeducation institutions.

It is obvious that the scope of competence of the educators is unlimited in fact and B. Kraus (*Vychovávateľ*, 1991, p. 4) supports this assertion by the observation that the activities requiring for full engagement of educator alternate with the passive activities in this profession. There exist differences in the proportion of direct and indirect educational work and in other peculiarities which are given by the type of educational establishment, by functional classification of the educator and the like.

I. Kominarec (In *Sociália* 2002, 2003, p.150–152) came to the conclusion that almost 20% of time during the week may be considered to be ineffective from the pedagogical point of view within the environment of detention educational institution.

### **Implemented inquiry**

Screening – open concerned observation<sup>5</sup> of the work of educator<sup>6</sup> and questionnaire for educator became methods of the implementation of the research intention. The questionnaire was designed especially in order to find out indirect pedagogical work of educators, so we will not devote to it in this report in the same way as we will not devote to the findings brought by it.

We managed to record a time of 689 hours and 12 minutes of working activities of the educators in seven establishments within the Czech Republic. This time fund of observation is unequally spread among 23 educators and 89 days which we managed to map. We consequently classified the recorded activities of educators for intended administration (see below) while we registered also the time devoted to particular activities in order to show consequently how much time is devoted by the educators to particular activities in fact.

---

<sup>5</sup> M. Miovský defines it (2006, p. 153–154): observer is in motion in the field, he or she takes direct participation in the local events (particularly of the phenomena and situations in the group), all participants know about his or her intention.

<sup>6</sup> The educator was observed always by one observer who recorded all the activities of the educator during his or her working process – activities were recorded in the sheet of paper including all time data.

**Chart no. 2: average times devoted by educators to selected activities (average time expressed in per cents)**

Activity - Total category	Total
1	3,27
2	24,76
3	4,15
4	20,77
5PROF	8,16
5OOS	1,62
6TČ	18,34
6PČ	2,45
7	6,00
8	2,52
9	4,73
10	-
11	2,18
12	

  

Activities from category 2	
2K	6,30
2U	4,36
2Z	3,26
2V	3,16
2PS	1,88
2R	1,53
2T	1,52
2S	1,36
2P	1,02
2M	0,37

**Legend to the charts – categorized activities (brief compendium)**

1 Activities of the character of pedagogical diagnostics

2 Main activities cultivating individuality of client

2M motivating, instigation to activity,

2R developing and reshaping of values of living and of moral attitudes,

2V explanation, teaching and tutoring,

2K provision of feedback, monitoring, assessment,

2Z development of interests, development of knowledge,

2T development of creative abilities in working, somatic, intellectual, aesthetic components (or development of creative abilities in components of working, somatic, intellectual, aesthetic, ecological education – environmental education and the like),

2P care of own health,

2PS active participation of educator in sporting activity – support of client's health by the means of active sporting activity,

2S boosting of community cohesion and other development of socialization,

2U management of activities, giving instructions connected with this management (by the organization).

3 Activities the main aim of which is represented by accompaniment

4 Activities the main aim of which is represented by supervision and surveillance

5PROF combined category of all vocational communications (personal, individual, phone, other forms of communication)

5OOS combined category of personal (private) communication not related to the performance of the profession of an educator

6TČ technical activities (administration of medicinal drugs, of cleaning agents, games, sporting equipment, cooking, food preparation, activities connected with a technical operation of the establishment – for example administration of the section, storage and the like)

6PČ projective activities (preparation or provision of a trip or of a walk during working time)

7 Administrative activities

8 Supporting activities of therapeutic character



9 Activities performed during working time which are not related to the vocational activities

10 Self-educating or cultivating activities

11 Statement, giving instructions and directions

12 Specialized activities

It is clear from the chart no. 2 that the activities cultivating the individuality of clients are the most frequent activities performed by the educators at the performance of their profession, then these are the activities of supervision and surveillance and technical activities. It is more than positive that the educators devote most time to the cultivation of the individualities of clients during the time spent at the place of work although this is only one quarter of all the overall time they spend with clients.

We can be surprised also by the ascertainment that more than 18% of working time of educators is spent with technical activities which are connected with a provision of the operation of the establishment and of educational pedagogic process. We state a distribution of cleaning and sanitary agents, of games, sporting and technical equipment, food preparation and serving, tidying up, administration of medicinal drugs, locking and unlocking of various rooms and the like as an example of these frequently occurring activities. These are surely the activities necessary for an operation of the establishment and of the activities in it, however we believe that that these activities (in the same way as it is within the sphere of medicine for example) should be assigned to „medium pedagogical staff” (by this we mean for example the assistants of the educators).

By such assignation of the above mentioned activities the educator (in the position of professional) would obtain larger space for implementation of other activities, let us say the activities more cultivating the clients. Thereby we mean for example the activities which occur only seldom or not at all, as for example supporting activities of therapeutic character (represented by 2,5% of time), specialized activities which are missing in our sample (which are intended first of all for the clients with specific educational needs). We would also appeal to the fact that the educators should provide the clients with more space for selected activities which cultivate their individualities. After all they devote (for example) only about 3% of working time to the explanation, teaching and tutoring of the wards, 3% to development of their interests and knowledge, 1,5% to development of creative abilities in working, somatic, intellectual, aesthetic components, 1,5% to development and reshaping of values of living and of moral attitudes and the same time serves for boosting of community cohesion and development of socialization at the clients (at resocialization establishments! – I. Kominarec see above).

Even though we realize a specificity of the inquired environment as well as a necessity of this activity we suppose that time necessary for a feedback provision, first of all for supervising and evaluation of clients which is more than 6% of direct working time of educators, is excessively overestimated. When compared with the other activities which fulfil the category 2 (activities cultivating the individuality of a client), supervision, evaluation and feedback provision from the part of educator (cat. 2K) are in absolute superiority.

Supportive activities of therapeutic character (cat. 8) which are often declared to be necessary for a change of the individualities of children and youth in monitored establishments

were registered by us in 2,5% of working time of educators (which we consider to be alarming).

There remains a question whether the assertion of I. Kominarec (see above) concerning twenty per cent of time which is ineffective from the pedagogical point of view is transferable from environment of Slovak correctional institutions/reform schools also to these conditions in this country. There is much of it obvious from the data acquired by us and the results indicate something as well, however in spite of this we do not express our clear opinion of effectiveness of working time of educators in reeducation and resocialization establishments. That is to say that in our opinion the revelation of activities or as the case may be of categories of activities (their interpretation) without understanding and acceptance of the situation and of local particularities of each establishment could provide us with distorting and incomplete information.

In spite of this we take the liberty to interpret the problem. If we choose (out of the categories of activities) such activities the content of which seems to us to be wholly „non pedagogical”, these are the categories 3, 500S, 7 and 9. Accompaniment of clients (cat. 3), as well as private dialogues (cat. 500S) are understood by us to be ineffective from the pedagogical point of view. It is true that the administrative activities (cat. 7) are often connected with educational pedagogic process however we believe that the effectiveness of pedagogic work is in quite other activities. It is true that the activities not related to the vocational activities (cat. 9) are an essential part of work however we cannot talk about their pedagogic contents. The time devoted to the above mentioned activities by the educators amounts to the total of 16,5 % of overall direct working time at observed establishments. However this figure does not represent a complete datum because a part of the time devoted to supervision and surveillance of children (cat. 4) may be also classified as a part of the group of pedagogically ineffective activities.

So we can assert at the end that the educators of observed sample are less occupied from the pedagogical point of view (their professional ambitions are not fulfilled) when compared with presuppositions. Large volume of their work consists in supervision and surveillance of clients, in ensuring of the operation of the establishment itself and the like. It is positive that the activities cultivating the individuality of children and youth take at least one quarter of direct working time within the work of educator.

#### Used literature

- Aláčová E., Náplň a rozvrhnutie pracovného času vychovávateľa. *Vychovávateľ*, no. 5, 2002, vol. XLVII, p. 25–26.
- Jandourek J., *Sociologický slovník*. Praha : Portál, 2001.
- Kominarec I., Problémy resocializácie mladistvých odsúdených v podmienkach ústavnej výchovy. In *Sociália 2002. K sociálnej analýze mládeže. Sborník príspevků z mezinárodní konference, 2. part.* Hradec Králové: Gaudeamus, 2003.
- Kraus B., K aktuálním problémům vychovatelské profese. *Vychovávateľ*, 1991. no. 1, p. 2–4. ISSN not stated.
- Kraus B., Volný čas dětí a mládeže v pedagogickém výzkumu. In *Nové možnosti vzdělávání a pedagogický výzkum. Sborník príspevků z IX. celostátní konference ČAPV s mezinárodní účastí*. Ostrava: PdF OU, 2001.
- Kraus B., Hroncová J. a kol. *Sociální patologie*. Hradec Králové : PdF UHK, 2007.
- Matoušek O., *Ústavní péče*. Praha : Slon, 1999.

- Matoušek O., Kroftová A., *Mládež a delikvence*. Praha : Portál, 2003.
- Průcha J., Walterová E., Mareš J., *Pedagogický slovník*. Praha : Portál, 2003.
- Škoviera A., *Dilemata náhradní výchovy*. Praha : Portál, 2007a.
- Urban B., Stanik M.J., *Resocjalizacja*. Warszawa: Wydawnictwo Naukowe PWN, t. 2, 2007.
- Vocilka M. a kol. *Náplň činnosti středisek výchovné péče pro děti a mládež*. Praha : TECH-MARKET, 1996.
- Vocilka M., *Dětské domovy v České republice*. Praha : Aula, 1999.
- Vocilka M., *Výchovné ústavy v České republice*. Praha : MŠMT, 2001.
- Výroční zpráva České školní inspekce za školní rok 2002/2003* [online]. Praha: Česká školní inspekce, 2003 [cit. 2005-06-13]. Available from WWW: <<http://csicr.cz/upload/VZ%20ČŠI%2006-07%20DEF.pdf>> ISBN not stated.
- Wolan T., *Resocjalizacja: uwarunkowania, doświadczenia projekty zmian*. Radom: Wydawnictwo Instytutu Technologii Eksploatacji, 2005.

Recenzent: M. Rybakowski