

Child in Network of Risks

The crisis development of post-modern society brings a number of impulses to school education. It forces all professions involved in the education of children and youth to increasingly concentrate on the manifestations of risk behaviour that threaten their originators as well as their surroundings. It leads to the necessity to implement topics and programmes in elementary and secondary school curricula that would systematically prevent this behaviour. It creates the need for intervention measures and a counselling system that would provide teachers, parents and pupils with protection and safety concerning the solutions adopted. It poses new demands on the teaching profession, makes some teachers specialize in preventive work as well as provides space for engagement of other professionals in education.

The increase in the severity of the manifestations of risk behaviour, the emergence of new forms of risk and the loss of integrity in pupils' social and personality competences are becoming a global issue. For this reason, the editors of the journal decided to dedicate the monothematic issue to this particular problem and publish an English version of the issue to open it to papers from all over the world. As a result, the editors shortlisted papers that describe the situation in Central and South-Eastern Europe including regions that have gone through an 'epidemic' of social risk behaviour as well as in Africa where risk behaviour is associated with the influx of 'modern' technology into traditional communities.

The studies share the professional focus on risk behaviour, its prevention and research experience with studying the correlations within the triad of the following concepts: behaviour – prevention – education. The first text presents an interesting view of video gaming in Nigeria. The research data obtained by analysing the responses of 850 adolescents reveal a considerable increase in gaming among secondary school students and point to a high number of individuals showing signs of game addiction. The final part of the text provides prevention recommendations, which are so reminiscent of the situation in Europe prior to the massive spread of social networks and the influx of social reality. The next study develops the previous theme and builds on it in a way. The authors emphasise the effects of the spread of social networks among pubescent children. Problematic internet use is correlated with the personality characteristics of pupils aged 11 to 14 years. Emphasising the effect of emotional instability on risk behaviour in relation to

the internet is an impulse for the prevention of such behaviour. The following text reveals the phenomenon of boredom. It identifies the risk potential of school boredom stemming from overall life dissatisfaction in the context of school success and the meaningfulness of education. Effective prevention of risk behaviour in schools can be achieved through thematization into areas that are related to the complex phenomenon of school boredom and that are directed towards the development of pupils' life skills. The last text in the Studies section addresses the conditions of school prevention. It analyses how teachers who hold the function of prevention methodologists assess the conditions in their schools for the performance of their coordination and conceptual actions. In this context, the research suggests that the mere provision of a special position of a 'teacher-preventionist' is not sufficient and that the establishment of a functional counselling department in schools is only possible through high-quality staffing.

The last two papers follow this study and partially develop it. In the Discussion section, attention is on the role of the social pedagogue in schools. First, focus is on the efforts to establish the profession in the Czech education system. Then, experience from Slovakia is reflected upon where the social pedagogue is responsible for preventive and educational work. This is another pedagogical professional which focuses, inter alia, on situations resulting from risk behaviour. The author again points out the importance of addressing risk behaviour on the Internet and social networks.

In a way, the texts are linked to one another and provide an account of the problems of current education. The risks discussed by the authors are of a global nature and therefore, the sharing of experience and formulation of conclusions requires a broader discourse as well as a broader experience base. We believe that the monothematic issue will become an incentive for further research, establishment of international research teams as well as further sharing of experience with the phenomena that are increasingly entering the world of school and family education.

Tomáš Čech, Simona Dobešová Cakirpaloglu, Miroslav Procházka
Editors of the monothematic issue