

Methods of Re-education in Rehabilitation Institutions

Abstract

This paper looks into the issue of the methods of re-education used in rehabilitation institutions. The complex problem of re-education is described in the light of theoretical assumptions. Partial research results obtained from a three-year investigation (2006–2008) carried out in rehabilitation institutions for adolescents in the Czech Republic are also included.

Key words: *re-education, problems of re-education, rehabilitation institutions, methods and processes of re-education.*

1. Introduction

The area of institutional care is a concern of the whole of society related to the prevailing social climate. It reflects its prevailing values, attitudes, opinions, economic situation and, last but not least, political priorities. It reflects the level of social care, the priorities of educational goals including quality assessment of the educational system, family status and actual social conditions created to support families (Janský, 2004, p. 93). The previous words concisely characterize the issue we selected for our study and they also express the rationale of our research.

The process of re-education is focused on the child, or client¹ of a rehabilitation institution. Therefore, the following ideas and concepts which perceive the child as

¹ The term *child* is used throughout this paper. It is used by the legislation in the Czech Republic (cf., Law No. 109/2002 Sb. – Code of Law, on institutional and preventive care in school institutions, including other updated and related versions of the law itself). Another term, *client*, is commonly used in social services. The term itself expresses an idea that an adolescent in care should share responsibility in the process of his re-education. We hold the view that neither of