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## **Family in the context of resocialization pedagogy**

Rodzina w kontekście pedagogiki resocjalizacyjnej

### **Abstract**

The family as a socializing factor stands in the centre of interest of many disciplines, including social and re-social pedagogy. It is one of the most important external factors within the etiology of social deviance; dysfunctional family environment is usually one of the main causes of behavioural disorders. Inter-generational crime, abuse of addictive substances by family members, neglect and abuse, unemployment and social exclusion often appear in the anamnesis of delinquent individuals; educational problems occur in childhood. The family is also an important and often neglected factor in the re-socialization and re-integration of delinquent individuals. It plays a crucial role in the “remedy” and resocialization of individuals in all types of etopedical care facilities – in children's homes with schools, youth detention institutes, educational care centres or in prison (criminal measures), as well as in the treatment by a curator (social curator or curator for children and juveniles), or a probation and mediation officer (probation program, probation supervision). In detention facilities within the penitentiary practice contact with the family is a part of rehabilitation programs, so-called treatment programs. Support of the relationship with the family is also one of the fundamental rights of the convict. In the penitentiary process the family is one of the biggest motivating

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factors; it may be helpful in the implementing of treatment programs and it helps to maintain the good mental health of convicts. But the family may also represent a negative factor, e.g. in a case of the introduction of illegal goods into prisons or in the case of further negative and undesirable effects on the individual (e.g. inter-generational crime).

**Keywords:** family, pedagogy of resocialization, resocialization, prison.

### Streszczenie

Rodzina jako czynnik socjalizacyjny znajduje się w centrum zainteresowania wielu dyscyplin, w tym pedagogiki społecznej i resocjalizacyjnej. Jest ona jednym z najważniejszych czynników zewnętrznych w etiologii dewiacji społecznej; dysfunkcyjne środowisko rodzinne jest zwykle jedną z głównych przyczyn zaburzeń zachowania. Przystępczość międzypokoleniowa, nadużywanie substancji uzależniających przez członków rodziny, zaniedbania i przemoc, bezrobocie i wykluczenie społeczne często pojawiają się we wspomnieniach przestępców; problemy edukacyjne pojawiają się w dzieciństwie. Rodzina jest również ważnym a często zapomnianym czynnikiem w resocjalizacji i reintegracji społecznej przestępców. Gra główną rolę w „pomocy” i resocjalizacji osób w etopedagogicznych placówkach wszelkiego typu – w sierocińcach ze szkołami, w zakładach poprawczych, w ośrodkach edukacyjnych i w zakładach karnych, jak również w postępowaniu kuratora (kuratora społecznego lub kuratora dzieci i młodocianych), jak również kuratorów sądowych i mediatorów (okres próbny, warunkowe zwolnienie). W zakładach penitencjarnych kontakt z rodziną jest częścią programu resocjalizacji. Wsparcie ze strony rodziny jest jednym z podstawowych praw osadzonego. W procesie penitencjarnym rodzina jest jednym z największych czynników motywujących; może pomagać w implementacji programów resocjalizacji i wspiera zdrowie psychiczne osadzonych. Jednak rodzina może być również czynnikiem negatywnym, na przykład w przypadku przemykania nielegalnych towarów do więzienia lub innego negatywnego wpływu (np. przestępczość międzypokoleniowa).

**Słowa kluczowe:** rodzina, pedagogika resocjalizacyjna, resocjalizacja, zakład karny.

## Resocialization in the Context of Scientific Disciplines

The term resocialization is used in penology, criminology, addictology, social work, and social pathology. The term is used by many scientific disciplines even though its definitions differ. The term, resocialization has its roots in Latin *re* – a prefix with the meaning “again” or “again and again” and *socialis* – meaning being sociable, being human, in this context it can be understood as

“socialization again”. Resocialization is a process of the disposing of previous behaviour patterns, values and norms that are seen as undesirable by the given society and accepting new norms and behaviour patterns that are seen as desirable by society.

According to Průcha and Veteška<sup>1</sup>, resocialization is most often seen in adulthood when a person is to accept a new status or role: therefore it is sometimes called “adult socialization”. Authors claim that resocialization should not only be conducted in prisons<sup>2</sup> and detention centres but also in schools, families, and work places etc.

Miovský<sup>3</sup> defines resocialization also as a help to direct a person (an addicted person after rehabilitation or a convict after prison) towards new life values (family, work, active leisure time etc.) and towards life without pathologies and addictions. Resocialization pedagogy and social work are then understood as a help to an individual in an unfavourable life situation.

Resocialization Pedagogy (Czech *resocializační pedagogika*, French *pedagogie de resocialisation*, German *resocialisierung Pädagogik*, and Polish *pedagogika resocjalizacyjna*) is a term used in Czech terminology but as a scientific discipline is not satisfactorily defined. Resocialization pedagogy is in the Czech Republic known mainly thanks to the work of Polish authors Czapówa and Jedlewskiho entitled “Resocialization Pedagogy”<sup>4</sup>. Similar work, dedicated to the theoretical ground of resocialization pedagogy, does not yet exist in the Czech Republic. Resocialization pedagogy can be also understood as a field of study (Faculty of Arts of University of Pardubice), a study subject, or a pedagogical discipline. Here, however, experts disagree; some see resocialization pedagogy as an independent scientific discipline, whereas others see it as a part of special or social pedagogy.

According to Moravcová<sup>5</sup>, resocialization pedagogy is usually perceived as a “theoretical scientific discipline”, a part of the social science, or as a system

<sup>1</sup> J. Průcha, J. Veteška, *Andragogic Dictionary (Andragogický slovník)*, Grada, Prague 2012, p. 217.

<sup>2</sup> The authors of this article suggest using the term “re-education” instead of resocialization in the connection to the work with convicts in prisons (See: T. Raszková, S. Hoferková, *Education and reeducation of prisoners permanently unfit for work assignment in Czech prisons /Edukace a reedukace trvale pracovně nezařaditelných v českých věznicích/*, Hradec Králové, Gaudeamus 2015), because the process of resocialization is rather a part of the post-penitentiary care, even though it is a goal of the whole penitentiary care. Also an evaluation of a success rate regarding the resocialization process is outside of the ability of prison staff.

<sup>3</sup> M. Miovský et al., *Explanatory Dictionary of Basic Terms of School Risk Behaviour Prevention (Výkladový slovník základních pojmů školské prevence rizikového chování)*, Department of Addictology, 1<sup>st</sup> Faculty of Medicine of Charles University in Prague and Prague General Teaching Hospital, publishing Togga, Prague 2012, p. 147.

<sup>4</sup> C. Czapów, S. Jedlewski, *Resocialization Pedagogy (Resocializační pedagogika)*, SPN, Prague 1981.

<sup>5</sup> I. Moravcová, *Resocialization Pedagogy Concept and the Foundation of Its Study in The Czech Republic (Pojetí resocializační pedagogiky, základy studia oboru v České republice)*, “Socialia 2010 Social Deviance in the Context of Social Sciences (Sociální deviace v kontextu společenských věd)”, Gaudeamus, Hradec Králové 2010, p. 257.

of practical educational activities focusing on people with inferior social adaptability. Both these characteristics are closely linked because it is not possible to develop resocialization theory without practise and vice versa, it is therefore an applied scientific discipline. According to the author<sup>6</sup>, the objective of resocialization pedagogy is not only to help people with impaired social adaptability but is much wider and provides three main functions: resocialization care (needs of an individual), resocialization education (mechanisms of inner control), and therapy. Stankowski<sup>7</sup> includes into resocialization: prophylaxis (“preventive” resocialization), resocialization (current) activity, post-penitentiary (subsequent) treatment.

Resocialization pedagogy can be understood as both theoretical and practical disciplines (according to Konopczyński<sup>8</sup>). Stankowski<sup>9</sup> defines resocialization pedagogy as a part of a special pedagogy, focusing on the education of socially maladjusted individuals (at the same time emphasizing the importance of scientific solutions from criminology and victimology that help solving resocialization problems)<sup>9</sup>. Also Mařádek speaks about resocialization pedagogy as a part of a special pedagogy that educates individuals whose socialization was unsuccessful, unsatisfactory, or inadequate<sup>10</sup>. “These authors however are silent as to the possible relationship between resocialization pedagogy and ethopedy. Ethopedy is an individual discipline of special pedagogy that focuses on education, re-education, and examination of the education of individuals with emotional and behavioural disorders”<sup>11</sup>. In ethopedic care an important part is that following the care that is an integral part of an educational work with the individuals released from educational facilities or after completion of probation supervision. Resocialization pedagogy can be then seen as an independent discipline that starts after ethopedic care.

In the context of pedagogical discipline resocialization pedagogy can also be compared to social pedagogy. Czech social pedagogy focuses on educational work in the field of pathological phenomena, marginal groups, and preventive work in society as a whole. Hradečná<sup>12</sup> and Kraus<sup>13</sup> state that social pedagogy should focus on re-education and resocialization. In practice social

<sup>6</sup> I. Moravcová, *Resocialization Pedagogy...*, op. cit, p. 258–259.

<sup>7</sup> A. Stankowski, *Ethopedia: Introduction to Resocialization Pedagogy (Etopedie: úvod do resocializační pedagogiky)*, University of Ostrava in Ostrava, Faculty of Education, Ostrava 2003, p. 31.

<sup>8</sup> M. Konopczyński, *Metody twórczej resocjalizacji*, Wydawnictwo Naukowe PWN, Warszawa 2009.

<sup>9</sup> A. Stankowski, *Ethopedia: Introduction to Resocialization Pedagogy (Etopedie: úvod do resocializační pedagogiky)*, University of Ostrava in Ostrava, Faculty of Education, Ostrava 2003, p. 4–5.

<sup>10</sup> V. Mařádek, *Penitentiary (Vězeňství)*, University of Ostrava in Ostrava, Faculty of Education, Ostrava 2005, p. 96.

<sup>11</sup> V. Vojtová, *Chapters from Ethopedia I, Approaches to Emotional and Behaviour Disorders (Kapitoly z etopedie I. Přístupy k poruchám emocí a chování v současnosti)*, Masaryk University, Brno 2008, p. 8.

<sup>12</sup> M. Hradečná, *Selected Problems of Social Pedagogy (Vybrané problémy sociální pedagogiky)*, Karolinum, Prague 1995.

<sup>13</sup> B. Kraus, *Basics of Social Pedagogy (Základy sociální pedagogiky)*, Portál, Prague 2014.

pedagogues can be seen in many departments, but mainly in the Department of Justice, the Ministry of the Interior, or the Ministry of Education<sup>14</sup>, in positions with a re-education and resocialization job description.

Focusing on the prison system, we find out that “resocialization pedagogy has many points of contact with penitentiary pedagogy because the vast majority of offenders have problems with socialization in general. The subject of resocialization pedagogy on the other hand, is wider, because individuals with maladjusted socialization are also among the non-criminal population (outside prisons). Some authors therefore divide resocialization pedagogy into two parts, special resocialization pedagogy (dealing with criminal offenders) and general resocialization pedagogy (dealing with individuals with maladjusted socialization within the general population)”<sup>15</sup>. Complex issues of resocialization, re-education, and resocialization care, including resocialization pedagogy, evoke for example Sekera<sup>16</sup> and Veteška<sup>17</sup>.

For our purpose the multidisciplinary approach of Veteška<sup>18</sup> seems to be the most appropriate. Veteška defines resocialization pedagogy as an applied scientific discipline that is based on, besides other disciplines, social pathology and clinical psychology (in connection to an examination of an influence of disrupted social environment to the formation of various psychological deviance and abnormalities), special pedagogy (the social interaction of mentally and physically handicapped people), cultural anthropology (different ways of personality formation in various socio-cultural environments), social pedagogy and further educational disciplines (the relations between intentional educational activities and inadvertent influence of an environment).

If we understand resocialization as a part of the socialization process, we can also see socialization factors as factors of resocialization<sup>19</sup>. It is obvious that in the resocialization process an essential role is played by the subject, its age, mental abilities, character and moral qualities, motivation and will for change, possible personality disorders, previous experiences with therapy or prison life, etc. Institutions play also an important role but the authors of this paper stress

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<sup>14</sup> Despite of numerous efforts in the Czech Republic, the position of social pedagogue has not yet been integrated into the school system. In the case of the Ministry of Education social pedagogues have a position in the educational institutions and outside schools.

<sup>15</sup> V. Mařádek, *Penitentiary (Vězeňství)*, University of Ostrava in Ostrava, Faculty of Education, Ostrava 2005, p. 96.

<sup>16</sup> J. Sekera, *The Community System of Rehabilitation Facilities for Adolescents, I: Staff Interpersonal Relationships at Rehabilitation Facilities for Adolescents (Komunitní systém v resocializačních zařízeních pro adolescenty, I: Mezilidské vztahy personálu v resocializačních zařízeních pro adolescenty)*, University of Ostrava in Ostrava, Faculty of Education, Ostrava 2008.

<sup>17</sup> J. Veteška, *Mediation and Probation in the Context of Social Andragogy (Mediace a probace v kontextu sociální andragogiky)*, Wolters Kluwer, Prague 2015.

<sup>18</sup> *Ibidem*, p. 30.

<sup>19</sup> P. Ondřejkovič, *The Theory of Socialization in Social Work (Teórie socializácie v sociálnej práci)*, “Socialia 2004”, Gaudeamus, Hradec Králové 2005, p. 119.

the limits of individual institutions, for example, prison life itself. In an environment where there are a number of abnormally acting individuals living in a restricted space the possibilities of resocialization are very limited. Institutions play an important role not only in socialization (in this case often deviant), but also in following resocialization. The most important socialization factor however is family. It is supposed that the same applies also for resocialization.

## Family as a Potential Factor of Deviant Behaviour and a Significant Factor in Resocialization Pedagogy

A living environment has a significant impact on the socialization process of an individual. The most important environment is a family, which plays fundamental role in person's socialization and resocialization.

**Table 1. Role of a Family within Various Pedagogical Disciplines**

Pedagogical Discipline	A Family Is Seen as...
Social Pedagogy	... an important social factor
Special Pedagogy	... a factor supporting complex rehabilitation of a disabled person
Ethopedy – part of special pedagogy	... a factor supporting preventive educational work
Resocialization Pedagogy	... a factor supporting the resocialization of an individual
Penitentiary Pedagogy (Penology)	... a factor supporting the method of treatment of an imprisoned person

Source: Personal elaboration.

**Tabela 1. Rola rodziny w różnych dyscyplinach pedagogicznych**

Dziedzina pedagogiki	Rodzinę postrzega się jako...
Pedagogika społeczna	... ważny czynnik społeczny
Pedagogika specjalna	... czynnik wspierający skomplikowaną rehabilitację osoby niepełnosprawnej
Ethopedy* – część pedagogiki specjalnej	... czynnik wspierający prewencyjną działalność edukacyjną
Pedagogika resocjalizacyjna	... czynnik wspierający resocjalizacyjne jednostki
Pedagogika penitencjarna	... czynnik wspierający metody pracy z osobą przebywającą w zakładzie karnym

Źródło: Praca własna autora.

A family plays a fundamental role in the resocialization of individuals in all institutions of ethopedic care, in children's homes with schooling program, institutions for maladjusted children, in educational care centres, during impris-

\* Termin właściwy dla czeskiej pedagogiki.

onment, in case of probation (social probation or children and youth probation), or probation and mediation officer care (during probation program). In detention facilities, within the penitentiary practice, is contact with a family a part of resocialization programs, so-called rehabilitation programs.

In penitentiary work a family can contribute to the process of resocialization of an individual not only in positive, but also in a negative sense<sup>20</sup>.

The positive influence factors include, for example:

- support,
- a sense of belonging and security,
- family background,
- motivation to participate in rehabilitation programs (the possibility of conditional release),
- providing contact with people from non-criminal environment,
- providing information about life outside the prison etc.

Many convicts participate in resocialization programs and meet the standards set by rehabilitation programs only because they then have the possibility to see their families more often, or to be conditionally released from prison. The negative effects that family can have on a rehabilitation process of an individual include, for example:

- penetration of illegal things into prison,
- committing of disciplinary offences and crimes,
- disruption of family relationships leading to depression, apathy, and rebellion against the prison system,
- communication and relationships in a family are often disrupted due to the impossibility of an immediate response and a different perception of time.

## Conclusion

This theoretical study focuses on the issue of resocialization and family influence, not only as an important factor of resocialization, but also socialization itself. It also deals with the theoretical background of resocialization pedagogy among scientific disciplines, mainly pedagogical disciplines in the Czech Republic.

Family is at the centre of interest of many scientific disciplines including social pedagogy and resocialization pedagogy; it is one of the most important external factors in social deviance etiology. A dysfunctional family environment is one of the main causes of deviant behaviour. Family plays also important role in individual's reintegration into society (from children homes, educational facilities, educational care centres, prisons). It concerns not only children and young persons, but also adults. Family is, in the penitentiary programs, one of the most

<sup>20</sup> For more see: V. Bělik, S. Hoferková, T. Raszková, *Family in the Context of Penitentiary Work (Rodina v kontextu penitenciaristiky)*, [in:] M. Jůzl, *Social Pedagogy in Penitentiary Work (Sociální pedagogika v penitenciární praxi)*, Institute of Interdisciplinary Studies, Brno 2014.

motivational factors and it can be helpful in fulfilling rehabilitation programmes and it helps to maintain the good mental health of a prisoner. Family can also play a negative role in aforementioned process, for example penetration of illegal things into prison, or further negative and unwanted influences on the prisoner.

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