

Summary Czech Republic

The Active Citizenship Compass project has the following aims, implementation strategies and predictive results:

Objectives

The aim of this project is to promote Active Citizenship (AC) in secondary schools and prepare students to be active citizens in Europe. To achieve this goal, the consortium (institutions from Belgium, Czech Republic, Greece, The Netherlands, Spain and Turkey) will work on raising students' and teachers' awareness on AC in Education (ACE), create an Active Citizenship Compass (ACC), design and implement learning activities on AC, and develop Active Citizenship school policies as an excellent practice for secondary schools.

Implementation strategies

The activities that will contribute to achieve the objectives of the project are as follows: the investigation of the current situation on ACE in partner countries, the creation of ACC - a digital tool that will assess students' skills and knowledge level on AC -, teachers' training on how to design and implement learning activities and tools on AC and their students' training accordingly. Finally, partners will develop and follow-up the school policies on AC.

Results

It is expected that after the implementation of the project, the students will have developed competences and attitudes in terms of becoming active citizens in Europe. Teachers and HEIs staff will be aware of the concept of AC, having skills required to train and guide their students on Active Citizenship, both now and in the future. Finally, schools will be able to adapt a dynamic policy on Active Citizenship that will be revised and evaluated on a regular basis.

The project consortium understands Active Citizenship as follows:

Active Citizenship is the ability to participate in politics and society, characterized by the knowledge, skill, and confidence to engage effectively in one's environment and society.

The content of the activities in this work package can be divided into 3 categories:

- research
- meetings and working processes
- outreach and dissemination activities

The majority of the activities focus on research on the current situation regarding ACE in Europe and in the specific partner countries. The research will be conducted using a mixed method approach, with a. o . literature and source analysis, questionnaires/surveys and/or interviews/focus groups, comparative analysis ...

The collection of real practices and thus, the involvement of local teachers and pupils during the research (focus groups, interviews) should be highlighted here. The final writing, editing and publishing activities within this work package belong to the HEI staff's daily core activities and an effective working process can be guaranteed. The transnational project meetings will take place as a blend of virtual, hybrid and in-person activities. The work package kick-off will be online, prepared by the WP leading institution and organized through MS Teams as interactive session. One in-person meeting with the project partners is planned to work on the concrete deliverables and share, learn and co-create transnationally. To facilitate participation and input from other colleagues at the partner institutions, hybrid sessions will be included. Other online meetings will be held whenever needed and applicable. For outreach and dissemination, activities such as peer review, sharing and reflection sessions and dissemination will take

place throughout the research process. Important is the specific sharing and reflection session within each secondary school partner institution, where input and reflections from an extended teacher and pupil panel will be collected. The ACC consortium wants to highlight again the unique cooperation between secondary schools and HEI in each partner country and the involvement of teachers, pupils, parents and other stakeholders throughout different activities.

The results of the activities can be categorized according to the typology of the activities as mentioned above. The research activities will build the evidence and knowledge foundation for the other work packages and contribute to the applied scientific education domain. The meetings and working process activities will contribute to the overall alignment within the work package (and beyond) and result in a higher quality of the outputs and to the wellbeing of the staff members. The dissemination and outreach activities result in a bigger awareness on the topic of ACE. This will create leverage for the implementation and further distribution of the project results, the developed materials and the ACC tool. In that way, the activities also contribute to the realisation of the envisaged impact.

The book publication “Active Citizenship Education for a better tomorrow. History, challenges, and perspectives across Europe”, published by the publisher house Waxmann (Germany), is the result of 6 country studies regarding active citizenship education across Europe. Beside these 6 country studies, an introduction about the European situation (including recommendation and papers from the European institutions) and a comparative analysis about this topic are integrated. This comparative analysis is based on a questionnaire filled out by 4,187 pupils and 776 teachers in the above mentioned countries.

Education for active citizenship in the national and later European context has undergone significant development in the Czech lands, reflecting changing social, political and economic conditions, both at the national and international level. The content and goals of education for citizenship have evolved from loyalty to the monarchy, through national awareness and democratic values to socialist ideals and the contemporary emphasis on critical thinking and respect for cultural diversity. After the Velvet Revolution in 1989, newly adopted curriculum documents form a sense of belonging to European culture and to respect cultural differences. The aim of education for active democratic and European citizenship in the Czech Republic to prepare pupils for active and responsible participation in the democratic life of society.

The questionnaire survey involved 1283 pupils aged 12–18 and 94 teachers in Czech schools; 52% of the teachers had more than 20 years of experience, the same as in Belgium. A description of the results shows that the responses of pupils and teachers did not differ significantly from those of respondents from other countries. More pronounced differences can be observed in the types of social networking sites used, with Czech pupils using Discord in contrast to pupils from Belgium, Greece and the Netherlands who prefer BeReal.

As far as education for active citizenship is concerned, the answers of Czech teachers are mostly similar to those of teachers from Belgium and Greece. Similar to Belgium and Spain, 29% of the Czech teachers surveyed answered that they implement active citizenship in their own teaching. There is a significant difference in the inclusion of Active Citizenship as a subject in the curriculum between Czech and Spanish schools, with teachers from Belgium, the Netherlands and Greece giving similar responses to Czech teachers. The consensus with Turkish teachers is then in the conception of Active Citizen Education as part of school policy, while the integration into the curriculum is similar to the situation in Belgium and Greece. In the case of attitudes towards environmental issues, multilingualism and informed politics, the answers of Czech teachers differ significantly from all respondents except the Netherlands. In terms of skills and attitudes, Czech pupils gave on average similar answers to pupils in Belgium and the Netherlands, which is also evident from the correlation scores. Similarly, Czech teachers' answers were also close to the results of Belgium and the Netherlands.

