



Brussels

20th – 21st of April 2024

Project Meeting

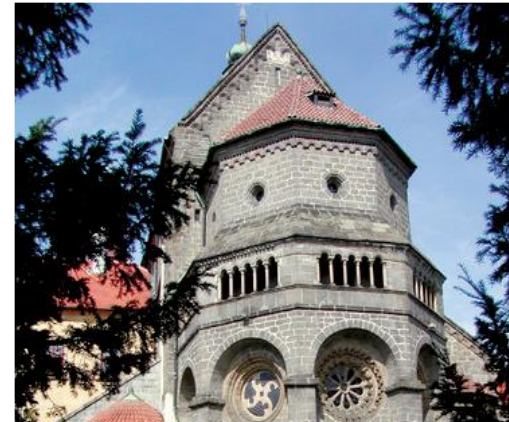


Partner: Palacký University Olomouc; CZ
Workpackage 2



Erasmus+

<https://www.youtube.com/watch?v=a3ezBXebEtc>





Palacký University in Olomouc

Founded in 1573, it is the second-oldest university in the Czech Republic.

More than 4.000 employees – largest employer in the region.

More than 25.000 students – one of the largest universities in the Czech Republic.



450 let Univerzity Palackého
— silou ducha —



Historical context of the education for citizenship

Until 1918 – Great Moravia, Lands of Czech Crown, Habsburg monarchy

1918 – 1939 – ČSR – Czechoslovakia – multinational state

1939 – 1945 Protektorat Böhmen und Mähren

1945 – 1948 after II WW

1948 – 1989 Czechoslovak Socialist Republic

1989 – 2004 – Today

The Great Moravia

Regnum Marahensium

833 – 907



TERRITORY
UNDER THE
CONTROL
OF THE
PŘEMYSLID
DYNASTY
(AROUND 1301)



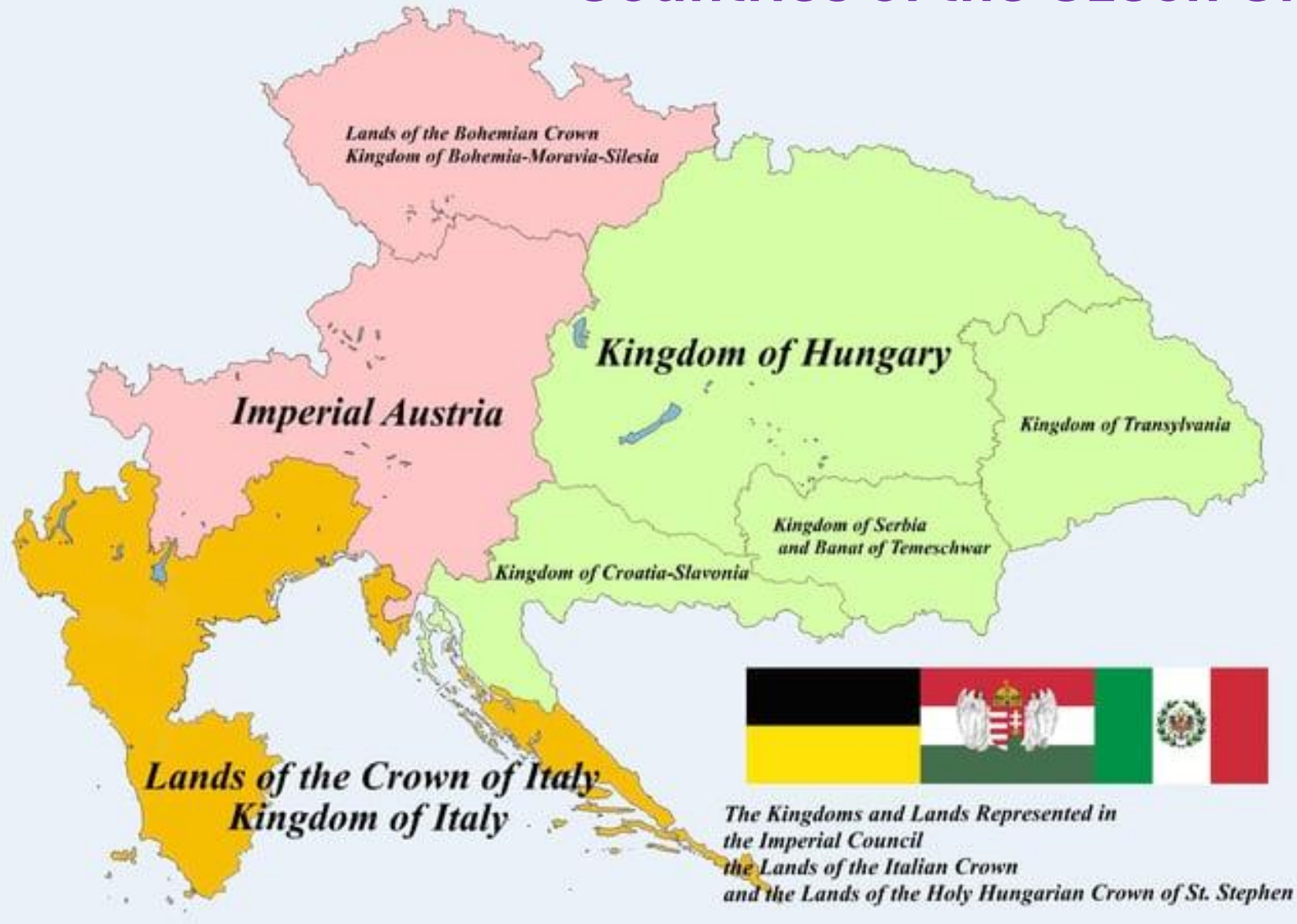
The Lands of the Bohemian Crown 1198 – 1918



- The history of Czech education reaches even further back in time.
- 1348 University in Prague was founded by Charles IV.

Until 1918

Countries of the Czech Crown, Habsburg monarchy



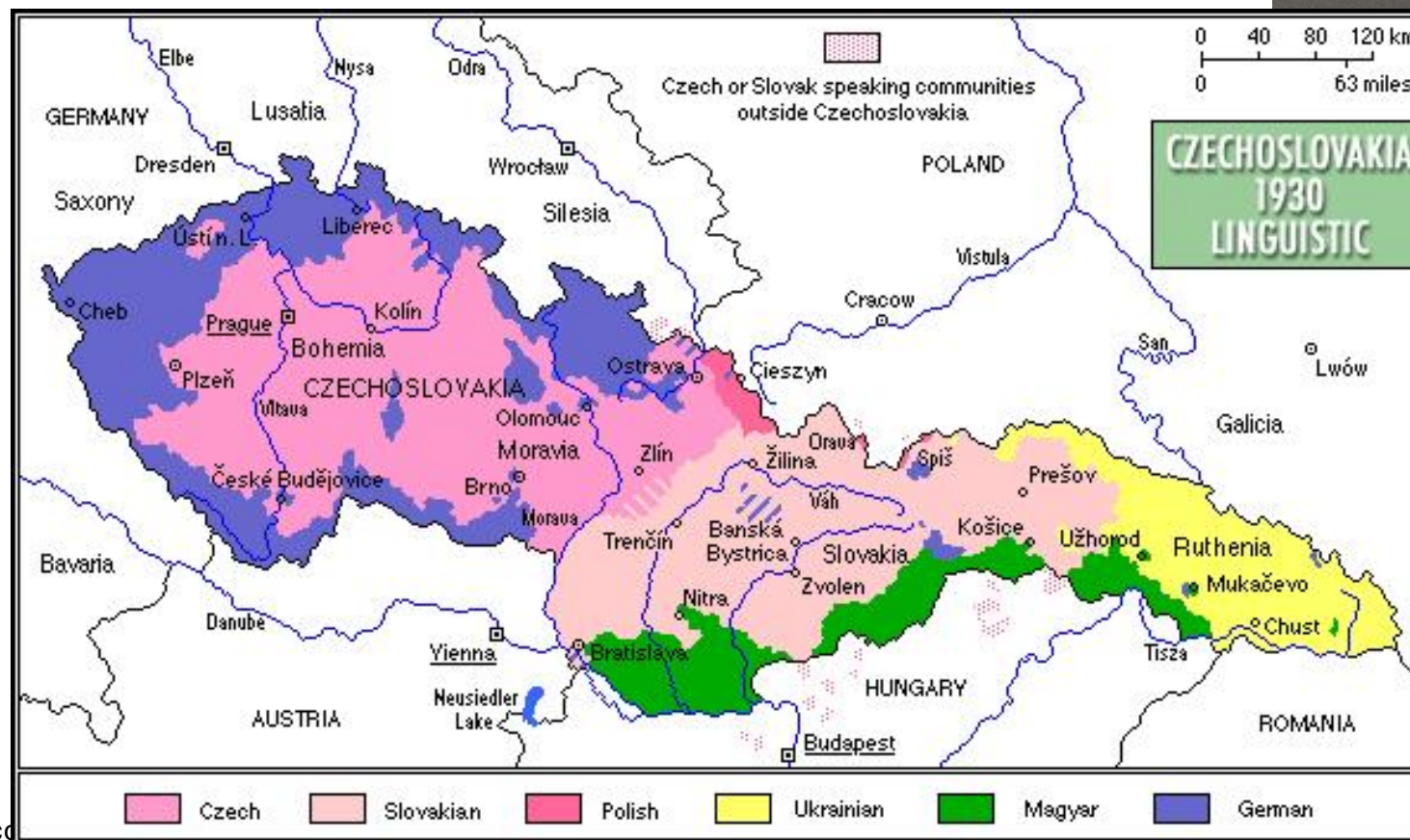


- The Czech education system is based on a *long tradition* beginning in 1774, when compulsory school attendance was instituted.
- In the Enlightenment the Habsburg emperor Maria Theresa of Austria (1740–1788) passed the law that every child between ages 6 – 12 is required to attend school.
- The current *literacy* rate in the country is above 99 %.
- The Reich School Law of 1869 and its amendment in 1883.
- The aforementioned amendment does not yet envisage a separate subject focused on civic education, but it already contains references to the need to introduce pupils to the homeland and the Constitution, one of the basic content elements of future civic education (Staněk, 2007, str. 17).





Czechoslovakia 1918 – 1939



Czechoslovakia 1918 – 1939

- The newly formed state needed a new type of citizen.
- On 24 November 1918, the Ministry of Education and National Enlightenment issued Decree No. 13 on the freedom of school and teaching, which articulated the need to educate a new citizen – a republican who would honour and respect the democratic principles of the new state (Staněk, 2007, p. 18).
- An active approach to public affairs was needed. active participation in building a stable democratic state targeted education for citizenship – education of a harmonious, morally mature and honest individual.
- Such well-educated citizens were to positively influence all events in the state.



Czechoslovakia 1918 – 1939

- A small education law issued on 13 July 1922, which amended and supplemented the laws on general and civic schools and which also introduced for the first time in the education system in our territory a separate compulsory subject called civic education.
- The subject began to be taught in the 1923/1924 school year according to a provisional curriculum issued for three years under the title *Curriculum of Civic Doctrine and Education for Municipal, Civic and One-Year Courses at Civic Schools* (Staněk, 2007, pp. 20-21).
- From the beginning, civic education was understood (which is also mentioned in the general notes of the provisional curriculum of 1923) as a subject with two components, namely, a **scientific component and an educational component**.



Czechoslovakia 1918 – 1939

In the course of its existence, the teaching subject has passed through three milestones:

1. From September 1, 1923, the subject of civic education began to be taught in all general (folk) and civic schools of the then Czechoslovakia.
2. In 1948, in connection with the onset of the totalitarian regime (25 February 1948), the content of education was ideologized in the whole spectrum of subjects. This affected civic education most strongly, when the content of the subject, now called civics, was completely influenced by Marxist ideology.
3. In 1991, the Ministry of Education, Youth and Sports of the Czech Republic approved the curriculum of the newly conceived civic education. The approved curriculum marked an ideological cleansing and a return to a democratic conception of the subject.



Annexation of Czechoslovakia, March 1939



Protectorate of Bohemia and Moravia 1939 – 1945



From 1939 to 1945, political rights were restricted, and expressions of nationalism, anti-Semitism and hatred grew among a significant part of Czech society.

On 27 July 1939, under the title *Normal curriculum for municipal and bourgeois schools with Czech as the language of instruction and for one-year teaching courses attached to these bourgeois schools in Bohemia and Moravia*, specific publications were recommended for the preparation of teachers of civic education and everything that could contradict the new status of the Czech nation was omitted from the curriculum. The curricula emphasise values such as respect for physical labour, a sense of family life, the cultivation of national self-esteem or the strengthening of national unity.

Democratic Czechoslovakia 1945 – 1948



After the liberation of Czechoslovakia, there was a demand to cleanse schools of fascism and to make education accessible to the broadest social strata. Soon all universities were also ordered to establish faculties of education (1946). Then, in May 1945, the Ministry of Education and Enlightenment called on all teachers and school authorities to resume teaching in general schools as soon as possible.

1948 – 1989 Czechoslovak (Socialist) Republic





1948 – 1989 Czechoslovak (Socialist) Republic

In April 1948, the New Education Act regulated the form of unified education and training. The school system consisted of kindergartens (from 3 to 6 years of age), first and second level schools (national and secondary; from 6 to 15 years of age) and third level schools (over 15 years of age).

The emphasis was on 1. the education of conscious citizens of the people's democratic state and committed supporters of the working people and socialism, 2. patriotism and belonging to the Slavic peoples, 3. civics was a compulsory subject at the second level of primary school.

Textbooks could henceforth only be published by state publishers.



1948 – 1989 Czechoslovak (Socialist) Republic

- The tasks and objectives of the civics course have shifted significantly since the first republic.
- The aim was to educate a politically aware, active and morally responsible citizen of the People's Democratic Republic.
- In the new education law, the role of the school was focused on the education of all-round developed and perfectly prepared new socialist citizens – workers, peasants and intellectuals.
- Another major change was brought about in 1960 by the Law on the System of Education and Training, which already in its introduction articulates the need to educate an all-round developed and educated person ready for the transition to communism, who will joyfully work for the whole and whose work will be carried out under the leadership of the Communist Party of Czechoslovakia.



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Czech Republic 1993 – 2004 – today



Methods of Active Citizenship Education

- On 7 April 1999, the National Programme for the Development of Education in the Czech Republic – the so-called White Paper – was published.
- On 24 September 2004, a new Education Act on pre-school, primary, secondary, higher vocational and other education was adopted.
- Since 2008, Czech schools have been teaching according to the Framework Curriculum for Primary Education (RVP ZV), which is the basis for the School Education Programmes (SEPs) that the schools themselves create on the basis of the RVP ZV and according to which education in primary schools is carried out.



Methods of Active Citizenship Education



One of the major changes brought about by the RVP ZV is the emphasis on the so-called key competences. In addition, the content of basic education has been divided into 9 educational areas within the RVP ZV. Education for citizenship falls together with history into the educational area of *Human/Man and Society*.

The educational field of education for citizenship is divided into five thematic areas in the The Framework Educational Programme for Basic Education (RVP ZV):

Human in Society „...taking an active approach to the protection of health, life and property in common, risky and extraordinary events, as well as learning about national defence issues" or "gaining an orientation in current events in the Czech Republic, the EU and the world, developing an interest in public affairs" (Ministry of Education, 2021, p. 53).

Human / Man as an Individual,

Human, State and Economy,

Human, State and Law,

International Relations, Global World“

(Ministry of Education, Youth and Sport/MoEYS 2021, p. 53).



Methods of Active Citizenship Education

From the content of each thematic heading, it is easy to see a certain interconnection with the above-mentioned cross-cutting themes:

- Personal and social education
- Education of a democratic citizen
- Education for thinking in European and global contexts
- Multicultural education;
- Environmental education
- Media education (MoEYS, 2021).



Methods of Active Citizenship Education

In contemporary **education for citizenship** , it is taught according to the five thematic units included in the area of Man/Human and his World in the Framework Educational Programme:

1. Man /Human in society
2. Man/Human as an individual
3. State and law
4. Man/Human, state and economy
5. Global issues, international relations

These units may be expanded to include other topics:

6. State defence
7. Religion
8. Specific historical events and personalities



Methods of Active Citizenship Education

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- Current curriculum documents also include the following topics:
 - Education for Europeanism
 - education for European citizenship (from 1993)
 - European dimension in education

Along with education for Europeanism and education for European citizenship, the European dimension in education has been discussed. It is a principle of education that develops a sense of European identity and togetherness, promotes an understanding of the wider European context, aims to cultivate a relationship with Europe and its values, and prepares for living together in a united Europe³ It includes both education for Europeanness and education for European citizenship, which are intertwined. The main pillars of the European dimension in education are considered to be *"learning about Europe, learning from Europe and learning for Europe* (Tichá, 2007).



Multicultural education is also defined in Czech curriculum documents

In this sense, multicultural education is also defined in the most recent pedagogical documents. It should develop pupils' understanding of themselves and the values of their culture, along with respect for basic human and civil rights and moral values.

The school's function in influencing pupils in this regard is educational and upbringing.





Problems:

- the traditional Euroscepticism of the Czech people,
- lukewarm attitude towards the benefits of the country's EU membership
- the refugee crisis.



Over the years, the central theme of education for citizenship
"Love, devotion, respect for the nation, patriotism"
has been expressed in the following words:

- 1923 *"Civic education should be education for democracy, for love of the nation, for mutual tolerance, respect and love.,,*
- 1939 *"To cultivate in them, in a national and Christian spirit, a feeling of sincere national togetherness and national brotherhood, a fervent love for the nation, its past, its education and its language, (...)"*
- 2017 *„...to develop an interest in the present and past of one's own nation and other cultural communities, to form and consolidate a sense of belonging to European culture" and "to respect one's own nation and other nations and ethnic groups; to develop respect for the cultural or other differences (particularities) of people, groups and different communities."*



Literature and resources

<https://odpovedneobcanstvi.cz/ke-stazeni/>

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Thank you for your attention.

