



Gentlemen

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The Ministry of Education, Youth and Sports

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Subject: Opinion on the revision of the Framework Educational Program for Basic Education, Arts and Culture and the Art of Education field

Dear Minister,

Dear Director of the Department of Basic Education and Youth,

allow us to express our opinion in an open letter on ongoing revisions of the Framework Educational Program for Basic Education.

As representatives of the professional pedagogical community, we agree with the need for thoughtful curricular reform following the proposed and approved Strategy 2030+. However, we believe that the ongoing interventions in the current Framework Educational Program for Basic Education¹ are hasty and nonconceptual².

We understand the strategic intention of the development of digital competence across all educational fields and the necessary innovation of the educational field of Informatics. We also understand the related need for redistribution of the hourly subsidy for all educational areas, but not only for selected areas, whose teaching contents are thus degraded to marginal contents. Reductions in the hourly subsidy in the field of Arts and Culture have been occurring several times in recent decades. Unfortunately, these steps reduce both the entitlement to the cultural and educational level of our society enshrined in the educational document, as well as a broader social understanding of the educational goals in this area.

We understand with understanding the intention of the overall reduction of the volume of the curriculum in the sense of the transmitted summary of factual encyclopedic knowledge. At the same time, however, we draw attention to the fact that the educational field of Art Education with the criticized encyclopedic concept of the curriculum at the basic level of education practically does not operate. By not being tied to a wide and binding amount of knowledge of just mere facts allows to further develop the so-called higher educational goals as in the affective domain (understanding cultural values and their internalization), as well as the cognitive domain (critical and creative thinking). These

¹ RVP ZV, verze 2017

² Opatření ministra školství, mládeže a tělovýchovy, kterým se mění Rámcový vzdělávací program pro základní vzdělávání, Praha, leden 2021 č. j.: MSMT-40117/2020-4



goals were the goals of the expected outputs or their parts, which were removed in the new version of the document.

We, therefore, state that the changes made in our field of education are not aimed at reducing encyclopedic knowledge and that, as a result, they run counter to the objectives of the 2030+ Strategy. The implemented reductions mainly limit the area of reflection on culture and cultural communication, i.e. the area of higher cognitive and affective goals, which are also related to the concepts of formative evaluation and the principles of civic education, which are among the important priorities of the 2030+ Strategy.

The final wording/conclusion of the innovated educational program is vague and embarrassing. Even the explanatory commentary of the NPI CR1 does not reduce these embarrassments and ambiguities. According to this commentary, teachers should consider the deleted outputs in practice as voluntary and expanding. However, this category of outputs was not established in the revised document.

After a careful reading and analysis of the submitted changes in the text of the educational area, we find other unclear or not fully justified changes. Above all, the question arises as to how the reduction in the number of teaching hours in the field of Arts and Culture (a reduction of one hour in the second level of education) is related to radical cuts in expected performance (even for 1st level!), i.e. a significant reduction in the declared goals of the field. There is a concern that in further changes to the document, planned for the period 2021-2023, these reductions in educational content will already be considered as a set level, which will be the basis for the implementation of further reductions and cuts.

We would also like to express our disagreement with the manner of communication of the Ministry of Education, Youth and Sports with the professional and pedagogical public. The meetings of the working groups were closed and not interconnected. The members of the working groups were entrusted only with partial tasks, which did not allow a holistic view of the overall transformation of the document. Sufficient space was not given either for the ongoing expert discussion or the final evaluation of the overall revision before the revised document was published.

Concerning the above-mentioned reservations, we propose and request the following:

1. Retrospective revision of reductions of expected outputs in the FEP ZV, which do not contain an encyclopedic curriculum, in connection with the requirement of Strategy 2030+.
2. For the so-called "major revision", the renewal of wider working branch and regional groups that participated in the preparation of the Background Revision Studies.
3. An open and democratically controlled process of designing and implementing changes to the FEP ZV with clearly defined goals, roles and responsibilities of individual participants and with defining the method of cooperation between the Ministry of Education, NPI CR3 and professional pedagogical community.
4. Respecting the internal coherence of individual parts of the document - general characteristics of areas/disciplines, target orientation of educational areas, expected outcomes and selection of curriculum - when carrying out further revisions.

³ <https://revize.edu.cz/prehled-redukci-v-rvp-zv>



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