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SECURITY ISSUES IN THE CONTEXT OF ONGOING CURRICULUM REVISION IN THE CZECH REPUBLIC

INTRODUCTION

The development of education in the field of security issues reflects the development of the perception of security threats within our country in the context of historical events. By security issues, we mean the protection of people from common risks and emergencies, traffic education, preparation of citizens for the defence of the state, health training, crime prevention, and the fight against terrorism and extremism. (Osher, Dwyer & Jackson, 2004; Mayer & Jimerson, 2019; O'Toole,2000). The development of society brings changes in the security environment, which requires a search for new forms and methods to ensure the basic human values (Timm, 2015). Security science reflects the risks that the development of civilization entails and provides a conceptual framework for the theory and practice of security issues (Porada, 2011). The current curriculum revision proposes combining the issues of "health" and "security" into a single health and safety educational discipline. (Brück, 2013) (Occupational safety and health, and education: a whole school approach, EU OSHA, 2013). Among external factors, a person's health is primarily influenced by lifestyle, then his or her security is primarily influenced by the lifestyle of society, which is made up of activities that go beyond the dimension of the individual (Sak, 2018).

The first effort to return security issues to the curriculum, after the abolition of national defence education in 1991, was an experiment conducted between 1995 and 1997 in selected primary and secondary schools to verify whether, within the framework of the valid curriculum of the time, some topics related to human protection in emergencies could be included in the process of teaching

selected subjects to meet the desired objectives without creating a separate subject (Kavan, 2020).

Following the results of the experiment, the Ministry of Education, Youth and Sports issued Instruction No. 34776/9822 (of 4 May 1999), which, from 1 September 1999, required all schools providing primary and secondary education to incorporate this issue into teaching. According to the Resolution of the Government of the Czech Republic No. and the recommendations of the Czech School Inspectorate, the Ministry of Education, Youth and Sports updated these instructions in 2003. Based on an Instruction of the Ministry of Education, Youth and Sport (Ref. No. 12 050/03-22) on the incorporation of the issue of human protection in emergencies into educational programmes, this issue was included in school curricula. By an amendment to teaching documents on "Human Protection in Emergencies" (Ref. No. 13 586/03-22 of 4 March 2003), the applicable teaching documents were supplemented as follows: The topic of "Human Protection in Emergencies" shall be included in teaching documents for primary schools, secondary schools, and higher vocational schools and in teaching documents for special schools in a minimum scope of 6 teaching hours per year for each school year. The content of the education was based on methodological materials prepared by the Fire Rescue Service of the Czech Republic. Since 2002, several other methodological materials for teachers and textbooks for primary and secondary school pupils have been published in the Czech Republic for the needs of practice.

Based on this instruction, the issue of human protection in common risks and emergencies was developed into individual framework educational programmes. The curriculum concerning human protection in common risks and emergencies in the Framework Educational Programme for Primary Education (FEP PE, 2005) was divided into several educational areas, with the key area of Humans and Health. Modifications to the FEP PE in 2013 include, among other things, the expansion of topics related to human protection in common risks and emergencies, transport education, health protection and first aid, crime prevention, the fight against terrorism and extremism, and new topics of preparation for national defence. These changes have been effective since 1 September 2013 (FEP PE, 2013). The purpose of the modifications was to draw greater attention to security topics and to emphasize their importance. However, the adopted adjustments failed to meet the expectations (Tupý, 2018). There is no inter-ministerial consensus on the scope and content of education in this area in the current so-called major curriculum revision. For the success of the ongoing "major revision" in the area of security topics, it is important to obtain teachers for the specific changes, to define a core and expanding curriculum, and to set the level of inter-ministerial cooperation in the implementation of teaching. A final decision on the content and scope of the planned changes should therefore take account of the views of the bearers of these changes themselves, teachers in practice. An approving

attitude of teachers towards security issues and their participation in curriculum development are important prerequisites for the success of the ongoing reform.

RESEARCH METHOD

Descriptive statistics and nonparametric statistical methods were applied for the analysis. *Mann – Whitney test, Spearman's Rank correlation coefficient* (Hebák, 2013). The data from the questionnaire are also ordinal, nonparametric statistical methods were used for further analyses.

Mann – Whitney test for two independent samples, the test compares medians, or the whole distribution of variables, and tests their conformity. As it is based on ordering of all measured values in ascending order of their size, it can also be used for ordinal variables. The test criterion U is the number of all cases in which the values of one selection precede the values of the other. The hypothesis can be verified by comparing the resulting P-value with the significance level, usually chosen as $\alpha = 5\%$. If the P-value is greater than 0.05, the tested hypothesis of the same level in the groups cannot be rejected. On the contrary, it can be rejected at a value lower than 0.05 which proves dependence of the level on the factor observed. (Pecáková, 2011)

Spearman's Rank correlation coefficient

The Spearman's coefficient measures the intensity of dependence of the order of the characters of the variable observed. It is used to measure the association of two ordinal variables for which non-parametric testing is required. It takes values between <-1; 1>; extreme values denote absolute dependence, the sign indicates the direction: a positive figure for direct, a negative figure for indirect dependence. Lower values mean weak or moderate dependence. The statistical significance of this coefficient is verified using the test and its respective P-value. If it is lower than the selected significance level, often 0.05, the dependence measured by the coefficient is considered statistically significant. The strength of the correlation is determined by the value of this coefficient. (HEBÁK, et al., 2013)

The following chapter presents the results of the survey "Revision of the Framework Educational Programmes in Security Issues from the Perspective of Health Education Teachers" conducted in September 2022 among teachers of health education and security issues. The selection of respondents was based on current school practice, current teaching of health education and security issues, and a degree in health education. From a total of 430 respondents, 298 were included in the evaluation.

The objectives of the survey:

1. To find out teachers' opinions on the inclusion of security issues in health education.
2. To elicit views on the definition of the educational content of security issues.

3. To provide a subjective assessment of teachers' preparedness to teach security issues.

Hypotheses

1. The inclusion of security issues in the teaching content of health education is assessed as the right decision by respondents who assess security issues as important for the education of individuals (readiness for life).
2. Topics assessed by respondents as necessary for inclusion in the core curriculum are more likely to be considered core curriculum topics.
3. The assessment of subjective competence to teach security issues depends on the length of teaching experience.

OUTCOMES

Evaluation of hypotheses

1. The inclusion of security issues in the teaching content of health education is assessed as the right decision by respondents who assess security issues as important for the education of individuals (readiness for life). (questions 5 and 6)

There are no statistically significant differences in the assessment of the importance of issues between people who think issues should be included in education, and people who do not, for any of the monitored issues (all p-values for the two-sample Mann White test are greater than the significance level $\alpha = 5\ \%$).

Table 1.
Relationship between the assessment of the correctness of including security issues in education and the assessment of the importance of these issues for the education of individuals and their readiness for life

6. By modifying the educational content of health education, the content was expanded to include the following security issues. On a scale of 1-10, rate the importance for an individual's education (readiness for life) of each topic (where 1 is the least important and 10 is the most important)	5. In 2013, the educational content of health education was modified to include security issues. Do you consider this decision to be correct?								Mann White test	
	Yes				No					
	Quantity	Average	Median	Direction Discrepancy	Quantity	Average	Median	Direction Discrepancy	Test criterion	P-value
safe behaviour and communication	288	9.4	10.0	1.2	10	7.8	8.0	1.8	5678.0	0.487
safe movement in a high-risk environment	288	9.0	10.0	1.3	10	5.6	7.0	2.3	5514.0	0.338
dangers of communicating via electronic media	288	9.7	10.0	0.9	10	9.2	10.0	1.2	5706.0	0.453
safe school environment	288	9.3	10.0	1.2	10	7.0	8.0	2.7	5774.0	0.630

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	Yes				No					
	Quantity	Average	Median	Direction Discrepancy	Quantity	Average	Median	Direction Discrepancy	Test criterion	P-value
protection of the population (warnings and shelter, evacuation, risk of panic, etc.)	288	8.5	9.0	1.6	10	7.2	8.0	2.1	5388.0	0.243
transport and safety	288	8.7	9.0	1.7	10	6.2	7.0	2.8	5720.0	0.585
first aid	288	9.5	10.0	0.9	10	9.0	10.0	1.3	5562.0	0.299
natural disasters in the Czech Republic (floods, fires, strong winds, etc.)	288	8.1	8.0	1.7	10	6.6	6.0	2.3	5698.0	0.570
natural disasters in the world	288	7.1	7.0	2.1	10	5.6	5.0	2.8	4998.0	0.063
epidemics and pandemics	288	8.2	8.0	1.9	10	6.6	6.0	2.3	5552.0	0.400
hazards arising from human activities, accidents (chemicals, radiation)	288	8.0	8.0	1.8	10	7.2	7.0	2.3	5682.0	0.552
extremism and terrorism	288	8.3	9.0	1.8	10	7.4	7.0	2.0	5576.0	0.424
violent behaviour	288	9.3	10.0	1.1	10	8.4	9.0	1.7	5196.0	0.090
safety in the open countryside	288	8.6	9.0	1.6	10	5.4	6.0	2.6	5510.0	0.350
national defence	288	7.4	8.0	2.0	10	5.6	5.0	2.5	5558.0	0.412

2. Topics assessed by respondents as necessary for inclusion in the core curriculum are more likely to be considered core curriculum topics.

In all statistically significant issues, except for transport and safety, the hypothesis can be confirmed that topics assessed by respondents as necessary for inclusion in the core curriculum are more likely to be considered core curriculum topics, i.e. more necessary.

In the case of transport and safety, there are statistically significant differences between the groups, but the assessments are reversed, i.e. those who assessed this topic as a developing issue assess it as more necessary on average than those who rated it as a core issue.

Table 2.
Evaluation of the need to include issues in education according to the assessment of the type of issue

Assessment of the need for inclusion in compulsory primary education of individual thematic areas (where 1 is the least important and 10 the most important)	Core				Developing				Mann White test	
	Quantity	Average	Median	Direction Discrepancy	Quantity	Average	Median	Direction Discrepancy	Test criterion	P-value
safe behaviour and communication	250	9.4	10.0	1.1	48	9.4	10.0	1.2	5288.0	0.151
safe movement in a high-risk environment	182	9.1	10.0	1.3	116	8.3	8.0	1.6	7084.0	<0.001*
dangers of communicating via electronic media	234	9.7	10.0	0.8	64	9.8	10.0	0.5	7096.0	0.352
safe school environment	224	9.1	10.0	1.5	74	8.5	9.0	1.8	6916.0	0.018*
protection of the population (warnings and shelter, evacuation, risk of panic, etc.)	146	9.0	10.0	1.5	152	7.4	8.0	2.0	5948.0	<0.001*
transport and safety	**198**	**8.7**	**9.0**	**1.7**	**100**	**8.1**	**9.0**	**2.1**	**8486.0**	**0.033***
first aid	250	9.4	10.0	1.1	48	9.5	10.0	1.3	4998.0	0.026*
natural disasters in the Czech Republic (floods, fires, strong winds, etc.)	154	8.7	9.0	1.6	144	7.3	7.0	1.8	6138.0	<0.001*
natural disasters in the world	72	7.6	8.0	2.2	226	6.6	7.0	2.3	6120.0	0.001*
epidemics and pandemics	140	8.7	9.0	1.6	158	7.2	7.0	2.1	6294.0	<0.001*
hazards arising from human activities, accidents (chemicals, radiation)	106	8.7	9.0	1.6	192	7.2	7.0	2.0	5772.0	<0.001*
extremism and terrorism	180	8.7	9.0	1.5	118	7.4	8.0	2.4	7180.0	<0.001*
violent behaviour	236	9.3	10.0	1.1	62	9.2	10.0	1.5	7106.0	0.688
safety in the open countryside	188	8.7	9.0	1.6	110	7.5	8.0	2.1	6764.0	<0.001*
national defence	86	8.4	9.0	1.9	212	6.7	7.0	2.5	5282.0	<0.001*

Note: *statistically significant differences between groups at $\alpha = 5\%$ significance level

3. The assessment of subjective competence to teach safety topics depends on the length of teaching experience.

In almost all of these cases, the correlation coefficients are positive, i.e., the longer the experience, the more competent teachers feel to teach these issues. The only exception is the issue of "protection of the population (warnings and shelters, evacuation, risk of panic, etc.)", where subjective competence decreases with increasing length of practice.

For the remaining issues, there is no statistically significant linear relationship between length of experience and subjective competence.

Table 3.
Relationship between competence to teach and length of teaching experience

Assess your own competence to teach the selected security issues. (where 1 equals the least competent and 10 the most competent)	1. Years of teaching experience	
	Correlation coefficient	P-value
safe behaviour and communication	0.290	<0.001*
safe movement in a high-risk environment	0.167	0.004*
dangers of communicating via electronic media	0.018	0.752
safe school environment	0.242	<0.001*
protection of the population (warnings and shelter, evacuation, risk of panic, etc.)	-0.164	0.005*
transport and safety	-0.083	0.154
first aid	0.081	0.164
natural disasters in the Czech Republic (floods, fires, strong winds, etc.)	-0.107	0.064
natural disasters in the world	-0.107	0.065
epidemics and pandemics	-0.103	0.076
hazards arising from human activities, accidents (chemicals, radiation)	-0.092	0.111
extremism and terrorism	0.065	0.265
violent behaviour	0.179	0.002*
safety in the open countryside	-0.025	0.670
national defence	0.028	0.629

Note: *statistically significant relationship at $\alpha = 5\%$ significance level

DISCUSSION

The inclusion of security topics in the national curriculum is also linked to problems in other European countries. The issue of "securitization of education" was already discussed, especially with the revision of the English national curriculum in 2014 (Dvořák, Holec & Dvořáková, 2018). The problem of reforms is to find ways to prevent the radicalization of young people through education and to develop respect for basic social values that ensure security, while not succumbing to the militarisation of education.

The survey found that teachers cited national defence as the second least important topic for preparedness, with an average score of 7.3, just behind "natural disasters in the world" with an average importance assessment of 7.1. The view of the topic of national defence as unimportant for preparedness has not changed compared to previous research (Kovaříková, 2016, 2015) even after the beginning of the war in Ukraine. The need for a change in the approach to this issue in schools, as well as sufficient didactic resources are essential for the successful implementation of all security issues. National defence is also the subject in which teachers feel least competent and I also find the subject challenging

to prepare for. The assessment of security issues as important for the education of an individual (readiness for life) by all teachers, including those who did not agree with the inclusion of security issues in health education, is gratifying. (CSI, 2014) The finding that with an increasing length of experience, teachers consider themselves more competent to teach these issues, with the exception of the issue "protection of the population (warnings and shelters, evacuation, risk of panic, etc.)", where subjective competence decreases with an increasing length of experience. These are issues that are subject to compulsory and regular exercises in schools. In this regard, the need for adequate teaching staff must be identified. Marádová (Marádová, 2010) and Tupý (Tupý, 2018) point out, for example, the shortcomings of supplementing a teacher's working hours with health and security education lessons. These results may also be related to a lack of didactic materials and the failure to develop the didactics of emergency situations.

SUMMARY

The proposed changes in security issues in the curriculum will also need to be explained not only to the teaching community, but also to parents and the rest of the public, so that schools will not be required to teach in an area in which a social demand has not been observed by the teachers. Schools play a key role in shaping individual safety awareness, but they cannot manage without the cooperation between parents, the public and other social institutions. For a successful reform, it is necessary to explain the sense and purpose of the proposed changes and the proposed implementation method.

ABSTRACT:

This article deals with the issue of incorporating security issues into framework educational programmes in the Czech Republic. Inter-ministerial discussions between the Ministry of Education, Youth and Sports, the Ministry of the Interior, the Ministry of Defence, the Ministry of Health, and the Ministry of Transport pay marginal attention to the views of the instigators of changes themselves, teachers in practice. The article presents data from a research survey conducted among primary and secondary school teachers who are actively involved in teaching security topics in practice with security issues as part of their qualifications.

KEYWORDS: revision; curriculum; health and safety education; security literacy; safe schools.

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