Part 1: Gender-specific and intercultural pedagogic aspects in different countries – analysis of National Curriculum in Belgium, Estonia, Hungary, Turkey and Czech Republic

Michèle Vanleke (Belgium), Meeli Väljaots (Estonia), Erika Grossmann (Hungary), Nesrin Oruç Ertürk (Turkey), Otakar Fleischmann (Czech Republic)

1. Introduction and theoretical background of analysis

Erika Grossmann (Hungary)

According to a common criteria system, the history and content of National Curricula in Belgium, Estonia, Hungary and Turkey was analysed. It was also important to see the legal status and implementation of the National Curriculum and to focus on gender-specific and intercultural aspects.

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2. History and content of the Belgian National Curriculum (Michèle Vanleke, Belgium)

2.1 Situation in Belgium: Education in Belgium – one state, three systems

The kingdom of Belgium is a small but densely populated country in Western Europe that was established in 1830, after gaining independence from the Netherlands. In the course of its history this part of Europe was ruled by Celts, Romans, Franks, Carolingians, Spanish, Austrians, French and Dutch. Borders between Latin and Germanic cultures are still crossing the country. Most of the Dutch-speaking Belgians live in the North, French-speaking Belgians mainly live in the south, plus a small group of German-speaking Belgians inhabit the east of the country. This linguistic diversity resulted into still-active political conflicts forming the bases of a complex system of government, resulting into far-reaching reforms of the formerly unitary Belgian state into a federal state.
Depending on where a Belgian lives, she/he belongs to a certain region; depending on which language she/he speaks, a Belgian belongs to a certain community. Belgium comprises 3 regions (Flanders, Wallonia and Brussels) as well as 3 communities (Dutch, French and German). “Personal” affairs such as education are community matters; more geographical issues as road infrastructure are dealt with at regional level. As the federal state of Belgium recognises three different communities (as well as three official languages) this also means Belgium has three educational structures and education policies, respectively coming from a Dutch-speaking Ministry of Education or from the French-speaking or the German-speaking counterpart. Though the organisation of education displays a lot of diversity, the quality of education in Belgium is excellent. According to the OECD’s PISA study results Belgium belongs to the top-performing countries in reading literacy, mathematics and science (PISA 2010).

Since 1989, Belgium’s Dutch, French and German-speaking communities have acquired almost full authority for education. Only the age limits of compulsory education, the age of retirement and teachers degree diploma requirements are dealt with by the federal government. In principle, all schools are mixed as a school is not allowed to refuse pupils on the grounds of gender. According to the Belgian constitution each child has a right to education. Compulsory education was introduced, in order to guarantee this right to education. Compulsory education is supposed to be free of charge, i.e. primary and secondary schools financed by the government are not allowed to charge an enrolment fee. Furthermore, in nursery and primary education, parents do not pay for school materials and activities which are necessary to meet the objectives of education. In secondary schools parents do pay for school materials and activities.

Compulsory education starts on 1 September of the year a child turns 6, lasting up to 12 full years of schooling. In Belgium, compulsory education does not imply school attendance. Children do not necessarily have to go to school to learn. Home education is an option, but in reality rarely done. Another fundamental right for every Belgian is written in the constitution: freedom of education. Every natural person or legal body has the right to organise education and establish institutions for this purpose. They are entirely free in choosing teaching methods and are allowed to base their education on a certain educational view, determining their own curriculum and timetables as well as appointing their own staff. However, as schools only receive governmental funding and recognition if they make sure the pupils will at the end of their school career meet the attainment targets elaborated by the Ministry of Education, the amount of different kinds of schools in Belgium is limited. Many of them belong to a certain educational network.

2.2 Education in Flanders

In Flanders there are three educational networks:

1. Publicly run education organised by the public body acting under the authority of the Flemish Community. This educational network is required to be neutral.

2. Publicly funded, publicly run education comprises both provincial education (organised by provincial authorities) as well as municipal education (organised by local authorities).
3. The publicly funded, privately run schools (mainly Catholic schools) that deliver education organised by a private person or private organisation.

About 70% of all Flemish pupils attend a Catholic school; two times 15% of pupils attend school organised by one of the other two networks. Pupils at Catholic schools are considered to be more disciplined. In Brussels non-Flemish speaking families tend to send their children to Dutch-speaking schools for this reason. The content of the curricula offered in nursery and primary education is based on the developmental objectives (as they are called in nursery education and special needs schools of primary and secondary education) or the attainment targets (as they are known in mainstream primary and secondary education) elaborated by the Ministry of Education. Each network translated the educational goals in their own way, resulting into three different kinds of educational curricula. This situation also exists in the French and the German speaking parts of Belgium. If all educational networks within the three educational systems (i.e. the Dutch, the French and the German speaking) of Belgium were to be dealt with, this chapter would be three times as voluminous. Therefore we restrict ourselves to education in Flanders (attended by 60 percent of Belgian pupils).

In nursery, primary and secondary schools the school year starts on September 1st and end June 30th (officially the school year itself ends August 31st). Besides mainstream nursery (2.5 to 6 years) and primary education (6 to 12 years), special nursery and primary school also does exist for children with special needs, i.e. 8 different types of special education. Secondary education starts when the child turns 12 and lasts up to the age of 18. Full-time compulsory secondary education lasts until the child turns 16 (or in some cases when the child is still 15, i.e. when the first two years in secondary education are completed). Part-time compulsory secondary education equals a system of working and learning (at least 1 day per week).

All levels of secondary education in Flanders last at least for six years. The first two years in mainstream secondary education are supposed to be the same for all Flemish pupils. Then the differentiation phase begins: a child and its parents have to choose if the child will attend a general form of secondary education (Algemeen Secundair Onderwijs, ASO), or a more technical way of secondary education (Technisch Secundair Onderwijs, TSO), a more artistic way of secondary education (Kunst Secundair Onderwijs, KSO) or a vocational secondary education (Beroepssecundair Onderwijs, BSO).

Further specialization within the type of secondary education chosen also exists, e.g. within ASO a child can opt for a choice of subjects preparing him for studying fundamental sciences, or for a choice of subjects preparing him for more for social studies. The curriculum of secondary education comprises both subject-related attainment targets as well as cross-curricular attainment targets (e.g. on sustainable development). Any diploma of secondary education obtained in Flanders gives unlimited access to higher education. Higher education includes higher vocational education, professional bachelor study programmes organised by university colleges (in Dutch: hogescholen) and academic study programmes mainly organised by universities (be it in some cases by university colleges).
2.3 Intercultural and gender-specific education within the National Curriculum

Intercultural education was one of the starting points of a process to define the “end terms”/ final objectives of an intercultural policy in Flanders. These end terms, which are minimal targets to be met by each pupil, generally focus on dealing with other cultures and their representatives in a respectful way, in a society which is irrevocably intercultural. The objective is to facilitate the recognition and appreciation of diversity.

Intercultural education is an important starting point, both within the Ministries of Culture and Education. Both departments pay equal attention to this matter, often in consultation with each other. On the regional and local level, intercultural education is a requirement of the provincial and municipal laws and regulations. On an educational level, intercultural aspects are mostly found in the so-called Cross-subject End Terms / final objectives (a minimal set or targets) mentioned above. These minimal target areas are not specifically subsumed under a subject area, but rather they are spread throughout several courses or educational projects, like music-creative education. These cannot be treated in general terms, however, since each school is free to choose how it addresses cross-subject end terms.

Examples of (cross-subject) end terms:

- pupils are able to show tolerance with regards to differences in gender, colour and ethnicity. (First level secondary education: sense of public responsibility development);
- pupils are able to express their personal opinion on visual creations from various cultures (First degree secondary education: visual arts education);
- pupils are able to elaborate on human rights, using examples from the human rights charters, particularly the Convention on the Rights of the Child (Third degree Secondary Education: sense of public responsibility development);
- pupils are able to demonstrate, with a couple of examples, that the global dimension in our society is becoming more and more explicit, among others on a political, economic and cultural level, and that this evolution comes has several advantages, and at the same time causes conflicts (Third degree secondary education: sense of public responsibility development);
- pupils are able to take into account, in the way they deal with peers, that not all children live in the same type of family as their own, using appropriate discretion (Basic education: World orientation);
- pupils are able to illustrate that various social and cultural groups have other values and norms (Basic education: World orientation);
- pupils are able to put elementary notions, with regards to population, including cultural aspects, into words, and read the population data in question from maps and charts (First degree secondary education: Geography);
• pupils learn how to be respective of the singularity and specific lifestyle of people from other cultures, also in our own multicultural society (First degree secondary education: Geography); and

• pupils explore musical-creative expressions, such as music, theatre, literature, dance, painting and architecture, design, interiors, fashion and clothing, implements etc. as elements which play a role in the definition of the cultural image of a community: as a status symbol, as an expression of a personal aesthetic taste or as a functional element (Second degree secondary education: musical-creative development).

References


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3. History and content of the Estonian curricula for secondary school and Gymnasium

Meeli Väljaots (Estonia)

3.1 History of the Estonian Curriculum

The new national secondary school curriculum (Põhikooli Riiklik õppekava) and the new national Gymnasium curriculum (Gümnaasiumi Riiklik õppekava) are applicable since the school year of 2010-2011. These are documents passed by the general government that should be followed by all educational institutions and serve as guidelines for the makeup of the curriculum of schools. In the makeup of the curriculum, the experts - educators and scientists - together added collaboration tasks in the technical workgroups. This has been documented and can even today be checked online (http://www.oppekava.ee).

Among many fundamental changes, in comparison to the curriculum valid between 2002-2010, the new document holds a reference to the different sexes, where previously only people and citizens were mentioned.
3.2 Gender specific aspects in the Estonian curriculum

In the 3rd chapter of the new curriculum, for example, where the educational principles and the organization of the learning environment are described, when planning a lesson it is foreseen that one should pay attention to the skills, the language, the cultural background and the gender of students. In paragraph 6 of chapter 12, when designing everyday school life, one should pay attention to the principles of national and gender equality.

An additional refinement has been introduced in the area of grading. To promote the development of students, it is necessary to have more individual descriptive feedback, in which the results of each student are compared primarily with their own previous performance and where personal success or progress is then discussed. So-called “developmental talks” are held, where parents must be present. The new Gymnasium curriculum (Gümnaasiumi Riiklik õppekava) provides, inter alia, that in compliance with gender equality students should be educated into becoming happy people who in their future life can be good partners. Under social sciences, one can find an article written by Part and Kull about sex education in secondary school: http://www.oppekava.ee/index.php/Seksuaalkasvatus_inimese%C3%B5petuses. There, sex education is defined and fundamental concepts such as pleasure, sexual rights, violence, sexual diversity i.e. are explained. The goal of sex education is the acquisition of theoretical and practical knowledge in dealing with others / with the opposite sex and the shaping of positive (value) setting. In the article, teachers receive practical methodological advice for shaping sex education. It is not mentioned whether one performs the classes for boys and girls separately or whether one should pay attention for example to cultural differences.

3.3 Content of the Estonian National Curricula

These are electronic documents, guidance and accompanying materials, theme-related methodological notes, explanations, etc., that all can be found on the page: http://www.oppekava.ee/index.php/Esileht.

3.4 Overview of the National Curricula

- National Curricula (Üldhariduse riklikud õppekavad)
- The national secondary school curriculum (Põhikooli riiklik õppekava)
- The national Gymnasium curriculum (Gümnaasiumi riiklik õppekava)
- The national secondary school curriculum for special schools (Põhikooli lihtsustatud riiklik õppekava)
- The national Kindergarten curriculum (Koolielise lasteasutuse riiklik õppekava)

References


www.oppekava.ee/index.php/Seksuaalkasvatus_inimese%C3%B5petuses
4. History and content of the Hungarian National Curriculum

Erika Grossmann (Hungary)

4.1 History and legal background of the Hungarian National Core Curriculum

The history of the Hungarian National Curriculum, called National Core Curriculum (NCC) can be traced back to the political changes in 1989, when Hungary has become a parliamentary republic. The new Public Education Act was parallely worked out with the NCC, in order to give an overall framework for primary and secondary school education (grade 1-12, age 6-18 years), instead of the centralised curriculum valid for all Hungarian schools during the socialist era.

After a long consultation period with the participation of a great number of educational professionals, the NCC (Nemzeti Alaptanterv) was introduced as a Public Education Act in 1995 and the implementation for all (state, public and private) schools started in 1998. From 2000, the so-called Framework Curricula was introduced as well. These contain recommendations for teaching objectives, system and time allocation of subjects, the concrete content of the individual subjects and the requirements in each subject for each grade. On the other hand, all schools had the right to develop their local curriculum in accordance with the NCC. This local curriculum had to be approved by the teaching staff of the school and the school maintainer. Also, teachers had the right to choose from a variety of accredited school text books. So, the NCC defined the basic goals and study areas throughout compulsory education (from grade 1 to 12). As Kaposi (2012) states, the OECD reported that with the introduction of the NCC in the 1990s in Hungary, the curriculum was best decentralised and delegated to the teachers and schools among the 22 examined countries.

In 2003, the NCC was partly revised and amended. In 2007 (revised again in 2009) the key competencies agreed upon by the Council of the European Union have been added and the NCC concentrated mainly on the common goals of teaching and learning, moreover with the core study areas. The concrete content (of “what has to be taught”) was taken out and only the goals, competencies to be developed were defined. The last revision was in 2012 and the implementation of the “New NCC 2012” will start from September 2013 (The System of Education in Hungary.)
4.2 Implementation of NCC

The NCC was and is being issued by a government decree and is therefore integral part of the Public Education Act. It is valid for all kinds and levels of schools: both state, public and private schools, from grade 1-12 (age 6-18). The changes and revisions of the NCC are in accordance with the changes in the Hungarian Parliament: throughout the last 23 years of its “history”, with the actual new government, the NCC is undergoing major changes as well. While the first version of the NCC (introduced in 1995) was undergoing a long professional process, and a great number of educational professionals (teachers of primary and secondary schools, etc.) have been consulted and involved, the New NCC 2012 was compiled by only 9 theoretical professionals, delegated and pushed through directly by the Ministry. Educational professionals state, that the main change in the New NCC 2012 – compared to the NCC introduced in 2007 (revised in 2009) – is that the document of 204 pages puts emphasis on morality, national self-realization, patriotic education, and self-knowledge, instead of the ideas of a European identity and intercultural aspect (Hungarian Spectrum).

Moreover, it turned back to define “what” has to be taught, instead of defining main goals and key competencies, leaving the decision of concrete content to the schools and practicing teachers. So, this was evidently a step back to the centralised ideas during the socialist era (The System Of Education In Hungary.) Since the New NCC 2012 has not been implemented and introduced yet, a short comparison with the present, valid NCC will be presented. Both versions define the following 9 competences, in accordance with the key competencies agreed upon by the Council of the European Union.

4.3 Key competencies in the Hungarian NCC

1. Communication in mother tongue
2. Communication in a foreign language
3. Mathematical competence
4. Scientific competence
5. Digital competence
6. Efficient independent learning
7. Social and civil competence
8. Initiative and entrepreneur’s competence
9. Aesthetic-art awareness and expressiveness

(World Data on Education.)

Relying on these key competences, the competences can be defined for certain subjects and knowledge areas. However, the New NCC 2012 gives much more concrete, obligatory information about the content of teaching which is valid for all teachers and students in the same way, giving the teacher no freedom to differentiate or to adopt to individual needs, differences. Many competences partly overlap and entwine: elements necessary for one area support the competences of another one, therefore the common,
basic goals are defined separately for the subject areas (topics) throughout the compulsory education. So, the “old” NCC is a set of competence standards, which served as a guideline for schools and school textbook writers alike, however, the New NCC 2012 leaves much less freedom for the schools and teachers to develop their own curricula. Also, the variety and freedom to choose among a great number of school text books will be impossible with the New NCC. The new Public Education Act (introduced in 2012), that is the Government will define 2-3 publishers which can/have to be chosen by the teachers and schools as compulsory school text books.

Another major problem according to educational professionals seems to be the amount of material that children are supposed to learn. While the Secretary of State for Education (and member of the Christian Democratic coalition partner) calls the New NCC “modern and in line with the latest EU trends”, András Nyíri – formerly a leader of the Hungarian Association of Independent Teachers, now an education consultant and a member of the Network for Freedom of Education (in opposition to the Government) – states it is a “nightmarish centralized system with a strange retro-Hungary image that prioritizes a ‘national middle class’” (Murph 2012).

4.4 Common goals of NCC – Intercultural pedagogic goals

Both the old and new version of the NCC define common, basic goals and competence standards for all subject areas. The key development tasks of the NCC build upon the key competences.

In Part II, the old NCC version define that “Personal, value-oriented, interpersonal, intercultural, social and civic competences are prerequisites for a harmonious life and community integration, a commitment to and activity for the public good.” Moreover, intercultural understanding, intercultural communication in several situations, the recognition of diversity and the “ambition to overcome personal prejudices and to reach compromise is a further relevant element of this attitude” – are defined in several key competencies of both versions of NCC. (e.g. in the topic areas: Communication in Foreign Languages, Social and Civic Competences). Therefore, skills, such as the development, improvement and implementation of these competences (intercultural aspects) are formulated as important ideas, fundamental goals in school education – as defined in NCC. Also, tolerance, open attitude towards different cultures and diversity is formulated as important key competence. However, the New NCC stresses the morality (mainly as religious aspect) and the national awareness even more than it was the case in the old version (NCC Ministry of Education and Culture, http://www.nefmi.gov.hu/english/hungarian-national-core).

4.5 Gender-specific aspects in NCC

Also, the aspect of equal opportunities as common goals is mentioned in both versions, however the new NCC version usually stresses the equal opportunities for learners of different levels and the equality between boys and girls. There is no reference to “gender” aspects at all in the new version.
In part II of the old NCC, under the title “Common Values In School Education” there is a reference to gender aspects, when it is stated: “The values advocated by the NCC are determined by the Constitution of the Republic of Hungary, the Hungarian laws in force, especially the Public Education Act, other Hungarian legislation, international declarations and conventions concerning human rights, children’s rights, the rights of national and ethnic minorities, and gender equality. The NCC helps schools operate in a way that teaching and learning processes are organised to promote the values of democracy, humanism, respect for the individual, the freedom of conscience, the development of personality, progress towards cooperation between fundamental communities (family, nation, community of European nations, mankind), equality between peoples, nations, national minority and ethnic groups and genders, solidarity and tolerance. The NCC seeks to strengthen a school system which advances the achievement of equality of chances.”

So, as it can be seen, although there are some aspects dealing with intercultural and gender aspects, they are stated as overall goals, and no specific details are defined in the Hungarian NCC.

4.6 Table of Contents of “old” (2007/2009) and the “new” (2012) version of Hungarian National Core Curriculum

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http://hungarianspectrum.wordpress.com/2012/03/05/the-new-hungarian-curriculum-hungarian-language-and-literature-i/


5. Turkish National Curriculum analysis for English language – for grades four, five, six, seven and eight

Nesrin Oruç Ertürk (Turkey)

5.1 Historical and legal background of the Turkish National Curriculum

The Turkish National Curriculum is written for each course at each level with different purposes. Therefore, to serve the aim of this analysis, English Language Curriculum for Primary Education (Grades 4, 5, 6, 7 and 8) was chosen. After the acceptance of eight year compulsory education, which has been implemented since the 1997-1998 school year, English has been offered as a must course in the public primary schools. In fact, English courses have been provided from grade four to grade eight. Again, this curriculum has been redesigned in terms of its goals, content, instructional methods and evaluation procedures (MEB, 2004a).

The preparation of the curriculum has been done by professionals in the field of language education. In Turkey, the government, namely the Ministry of Education, assigns universities or sometimes professors for the duty and the professors work on the curriculum. The latest curriculum for example has been prepared by: Prof. Dr. Aydan Ersöz, Prof. Dr. Abdulvahit Çakır, Asst. Prof. Dr. Paşa Tevfik Cephe, Asst. Prof. Dr. Bena Gül Peker, Dr. Neslihan Özkan, Teacher B. Candan Büge, and Teacher Demet Özmen from different universities in Turkey.

5.2 Goals of the National Curriculum for English language

In relation to the contexts, functions and structures presented in the specific objectives, the students will be able to
(a) understand what they have listened and read in English, and to speak and write in English
(b) identify the culture of the nations whose mother tongue is English,
(c) tolerate the other cultures and
(d) get interested in communicating in English (MEB, 2004a).

Yanık (2007) states that all four main skills (reading, writing, listening and speaking) are given place in the curriculum. Besides, the knowledge of grammar, vocabulary, pronunciation and intonation are also given priority. In addition to these, two other objectives related to the affective domain, being motivated in learning and being interested in using the language, have also been included in the curriculum guidelines (MEB, 2004a). While stating these objectives, the authorities have also listed the specific attitudes and behaviors expected from the students. In the curriculum guidelines the expected behaviors are listed as speaking with people who know English, reading story books, listening to songs, playing language games, and solving puzzles in free times (MEB, 2004a).

The curriculum has been divided into two as the curriculum for 4th and 5th grades and 6th, 7th, and 8th grades. Because the kids at grades 4 and 5 are taken as children, in their curriculum their learning needs and how they learn languages are explained in detail. However, in the curriculum for 6 to 8 graders, how adolescences learn and what kind of activities should the teachers use, are explained.

5.3 Validity of National Curriculum

The curriculum developed for English Language has to be applied in all state schools in all regions of Turkey. There might be some differences in application in private schools since some of the private schools start teaching English in earlier stages. The curriculum is in total 264 pages and as can be seen from the Table of Contents (See Appendix), includes the syllabus for each grade, suitable activity types for each level, sample activities, suggestions about testing, etc.

5.4 Approaches, methods and techniques

According to Yanik (2007), in the curriculum, certain approaches, methods and techniques for teachers have also been provided. It is revealed that the learner centered approach especially “Communicative Language Teaching” and “Eclectic Method” should be employed in the courses. It is also stated that collaborative learning environment should be enhanced and small group work activities should be used even in crowded classrooms. In addition, communicative activities are highly suggested and the teachers are required to use various methods and techniques to get the students participate in the lesson. Suggested techniques can be listed as question and answer, drama and role-plays, lecture, listening and speaking, memorization, repetition and language games (MEB, 2004a). Finally, the main parts of a lesson are listed as preparation, implementation and feedback (MEB, 2004a). Not much information has been provided on what is meant by these main parts in the guidelines, but there is extensive explanation about them in the related literature.
5.5 Gender-specific aspects

When it comes to gender-specific aspects, again, as can be seen from the table of contents (See Appendix), it is not possible to say that the curriculum has indeed gender-specific aspects. Unfortunately, the whole curriculum has been scanned and no gender specific point has been found. Even though there is a female majority in the group who designed the curriculum (five out of seven members of the committee were females), the idea of gender specific education has not been implemented.

5.6 Table of contents of the National Curriculum

Why do we teach English at different levels at schools? 1
What are the insights that we can get from different approaches and methods? 1
Which approach to course design should we adopt? 6
What are the components of a course? 7
What are English language teaching materials? 12
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Why should children learn a foreign language? 22
Why is it better for children to learn a language in primary school? 22
Will a foreign language interfere with children’s native language ability? 22
Why is parental cooperation necessary? 23
Who are _young learners_? 23
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6. Gender and multiculturality in Czech educational system

Otakar Fleischmann (Czech Republic)

The System and content of education in Czech Republic is contained in the “Frame Educational Program” which composes the basic structure of subjects and their contents. Particular schools create their own individual “School Educational Program” which takes into account the specific of concrete school and students.

Content of education is based on main educational areas:

1. Language and language communication
2. Mathematic and its application
3. Information and communication technologies
4. Man and his world
5. Man and society
6. Man and nature
7. Arts and culture
8. Man and health
9. Man and the world of work
10. Complementary educational fields

Beside these main educational areas the “Cross-Curricular subjects” compose the component part of Frame Educational Program (FEP). These subjects are the thematic areas of current problems of the world and have become a significant part of education. They represent an important formative element of elementary education and they must be incorporated by the school in education and they also should be used as integrative part of education content. The main aim of the subjects is to create the opportunities for individual engagement of the student as well as mutual competition and contribute to the development of the student’s character, mainly in the area of attitudes and values.

The following cross-curricular subjects are defined for elementary education:

1. Moral, Character and Social Education
2. Civic Education for Democracy
3. Education towards Thinking in European and Global Contexts
It is obvious that *Multicultural Education* as the cross-curricular subject penetrates all main education areas and it results mainly from themes focused on the mutual relation between members of other nations and ethnic groups. It is particularly tied to areas as Language and Language Communication, Man and Society, Information and Communication Technologies, Arts and Culture, Man and Health and Man in Nature are. The thematic areas of Multicultural Education reflect the current events in the school community and the contemporary state of society and arise mainly from current situation at the school. The selection and implementation of areas or topics may be and often are influenced by an agreement among teachers, between teachers and parents or between teachers and students, etc. The following thematic areas belong to Multicultural Education - Cultural differences, Interpersonal relations, Ethnic origin, Multiculturalism, Principles of social conciliation and solidarity. We see as important to mention the main topics of the particular areas. These topics should be taught and discussed in the frame of basic education in particular subjects.

**Cultural differences:**
- individual’s uniqueness and individuality;
- man as an indivisible union of body and mind as well as member of ethnic group;
- recognising one’s personal cultural anchoring;
- respecting the peculiarities of various ethnic groups (mainly such who live in the locality of the school);
- fundamental issues related to socio-cultural differences in the Czech Republic and in Europe.

**Interpersonal relations:**
- the right of people to live together and participate in cooperation;
- intercultural relations;
- prejudices and ingrained stereotypes (causes and consequences of discrimination);
- maintaining tolerant relations and developing cooperation with other people regardless of their membership in any cultural, social, religious, leisure or generational group;
- implementing the principles of polite behaviour (basic moral standards);
- human solidarity;
- the ability to see things from the perspective of others;
- personal contributions to involving students from different cultural background into classroom collective.
Ethnic origin:
- equality of ethnic groups and cultures;
- diversity of people as well as their mutual equality;
- status of national minorities;
- different lifestyles;
- different modes of thinking and ways of perceiving the world;
- information on various ethnic and cultural groups living in Czech and European societies;
- manifestations of racial intolerance, identifying them and the reason for their emergence.

Multiculturalism:
- multiculturalism as a means of mutual enrichment;
- specific features and equality of languages;
- communication with members of different socio-cultural groups, a forthright attitude towards differences;
- the importance of using a foreign language as a means for communication and lifelong learning.

Principles of social conciliation and solidarity:
- each individual’s responsibility for contribution and contribution to eliminating the discrimination of and prejudice against ethnic groups;
- the life in a multicultural society without conflicts;
- taking the needs of minority groups into consideration;
- human rights.

These cross-curricular themes and topics which are formulated in FEP should contribute to the development of students mainly in following areas:

Area of knowledge, skills and abilities:
- offers the pupil basic information on various ethnic and cultural groups living in Czech and European societies;
- develops the pupil’s ability to orient himself/herself in a pluralistic society and to use intercultural contacts to enrich himself/herself as well as others;
- teaches the pupil to communicate and live in a group with members of other socio-cultural groups, to exercise his/her rights and respect those of others, to understand and tolerate others’ different interests, opinions and abilities;
- teaches the pupil to accept others as individuals with the same rights, realise that all ethnic groups and cultures are equal and none is superior to any other;
develops the pupil’s ability to recognise and tolerate the differences of other national, ethnic, religious and social groups and to cooperate with members of different socio-cultural groups;

develops the pupil’s ability to recognise manifestations of racial intolerance and helps prevent the emergence of xenophobia;
teaches the pupil to realise the possible impact of his/her verbal and non-verbal expressions and to be prepared to bear responsibility for his/her actions;
provides the pupil with the knowledge of some of the basic multicultural terminology: culture, ethnic group, identity, discrimination, xenophobia, racism, nationality, intolerance, etc.

Area of attitudes and values:
helps the pupil by means of information form attitudes of tolerance and respect towards different socio-cultural groups, reflect on the cultural background of members of other socio-cultural groups and recognise them;
helps the pupil become aware of his/her own identity, be himself/herself, reflect on his/her own socio-cultural background;
stimulates, influences and corrects the pupil’s behaviour and value system, and teaches him/her to perceive diversity as an opportunity for personal enrichment and not as a source of conflict;
helps the pupil realise the incompatibility of racial (religious or other) intolerance with the principles of living in a democratic society;
guides the pupil towards engagement in fighting manifestations of intolerance, xenophobia, discrimination and racism;
teaches the pupil to perceive himself/herself as a citizen who participates actively in forming the society’s relation to minority groups.

References
http://nuv.cz/ramcove-vzdelavaci-programy/rvp-pro-zakladni-vzdelavani