

LESSONS LEARNED FROM CURRICULAR REFORMS IN VISEGRAD COUNTRIES AFTER 1989

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Educational Restructuring and Change: Post-Communist Educational Transformation in Poland

Andrzej Janowski

**In Pursuit of Educational Change:
Transformation of Education in the Czech Republic**

David Greger, Eliška Walterová

Educational Transformation in Slovakia: The Ongoing Search for a Solution

Beata Kosová, Štefan Porubský

From Deconstruction to Systemic Reform: Educational Transformation in Hungary

Gábor Halász

TRANSITIONS

C. Birzea (2008):

1st “post-communist” transition

2nd towards the knowledge society

G. Halász (2007):

1st destruction of old structures - emergence of new structures - comes up with
“systemic reform (as a permanent and conscious effort)

2nd Europeanisation of domestic education policy

	Hungary	Poland	Czech Republic	Slovakia
Way outs	1985 Act of Education	1982 Association for Independent Education as part of Solidarity	1976 Further development of the Czechoslovak educational system	1976 Further development of the Czechoslovak educational system
1st Transition (administrative level)	1993 Act of Public Education 1995 National Core Curriculum	1991 Education System Act	2004 The new school act	2001 Conceptual document
Two-level curriculum model	1995	1999	2004	2008



JUMPS ↔ **GRADUAL TRANSFORMATION**

CHANGES ↔ **CONTINUITY**

DECENTRALIZATION ↔ **CENTRALIZATION**

EDUCATION AS
PRIVATE INVESTMENT ↔ **SOCIAL RESPONSIBILITY**

LIBERAL APPROACH ↔ **CONSERVATIVE APPROACH**

SYSTEMIC ARRANGEMENT ↔ **ENCYCLOPEDIC**
OF CURRICULUM CONTENT

COMPETENCIES ↔ **LITERACY**

INCLUSION ↔ **QUALITY**



The Transformation of Educational Systems in the Visegrád Countries: Introduction to the Context of Comparative Research

ORBIS SCHOLAE, Vol 1 No 2 (2007)

- **POLAND**

Expectation of a **social contract** between the main political players, which would define some rules of educational development.

- **HUNGARY**

The shift from the second phase of transformation (construction, stabilisation, and modernisation) to the third phase (systemic reform) cannot be detached from **Europeanisation**.

- **CZECH REPUBLIC**

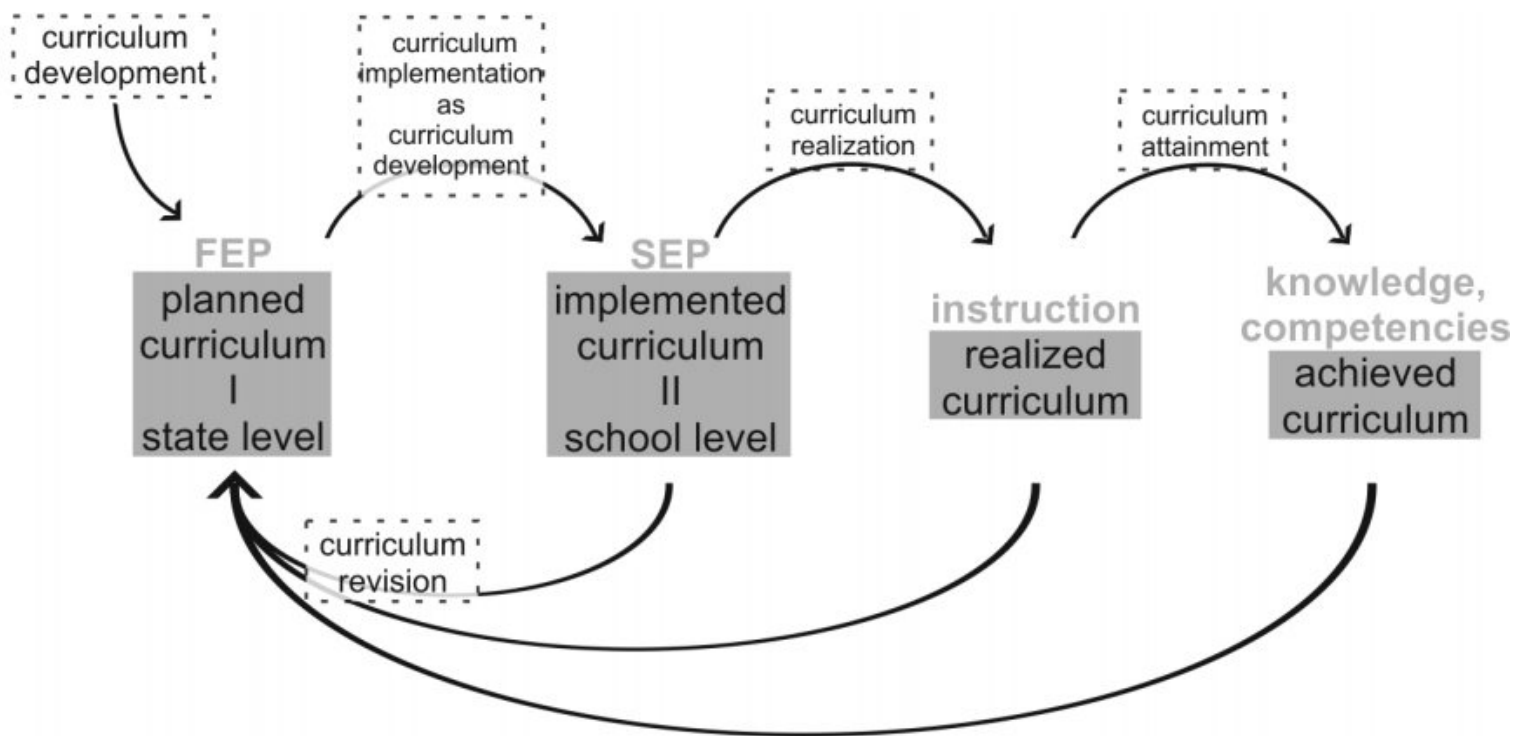
- Finding appropriate ways of adopting a **common framework** to respond to national needs and conditions.

- **SLOVAKIA**

- Root-and-branch educational reform is still **not a real national priority**.

curricular processes

curricular forms



Janík et al., 2018, pp. 54–70.

Curriculum changes in Visegrád four: three decades after... (Waxmann 2019)

- **POLAND**

Transformation (1989-1998)

Fundamental reform (1999-2016)

Current (**conservative**) reform (2017 to the present)

- **HUNGARY**

The period of curricular liberalisation (1990–1999)

Alternating regulation (2000–2010)

Conservative shift and centralisation (2010+)

- **CZECH REPUBLIC**

Period of deconstruction and partial stabilization (1990–1998)

Period of reconstruction – outlining the reform (1999–2005)

Period of implementation and revision of the reform (2006–2013)

Period of **new strategic plans** (since 2013)

- **SLOVAKIA**

Deconstruction phase (1989–1992)

Phase of partial stabilisation (1992–2001)

Phase of system reconstruction (2001–2008)

Phase of implementation, correction and relative stabilisation, or **destabilisation?** (2008+)

CURRENT SITUATION

	Hungary	Poland	Czech Republic	Slovakia
CURRENT SITUATION	Conservative status quo – centralistaion, nationalisation	Conservative period – changes???	Systemic reform	Starting the systemic reform

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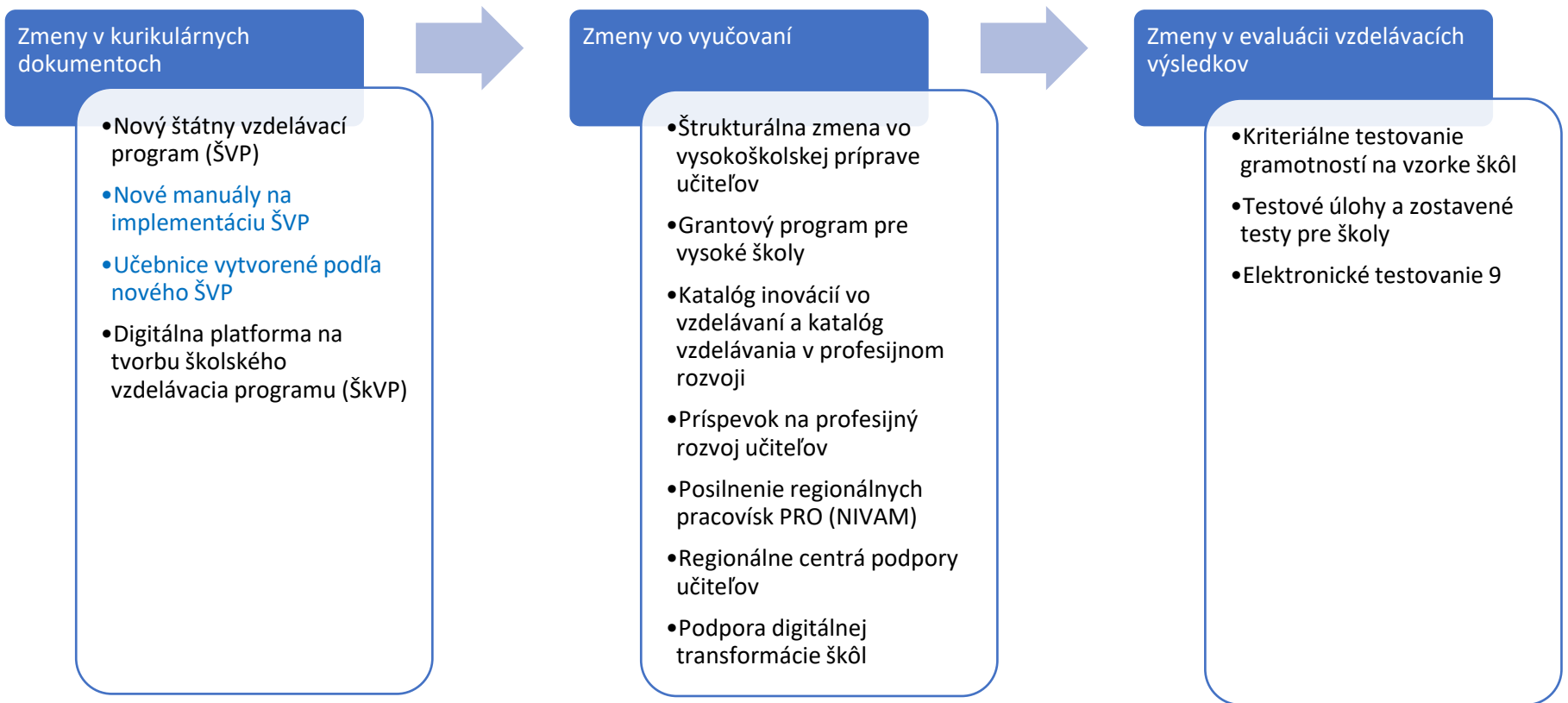
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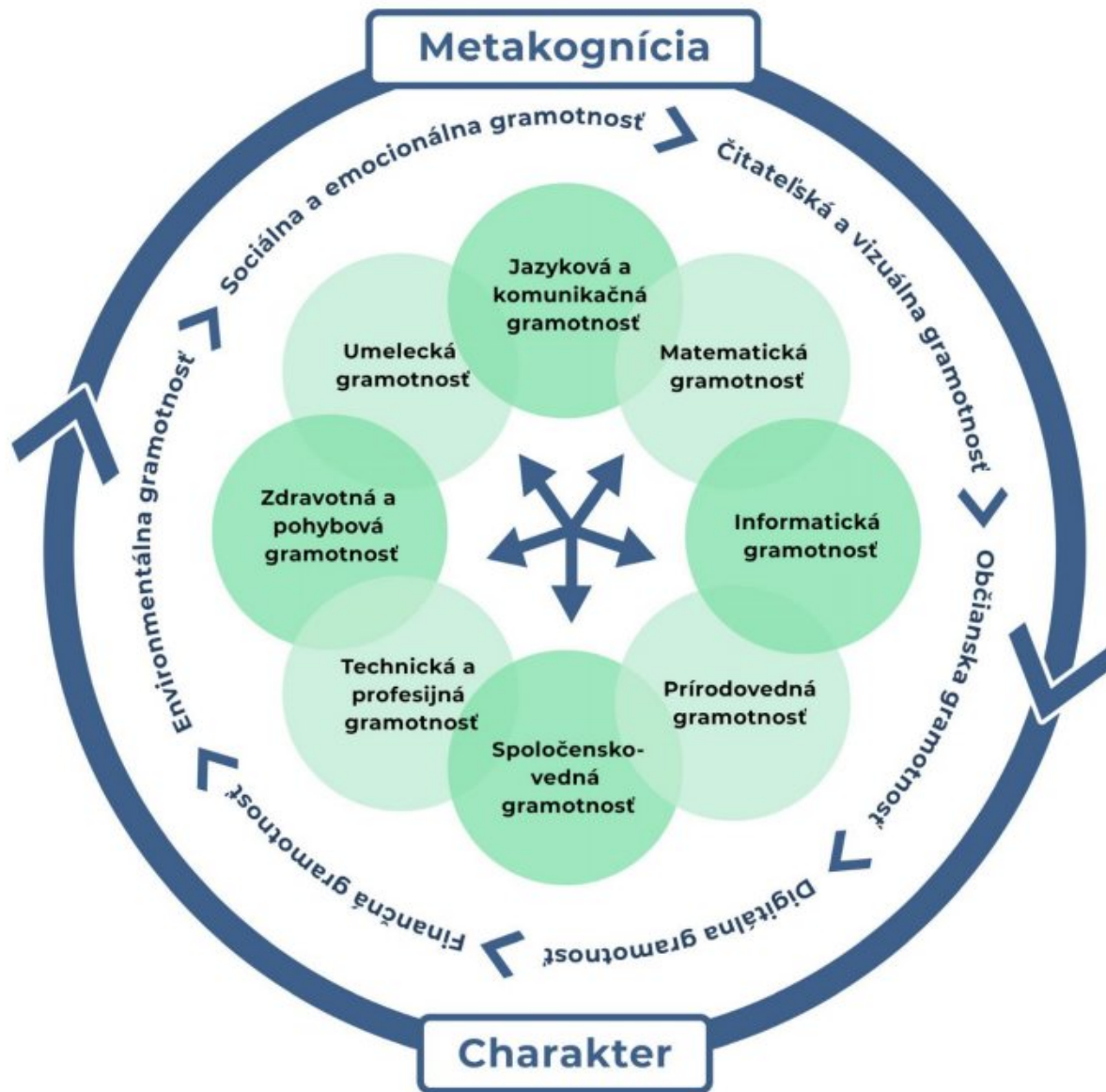
Vzdelávanie pre 21. storočie

Proces aktuálnej kurikulárnej reformy na Slovensku

- 1. september **2023** – spustenie postupného zavádzania novej podoby ŠVP na 40 základných školách
- 1. september **2024** – rozšírenie postupného zavádzania novej podoby ŠVP na 100 základných škôl
- 1. september **2025** – rozšírenie postupného zavádzania novej podoby ŠVP na 600 základných škôl
- 1. september **2026** – univerzálna platnosť novej podoby ŠVP pre všetky základné školy

Širší kontext: NÁSTROJE zmien v obsahu a formách vzdelávania





Prvý cyklus

Uvádzanie do gramotnosti

pokrýva 1. – 3. ročník základnej školy.

Aby žiak získal vzťah k učeniu sa, vytvoril si pracovné návyky a pracovný režim, aktívne sa zapájal do práce, využíval kreativitu pre zlepšovanie svojich myšlienok.

Druhý cyklus

Zvládnutie základov gramotnosti

pokrýva 4. – 5. ročník základnej školy.

Aby žiak dokázal bezpečne a jasne komunikovať svoje pocity, potreby a hranice, vyjadroval pre ne pochopenie u seba aj u iných a reflektoval svoje konanie a postoje, aby rozlišoval medzi faktami, domnienkami a hodnoteniami, väčšia samostatnosť v učení a časť zodpovednosti za svoje učenie, uvedomil si, čo je oblasťou jeho záujmu a čomu by sa chcel hlbšie venovať.

Tretí cyklus

Rozvinutá gramotnosť

pokrýva 6. – 9. ročník základnej školy.

Aby žiak okrem rozvinutia všetkých gramotností dostal priestor aj na hlbší rozvoj v oblastiach svojho záujmu a vytvoril si tak predstavu o svojej profesijnej budúcnosti. V tomto kontexte cieľom je, aby vyjadroval záujem a bol motivovaný k samostatnej práci, pýtal si spätnú väzbu a pravidelne využíval kreatívny proces, analýzu, vyhodnocovanie a overovanie informácií pri učení sa.

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