**Social & cultural pillar of ESD in the Framework Curriculum for Early Childhood Education in the Czech Republic**

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<https://www.msmt.cz/areas-of-work/preschool-education/ramcovy-vzdelavaci-program-pro-predskolni-vzdelavani-1?lang=2>

Social and cultural sustainability is represented in the Czech curriculum from several perspectives. Although it is not explicitly expressed in the document, pre-school education is working towards it.

The first mention is in the introductory chapters devoted to the principles, concepts and goals of preschool education. One of the **main principles** of the Framework Curriculum for Pre-school Education (hereafter RVP PV, Ministry of Education, 2021, p. 5) is to enable schools to use different forms and methods of education and to adapt education to specific regional and local conditions, opportunities and needs. This means that the kindergarten naturally promotes coexistence between people in the community in which the children grow up. It involves the children in the cultural and social events and life of the community, and promotes the development of a positive relationship between the child and the place where he or she lives and the people who surround him or her.

Among the methods suitable for pre-school education, the RVP PV (Ministry of Education, 2021) includes **situational learning**, which allows the child to learn from everyday life situations in all their contexts, and **spontaneous social learning** based on imitation. This provides the child with models of behaviour and attitudes.

Social and cultural sustainability is also evident in the setting of pre-school education objectives aimed at the acquisition of values and personal attitudes. The child is to become an independent personality influencing his/her environment. The development of **key competences** is supported by the fulfilment of these objectives. According to the RVP PV (Ministry of Education, 2021), key competences support social and cultural sustainability. They are competences for: **learning, problem solving, communication, social and personal, activity and citizenship.**

Social and cultural sustainability is most evident in the educational content of the RVP PV (MoEYS, 2021). In this analytical text, we will link the category of what the teacher offers the child (educational offer) with what the child can usually do at the end of the preschool period (expected outcomes).

The curriculum is divided into five areas:

* The child and his/her body
* The child and its psyche
* The child and the other
* The child and society
* The child and the world

Only marginally can we find social and cultural sustainability in the area of The **Child and His/Her Body**: by mastering simple activities leading to independence and self-care, the child learns, among other things, dining culture, physical culture and, last but not least, care for his or her surroundings.

More can be found in the area of The **child and his/her psyche**: through joint discussions, conversations, narrating and commenting on experiences, the child learns to express his/her thoughts, feelings, opinions and judgements in a meaningful way, to listen to others, to understand what he/she hears and to ask questions. In themed games and other activities, children learn to observe deliberately, to think, to notice the essential, to look for similarities, differences and connections in human behaviour, skills and feelings, to respect rules, to accept responsibilities, to express sympathy, affection, sadness and rejection, to distinguish between home and foreign environments. By making trips to the environment and attending cultural events, children learn to experience, to be sensitive in relation to people, nature and things, to enjoy pleasant experiences, cultural beauty and encounters.

As the names suggest, the **Child and the Other and Child and Society** educational areas are clearly aimed at social and cultural sustainability. The former focuses on interpersonal relationships, promoting the formation of the child's relationships with other people, cultivating and enriching mutual communication. The second is aimed entirely at socio-cultural knowledge and attitudes. It introduces the child to society. It introduces the child to the rules of coexistence, material and cultural values, the world of culture and art. It helps him to form habits and attitudes acceptable in his social environment. The sub-objectives, the educational offer and the expected outcomes of both areas fully meet the needs of social and cultural sustainability.

The **Child and the World** education area has a broad environmental focus. For social and cultural sustainability, there are essential activities focused on getting to know the nearby environment, observing events in the village, getting acquainted with the realities of the region and the country. By acquiring this knowledge, the child becomes aware of the wider social and cultural environment, develops a positive relationship with it, and notes the existence of other cultures.