

**Kavan, Š. (2020). Ochrana člověka a společnosti – vývoj vzdělávání v bezpečnostních tématech. (in English: Protection of Man and Society – Development of Education in Security Topics.). Prague: NLN, 2020. 271 pp. ISBN 978-80-7422-753-0.**

The book *Ochrana člověka a společnosti – vývoj vzdělávání v bezpečnostních tématech* (*Protection of Man and Society – Development of Education in Security Topics*) deals with current issues of education covering military education, civil defence and civil protection, which has undergone a number of changes in recent decades.

Within a historical analysis, the author deals with the origin and development of military education after 1918. Considering the theme, the focus is devoted to military education focused to education to love for nation and state, on education of physical and moral bravery, and pre-war education. While between 1973 and 1991, military education was a compulsory subject (for more details see Act No. 73/1973 Coll., on Military Education; repealed by Act No. 217/1991 Coll., on the Repeal of the Military Education Act), in the post-1991 period it earned only marginal attention. This was due to fundamental social changes, transformation of a centrally managed economy into a market-oriented economy, altogether due to improvements made in the security environment improved, both objectively and subjectively. Such deterioration of the security environment in the past decades (in terms of both internal or external security) and the level of how the population is prepared for emergency and crisis situations is logically discussed more and more. After 2003, some minor changes were introduced into education by including topics of “Protection of People in Emergencies”, and by developing Framework Educational Programs reflecting this issue in most educational areas (the Government Regulation No. 689/2004 Coll. set about 290 fields at different levels of upper secondary education, divided in 31 areas). However, critics argue that such issues are covered in a marginal share by courses such as civic education, health education, history, etc., and therefore most of young people are not aware of how to behave properly in emergency or crisis situation. Without exaggeration, such focus of the book makes it therefore extraordinary and unique, and unfortunately, there is no other equally comprehensive work available in the Czech Republic.

The book is structured into 9 factually and logically interlinked

chapters. In the first chapter, the author deals with the operationalization of concepts and focuses on the theoretical basis of the topic. The second chapter introduces specific historical and social conditions, which led then to introduction of military education, with an emphasis on social changes in the 19<sup>th</sup> century. Undoubtedly, the main part of the book is represented by chapters three to six, which use mainly generalization and historical methods to characterize more than one-hundred-year long development of teaching security issues in the Czech lands. The author divides this development into the following stages: the period of the First Republic (1918–1938), the period of the Protectorate of Bohemia and Moravia (1939–1945), the post-war period of 1945–1989, and then the post- 1989 period of education. Each historical stage includes description of the educational system with its specific forms, legal aspects, subjects involved, implemented programs and activities, etc. The seventh chapter enables international comparison and confrontation of some selected aspects of security education in East - Central Europe at the individual levels of the education systems (except for tertiary education). The focus is put mainly in Belarus, Moldova, Poland, Austria, Russia, Slovakia and Ukraine, i.e. in selected neighbouring states and states of the so-called Eastern bloc sharing similar historical, security and social developments. In the eighth chapter, the author appropriately combines the results of secondary research and his own specific primary research. Here the author introduces his evaluation of education at 11 pedagogic faculties of Czech public universities, as their role is to prepare future teachers in security topics. Chapter nine, which summarizes historical facts, international experience and the results of the research offering the author's original definition of security education, concludes the book. In this part, the author originally developed and defined the content of security education. The emphasis is put on the theoretical issues of security education and training, which should help security education to be acknowledged as an independent discipline. This part of the book offers also the author's definition of the standards of security education, emphasizing a broader concept of education and security-related topics. The author's reflection on three basic elements within security recognition should be appreciated. He deals with a) the object of recognition – the object under recognition; b) the subject of recognition – the subject performing recognition; c) the interaction between the subject and the object of recognition – the recognition process. This is used in practice to supplement the proposed structure of teaching the security topics at the Faculty of Education of the University of South Bohemia in České Budějovice. This part of the text is very beneficial for

development of the pedagogics focused on security-related topics as regards the way of implementing the educational process at colleges/universities. In a comprehensive way, the text provides the essential basics for any future teacher dealing with the area of security. I consider the whole proposal (scope of lessons, content, learning output) and its incorporation into the common basis to be a key step towards improving the quality of courses at primary and secondary schools. I appreciate that apart from submitting the proposal, the author also verified its effectiveness at the Faculty of Education of the University of South Bohemia in České Budějovice.

Moreover, the results of primary and secondary research are discussed and summarized here. They show how important is the role and position of military education in protection of population, as well as the current shortcomings of teaching security topics at all levels of the Czech system of education. The monograph is a valuable contribution to the improvement of the current situation and it represents a system modification of security education not only in the Czech Republic. The author's enthusiasm, which is present throughout the entire text, as well as his rich personal and work experience, which is a source of many interesting topics from the reviewer's point of view, can be highly evaluated. The book will certainly become a useful tool for those interested in education in security topics in the professional and academic spheres, as well as for general public interested in this issue.

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