

**Výroční / průběžná zpráva projektu specifického výzkumu na rok 2017 – zakázka č. 2105****Název projektu: Didaktické aspekty domácího vzdělávání****Specifikace řešitelského týmu**

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Tématem výzkumu bylo zkoumání didaktických aspektů domácího vzdělávání. Protože domácí vzdělávání nemá konkrétně stanovené postupy, jakými by měli rodiče své děti vyučovat, zajímalo nás, jakým způsobem probíhá. Ve smíšeném designu (kombinace kvalitativního a kvantitativního výzkumu) jsme se zaměřili na vyučovací metody a formy, denní rozvrh, obsah učiva a hodnocení výsledků vzdělávání. Důvodem předmětu zkoumání je kromě neustále se zvyšujícího počtu dětí v domácím vzdělávání,<sup>1</sup> také absence podobných výzkumů v českém prostředí.

Důležitým mechanismem ovlivňující spravedlivý přístup ke vzdělávání je rozhodování rodičů o volbě školy, které je formováno jejich zkušenostmi, organizačními potřebami i individuálními potřebami dítěte. Rodiče mají svobodnou volbu zvolit si styl výuky. Podle výzkumu Skočovské (2010) většina rodin zprvu začíná s pevně daným rozvrhem za použití klasických pomůcek a učebnic, posléze se však užívání různých učebnic a pomůcek mění spolu s rozvolňujícím denním rozvrhem. Domácí vzdělávání tedy může mít podobu formálního školního prostředí s přenesením výukových metod ze školních lavic do prostředí domova, nebo se jedná o „život s dětmi“, ve kterém učení probíhá na jakémkoli místě a není omezeno pevným rozvrhem, časem, ani věkem.

Cílem našeho výzkumného šetření bylo zmapovat reálný průběh a způsoby vzdělávání dětí v domácím prostředí a identifikovat společné ukazatele. Na základě výzkumného cíle jsme definovali tyto výzkumné otázky:

1. Jak probíhá vzdělávání dětí v domácím prostředí z hlediska vybraných didaktických prostředků (vyučovací metody a formy, denní rozvrh, obsah učiva, čas věnovaný výuce a hodnocení výsledků vzdělávání)?
2. Jaké jsou společné ukazatele domácího vzdělávání?
3. Jaký je vliv školy na průběh a výsledky domácího vzdělávání?

Výzkumný soubor tvořili rodiče, kteří své děti vzdělávají doma. V první etapě výzkumného šetření bylo v rámci pilotního výzkumu realizováno 8 nestrukturovaných individuálních rozhovorů s rodiči dětí v domácím vzdělávání. Cílem těchto nestrukturovaných rozhovorů nebyla snaha získat od všech respondentů informace na předem dané otázky, nýbrž zjistit, jak respondenti sami nahlíží na domácí vzdělávání a odhalit jejich zkušenosti, popřípadě společné prvky. V druhé, stěžejní etapě, byl použit dotazník vlastní konstrukce, který zjišťoval didaktické aspekty domácího vzdělávání. Dotazník byl zkonstruován na základě analýzy rozhovorů a tvoří ho celkem 12 položek, přičemž 5 položek je uzavřených a 12 polouzavřených (s možností doplnění volné odpovědí). Dotazník byl distribuován v online verzi a výzkumu se zúčastnilo 96 respondentů. Očekávali jsme vyšší počet respondentů, avšak vzhledem k tomu, že naši respondenti představují specifickou, vůči státnímu školství více uzavřenou skupinu rodičů, je jejich nižší počet dán pravděpodobně tím, že se nechtěli stát předmětem zkoumání.

<sup>1</sup> Ve školním roce 2005/2006 bylo v domácím vzdělávání evidováno 546 žáků a v roce 2015/2016 je to 1339 žáků. Zdroj: Tematická zpráva. Individuální vzdělávání žáků na prvním stupni základních škol (tzv. domácí vzdělávání), ČŠI, 2016.

Na tomto místě jsou prezentovány pouze stěžejní výsledky, ze kterých vyplývá:

#### Výsledky pilotáže:

Z rozhovorů vyplynulo, že nejčastěji se nejedná o pevně stanovený rozvrh hodin, který by se podobal školnímu vyučování, ale vyučování probíhá v průběhu celého dne, často i při běžných denních činnostech (vaření, vážení potravin, krmení domácích zvířat, práce na zahradě, výlety apod.). Pevný rozvrh se objevil v jedné rodině a to pouze na začátku domácího vzdělávání. Postupně se rozvrh rozvolňoval dle potřeb rodiny a dítěte. Co se týká obsahu vzdělávání, zde se matky řídí Školním vzdělávacím programem příslušné základní školy, avšak učivo zařazují dle konkrétních potřeb, preferencí a možností. Z analýzy vyplývá, že tato forma výuky je přizpůsobena možnostem a podmínkám daných rodin, nabízí kromě individuálního přístupu a efektivnějšího využití času také pozitivní klima domácího prostředí a tudíž nepřítomnost ohrožení. Výsledky této sondy se staly základem pro tvorbu dotazníku v druhé stěžejní etapě výzkumu.

#### Výsledky dotazníkového šetření:

V odpovědi na první výzkumnou otázku, jak probíhá vzdělávání dětí z hlediska vybraných didaktických prostředků, bylo zjištěno, že režim dne i volba metod a učebních materiálů vykazují značnou variabilitu, což poukazuje na skutečnost, že rodiče přebírají odpovědnost za vzdělávání svých dětí a vše se přizpůsobuje potřebám dítěte a možnostem rodiny. Domácí vzdělávání u sledovaných rodin má dvojí podobu. Buďto se jedná o realizaci způsobu formálního školního prostředí s přenesením výukových metod ze školních lavic do prostředí domova (Mertin tento způsob nazývá „domácí školou“, Mertin, 2003) nebo se jedná o „život s dětmi“ (což Dobsonová označuje jako „domácí vzdělávání“, Dobson, 1998), ve kterém učení probíhá na jakémkoli místě a není omezeno pevným rozvrhem, časem, ani věkem. Tato druhá forma v našem výzkumu převažuje (u 80,2% respondentů), zároveň poukazuje na společné ukazatele domácího vzdělávání a odpovídá tak na další výzkumnou otázku: Jaký je vliv školy na průběh a výsledky domácího vzdělávání? Škola ovlivňuje domácí vzdělávání jen velmi málo. Vliv školy je znatelný především v rámci školního vzdělávacího programu, kdy se rodiny snaží dodržovat stanovené dílčí výstupy, dále také před pololetním a závěrečným zkoušením, kdy rodiče s dětmi více procvičují probrané učivo. Z našeho výzkumu dále vyplývá, že školy se ve většině případů snaží vyjít rodinám vstříc, poskytují výukové hodiny přes skype, nabízí možnost výuky v internetovém prostředí Moodle či osobní poradenské konzultace (podrobné výsledky celého šetření v příloženém článku).

Jak uvádí Mertin (2003) domácí vzdělávání nabízí flexibilitu v uspořádání výuky, ve velikosti skupiny žáků, v komunikaci a je zasazeno do přirozeného prostředí rodiny, kde je podporující a pozitivní klima bez přítomnosti stresu. Z těchto důvodů domácí vzdělávání představuje velmi cenný zdroj informací a to především pro samotný proces učení.

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#### Splnění kontrolovatelných výsledků řešení

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<https://obd.uhk.cz/fcgi/verso.fpl/ TS /1513247921?fname=dload&idfile=3008293>

2. Y. Pohnětalová (2017). Development of Individual Education in Terms of Legislation in the Czech Republic

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Handwritten signature in cursive script, appearing to read "J. Poluha".

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**Didactic Aspects of Home Education in the Czech Republic**

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*Abstract*

The paper deals with research results which were looking for didactic aspects of home education, the idea of educating children at home outside school environment. We have continued with this research with a research work from 2016, where family environment of pupils from alternative and innovative education system was monitored, among other things we were finding out reasons of parents who educate their children at home. Because home education does not have any concrete set procedures, which parents should educate their children, we were interested in the way the education takes place. We focused on teaching methods and forms in a mixed design, combination of qualitative and quantitative research, daily timetable, curriculum content and education results' assessment. In the first part we used non-structured dialogues with parents, which helped as an issue probe. Based on a dialogue analysis in the second part, the core part of our research was a questionnaire of own construction, which results have shown the way of home education and what its mutual indicators are.

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**Keywords:** Didactic aspects; home education; learning.



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## 1. Introduction

Act No. 561/2004 Collection of Law on Pre-school, Basic, Secondary, Tertiary Professional and other education, in § 40 allows home education in the Czech Republic as another way of fulfilment of compulsory school education since the year 2005 in 1<sup>st</sup> grade of Primary school (since 2016 2<sup>nd</sup> grade of Primary school) and is called individual education (Školský zákon, 2004). For the needs of our research we preferred the term home education, which is more used by professionals and also public.

For the implementation of home education is essential to fulfil a number of conditions. A headmaster of primary school, where the child was accepted in order of compulsory education, permits home education at the request of child's legal guardians, when there are serious reasons for home education, sufficient conditions are ensured (conditions related to spatial and material technical provision of education and conditions related to health protection at home of an educated pupil) and a documents confirming secondary school degree of a person who would educate the pupil. Secondary education degree is required for the needs of home education at first grade of primary school; however university degree is required in School Act in order to educate the child in second grade of primary school. Then educated pupils sit for exams of relevant curriculum twice a year at school, which s/he had been accepted. Child's legal guardian's request should contain other facts above all that might have a certain influence on child's education and also a statement of a school counselling body (Školský zákon, 2004). Therefore it is evident from above, that the list of necessary conditions to do so in order to permit home education is significant. However, there is no information in what way should home education be done. Due to this fact we have mapped real course of children's education in their home environment.

## 2. Problem Statement

Historically for centuries, the family has had an exclusive task in upbringing and education. The introduction of compulsory schooling has fundamentally influenced the concept of relationship between family and society in terms of fulfilling the educational function. School attendance has had an impact on constitution of modern childhood image and on emerging relationship of parents towards school. Nowadays school significantly affects lives of every family and affects a considerable number of family issues, such as time, money, education, standards and social contacts. In contemporary family the whole structure is being changed, a number of children in family decreases and generational coexistence are restricted. Such two-generation family is according to Helus (2007) intimately related, characteristic feature is closing one into another, thus a family functioning is a private space. These structural changes are connected with increasing democratization of family relationships, where the family is more likely based on informal partnership and is connected with individual's interests' satisfaction even more than in the past. In this context, the quality of relationships among family members becomes important. Every family has certain needs, based on its experience, education and tries to be a good parent. Child's success at school means for parents a status confirmation as "a good" family or "a good" parent. Therefore the image of "a good" family is increasingly dependent on school, a trouble-free passage of the child through school, which further confirms the family as a good one. Which means that the status of "a good" parent depends on if their child does well at school. Parents have a certain image about a role of an "a good"

parent, but such image does not have to be in relation to a definition of “a good“ parent by school. These two images about a parent role might be in a conflict. For example, parents who “don’t need anything“ from school, might perceive themselves as trouble free as good parents. On the one hand the school can perceive this type of parents as trouble makers (Pohnětalová, 2015).

However, parents’ motivation to prioritise home education of their children stems not only from being a good parent or from their own experience of school education but there are several other factors which lead them. In the year 2016 we monitored within a research called Characteristics of pupils’ family environment of alternative and innovative educational systems, among other things we were finding out reasons for parents who educate their children at home. As stated, the key aspect of monitored families was their higher level of education and education means an important value to them. These statements were found which lead to home education: safe and known environment; possibility of curriculum layout; faster and more effective curriculum knowledge; more time for other equally important activities; opportunity to be with their children. (Pohnětalová et al., 2016).

According to Thematic report of the Czech School Inspectorate (Česká školní inspekce, 2016) there were 1667 pupils (of which 1339 - 1st grade primary school boys) educated in home education in the year 2015/2016. Although parents’ interest in this type of education is increasing there are not many researches dedicated to this issue. From the last years there are for instance research papers of Y. Kostelecká (2010, 2014), further more Comparative study of home education (National Institute for Education - Národní institut pro vzdělávání, 2012). Despite the lack of research in this field is necessary to look at home education as an alternative education which Czech legislation allows. We hope that our research could contribute to deeper understanding of this issue.

### **3. Research Questions**

The research issue is focused on examining didactic aspects of home education. Therefore it concerns particular groups of family groups, which implement home education with their children. For the purpose of our research we set the following research questions:

- How does education of children in home environment look like in terms of selected didactic means (teaching methods and forms, daily timetable, curriculum content, time dedicated to learning and education results ‘assessment)?
- What are common indicators of home education?
- What school’s influence is there in terms of course and results of home education?

### **4. Purpose of the Study**

The aim of presented research was about to map deeply the real course of education in home environment with the focus on selected didactic means. There are many didactic sources. Some show learning processes (e.g. methods, forms and learning aids); others mediate content (textbooks, study texts, professional publications). In order to map real course of home education we selected these following means:

- Teaching methods and forms;

- Daily timetable;
- Learning aids and curriculum content;
- Assessment of education results.

## 5. Research Methods

There was a mixed research design (a combination of qualitative and quantitative research). In the first stage of research survey there were implemented unstructured individual interviews with parents from home education, which represented a certain probe of the given issue. Unstructured interview is referred to as an informal interview, non-standardized and finding out social reality. The interviewer did not enter into the interview with pre-prepared questions, but the questions were naturally created on respondents' basis.

Specifically, we conducted 8 interviews with children's mothers in home education. The goal of these unstructured interviews was no attempt to get information from all respondents about pre-given questions, but to find out how respondents themselves view home education and to reveal their experience or common features.

In the second, the crucial stage, there was used a questionnaire of own construction, that surveyed didactic aspects of home education. The questionnaire was constructed on basis of interview analysis and in total of 12 items, whereas 5 items were closed questions and 12 semi-closed questions (with a possibility of a free answer addition). The questionnaire was in an online version and there were 96 participating respondents. We had been expecting a higher number of respondents, however due to the fact that our respondents represented a specific, more restricted group of parents in relation to state education, the lower number was probably given by the fact that they did not want to be studied.

## 6. Findings

The following text firstly presents results of unstructured interviews' analysis, which became the basis of the questionnaire survey. The questionnaire survey presents crucial parts of the research and those results are presented in subchapter 6.2.

### 6.1. Analysis of Unstructured Interviews

As mentioned above, we have implemented eight unstructured interviews with children's mothers in home education. It was a deliberate choice. An important role at the choice of first four families was due to mediated knowledge of these families and their willingness to conduct interviews. To choose other four families was significant distance of their homes and school headmaster's recommendation. Respondents were familiarized with the research and assurance of maintaining the anonymity and confidentiality of the communication. Participants were treated with respect during the interviews, so that could take place in a pleasant atmosphere of mutual trust.

From a total number of eight interviews, in five cases there were families with two kids, in two cases there were families with six kids and one case it was a family with four kids. The main reasons that lead to implementation of home education mothers states as a possibility to spend more time with their



children and thereby also preserving the maximum impact on child's upbringing and education, more effective use of time and in three cases dissatisfaction with state education. In one case there was an organization reason; where for a family of six children would be difficult to take children to schools.

Furthermore the interviews showed that the most frequent issue is not set timetable that was similar to a school one but teaching happens to be during the whole day, also often during common daily situations (cooking, weighing food, feeding home animals, garden work, trips and etc.). In one family a set timetable appeared and it was only at the start of home education. Gradually, the timetable was spread according to family and child's needs. As far as curriculum content, mothers follow School educational program of appropriate primary school. Nevertheless, they place curriculum according to concrete demands, preferences and possibilities. As one respondent stated, who has sixth child in home education, that their education is more likely (free) and *"when we do not manage today, we will manage tomorrow"*. In all cases we talk about families where there are two children or more in home education, therefore apart from individual teaching there was also peer and group teaching. According to mothers' statements they use textbooks and workbooks in order of school's recommendation, but they mostly choose textbooks themselves. Interviews showed the fact that in all families there is space for practical tasks solving (which is related to daily activities during the day, where natural learning is realized), there are didactic games, experimental learning, mind maps, various learning posters made by children together with parents and siblings. Only in two families there is traditional classification being used, in other six families there is verbal evaluations, while children are led to self-assessment.

The analysis shows that this form of teaching is adapted to possibilities and conditions of the given families, apart from individual approach and more effective time use also a positive climate of home environment and hence absence of threat. With the reference to the identified methods and ways of teaching, this is a different course of education in comparison with school.

## 6.2. Results of the Questionnaire Results

First questionnaire items were dedicated to identifying questions, where we surveyed numbers of children in home education, their age, length of education and who is involved in the education. Out of a total number of 96 respondents there were 137 children in home education; most of them are children at first grade of primary school, i.e. from 7 up to 11 years of age (71 %), less frequently children at second grade of primary school (29 %). These results correspond with numbers of educated pupils in the school year 2015/2016, where there were recorded 1339 pupils of first grade and only 328 pupils of second grade.

The highest number of respondents (27%) has their child in home education, 26 % of respondents two years, 18 % three years, 17 % four years and 10 % five years. Three respondents stated that they had their children in home education already nine years. On average, these are respondents with a longer-term experience in the field of home education. By home education compulsory school attendance was started by 69 % respondents, 31% respondents stated that their child had started common school attendance in school. In most cases children are educated by their mother (80 %), or by another parent (6 %), which involves group teaching of multiple children from multiple families, or a group teaching with a teacher (3 %). The role of father did not occur in our research. 11 % respondents stated a combination of

learning. For example it is a combination of educating child at home in an alternative school (e.g. forest school) or a form of meeting with other families, or the child is present in school via Skype.

With the help of the following items we are searching how the home education of children takes place in terms of selected didactic means. Daily routine is the most important aspect. It is a fixed timetable in school that is mostly organized into individual learning hours, where the courses are alternated according to an educational plan. Everything is systematically organized and logically connected together. We were interested in what way the daily routine is laid out in home education. The highest number of respondents (52 %) do not carry out a fixed daily schedule at all, 36,5 % only sometimes and 11,5 % of respondents only use fixed timetable, similarly as in school. Also a place of education plays an important role. The most number of respondents (80,2 %) said that education is on-going and takes place anywhere, 16,7 % of respondents implement home education both indoor and outdoor. The smallest number group (3,1 %) teach their child only at home (table 01).

**Table 01.** Daily routine and place of home education

Daily routine	Number in percentage	Place of teaching	Number in percentage
fixed timetable	11,5 %	only at home	3,1 %
fixed timetable only sometimes	36,5 %	indoor and also outdoor	16,7 %
fixed timetable is not set	52 %	continuously and anywhere	80,2 %

Furthermore we were interested what means are used for pupil's assessment. In common school we talk about mark classification (on a scale from 1 up to 5); in alternative schools word evaluation prevails. In our research 90,1 % respondents use other forms of evaluation, than marking. The most frequent is word evaluation, self-evaluation and instant feedback. Only 9,9 % respondents use mark classification.

Table 02 depicts what teaching material and teaching methods are the most frequent ones in home education by our respondents. There the respondents could tick six items at most the ones they use the best.

**Table 02.** Teaching material and teaching methods in home education

Teaching material	Frequency	Teaching methods	Frequency
textbooks (school)	41	oral	56
textbooks (parents)	77	visual, demonstrational	64
WB (school)	28	didactic games	43
WB (parents)	83	spontaneous activities	66
common things	89	dialogues	54
encyclopaedia	85	discussion	54
books of maps	84	problems solving	50
literature	89	cooperative learning	26

professional publications	56	experiments	48
magazines	57	mind maps	30
man-made aids	81	drama	16
internet	26	excursions	60
didactic aids	11	projects	43
		creative activities	72
		practical activities	3
		presentations	1

Explanatory notes: WB - workbook; school – material recommended by school; parents – material according to parents' choice

As table shows, textbooks and workbooks are mostly selected by parents themselves; to a lesser extent they follow school's recommendation. Common things, literature and individually man-made things are widely used. From teaching methods creative activities, spontaneous activities, visual and demonstrational aids and excursion prevail. Results point out at the fact that home education of our respondents is represented by a high variability of teaching methods and ways together with teaching material choice which give space for child's creative potential. Whether it is really so we will not find out in our research, but it is a subject of further investigation.

Next item surveyed if anything changed in a way of teaching since the time when home education was implemented. It showed that 54 % respondents changed their teaching approach in terms of system concept (fixed daily schedule) to a freer organization. As given by Skočovská (2010) when she reached similar results.

We had expected that school, where the child has been enrolled to fulfil compulsory school attendance, would have a certain influence on implementation and way of home education. However this presumption has not been confirmed. Total of 21,9 % respondents perceive more significant impact (significant influence of school – 2,1 %, distinct influence of school – 19,8 %). Only mild influence of school is perceived by 31,2 % respondents and no influence at all by 46,9 % respondents.

## 7. Conclusion

Home education (according to legislation of individual education) creates one from legal forms of compulsory school attendance fulfilment in the Czech Republic, not only should this attention be paid to this alternative approach. The found facts enabled us to answer above mentioned research questions.

In the response to the first research question how the children education takes place in terms of selected didactic means, showed that the daily schedule and also method selection and teaching material have a certain variability, which shows the act, that a parent is responsible for education of his/her children and everything is adapted to needs of children and family possibilities. Home education in monitored families has two images. Either it is the implementation of formal school environment with a transfer of teaching methods from school desks into home environment (this way is called "homeschool", Mertin, 2003) or it is so called "life with children"(that Dobson describes as "home education", Dobson, 1998), where learning is carried out at any place there is no limit of fixed schedule, timetable, time or age.

This second form in our research is more dominant and depicts mutual indicators of home education and therefore corresponds with the second research question. What is the influence of school on course and results of home education? School has a little impact on home education. The influence of school is noticeable especially within School education program, where the family tries to observe partial outputs, also before the half term and final testing, when parents practice more selected curriculum with children. Our research also follows the fact that schools try to help families, provide teaching via Skype, offer learning in internet environment Moodle or personal consultation.

As Mertin states (2003) home education offers flexibility in learning organization, size of pupils' group, in communication and is embedded into natural family environment, where there is positive stress free supporting climate. From these reasons, home education presents a highly significant source of information, especially for the learning process itself.

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**Development of Individual Education in Terms of Legislation in the  
Czech Republic**

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*Abstract*

The paper content consists of individual education's analysis development in the Czech Republic, which has undertaken several different legislation adjustments since 90's of 20th century and is currently becoming a subject of increased interest not only by experts but also parents. There is a presentation of individual education analysis's development in the Czech Republic in terms of legislation from its beginning of transformation period up to now. Czech legislation uses a term of individual education, but generally most often used term is home education. Compulsory school attendance in the Czech Republic is embedded in the Charter of Fundamental Rights and Freedoms, and in order to enable individual education in another environment than in school institution, there was the amendment to the Act on Individual Education established as one of the forms of compulsory school attendance. The analysis of legislative documents of the Czech Republic in comparison with selected other countries revealed a number of similarities, as well as a number of specifics and differences in individual education approach. On this basis, there are limits of this way of education identified and options for further directions are outlined.

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**Keywords:** Individual education; home education; legislation.



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## 1. Introduction

The selected topic is the analysis of individual education in the Czech Republic from the 90s of the 20th century up to nowadays. Post-communist countries of Central Europe after the fall of the regime found themselves in the period of total society transformation in the 90's and also the field of education underwent through deep transformation. Alternative educational concepts gradually started to promote into education systems of these countries, which enabled parents to implement rights to educate their children. In that time there was also effort begun to emerge in terms of enacting the possibility of individual education (home education).

Legislatively, home education in the Czech Republic is enshrined in the School Act No. 561/2004 Coll. (Školský zákon, 2004), in § 41 as individual education. The Act regulates the conditions for authorization and cancellation individual education, testing, assessments of individually educated pupils and costs connected with individual education. Legislation of most other countries, where there is this way of education permitted, uses different terms, for example home education or education out of school. The terminology used differs, but the meaning remains the same. It is about education which takes place outside the school institution (alternative to school attendance), not only in home environment but also in nature, exhibitions, in a museum during leisure activities etc.

## 2. Problem Statement

In the contemporary compulsory basic education in the Czech Republic a model of primary school is connecting primary and lower secondary grades, whereas primary grade is for five years (1st up to 5th year) and lower secondary is for four years (6th up to 9th year). According to International Standard Classification of Education 2013, primary education represents level 1 and lower secondary represents level 2 (ISCED 2013).

Before the year 1989 school was mainly perceived by parents as an institution in our country, where education was cultivated on the basis of professional leadership and child's education was developer, but the responsibility for education was given to teachers. In connection with democratic processes and changes after the year 1989, the relations between family and school were perceived in our country as a part of parental rights. Earlier and recent researches have shown that vast majority of parents agree with the fact that education tasks belong to school (Walterová et al., 2010, Pecháčková et al., 2014), but there is a growing number of parents who take responsibility of their children in terms of individual education.

### 2.1. Definition of Terminology

In the past education as such was aimed at survival and provision of food, later on with the society development knowledge and skills related to hunting started to be important, agriculture or certain craft. These skills were obtained through out family or at a certain person who did the given craft himself. And it was not an institutional education, but children leadership in their home environment by own relatives. This way had a look of individual education, where teachers were parents and later on by establishment of school the responsibility for education was moved to a teacher. Teaching was made by individual

learning, where a teacher paid attention to individual pupils gradually but everything was happening out of a family.

At present, education can be defined in the wider sense as overall man's cultivation, including apart from reading, writing and counting also information from different scientific fields which are connected with culture of the society. Individuals in developed countries gain this knowledge and skills mainly in school, i.e. in institutions, which is intended for that purpose. Within the Framework of home education we talk about a state, when a parent himself/herself teaches his/her child knowledge needed in a given culture. Learning might be provided out of home environment, but the core remains at home. Educator can be represented by mother, father, siblings or professions, for example for subject of music or foreign languages etc. Essential thing is that parents take responsibility for education of their child which takes place out of school environment.

Czech legislation uses term "individual education", as well as Slovak legislation. Among professionals there is considerable inconsistency in terminology. Some authors perceive terms such as individual education and home education as synonyms, others strictly separate or use the term home school. In English language professional texts appear terms meaning the same: "home education" and "home schooling". The term "individual education" can be taken from a wider perspective, not only educating children at home but also education of children with specific learning needs at school, education of children with long-term illness or education of young sportsmen, who continuously attend school and work according to individual educational plan. From this reason the term "home education" seems to be clearer, but Czech legislation works with the term "individual education", that is why the term is preferred in the article.

### **3. Research Questions**

Formulation of research questions comes from defined goals. This study analyses individual education in the Czech Republic and outlines its options and limits in comparison with other countries. Following research questions had been set:

- What was individual education's status at the beginning of country's transformation period compared with current status?
- What possibilities and limits of individual education are there in comparison with surrounding countries?

### **4. Purpose of the Study**

Individual education (as explained above, Czech legislation uses the term individual education as an equivalent to home education) has a long tradition mainly in the United States of America, however it is legalized in most European countries. In the Czech Republic there are many discussions among both experts and general public about suitability or inappropriateness of individual education and an ideal look of the legal framework of this way of education is still being completed and discussed. The present study survey may provide a deeper insight into this issue.

The primary objective of the presented paper is to analyse individual education from the beginning of the country's transformation period up to now. The concept paper's framework is based on theoretical base of legislation and therefore it creates the core of the issue. Includes, among others also parents' rights and their primary responsibility for optimal child's development. Secondary objective is to outline the possibility and limits of individual education in comparison with other countries. The reason for interest in individual education is, in addition to our humanitarian focus is an increasing interest of parents about this way of education and also the fact that in terms of research there is a certain absence of this issue in the Czech conditions.

## **5. Research Methods**

This is a study, which in the first part via legislative analyses and documents maps the development of individual education in the Czech Republic from the 90's of the 20th century up to now. These legislative documents and legislations have been analysed:

- School Law No. 561/2004 Coll.
- Civil Code No. 89/2012 Coll.
- Universal Declaration of Human Rights
- European Convention on Human Rights
- Charter of Fundamental Rights and Freedoms
- Convention on the Rights of the Child

In the second part there was a comparison with other countries. For a comparative analysis there had been selected post communist countries of Central Europe, specifically: Slovakia, Poland, Hungary and Germany. The paper was further drawn from scientific publications and studies, the sources are listed in the end of the article.

## **6. Findings**

In the following text there is firstly mapping of individual education development in the Czech Republic. There are briefly listed beginnings of individual education from the 18th century over the 20th century, in more details there is the development of this issue during the time of transformation of social establishment, from the 90's to the present. Followed by an analysis of legislation of the Czech Republic and a comparative analysis of individual education of selected post communist countries.

### **6.1. Development of Individual Education in the Czech Republic**

Individual education has a rich history e.g. in the United States of America but it also has certain cultural tradition in the Czech Republic. At the time of introduction of Marie Therese's general education duties in the year 1774, this was a six-year attendance in trivial schools; home schooling was commonly used in aristocratic families by private educators. Almost one hundred years later in the year 1869 a School Act allowed private education either in private school or in home environment. School rules from



the year 1905 edited details about home education and its conditions in the years of pre-Munich Republic. Parents were entitled to educate their children at home and could request an exemption of attendance from a public school. At the end of compulsory school attendance the child had to undertake so called leaving exam from a public school. Gathering of more children from more families and learning together was not allowed. According to the view of Supreme Administrative Court the term home education meant learning which concerned individual pupils or a group of pupils without school-furnished rooms (Mokres, 2004). Home education was also allowed by the Czechoslovakian Act from the year 1936 and the Protectorate Act from the year 1940. The School Act from year 1948 meant the end of home education and so this cultural tradition was by the influence of communist regime was almost interrupted for over sixty years.

After the Velvet revolution in the year 1989 together with the regime change many questions about reform of education appeared. In the year 1997 an Association of Friends of Home school was established, whose main concept was to map a situation and to gather parents who were interested in home education of their children. Next intention was to stimulate public interest in school questions. In the year 1998 the Ministry of Education, Youth and Sports (hereinafter Ministry of Education) started an experimental verification of different organizational form of primary education in child's home environment. Experimental verification of home education was permitted since 1st September 1998 in church primary school in Prague and in church primary school in Liberec. During the first experimental year there were 31 children in Prague and 29 children in Liberec. In the school year 1999 – 2000 a primary school in Ostrava (Bačovská, 2011) joined in experimental verification of home education.

The evolution of the events in the year 2001 resulted in establishment of an Association for home education. That is a voluntary association of parents who educate their children, the association at the start of its activities tried to legislatively enforce the rights of parents to educate their children and to make from home education a certain standard and an integral part of the Czech educational system. At present it offers support and information to other interested parties about individual education and creates open space for a discussion on its web sites for parents, educators and public.

Experimental verification of individual education in the first grade of primary school lasted up to the year and from the 1st January 2005 from experimental form became a legal form of individual education in the first grade of primary schools, which is included in the school law under another type of a way of fulfilment of compulsory school attendance. So individual education was permitted for 1st level pupils of primary schools. Since the year 2007 experimental verification of pupils in 2nd level of primary school was launched, this was completed on 31st. August 2016. Now the amendment of School Act (2015) permits individual education also at the second level of primary school in Section 41, effective from 1st September 2016. The School Act entitles every primary school in the Czech Republic to issue a permission for individual education at the request of parents (legal guardians) provided that all legal conditions are met.

Table 01 shows number of pupils from the start of experimental verification in the school year 1998/1999 until its termination in the school year 2004/2005 and from the school year 2005/2006 there is numbers of pupils presented in legally embedded individual education until the year 2016. From the table is a clear increasing number of pupils in individual education, but in the last three school years there is

more significant increase. The increasing reason could be on one side demographic development and on the other side most likely a growing interest of parents in alternative approaches to education and the effort to educate their children differently from the way, methods and forms in comparison with the standard way in schools (Česká školní inspekce, 2016).

**Table 01.** Number of pupils development in EVIE up to a present state IE

	School year	Number of pupils		School year	Number of pupils
EVIE	1998/1999	62	IE	2007/2008	376
EVIE	1999/2000	171	IE	2008/2009	433
EVIE	2000/2001	246	IE	2009/2010	473
EVIE	2001/2002	283	IE	2010/2011	481
EVIE	2002/2003	301	IE	2011/2012	553
EVIE	2003/2004	327	IE	2012/2013	629
EVIE	2004/2005	341	IE	2013/2014	832
IE	2005/2006	546	IE	2014/2015	1038
IE	2006/2007	360	IE	2015/2016	1339

Explanatory notes: EVIE – Experimental verification of individual education, IE – Individual education

Source: Thematic report of the Czech School Inspectorate, 2016

## 6.2. Analysis of Legislation in the Czech Republic

Article 26 of Universal Declaration of Human Rights (Všeobecná deklarace lidských práv, 2014) states that, everyone has the rights to education, which should be free of charge at least in initial stages. Primary education should be mandatory and should lead to the full development of human personality. It is also noted that parents have pre-emptive right for their children to choose a type of education.

Convention for the Protection of Human Rights and Fundamental Freedoms (Čapek, 2010) in the additional protocol in Article 2 states that no rights to education can be denied to anyone and that the state will respect parents' right to provide education in accordance with their own and philosophical beliefs.

Convention on the Rights of the Child (Úmluva o právech dítěte, 2016) as well as Universal Declaration of Human Rights sets the child's free of charge and compulsory primary education and also states that both parents share mutual and initial responsibility for child's upbringing and education.

From the above mentioned is clear that parents have the right and also duty to provide education of their children. Acts abroad distinguish "compulsory education" from "compulsory school attendance". Obligatory is child's education, not schooling. These terms are not perceived differently in the Czech Republic. In the Charter of Fundamental Rights and Freedoms (Ústava České republiky, 2015) is set that everyone has the right to education and this right is implemented by compulsory school attendance. For this reason, an amendment to the Act was adopted for legalization of individual education, in which individual education was established as one of the forms of compulsory school attendance (Školský zákon, 2004).

### 6.3. Comparative Analysis of Individual Education in Selected Countries

For comparative analysis there were post-communist countries of Central Europe selected, which had a similar stepping stone in the 90's of the 20th century as the Czech Republic and were facing a decision how to design education system together with democratic principles. These following countries had been selected: Slovakia, Poland, Hungary and Germany.

In the Czech Republic, Poland and in Slovakia statutory school attendance is mandatory. These countries had during legalization of individual education these possibilities: by amending the Act to allow an exemption from compulsory schooling for home educated children or to establish individual education as one of the forms of compulsory school attendance. Above mentioned countries they chose the second possibility (Kostelecká, 2014). In the Czech Republic the compulsory school attendance is obligatory by constitutional law, i.e. the Charter of Fundamental Rights and Freedoms, where in article 33 par. 1 states, that everyone has the right to education and school attendance is mandatory for the period stipulated by law. The obligation of school attendance is also listed in Section 36 of the Education Act. Another way of fulfilment of compulsory school attendance is defined in § 40. It is understood as individual education that takes place without regular attendance in school (Školský zákon, 2004). Poland was the first post-communist country of Central Europe, where individual education was legalized, already in the year 1991. The amendment to the Polish Constitution in Section 70 par. 1 stipulates that everyone has the right to education, who is under 18 years of age. It is stated that the manner of performance is regulated by the law. Rights to education, the duty of education and school duty are listed in one place in the Polish Constitution. The Education System Act in Section 16 paragraph 8 allows education "out of school", as another form of school attendance. In Slovakian Education Act from the year 2008 in Section 19 par. 1 it states that, no one can be exempted from compulsory school attendance in primary and secondary schools. Nevertheless, Section 23 speaks about individual education that takes place without regular attendance in school (Dueholm, 2006) From above is clear that in questions of compulsory school attendance and compulsory education there is certain terminological ambiguity.

Hungary changed in its legislation compulsory school attendance for compulsory education, therefore legislation was easier. From Hungarian Act about public education follows that school education is only one from possibilities to meet education duty. In Section 7 par. 1 states, that compulsory education can be filled either through schooling or through the status of "a private student" on the basis of parents' choice, this came into force already in the year 1993. Hungary was after Poland the second country which had legalization of individual education (Kostelecká, 2014). In comparison with these countries the situation was different in the Czech Republic. Individual education in primary education started to be in the year 1998 by a form of experimental verification and then in the year 2004 was this way of education legalized and its realization started on 1st September 2005.

Individual education is allowed in all countries of European Union, apart from the Federal Republic of Germany. This is a country where strict observance of the law on compulsory education. Individual education cannot be performed there, because the Act does not explicitly allow it. Individual education can be permitted only within specific individual cases, not by the law (Kostelecká, 2014).

As shown by the Education Act (Školský zákon, 2004), individual education in the Czech Republic is not limited by the time and place, but for its implementation there should be several numbers

of conditions met. One of the conditions is to file an application, where significant reasons for individual education must be listed. The application is written by parents who pass it on primary school headmaster, where their child had been accepted to meet compulsory school attendance. Individual education without any authorization process of the designated institutions is allowed in Hungary, in other countries of selected countries parents have to request individual education. This is true both for the Czech Republic, as well as for Poland and Slovakia. If individual education is legal in the given country, therefore it is possible for the whole time of compulsory school attendance, or for the period of compulsory education.

## 7. Conclusion

Compulsory school attendance in the Czech Republic is embedded in the Charter of Fundamental Rights and Freedoms, and to enable individual education in a different environment than in the institution of school, by an amendment of Education Act (Školský zákon, 2004) individual education was established as one of the forms of compulsory school attendance. From the comparison with other countries there are certain similarities, but also specifications. As far as establishment of individual education legalization, Poland was first, Hungary second, third the Czech Republic and on the fourth place was Slovakia. The Federal Republic of Germany does not allow individual education. Certain caution is seen at the beginnings of individual education in the Czech Republic which follows from implementation of experimental verification in the year 1998. As a result of external pressure, from an Association of home education and from committed parents, experimental verification was extended twice until the year 2004. Still, primary education was concerned. Only in 2007 the experimental verification of individual education started in second level of primary school and was enacted 2016. So it is obvious, that individual education since the beginning of transformation period until now has an increasing trend in the Czech Republic and as a table 01 shows that this possibility is used by more and more numbers of parents for their children.

Terminological ambiguity in the issues of compulsory school attendance and compulsory education in the legislation of the monitored countries complicates the grasp of the issue. Existing legislation of monitored countries set up compulsory school attendance and therefore it was necessary to perambulate this duty somehow. In Hungary the legislators went through a change of terminology and the term of compulsory school attendance turned into compulsory education. Such a terminology change might mean a significant shift in terms of the school's role, whose position as an exclusive provider of education weakens (Kostelecká, 2014). The current legislation of selected countries allows individual education and makes it accessible to an ever-larger group of children in compulsory education, nevertheless there are strict conditions set which limit it. For instance the necessity to submit a request of child's legal guardians to headmaster of a relevant school where significant reasons for individual education must be presented, whereas with a question according to what and how these reasons are defined. Individual education without any application is possible in Hungary; in other selected country parents must submit a request for individual education. Although in individual education parents assume responsibility for the course and results of education, school still maintains an exclusive position as an institution that continuously monitors, evaluates and certifies.

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