

ABSTRACT

This diploma thesis is concerned with the concept of civic literacy. Firstly, the thesis reflects the concept of civic literacy theoretically in both the Czech educational context and the chosen anglophone ones. For these purposes, literary research is done with the support of relevant academic literature. The second part of the thesis focuses on the Czech, English and Australian educational curricula. These curricula are presented as to their general characteristics, including their frameworks of civic education, and then selected aspects of the curricula are compared by means of content analysis. An integral aim of this diploma thesis is to provide an adequate definition of crucial terms related to the topic, those being the terms citizen, citizenship or literacy and competency. The expected results of this thesis are the theoretical reflection of the concept of civic literacy in Czech as well as in chosen anglophone publications, and the comparison of civic education in chosen educational curricula, with the focus on three selected criteria: the degree of representation of social sciences, the concept of active citizenship and the way the curricula work with the term competency.

KEYWORDS

literacy; civic literacy; citizenship; citizenship education; educational curricula

