

EDITORIAL

A special issue of the *Scientia in educatione* journal entitled “Comparative Study of Mathematical and Science Education in the Czech Republic and in Selected European Countries” focuses on comparing approaches to education in mathematics and science. A total of eight articles provide well-founded information about the similarities and differences related to the inclusion of mathematics and science in the structure of national curricula, hourly allocation for individual fields of study or information on methods and approaches to education at lower secondary level. The authors also analyse in detail the educational content of science and mathematics in selected curricula.

Articles by the author teams led by Vlasta Moravcová, Tereza Jedličková, Petr Káčovský, Jana Poupová and Eva Stratilová Urválková focus on comparing the mathematical and science curricula of the Czech Republic with those of Slovenia, Estonia and Poland. These countries all share similar socio-cultural historical developments, and yet in the international PISA survey Slovenia, Estonia and Poland rank not only statistically significantly above the OECD average in the mathematical and scientific literacy, but also above the Czech Republic. The articles represent a unique set of studies, as they analyse mathematics and almost all scientific disciplines – physics, geology, chemistry and biology contained in the educational area Man and Nature of the Czech national curriculum. The article by Jakub Holec pays attention to selected topics in biological education in Scotland and England’s national curricula, thus expanding knowledge in the field of biology education. The contribution to the Special Issue provides inspiration for thinking about the relationships and balance between the particular disciplinary fields in the national curriculum.

In addition to comparative studies, the Special Issue maps the development of education in mathematics and science in the Czech Republic over the past thirty years. The aim of the articles by the authorial teams, led by Svatava Janoušková and Jarmila Robová, is to show the development of education paradigms in these fields based on a qualitative analysis of the relevant strategic and conceptual documents of the Ministry of Education, Youth and Sports of the Czech Republic. Both of these articles summarize important milestones in mathematical and science education, and can serve to orient the professional public and decision-makers in the process of considering the direction and development of mathematical and science education.

The information and knowledge published in this Special Issue may provide the basis for further research in the field. Most articles are written in English for wider audience accessibility and provide foreign readers with a basic overview of the situation in science education regarding the curriculum in the Czech Republic.

Svatava Janoušková
Leoš Dvořák
Naďa Vondrová
editors