

Security Literacy as a Pillar of Societal Resilience: Implications for National Defence Education in the Czech Republic

Vojtech LOYKA¹, Pavel OTRISAL^{1*}

¹*Department of Adapted Physical Activities, Faculty of Physical Culture, Palacký University Olomouc, třída Míru 117, 771 11 Olomouc, Czech Republic*

Correspondence: *pavel.otrisal@upol.cz

Abstract

This paper conceptualizes security literacy as an educational competence linked to societal resilience and national defence preparedness. It combines theoretical discussion with an interpretative use of recent Czech survey material from primary and secondary schools. The Czech case suggests a mismatch between the perceived importance of security-related competencies and their fragmented institutional presence in formal education. The article argues that schools should be understood as part of long-term civilian preparedness and recommends clearer curricular anchoring, stronger teacher preparation, and more systematic practical instruction.

KEY WORDS: *security literacy, societal resilience, defence education, civilian preparedness, curriculum, Czech Republic*

Citation: Loyka, V., Otrisal, P. Security Literacy as a Pillar of Societal Resilience: Implications for National Defence Education in the Czech Republic. In Proceedings of the Challenges to National Defence in Contemporary Geopolitical Situation, Brno, Czech Republic, 7-10 September 2026. ISSN 2538-8959, <https://doi.org/10.47459/cndcgs.2026.133>

1. Introduction

In recent years, the European security environment has become markedly less stable. Russia's war against Ukraine, recurrent hybrid pressure, hostile information influence, cyber threats, and the erosion of assumptions about a permanently secure European order have reinforced the view that national security cannot be reduced to armed forces, intelligence services, or crisis-management institutions alone. Strategic debate increasingly emphasizes societal resilience, including civilian preparedness, institutional capacity to function under stress, and the ability of citizens to respond responsibly to uncertainty, disruption, and emergency [6, 8].

Within this context, education deserves greater attention than it usually receives in defence-oriented debate. Schools do not merely transmit factual knowledge; they also shape judgement, social responsibility, and practical competencies that influence how future citizens recognize risks, interpret warnings, distinguish verified information from manipulation, and cooperate during crises. Because many contemporary threats are socially distributed across households, schools, digital platforms, workplaces, and local communities, crisis response cannot be understood as a purely professional function. Public authorities remain essential, but their effectiveness depends in part on whether citizens possess basic cognitive, civic, and behavioural preparedness. Such capacities are not spontaneous; they are learned, practised, and socially reinforced over time.

The Czech Republic offers an instructive case in the wider European debate on defence education and societal preparedness [17]. After 1989, the abolition of compulsory defence-oriented schooling removed a formerly systematic, though historically burdened, framework for addressing emergencies and defence-related issues in education. What followed was not a coherent replacement, but rather the redistribution of related topics across several curriculum areas, school initiatives, and external educational activities [15]. Contemporary curricular and institutional arrangements now include references to personal safety, extraordinary events, and preparation for the security and defence of the state [9,10]. Taken together, however, these elements still appear more fragmented than systematically integrated [16,19].

The aim of this paper is therefore not to present a full empirical study of Czech schools, but to examine how the concept of security literacy can connect education, societal resilience, and national defence preparedness. The article first develops security literacy as an analytical and educational category. It then situates the concept within broader debates on

resilience and defence education, discusses relevant comparative and normative considerations, and finally uses the Czech educational environment as an illustrative case through the interpretative use of selected survey-based tendencies in order to identify implications for curriculum, teacher preparation, and institutional coordination

2. Security literacy as an educational and security concept

The term security literacy is not yet fully stabilized in the Czech educational discourse, yet it is analytically useful precisely because it bridges several fields that are often treated separately. In competence-based education, literacy does not refer only to the possession of isolated information. It refers to a structured capability: the ability to understand relevant phenomena, interpret situations, make informed judgements, and act appropriately in practice. The analogy with digital literacy is helpful here. European competence discourse has shown that in a complex and technology-saturated environment, it is insufficient to speak merely of technical knowledge; what matters is whether individuals can use knowledge safely, critically, and responsibly in real life [1, 2].

By extension, security literacy can be understood as the set of knowledge, skills, attitudes, and judgement capacities that enable individuals to recognize security-relevant situations, understand their basic institutional and social context, evaluate information, and choose adequate courses of action. Such literacy includes a practical dimension, because citizens may need to respond to fire, evacuation, disruption of basic services, or other extraordinary events. It also includes a civic dimension, because security-related conduct is embedded in responsibility toward others, trust in institutions, and respect for democratic rules. Finally, it includes an informational dimension, because contemporary insecurity is often mediated through digital environments, manipulation, disinformation, and confusion rather than only through physically visible threats.

A useful conceptual distinction can be made between knowledge about security and literacy in security. The former may consist of factual awareness: names of institutions, formal definitions, lists of threats, or memorized procedures. The latter requires the ability to interpret a situation, prioritize relevant information, and translate abstract knowledge into proportionate conduct. In educational terms, this means that security literacy is closer to applied competence than to encyclopaedic coverage. It is not enough that pupils can repeat what an evacuation is; they should also understand how warnings function, how to behave during an evacuation, why panic or misinformation complicate response, and how individual behaviour affects others.

Security literacy therefore should not be confused with militarization of schooling. Its primary purpose is not to turn schools into simplified military institutions, nor to instrumentalize education for narrow ideological goals. A defensible concept of security literacy is instead closer to preventive civic preparedness. It combines elements of civil protection, health and safety, crisis awareness, media and digital resilience, and an elementary understanding of the security system in which citizens live. In this sense, it can be regarded as part of modern democratic competence rather than its opposite.

For educational purposes, five mutually connected components seem particularly relevant. The first is risk recognition: the ability to identify common and less common threats, from everyday hazards to extraordinary events. The second is institutional understanding: a basic orientation in the roles of emergency services, local authorities, the state security system, and the duties and rights of citizens. The third is practical preparedness: skills and routines connected with warning, evacuation, first response, and personal protection. The fourth is interpretive resilience: the ability to distinguish credible from non-credible information, resist panic, and make proportionate judgements under conditions of uncertainty. The fifth is civic responsibility: the recognition that security is not merely something provided to passive recipients, but also something co-produced through cooperation, discipline, and solidarity. For analytical purposes, Fig. 1 presents the proposed internal structure of security literacy as a multidimensional competence composed of five mutually connected elements.

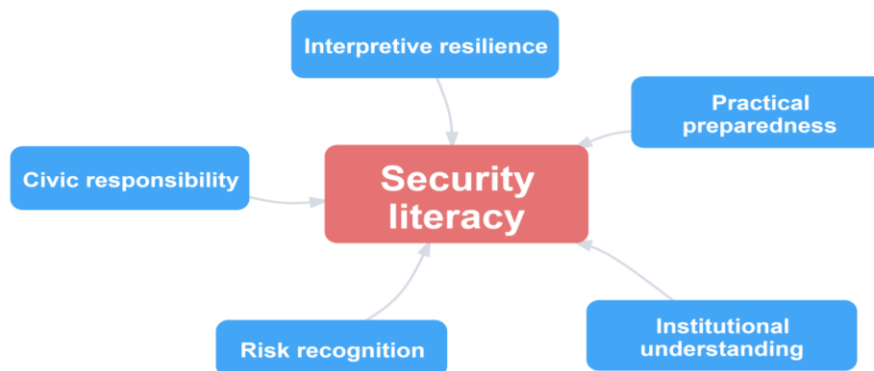


Fig. 1. Proposed multidimensional structure of security literacy. Source: author's own elaboration.

This broader framing also helps avoid a false dichotomy that often appears in Czech debate. Security education is sometimes presented either as a narrow form of civil protection training or as a revival of older defence-related instruction. Neither option is sufficient. Civil protection without civic and informational dimensions remains too narrow for the present environment. A purely defence-labelled approach, on the other hand, risks political misunderstanding and pedagogical resistance. Security literacy offers a more balanced formulation: it preserves the seriousness of preparedness while situating it within a wider framework of resilience, democratic citizenship, and institutional trust [3,13].

It is also conceptually useful because it allows security-related education to be age-appropriate. Primary education does not need to use the same level of institutional or geopolitical complexity as upper secondary education. Yet both levels can cultivate the same general orientation: understanding risks, acting safely, recognizing legitimate authority, and responding responsibly. A literacy approach therefore makes vertical curriculum design easier. It accommodates developmental differences while preserving continuity of purpose across educational stages.

This developmental perspective is supported by recent Czech research on health and safety literacy among primary-school pupils. Loudova Stralczynska et al. showed that pupils in the first, third, and fifth grades do not recognize the same types of risk in the same way: younger children focused mainly on explicit hazards such as dangerous objects or animals, whereas older pupils more often identified less visible, spatial, or socially conditioned dangers. Across age groups, the weakest attention was paid to people who may endanger children [16]. These findings support the view that security literacy should be built as a progressively structured competence. What changes with age is not only the quantity of information pupils can absorb, but also the type of risk they are able to interpret and explain.

3. Education, societal resilience and defence preparedness

The connection between education and societal resilience is increasingly visible in contemporary policy and research. Work on disaster risk management shows that schools matter not only because they must themselves be protected, but also because they are institutions through which preparedness, behavioural routines, and risk communication can be developed and transmitted. A recent systematic review confirms that schools can contribute to prevention, preparedness, response, and recovery, while also influencing the resilience of pupils and the wider community [5].

From the perspective of national security, this matters because resilience is cumulative. Citizens who understand warning systems, can assess the credibility of crisis information, know the basics of self-protection, and can cooperate with public authorities form part of the social infrastructure on which crisis response depends. This is especially important in an environment where military, civil, informational, and technological pressures increasingly overlap. Schooling also matters institutionally: in crises, distrust, confusion, and communicative fragmentation can be as damaging as material shortages. Schools are one of the places where citizens learn how public institutions function, what responsibilities they carry, and what role belongs to citizens themselves. Security literacy can therefore strengthen both personal self-protection and the intelligibility of public authority under stress.

Although NATO's educational frameworks focus primarily on professional defence institutions rather than ordinary schools, they still point in an important direction. The Defence Education Enhancement Programme and the Resilience Reference Curriculum reflect the broader idea that education and curriculum development are central to preparedness, institutional quality, and resilience [6,7]. Applying this logic to general education does not mean importing military education into schools. It means recognizing that resilience also has an educational dimension and that early civic formation influences later societal capacity.

Education cannot guarantee correct behaviour in every emergency, and preparedness is never produced by schooling alone. Family environment, media, local experience, public communication, and institutional credibility also matter. Yet formal education remains the only arena capable of reaching broad population cohorts systematically and repeatedly over time. When schools fail to provide even a minimum common baseline of security-related competence, preparedness becomes uneven and dependent on local initiative or individual luck. For that reason, education should be treated as one of the long-term enabling conditions of security policy. This does not mean importing every security concern into the curriculum, but it does mean that a clearly defined set of security-related competencies deserves stable educational anchoring. In this sense, security literacy can be understood as an educational contribution to comprehensive security.

The defence dimension of this argument should be formulated precisely. National defence preparedness is usually associated with military institutions, reserves, industrial capacity, and civil-military planning. These dimensions remain indispensable. Their effectiveness, however, is conditioned in part by public understanding, willingness to cooperate, and resilience in civilian space. A population unable to interpret warnings, vulnerable to disinformation, or unfamiliar with the basic logic of extraordinary events and state response is likely to generate friction exactly when institutional coherence is most needed. Education does not replace defence capability, but it can reduce that friction.

4. Comparative perspectives and normative boundaries

European educational responses to security-related questions are diverse, and this diversity is analytically useful. Some systems frame defence-related preparation explicitly, while others embed security themes within broader civic, health, or safety education. Hungarian discussion on defence-oriented education, for example, shows a more explicit link between schooling and national defence preparedness [4]. Comparative research by Urych and Matyasik likewise demonstrates that European approaches differ in purpose, duration, delivery format, and degree of institutionalization [17]. For the Czech debate, the main lesson is not to copy one national model, but to recognize that defence-relevant education can be organized in multiple legitimate ways, provided that its aims, institutional partners, and pedagogical limits are clearly defined.

This diversity also means that policy transfer must remain cautious. Measures that are institutionally legitimate in one country may be politically or pedagogically difficult in another. In the Czech context, proposals that appear to revive earlier defence-oriented schooling in a simplistic form are likely to encounter resistance because of their association with ideologized *branná výchova*. This is one reason why a literacy-based framework may be particularly suitable: it allows preparedness to be named as an educational task without symbolic overreach.

A comparative view also shows that security-related education varies in explicitness, practicality, and civic framing. Some systems name defence directly, while others distribute related themes across existing subjects and competence areas. Some emphasize drills, simulations, and institutional contact, while others remain more text-based. Preparedness may also be framed in terms of obedience, national solidarity, democratic resilience, or a combination of these. These differences matter because curriculum design in this field is never purely technical; it also reflects normative choices.

For that reason, security literacy must be bounded pedagogically. It should not be taught through fear, dramatization, or constant worst-case framing, because this can undermine psychological safety and reduce preparedness to anxiety. It should not become a vehicle for ideology, partisan messaging, or uncritical glorification of force, but should instead support competence, critical thinking, and understanding of democratic and legal frameworks. Nor should it become an unlimited catalogue of risks added to an already overloaded curriculum. Security literacy should instead be defined as a limited but coherent competence domain with clear learning outcomes, developmental progression, and age-appropriate methods.

Its normative strength lies precisely in this moderation. It recognizes that the changing security environment matters for schools, while resisting both excessive securitization and pedagogical simplification. In historically sensitive contexts such as the Czech one, that balance is especially important.

5. The Czech educational environment as an illustrative case

The Czech educational environment combines partial curricular recognition of security-related themes with long-term institutional fragmentation. The break after 1989 is essential here. The abolition of compulsory *branná výchova* removed a centralized framework of defence-oriented school preparation. Given its ideological burden and association with the former regime, this step was understandable. What did not follow, however, was an equally coherent modern alternative focused on civil protection, preparedness, and democratic security culture. As a result, security-related content survived mainly in dispersed fragments supported by individual schools, external institutions, or teacher initiative rather than by a clearly articulated educational architecture.

Recent Czech historical-pedagogical work helps explain why this fragmentation has persisted. Kovarikova traces the school treatment of security issues from military-patriotic education and *branná výchova* to the contemporary emphasis on health, safety, and the safe-school environment, while showing that the topic has repeatedly shifted in response to wider social threats and state expectations [15]. Her analysis also suggests that security-related themes cannot be taught meaningfully as isolated fragments within separate subjects because they involve social, psychological, environmental, economic, and informational dimensions that cut across the curriculum. The current debate is therefore not about introducing a wholly new field, but about reorganizing a historically unstable one into a more coherent educational form.

Contemporary curricular reform has improved the formal visibility of some of these themes. In the revised Czech framework educational programme for basic education, the area *Člověk, zdraví a bezpečí* includes personal safety, extraordinary events, and outcomes connected to the role of citizens in ensuring the security and defence of the state [9, 10]. Related methodological support also refers to the security system of the Czech Republic, emergency states, and the role of the Armed Forces of the Czech Republic in both defence and non-military extraordinary events [10]. These are important signals, but the Czech case also demonstrates the limits of formal curricular inclusion. A topic may be present in a framework document and still remain weak in practice if it lacks progression, time allocation, teaching materials, and institutional accountability.

This reading of the Czech environment is reinforced by the author's own quantitative survey material collected between 2022 and 2024 among pupils and teachers in primary and secondary education in the Czech Republic. That material indicates that security- and civil-protection-related themes are not absent in a formal sense, but remain weakly visible in lived school experience. Students showed interest in such topics, especially when linked to current security developments, everyday

risks, and practical relevance, yet many did not perceive them as a regular part of their education. The same material also points to uneven implementation, low knowledge levels, and strong dependence on individual school and teacher initiative rather than stable systemic design [18].

Institutional support does exist. The Fire Rescue Service of the Czech Republic offers accredited courses for teachers and school management focused on protection in extraordinary events, and it also provides structured educational programmes and teaching materials for schools [11, 12]. These instruments are valuable because they connect the educational and emergency-management sectors. At the same time, they remain supplementary rather than constitutive: they support schools that choose to use them, but they do not guarantee an equal educational experience across the system.

The Czech environment is therefore marked by a mismatch between formal availability and systemicity. Curricular entry points exist, external support exists, and public concern about preparedness exists. Yet these elements do not by themselves amount to a coherent educational policy. Their impact remains dependent on local conditions, teacher confidence, and institutional initiative. This is why the Czech case is analytically useful beyond the national level: it shows that the challenge is not merely to mention security-related topics somewhere in the curriculum, but to build a competence architecture that is cumulative, age-appropriate, methodologically supported, and institutionally visible [13].

6. Methodological note and empirical basis

This article does not present a full empirical report. Its empirical component is interpretative and illustrative, in line with the conference abstract on which the manuscript is based. The argument draws on the author's quantitative survey material collected between 2022 and 2024 among pupils and teachers in primary and secondary education in the Czech Republic. The dataset includes 508 students and 73 teachers from different regions and addresses perceptions of security-related topics in education, self-assessed preparedness, awareness of selected concepts, and preferences for educational content and teaching methods [18].

For the purposes of the present paper, this material is used selectively to identify tendencies relevant to the conceptual discussion developed in the preceding sections. The broader research project contains a fuller quantitative design, methodological elaboration, hypothesis testing, and detailed result structure, but these are not reproduced here. Rather than presenting a full statistical evaluation, the empirical material is used analytically to illustrate structural gaps, perception patterns, and educational implications relevant to societal resilience and defence preparedness.

This distinction is methodologically important. The present text prioritizes conceptual framing and policy interpretation over detailed empirical presentation. The empirical material therefore functions as an anchor linking the argument to school reality rather than as a basis for exhaustive generalization. It does not establish causal mechanisms or substitute for comparative cross-national evidence, but it is useful for identifying friction points between formal curricular expectations and educational experience.

7. Empirically informed interpretation

Five tendencies from the author's Czech survey material are especially relevant to the present argument. First, pupils showed clear interest in security- and civil-protection-related topics, especially when these were connected with current security developments, everyday risks, and practically usable knowledge. The available findings suggest otherwise: when linked to recognizable real-life relevance, pupil interest is far from negligible [18].

Second, there is a mismatch between perceived importance and actual educational presence. The author's material indicates that many pupils do not perceive these themes as a regular part of their schooling, even though they are formally embedded in the curriculum. This is analytically important because formal inclusion without consistent instructional presence is unlikely to produce stable competence. A system may be normatively committed to preparedness and still fail to create visible educational experience.

Third, the data point to partial awareness without deeper functional understanding. The thesis identifies a low level of knowledge despite the formal curricular presence of the topic, which suggests a classic literacy gap between nominal familiarity and operational competence. For resilience-oriented education, this is a central problem: recognition of terms or topics does not necessarily translate into the ability to interpret concrete situations and choose proportionate responses [18].

Fourth, pedagogy appears misaligned with the nature of the competence being taught. Both the conference abstract and the broader research framing indicate divergence between student preferences for more experiential and practical learning and the more teacher-centred or text-based forms that tend to prevail in school practice. Because security literacy is partly procedural, it is less likely to develop through exposition alone than through modelling, simulation, guided practice, and contextual problem-solving. The teacher-side material points in the same direction: respondents repeatedly associated stronger student engagement with practical activities, contact with real institutions, and links to current events.

Fifth, the teacher data indicate uncertainty about the curricular and professional basis of the topic. In the broader findings, civil-protection-related teaching is described as marginal, weakly embedded in school educational programmes, and

lacking sufficient methodological guidance, time allocation, and state support. Teachers also emphasized the need for more systematic curricular incorporation, better linkage to real events and practice, and stronger methodological support. This suggests that fragmentation is not only a matter of scheduling, but also of professional orientation and implementation capacity [18].

Taken together, these tendencies do not justify alarmist conclusions. They do, however, indicate an educational structure that underperforms in relation to its strategic importance. The Czech school environment appears to contain both motivation and institutional entry points, but not enough coherence, continuity, or pedagogical intentionality. This is precisely the kind of situation in which a clearer conceptual framework can help. By defining the target as security literacy rather than as a miscellaneous set of isolated topics, policy can move from scattered content provision toward competence-oriented design.

8. Discussion: implications for policy and practice

If security literacy is accepted as a legitimate educational objective, the Czech case suggests several implications for policy and practice. First, greater conceptual clarity is needed. Existing Czech terminology—such as civil protection, extraordinary events, personal safety, or preparation of citizens for the defence of the state—captures only parts of the problem. A literacy-based framework is useful precisely because it can integrate these strands into a single educational rationale linked to democratic citizenship, resilience, and practical preparedness. In the context of the present study, such a framework also helps interpret the central empirical pattern identified in the author's survey material: security-related topics are not entirely absent, but they remain fragmented, weakly visible in school experience, and insufficiently coherent as a competence domain [18].

Second, the findings reinforce the view that teacher preparation is the main implementation bottleneck. The Czech system already has useful support instruments, including accredited courses and methodological resources provided by the Fire Rescue Service [11, 12], yet the broader research material indicates that implementation still depends heavily on individual initiative and that schools lack clear methodology, time allocation, and stronger material support [18]. This suggests that formal curricular inclusion alone is insufficient. If security literacy is to function as a real educational objective, it must be supported through pre-service teacher education, continuing professional development, and concise, usable teaching materials.

Third, pedagogy matters as much as curriculum. One of the clearest tendencies in both the submitted abstract and the broader research project is the divergence between pupils' preference for practical and experiential learning and the more teacher-centred or text-based forms that often prevail in school practice [18]. Security literacy is partly procedural: it concerns judgement, routines, interpretation under uncertainty, and context-sensitive action. Such competence is less likely to develop through exposition alone than through scenario work, guided simulation, structured drills with reflection, cooperation with emergency responders, and problem-based tasks connected to local risks and contemporary events.

Fourth, the Czech case points to the need for stronger institutional articulation. At present, schools, emergency services, external programmes, and teacher-training institutions form a potentially valuable network, but cooperation is often additive rather than systematically structured. The result is an uneven educational experience in which some schools provide meaningful preparedness-related learning while others address the field only marginally. The present findings therefore support a model in which the school system defines the core educational responsibility, while external institutions provide complementary practical enrichment rather than substitute for the curriculum itself. This would reduce dependence on local improvisation and make inter-institutional cooperation educationally purposeful rather than occasional [18].

Fifth, the findings support a developmental and competence-oriented model rather than a merely declarative one. The problem identified in the Czech material is not simply lack of exposure, but also the gap between nominal awareness and deeper functional understanding. For that reason, security literacy should be structured progressively across educational stages. In earlier grades, emphasis should be placed on risk recognition, safe behaviour, basic routines, and trust in legitimate authority during emergencies; in later stages, teaching can expand toward institutional understanding, information verification, disinformation, democratic resilience, and the role of citizens in the security and defence architecture of the state. Such progression would respond more appropriately to the developmental logic already discussed in the article and would also help schools avoid repetitive and superficial coverage.

A pragmatic policy path is therefore a staged one. In the short term, the Czech system could strengthen visibility through clearer learning outcomes, stronger teacher support, and more practical modules embedded in existing curricular areas [13]. In the medium term, policymakers could evaluate whether this is sufficient or whether a more explicit curricular unit is needed. The author's broader findings, including the identified lack of methodological guidance, uneven implementation, and interest in stronger practical anchoring, suggest that passive continuation of the current fragmented model is unlikely to be enough [18]. To clarify the policy shift implied by the present argument, Fig. 2 contrasts the currently fragmented pattern of security-related education in Czech schools with a more coherent developmental model proposed in this article.

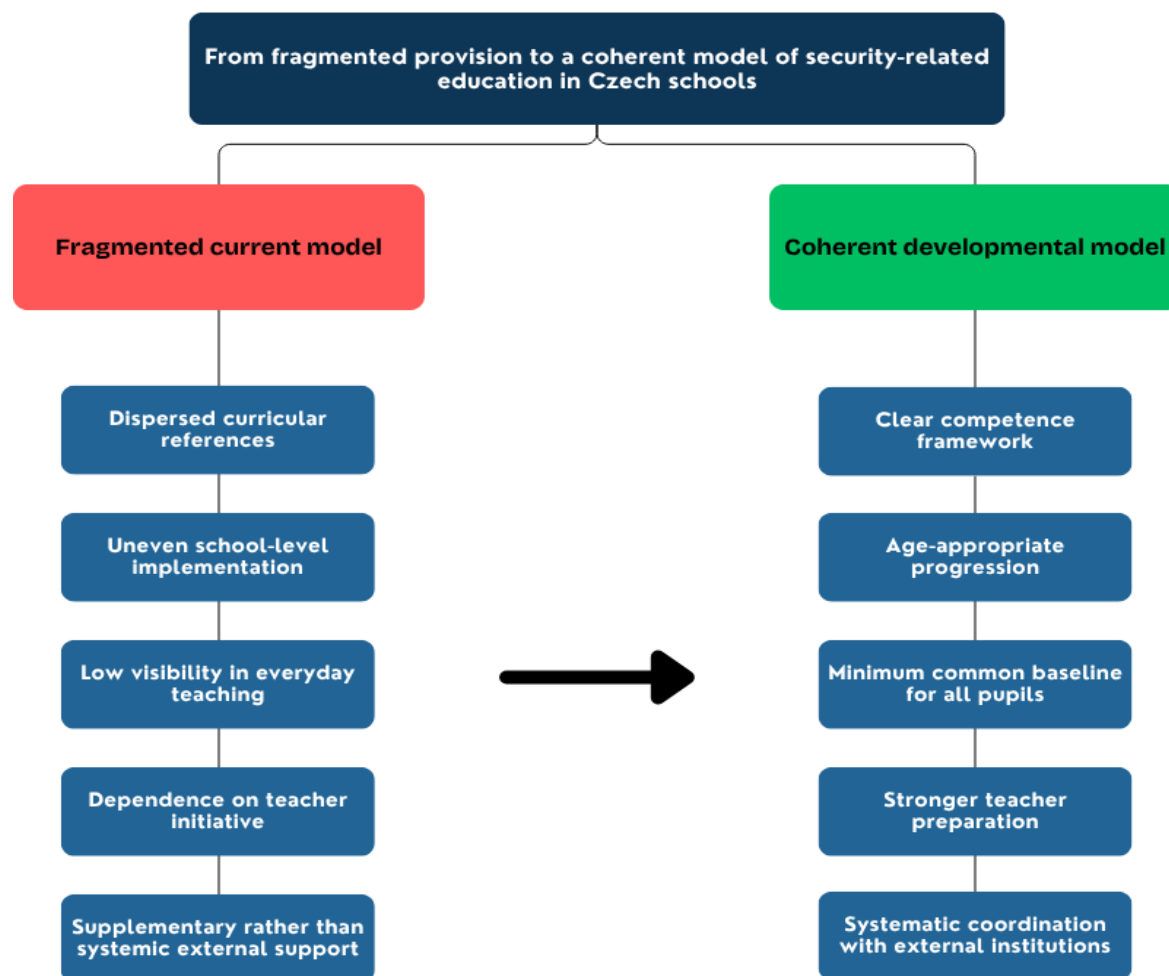


Fig. 2. From fragmented provision to a coherent developmental model of security-related education in Czech schools. Source: author's own elaboration.

Finally, the concept of security literacy has a broader normative value. It frames preparedness not as fear management or ideological mobilization, but as responsible citizenship grounded in civil protection, information judgement, democratic resilience, and cooperation with public institutions. In this sense, security literacy offers a more durable justification than a loose collection of isolated themes or short-term reactions to current crises. From the standpoint of national defence preparedness, that argument has a direct implication: societies strengthen their resilience not only through emergency institutions, but also through the long educational process by which future citizens learn how to interpret risk, act proportionately, and cooperate under stress.

9. Conclusions

This paper has argued that security literacy can function as a bridge between education, societal resilience, and national defence preparedness. In the Czech Republic, security-related themes are already present in curriculum and institutional support structures, but their educational effect remains limited by fragmentation, uneven implementation, and insufficient conceptual and pedagogical consolidation.

The Czech case shows that resilience cannot be built effectively if schools serve only as occasional channels for risk information. Education contributes to resilience when it develops cumulative and practically relevant competencies over time. From this perspective, the main policy task is not to add more content, but to organize existing and future content more coherently through clearer conceptual framing, better teacher preparation, stronger practical pedagogy, and more systematic

coordination. This would not militarize education; it would recognize that resilient societies depend in part on citizens educated for uncertainty, responsibility, and collective preparedness.

References

1. **Ferrari A.** DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe. Luxembourg: Publications Office of the European Union; 2013.
2. **Pepper D.** Assessing Key Competences across the Curriculum—and Europe. *European Journal of Education*. 2011;46(3):335–353. doi:10.1111/j.1465-3435.2011.01484.x.
3. **Carlos S.** Governing Education in Europe: A ‘New’ Policy Space of European Schooling. *European Educational Research Journal*. 2012;11(4):487–503. doi:10.2304/eerj.2012.11.4.487.
4. **Hajdicsné Varga K.** A honvédelmi nevelés a magyar oktatási rendszerben – a nevelési terület céljai, módszerei a kezdetektől napjainkig. *Képzés és Gyakorlat / Training and Practice*. 2015;13(1–2):69–84. doi:10.17165/TP.2015.1-2.4.
5. **Marzban A, Dowlati M, Moslehi S, Marzaleh MA.** Role of schools in disaster risk management: a systematic review. *BMC Emergency Medicine*. 2026;26(1):23. doi:10.1186/s12873-025-01453-z.
6. **NATO.** Defence Education Enhancement Programme (DEEP). Available online: <https://www.nato.int/en/what-we-do/partnerships-and-cooperation/defence-education-enhancement-programme-deep> (accessed on 25 March 2026).
7. **NATO.** NATO launches the Resilience Reference Curriculum. Available online: <https://www.nato.int/en/news-and-events/articles/news/2025/02/21/nato-launches-the-resilience-reference-curriculum> (accessed on 25 March 2026).
8. **Vláda České republiky.** Bezpečnostní strategie České republiky 2023. Available online: https://vlada.gov.cz/assets/ppov/brs/dokumenty/Bezpecnostni_strategie_2023.pdf (accessed on 25 March 2026).
9. **Národní pedagogický institut České republiky.** Člověk, zdraví a bezpečí. Available online: <https://prohlednout.rvp.cz/zakladni-vzdelavani/vzdelavaci-oblasti/czb> (accessed on 25 March 2026).
10. **Národní pedagogický institut České republiky.** CZB-VZB-004-ZV9-017. Available online: <https://prohlednout.rvp.cz/ovu/czb-vzb-004-zv9-017> (accessed on 25 March 2026).
11. **Hasičský záchranný sbor České republiky.** Kurzy pro učitele a vedení školy. Available online: <https://hzscr.gov.cz/clanek/kurzy-pro-ucitele-a-vedeni-skoly.aspx> (accessed on 25 March 2026).
12. **Hasičský záchranný sbor České republiky.** Vzdělávací programy a projekty. Available online: <https://hzscr.gov.cz/clanek/vzdelavaci-programy-a-projekty.aspx> (accessed on 25 March 2026).
13. **Otřísal P, Loyka V.** Integrating National Defence Education into Teacher Training: Opportunities and Challenges for Preparing Citizens in the Czech Republic. *Obrana a strategie / Defence & Strategy*. 2025;25(2):105–131. doi:10.3849/1802-7199.25.2025.02.105-131.
14. **Kovaříková M.** Revize vzdělávacího obsahu bezpečnostní problematiky pohledem klíčových aktérů kurikulární reformy. *Pedagogika*. 2024;74(3):229–251. doi:10.14712/23362189.2024.3212.
15. **Kovaříková M.** Škola – služba systému, státu či bezpečí žáka. Vývoj školní edukace v bezpečnostní problematice. *Historia Scholastica*. 2024;10(2):263–290. doi:10.15240/tul/006/2024-2-011.
16. **Loudová Stralczyňská B, Krčmářová T, Chroustová K, Chytrý V, Bílek M.** Gramotnost žáků v oblasti ochrany zdraví a bezpečnosti: Jak se rozvíjí schopnost žáků 1. stupně základní školy identifikovat a vysvětlit rizika? *Pedagogická orientace*. 2024;34(1–2):135–157. doi:10.5817/PedOr2024-1-2-135.
17. **Urych I, Matyasik G.** Preparing youth for defence: Socialisation, education, and training of young people in Europe for national security. *Security and Defence Quarterly*. 2022;38(2):1–15. doi:10.35467/sdq/149891.
18. **Loyka V.** Possibilities of Integrating Selected Topics of Civil Protection into Education at Selected Schools in the Czech Republic. Diploma thesis. Palacký University Olomouc; 2025.

Disclaimer/Publisher’s Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of CNDCGS 2026 and/or the editor(s). CNDCGS 2026 and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.