

# *The world at school or study travel as part of transfer in education.* Results and insights from the international project and conference in Prague (20-21 June 2024)

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**ABSTRACT:** The first results are here presented of the International Conference entitled *The world at school or study travels as part of education. Transformations in pedagogical knowledge, school curriculum and teacher professional development*, which was held on the National Pedagogical Museum and Library of J.A. Comenius in Prague between 20-21 June 2024. The Conference was the occasion to discuss on the concept of study travel meant as the exchange and transfer of pedagogical knowledge and ideas through travels, conferences, journals, and study trips. The aim was to analyse how the international transfer of educational experiences and ideas formed the basis – from medieval to modern age – for the development of national education systems and for the advancement of educational enlightenment.

**EET/TEE KEYWORDS:** Study Travel; Pedagogical Transfer; International and Intercultural Exchange; Educational Thought; History of Education; XIX-XX Centuries.

### 1. *Aims and objectives of the international event in Prague*

A valuable opportunity to develop a wide-ranging debate of an international nature. This was the International Conference *The world at school or study travels as part of education. Transformations in pedagogical knowledge, school curriculum and teacher professional development*, which was held in Prague on June 20 and 21, 2024. The conference was organised by the National Pedagogical Museum and Library of J.A. Comenius in Prague, together with the Institute of History of the Czech Academy of Sciences (Centre for the History of Education), the Technical University of Liberec, Charles University Prague, Palacký University Olomouc, University of Macerata, the Karlsruhe University of Education, the Alanus University of Arts and Social Sciences Mannheim, and the Humboldt University Berlin. The event was supported by the Ministry of Education, Youth and Sports of the Czech Republic and the theme of the conference was also part of the scientific project *CoRe – Beyond Security: Role of Conflict in Resilience-Building* (co-funded by the European Union and Ministry of Education, Youth and Sports of the Czech Republic, Project No. CZ.02.01.01/00/22\_008/0004595).

More than forty researchers and academics from many countries participated in the meeting. This confirms the interest that the concept of ‘pedagogical migration’ has aroused, both in terms of its multiple interpretations, and how these migrations have affected the organisation, objectives, and content of modern education systems. The main questions of the conference were defined by the following research areas and the following objectives:

1. To reconstruct the significant study and research travels of educators and teachers from medieval to modern education, to analyse the aims of these travels and the dynamics of pedagogical knowledge transfer as well as the specifics of pedagogical networking. Analyse the methodological premises and approaches to the reconstruction of pedagogical transfer with regard to the preserved sources, taking into account the role of museums and other institutions of memory.
2. To analyse the impact of ‘pedagogical migration’ on the conception, aims and content of education, on the methods and means of learning, on the teachers’ career progression, on the training of medieval education and on modern educational science. To explore the ‘consequences’ of the study travels, networking, and pedagogical transfer in the field of curriculum and the development of pedagogical ideas.
3. To investigate the importance of the transfer of pedagogical knowledge for the formation of national educational systems in the 19th and 20th centuries, and its impact on the formation of an open civil society that promotes cultural, social and community emancipation, cultural diversity, individual specificity, social and cultural inclusion, as well as universal human values and universal human rights.

4. To reconstruct and analyse examples of associations, organisations and institutions that support the international networking of pedagogues. To study their activities, aims, and means, media platforms and communication strategies. Analysis of the role of autonomous educational and scientific institutions, prominent personalities (individuals, groups) and the role of the state (liberal-democratic and authoritarian or totalitarian organisation) in unintentional, intentional, ideologically controlled or politically instrumentalised pedagogical-cultural transfer.

To explore these many strands of research that have emerged under the overarching theme of study mobility and educational migration, the two-day conference was divided into two Parallel Sessions, respectively held in the Main Hall, and the Ground Floor Hall of the National Pedagogical Museum and Library of J.A. Comenius in Prague.

## 2. *The work of the first day of the conference*

The conference opened the morning of June 20<sup>th</sup> with the welcome speeches of Ondřej Andrys, State Secretary of the Ministry of Education, Youth and Sports of the Czech Republic, of Markéta Pánková, representative of The National Pedagogical Museum and Library of J.A. Comenius in Prague, of Tomáš Kasper, of the Technical University of Liberec and Charles University Prague, and Martin Holý, of the Institute of History, Czech Academy of Sciences in Prague.

Then the works started with the keynote speech by Andreas Lischewski (Alanus Hochschule für Kunst und Gesellschaft) entitled *Polytropia – oder vom Sinn des Reisens bei Johann Amos Comenius* [*Polytropia – or the meaning of travel in the work of Johann Amos Comenius*]. The speech offered an interesting perspective on the catalyst topic of the conference: the study travel. Drawing on the writings of Johann Amos Comenius – the real *genius loci* of the conference – two types of educational travel emerged. The first is the actual journey, as described in the *Regulae vitae* (1645) and *Pampaedia* (1650-54), and which is more directly tied to the multiplicity (poly-) of experiences than the big picture (pan-). The second is the virtual travel of adolescent human beings, as in *Orbis sensualium pictus* (1658) and *Labyrinth* (1623). On his way to elaborating a holistic concept of education, Comenius assigned a decisive role to the diversity of multiple experiences in the world. Through these experiences, pilgrims return to the interiority of their heart, just as children make their way through life by exploring multiple realms of nature, art, moral, and religion. Lischewski showed that in the concept of educational travel, Comenius exhibits an openness that contrasts interestingly with his usually highly closed system.

After the plenary speech, the parallel sessions began.

The First Parallel Session took place in the Main Hall of the museum, with the first meeting coordinated by Tomáš Kasper (Technical University of Liberec, Charles University Prague). Julia Kurig (Bibliothek für Bildungsgeschichtliche Forschung, Leibniz-Institut für Bildungsforschung und Bildungsinformation) presented the speech *Lawrence Kohlbergs Reise durch Nordrhein-Westfalen im Jahre 1985 – Neue Impulse für die Demokratiepädagogik in der Bundesrepublik der 1980er Jahre* [Lawrence Kohlberg's travel through North Rhine-Westphalia in 1985 – New impulses for democracy education in the Federal Republic of Germany in the 1980s]. The research focused on the 1985 study travel of the American psychologist and educationalist Lawrence Kohlberg to North Rhine-Westphalia, with the aim of investigating the reception of Kohlberg's theories in the educational, political, and cultural context of 1980s West Germany. Julia Kurig has shown very interestingly how Kohlberg's 'recipes and recommendations' for the modernisation of education were received in the circles of the Social Democrats, who had a political majority in this federal state. The paper opened up a discussion on the possibilities, specificities, and limitations of the transfer of political and educational concepts in the 1980s. The following paper, *Auf der Suche nach der Modernisierung des Schweizer Gymnasiums – die Studienreise der Schweizer Gymnasialrektoren in die USA 1964* [Modernisation of the Swiss Gymnasium – the Study Tour of Swiss Gymnasium Directors to the USA in 1964], was given by Lucien Criblez (Universität Zürich). The paper thematically and conceptually followed on from the previous one and again pointed out the limits of transfer (this time between the USA and Switzerland in the 1970s). Lucien Criblez did an excellent analysis of how selected Swiss school leaders, despite their declared political-cultural openness, remained 'in the grip' of the home educational tradition after their trip to the USA and read the American way of modernising secondary education with a strong reference to their own educational tradition. Thus, both Julia Kurig's and Lucien Criblez's contributions showed that the 'modernization' of the education system in the 1970s and 1980s in Western Europe was carried by a rhetoric of openness to foreign models, which were still a 'loose model' that changed rather slowly the firmly established own educational traditions. The third paper was presented by Jakob Benecke (Alanus Hochschule Mannheim) on the topic *Grauzonen der "Volksgemeinschaft" – erzwungene Gänge ins Unbestimmte* [Grey areas of the "people's community" – enforced walks into the undefined]. Using the example of the inclusion of some members in the Hitler Youth (HJ), Jakob Benecke traced the 'paths' that, metaphorically speaking, happened when the Nazi regime in Germany *de facto* decided for some people to become members of the HJ 'on their own'.

The second meeting of the Main Hall Session was chaired by Martin Holý (Institute of History, Czech Academy of Sciences in Prague). Sebastian Engel-

mann and Nadja Ainetter (Pädagogische Hochschule Karlsruhe) presented their contribution: *Bildungssysteme bewerten: Friedrich W. Thierschs Reisebeobachtungen zu Schulsystemen in Europa* [Evaluating education systems: Friedrich W. Thiersch's travelling observations on school systems in Europe]. In 1825, Friedrich Thiersch (1784-1840) was commissioned to restructure the German higher education system. To gather additional ideas and suggestions for his work, he travelled across European countries to compare various foreign school systems. An analysis of his reports allowed the presenters to identify and illustrate the logic and criteria that informed his observations, comments and even criticisms of what he observed in Germany, France, Holland, and Belgium. Tomáš Kasper, Dana Kasperová, Markéta Pánková and Eva Šmelová (Technical University of Liberec/Charles University Prague/National Pedagogical Museum and Library of J.A. Comenius in Prague/Palacký University in Olomouc) gave a lecture on *Reformpädagogische Ideen in der Tschechoslowakei der Zwischenkriegszeit in "Bewegung" – Transfer als wesentliches Merkmal der tschechischen Schulreform* [Reform educational ideas in Czechoslovakia in the interwar period in "motion" – transfer as an essential feature of Czech school reform]. In the history of Czech education, the inter-war period was marked by extraordinary activity in school reform. Teachers and professors from diverse types and levels of schools were engaged in issues of external school system reform and "internal live" of school reform. This represented both a continuation of the reform debate of the late 19<sup>th</sup> and early 20<sup>th</sup> century, and a close working contact with the currents of international educational reform debate. The paper reconstructed, the main directions of the Czech reform pedagogical debate with regard to the transfer of foreign pedagogical trends and currents. The last speaker of the morning was Anna Lindner (Humboldt-Universität zu Berlin), who, in the contribution *Mobiler Staat – Die Praxis der Inspektionsreise als Mittel staatlichen Regierens* [The mobile state – The practice of inspection tours as a means of state governance] has examined the processes of school supervision in modern education systems, focusing on Prussia's 18<sup>th</sup>-century administrative structure. Inspection tours were analysed as a crucial governing technique, producing knowledge about schools and the population's education, enabling local interventions, and informing political decisions. After exploring the physical challenges of rural inspections, the author discusses the administrative formularies for remote inspections. According to the author, the circulation of school inspectors, as well as formularies, has configured a sort of 'mobile state' in educational administration.

The morning Second Parallel Session at the Ground Floor Hall of the museum opened under the coordination of Imre Garai (Eötvös Loránd University Budapest). Zoltán András Szabó and Ruzsa Bence (Eötvös Loránd University Budapest) gave the talk *The role of study trips in the development of the Hungarian secondary vocational education system at the turn of the 20<sup>th</sup> century*.

At the turn of the 20<sup>th</sup> century, Hungary developed a vocational education system mainly tailored to its agricultural industry. Based on various sources, the researchers have examined the nature of the study trips (main purposes, geographical areas targeted, representation in yearbooks), and compared them with trips in the field of industrial education or vocational training. The research revealed the links between Hungarian industrial education and international experiences, and highlighted involvement of the state in the development of industrial education in the country. The following speaker was Lajos Somogyvári (University of Pannonia), who presented the study: *Foreign Students in the USSR: Brotherhood and Political Indoctrination CIA Documents from the 1950s*. The focus was on exploring the characteristics and aims of study trips to the Soviet Union during the Cold War. Perceived as a privilege by students from the Eastern Bloc and developing countries, these trips enabled the Soviet Union to extend its reach and influence in these regions. However, foreign students faced many challenges, including cultural diversity and language barriers. Recently declassified CIA documents from the 1950s and 1960s shed light on the travels and experiences of these students, offering knowledge of the Soviet Union as a summary of transnational, circulating educational ideas developed during the Cold War period. The third lecture was held by Andra Santiesteban and Jaime del Rey Tapia (Universidad Complutense de Madrid), who presented *The 1933 University Cruise on the Mediterranean: a symbol of pedagogical renewal in the Second Spanish Republic*. In 1933, the ship *Ciudad de Cádiz* embarked on a Mediterranean study cruise that symbolised the educational and cultural revolution of Spain's Second Republic. Nearly 200 university students and professors from diverse social backgrounds participated in the voyage, exploring innovative processes of teaching and active learning. The presenters demonstrated how the boat became a vehicle not only for physical displacement, but also for the exchange of ideas and the construction of knowledge, representing Spain's ongoing educational reforms, influenced by modern pedagogical principles and liberal European thought.

The following meeting at the Ground Floor Hall Parallel session was chaired by Marta Brunelli (University of Macerata). The first speech, *Traveling along new career paths: (Social) mobility from Prussian elementary school teacher to mid-level school administrator (1872-1914)*, was made by Jan Uredat (Humboldt-Universität zu Berlin). Here the 'metaphorical' journey of the career of primary school teachers within the Prussian education system was presented. When, in 1872, non-clerics were allowed to become school inspectors, this offering primary school teachers a chance of social advancement. Prosopographical data from the ongoing project *The discipline of specialised administration* shows that school inspectors were chosen from among philologists, former primary school teachers, and theologians. Jan Uredat showed how the analysis of the spatial and social mobility of school inspectors indicates that the inspectorate was a means for primary teachers to advance social-



ly and spatially. The following speaker was Zsófia Albrecht (Eötvös Loránd University Budapest). Her lecture *Exhibit the World! – Education, Museums and World's Fairs in the late 19<sup>th</sup> century and early 20<sup>th</sup> century* focused on a neglected area of research on World's Fairs as an area and a medium of cultural and also educational transfer. Zsófia Albrecht analysed this topic using selected examples of educational pavilions at the World Expositions in Vienna (1873) and Paris (1900) and a special exhibition dedicated to Hungary in Earl's Court, London (1908). Stefanie Vochatzer (Universität Paderborn) gave the last talk of the morning, entitled *The Establishment of Kindergarten in America: Insights into German-American Exchange*. The speaker showed the specifics of the transfer of educational thought and practice between the USA and Europe by using the example of Elizabeth Palmer Peabody, an educator and pioneer of the kindergarten movement in America. In 1859, Elizabeth Palmer Peabody learned about the kindergarten concept from the German educator Margarethe Schurz and, in 1861, founded the first English-language kindergarten in the United States. The research outputs of Stefanie Vochatzer reconstructed the network of people who supported the transfer of the kindergarten idea from Germany to America and she showed how the concept adapted to the new cultural environment in the USA.

The afternoon was opened in the Main Hall by the second keynote speech by Marta Brunelli (University of Macerata) entitled: *The world on the school desk. Tracing the origins of a global teaching aid of the late 19<sup>th</sup> century*. The focus of this presentation was to trace the origins, timing, and modalities of the 'travel' of educational materials dedicated to the teaching of anatomy in primary and teacher training schools. These objects were produced by the most advanced school industries in Germany, France, or Britain. They travelled across national and linguistic borders, through countries and even continents, in the form of copies, translations or adaptations. The aim of the research of Marta Brunelli was to reconstruct the cultural and commercial routes of educational materials, the pedagogical knowledge they conveyed, and the impact they had on the Italian educational, industrial, and socio-cultural context.

The afternoon activities of the conference then split again into two parallel sessions.

In the first afternoon meeting at the Main Hall Session, under the coordination of Jakob Benecke (Alanus Hochschule für Kunst und Gesellschaft) and Sebastian Engelmann (Pädagogische Hochschule Karlsruhe), a panel of lectures was presented to analyse the aspects and implications of the international dissemination in many European countries of the Jena Plan, the educational concept outlined by Peter Petersen. In the preliminary talk *Im Begriff der Veränderung. Zur deutschsprachigen Rezeption Peter Petersens seit 2000* [*In the concept of change. On the German-language reception of Peter Petersen since 2000*], Daniel Lieb and Sebastian Engelmann (Pädagogische Hochschule Karlsruhe) first explained the aspects to be considered when tracing the trans-

fer of pedagogical ideas, then presented an overview of the pedagogical discussion on the Jena Plan, and on the figure of Petersen himself, in the field of educational science. The following lectures took into consideration two concrete examples from Eastern Europe. Imre Garai, Zoltán András Szabó, Beatrix Vincze and András Neméth (Eötvös Loránd University Budapest) focused on Hungary, with the talk *The representation of Peter Petersen's thoughts in the Hungarian educational discourse in the interwar period* that examined the preconditions and obstacles which impeded an expanded reception of the Jena Plan in Hungary. Monica Cuciureanu (Lucian-Blaaga-Universität Sibiu/Hermannstadt) in the paper *Der Jena-Plan: Ein pädagogisches Konzept auf Reise [The Jena Plan – An educational concept on the move]* considered the case of Romania and the dissemination of Petersen's pedagogical ideas in that country. Cuciureanu particularly focused on the reception after 1990 and the historical development of specific training courses for Jena-plan pedagogy. In a very active and intensive discussion, the questions of the transfer of Jena Plan pedagogy after 1990 in Central and Eastern Europe were consulted. The concept was received here with a completely different perspective and expectations than in Western Europe, where the background of the so-called Jena Plan pedagogy was critically discussed after 1945. The discussion pointed out how the transfer of educational concepts is significantly influenced by the goals and expectations with which a given educational concept is 'adopted' and considered. While in the Western pedagogical debate the premises of the Jena Plan were understood in a critical reflection on the concept of *Schulgemeinschaft*, the countries of Eastern and Central Europe read this pedagogical concept with the experience of 40 years of totalitarianism in a very different way, with expectations of the benefits of «humanization and modernization» of the post-totalitarian school system.

The second meeting was then chaired by Lucien Criblez of the Universität Zürich. Frank Tosch (Universität Potsdam) in his lecture *Carl Friedrich Riemanns (1756-1812) Studienreise an die Rochowsche Musterschule in Reckahn 1780 – Beobachtungen – Beschreibungen – Pädagogische Wirkungen [Carl Friedrich Riemann's (1756-1812) study trip to the Rochow model school in Reckahn in 1780 – Findings – Descriptions – Educational impact]*, illustrated the Riemann's study travel to Reckahn in 1780 to visit the model school founded by Friedrich Eberhard von Rochow and to study the teaching methods of Heinrich Julius Bruns. Riemann's observations were published in 1781, with a preface by Rochow, and went to have four editions. This book served as a model for school reforms elsewhere and contributed, together with Rochow's writings, to making Reckahn's school nationally known and to establishing it as a reference point in the school reform movement on a European level. Rochow's book *Kinderfreund* remained in circulation until the mid-19<sup>th</sup> century, with millions of copies distributed, influencing Prussian primary schooling until that time, and defining the parameters of the schoolbook genre.



Franck Tosch gave a detailed presentation on the dissemination of Rochow's school model and educational method and critically analysed the processes of supporting educational transfer using the example of Rochow's educational thought based on the concept of philanthropism. As the second speaker of this part, Dittrich Klaus (The Education University of Hong Kong) gave the lecture *Schulpflicht und internationale Gymnasien: Die Reformprojekte von Eugène Rendu im zweiten französischen Kaiserreich* [*Compulsory schooling and international grammar schools: Eugène Rendu's reform projects in the Second French Empire*]. The focus was on the figure of the French education official Eugène Rendu (1824-1903), who embodied the contradictory nature – modernising yet conservative – of the Second French Empire under Napoleon III. Dittrich Klaus showed how Rendu, as a conservative reformer of public education, not only travelled to Germany to study the Prussian model of education. He also contributed to the debate on the creation of international grammar schools and the reform of secondary education through extensive international educational cooperation. Dittrich Klaus analysed Rendu's very interesting international school model against the background of questions of internalisation and cooperation in the educational enlightenment of the 19<sup>th</sup> century.

The afternoon Parallel Session in the Ground Floor Hall was chaired by Zoltán András Szabó (Eötvös Loránd University Budapest). The first meeting was opened by Branko Šuštar (Slovenian School Museum), who presented *Study travel in the pedagogical manual of an official from Ljubljana from 1659*. Educational travel in the 17<sup>th</sup> and 18<sup>th</sup> centuries was a valuable form of knowledge acquisition and cultural exchange, especially for affluent youth. In order to see how pedagogical theory and practice were coordinated through pedagogical books, Šuštar analysed the pedagogical text entitled *Speculum generosae juventutis* (1659), written by Adam Sebastian Siezenheim, showing how a significant part of the text is indeed devoted to such educational journeys for young nobles. The following lecture by Janina Kostkiewicz and Dominika Jagielska (Jagiellonian University in Kraków) was entitled: *Travel as a source of inspiration for the pedagogical activity of Poles at the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries on the example of Jadwiga Zamoyska and Urszula Ledóchowska*. The lecture focused on the role that the promotion of Polish education played in the nation-building process that led to the revival of the nation and the achievement of independence. The figures of Jadwiga Zamoyska and Urszula Ledóchowska were presented for this purpose. Particular attention was paid in the conference paper to their travels through Europe, their pedagogical thinking, and the impact of their activities on education and educational practice in 19<sup>th</sup> and 20<sup>th</sup> century Poland.

The second afternoon meeting in the Ground Floor Hall was chaired by Lajos Somogyvári (University of Pannonia). Kira Stepanovych (Pedagogical Museum of Ukraine) gave the speech *Educational tourism in the pedagogical*

*heritage of Sofia Rusova.* Sofia Rusova was a prominent Ukrainian educator, who played a key role in the development of pre-school pedagogy in Ukraine and of the concept of national education. Believing that education should incorporate local literature, folklore, history, and international experience, she wrote articles on comparative pedagogy and visited educational institutions abroad, such as: the Pedagogical Pavilion at the World Industrial Exhibition in Brussels; the Froebel-Pestalozzi Pedagogical House in Berlin. Finally, while in exile in the Czechoslovakia, she studied the works of Charles University professors Václav Příhoda and Otakar Kádner. Stepanovych showed, in a very interesting speech, how the knowledge gained from Rusova's travels contributed to the development of a modern national educational system. The following lecture *Howard, the man who educated England about prison care*, was given by Lenka Hessová (University of South Bohemia in České Budějovice), who introduced the figure of John Howard, who played a major role in reforming prisons in 18<sup>th</sup> century Britain. After serving as governor of Bedford Prison in 1774, he travelled to learn about the prison system, finally describing prison life in *The State of Prisons in England and Wales* (1777). An opponent of capital punishment, he argued for better treatment of prisoners and for prisons to be kept hygienic. He also visited prisons and penal institutions throughout Europe to show the world the harsh realities of prison conditions and to encourage reform of prison system.

The closure of the first day was the occasion for an official ceremony. The event was opened with a speech by Dr. Ondřej Andrys, State Secretary of the Ministry of Education, Youth and Sports of the Czech Republic, and by representatives of the National Pedagogical Museum and Library of J.A. Comenius in Prague. This was the setting for the award ceremony of the prestigious Comenius Medal for scientific contributions in educational research and the international cooperation in educational sciences to Prof. Dr. Lucien Criblez (University of Zurich) and to Prof. Dr. Marcelo Caruso (Humboldt University Berlin) and for international scientific cooperation in school museum work to Dr. Branko Šuštar (Slovenian School Museum Ljubljana) and for the excellent educational work in reform school to the director of «open air grammar school» in Prague Mgr. František Tichý (Přírodní škola Praha).

### 3. *The work of the second day of the conference*

On the second day of the conference, on the 21<sup>st</sup>, the first session in the Main Hall was chaired by Kateřina Valchářová (Palacký University in Olomouc). Karel Rýdl (University of Pardubice) presented the first speech: *Studijní pedagogické cesty českých pedagogů 2. poloviny 19. stol. a jejich vliv na vývoj praxe domácího vzdělávacího systému*, [Study travels of Czech pedagogues in

the second half of the 19<sup>th</sup> century and their influence on the development of the educational system]. Drawing on a range of sources, from travelogues to school reports, to educational press etc., the study travels of the Czech pedagogues František Josef Řezáč, Jan Krejčí, Vilém Gabler, Jan Ladislav Mašek and Josef Šauer von Augenburg were examined. The aim of Karel Rýdl was to identify the organisational, didactic, and cognitive impact of foreign pedagogical approaches on the national educational system. Petr Kadlec (University of Ostrava) gave the following lecture: *Transfer pedagogických zkušeností na počátku 20. století na příkladu studijních cest učitelů obchodních škol v Čechách a na Moravě* [Transfer of Educational Experience at the Beginning of the 20<sup>th</sup> Century on the Example of Study Travels of Teachers of Business Schools in Bohemia and Moravia]. The study trips of business teachers in the early 20<sup>th</sup> century, especially in Bohemia and Moravia, have been analysed from many perspectives: the route taken, the personal motivations and the mechanism for obtaining permission to travel, the choice of destinations and the practical aspects of travel. It has also been considered how expectations, intentions and perceptions confronted the practice of travel in specific situations, and finally the actual impact of travel, and the benefits derived from it. The closing lecture, held by Magdaléna Šustová (The Prague City Museum), was entitled *Význam studijních cest pedagogů a mecenášů pro fungování pražských vychovatelů do roku 1918*, [The impact of study trips of teachers and benefactors for the work of Prague educational institutions until 1918]. Between the 19<sup>th</sup> and 20<sup>th</sup> centuries, Prague addressed the issue of children and adolescents with problematic behaviour by creating specialised educational institutions called «educatories». Educators Josef Šauer and Leopold Peck travelled to Switzerland and Germany to gain the necessary knowledge to organise the first reform institutions, such as those in Prague. Magdaléna Šustová showed how other trips by patrons and directors, especially to Great Britain and Germany, also contributed to the success of these institutions.

The second day's parallel session in the Ground Floor Hall was chaired by Ivan Puš (Univerzita Palackého v Olomouci). The first lecture was *Feriální osada F.S. Kodyma – dobrodružné cesty za humny Prahy* [The Ferial Village of F.S. Kodym – adventurous journeys beyond the walls of Prague] by Miroslava Kovaříková (Charles University Prague). F.S. Kodym developed the concepts of healthy education and outdoor learning in the Czech context in the late 19<sup>th</sup> century. To this end, the presenter Kovaříková introduced the figure of Filip Stanislav Kodym and the educational holiday activities for children he ran in the adventure garden at his estate near Prague. The speaker also discussed the processes of transfer of the concept of healthy education between Czech lands and other European countries. Then Eva Dvořáková Kaněčková (Palacký University Olomouc), in her conference paper “*Svět ve škole*” v pojetí tzv. reálného vyučování elementárních škol v průběhu tzv. dlouhého 19. Století, [“The world in school” in the concept of the so-called real curriculum

of elementary schools during the so-called long 19<sup>th</sup> Century], analysed the comprehensive curriculum of real or fact-based instructions. In particular, the subjects of geography and history, which were central to conveying the ‘world’ in the contemporary concept of the foreign versus the domestic, were analysed. To this end, curricular changes were traced in contemporary sources from the *Book of Methods* (1777, 1789, 1824) through the 1874 curriculum changes to the final curriculum revision of the period in 1885. The following lecture *Proměny interpretace “kolektivní výchovy” A.S. Makarenka v českém pedagogickém myšlení 20. století*, [Developments of interpretations of A.S. Makarenko’s educational concept of “collective education” in Czech pedagogical thought of the 20<sup>th</sup> Century] was given by Pavel Neumeister (Palacký University Olomouc), who presented the changes in the interpretation of the work of A.S. Makarenko as a specific example of the international transfer of pedagogical knowledge. The session was closed by Vendula Vlková Hingarová (Charles University Prague) with her lecture *Krajanské školství v Argentině v historické a současné perspektivě* [Czech Education in Argentina in Historical and Contemporary Perspective]. The focus was on the Czechoslovak supplementary school that emerged in the interwar period, especially in South American centres for Czechoslovak compatriots in Argentina. The paper showed that not only it preserved and transmitted the Czech language and culture to the second generation of emigrants, but also contributed to the development of regional institutions. However, the continuity of the school was interrupted when the pro-fascist regime came to power, which led to the expulsion of the teachers after the war. In the active discussion that followed, the experiences of Czech education in South America were compared with other examples of the ‘transfer’ of Czech education abroad, especially with the example of Czech schools in the USA in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

#### 4. First conclusions: suggestions and lines of research

The conferences showed that study travel has always been a vital element in the formation of medieval knowledge, modern educational science, and didactics as well as the enlightenment and modern concept of education itself. From the beginning of the modern era, the transfer of educational experience influenced the debate about the aim of education: to teach all people everything and in all ways. Even in the period of the development of civil society in the second half of the 19<sup>th</sup> century, the discussion, exchange, and ‘transfer’ of pedagogical knowledge formed the basis for the development of national education systems and the advancement of educational enlightenment. The discussion and practice of the pedagogical reform movement in the first half of the 20<sup>th</sup> century was also based on internationally shared ideas and educa-

tional concepts that were discussed and developed at conferences, in journals and on study trips. Study travels provided the inspiration for the development of many educational concepts leading to inspiring and innovative school education programmes, which were supported by extremely active reform pedagogues and educators ('wanderers/travellers') – both men and women. The travels and their results were reflected not only in the transfer of pedagogical directions, practices and shared views on educational goals, media, and methods, but also in the curricula of the individual courses. Study travel (physical and 'virtual') as the basis for the 'migration' of educational ideas, experiences and material cultural goods is an important part of cultural transmission and intercultural exchange. They are an important part of every society and scientific discipline and facilitate and dynamize its change.

The conference disclosed that although in the wider social debate we tend to understand transfer in a one-directional way, as a process and movement from one cultural, geographical, scientific space to another, it is not possible to understand and explain the processes of cultural change with this view. Concepts always exist in many interrelationships and their circulation is very difficult to reconstruct. Changes can never be explained in terms of relations of a one-sided determination, but rather of a many-sided and never-ending reflexivity. The transfer and circulation of concepts does not take place in one way: a model example (pattern) is adopted into an existing cultural structure or organisation. In the processes of change, transition, and transfer, we must always first reconstruct and interpret the reasons for the change efforts. We must try to understand the sense and meaning of why actors (individuals, groups, institutions) in a given time and cultural constellation want to change or 'fix' the status quo. Next, we need to map the discourse and the codes and rules that the adopting culture in a given 'constellation' uses to communicate and ensure its own functioning. We then ask what aspects of the cultural models a particular cultural area chooses, pays more attention to, attaches deeper meaning to. We can then ask whether this assigned meaning corresponds to the 'weaknesses' of the system that is to be 'corrected', or why the original cultural system is to be enriched, 'restructured', reconstructed. We also ask how the actors relate to change, whether they see it as an open process in which 'both sides' of the transfer are equal partners, or whether it is a view in which one side is seen as active and the other as exclusively subordinate and 'strictly' receptive. With this background in focus, we then try to analyse the processes of acceptance and rejection as processes of dynamic transformation that are always singular, unrepeatable, and therefore unique.

This was also the case in the conference papers, which pointed out that transfer processes in educational fields are not a journey from 'point A' to 'point B', a transformation from state X to state Y, but processes that connect 'points A and B', crossing states X and Y. Transfer is not about dynamism but is dynamic, transfer is not about change but is a part of permanent cultural

change. These changes are differently performed in free and open civil societies, differently instrumentalised in totalitarian closed societies, differently 'migrating' in the age of Steam and fossil energies, differently in the age of digital and 'green energy', and of course they have different goals in a society based on diversity and differently in a society characterised by a fixed hierarchy and fixed roles for various social groups or minorities. This was demonstrated by the papers and discussions presented at the 2024 International Conference on the History of Education in Prague, which addressed the theme of *The world at school or study travels as part of education. Transformations in pedagogical knowledge, school curriculum and teacher professional development* organised by the National Pedagogical Museum and the J.A. Comenius Library.