

Global Education or How to Most Effectively Implement Cross-Disciplinary Themes in the Curriculum of Primary School–Czechia´s Example

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Abstract

The article gives an overview of the educational concept of global education at elementary schools in the Czech Republic. It analyses the theoretical basis and methodology of this concept. It reflects upon the literature concerning it. It reflects upon the literature concerning global education. Based on this it defines what the global dimension is. It gives a view of the development of applying global topics in education from global upbringing up to global teaching. The article presents the main principles and topics of global education. An international project called “Teachers: Agents of change” is presented, which is currently (2013-2015) being implemented in the Czech Republic and Poland. The objective of the project is to develop the possibilities of integrating GE into the education systems of these countries. The authors of the article point out the conjunction of the topics of global education to the cross-disciplinary topics of the Czech educational programme for elementary schools. At the same time, they analyse the possibilities that the school subject geography offers for the application of global education topics. The objective of the article is to find an answer to the question of why teaching pupils at elementary schools to think in a global context is important and what contributes to it.

Keywords: Global dimension, global education, “teachers: agents of change”, Czech Republic, primary school

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Introduction

Globalisation and the interconnection of world events also bring with them problems gaining a global scale and requiring common resolutions. The problems of the developing countries (poverty, terrorism, overpopulation, famine, wars, refugees, AIDS proliferation, ebola, access to education, etc.) seemingly concern only certain geographical areas. However, in reality they reach our lives more and more, and they put specific requirements on each individual that can make a difference through his or her actions. Some non-profit organisations and state institutions in the developed part of the world (Carvalho da Silva, 2005; North-South Centre, 2005; Ministry of Foreign Affairs, 2011; Bullivant, 2014; Hummer, 2014) are involved and call for solidarity. They encourage overcoming the social barriers – ignorance, indifference and passivity, learning openness, sympathy and a critical view of the surrounding events, responsibility towards oneself and others, not hesitating to be sympathetic and intervening in searching for solutions to problems.

Education about the problems of the world and the attitudes of individuals towards them must be initiated already with children at elementary schools. This is indeed because children are receptive, react spontaneously to incentives and observe with interest the events around them. On the other hand, children are inclined to uncritically receive different opinions. Moreover, it is also important that children with their parents create, on the basis of provided information, their own opinion on global issues. As presented in a British educative document (DfES, 2005: 5), the role of the educative programmes should be to prepare the young people to be able to acknowledge their role and their responsibility as members of a global society and to understand the global context of their life.

The Czech Republic is an example of a Central European country where democratic social principles started to be applied only following the political changes at the turn of the 1980s and 1990s known as the "Velvet Revolution". Therefore, the activities directed at the application of global topics in education at schools only started to appear progressively since this period (Pike & Selby, 1994; Nádvorník & Volfová, 2004; Návojský & Zajac, 2006). Global issues can be found in the curricula of chosen subjects as civic education, geography, history, etc. (MSMT, 2013). Nevertheless not one of them covers the whole range of ideas and challenges of global education. For this reason, in the last years the Czech school curricula have been penetrated by a concept denoted as "global development education" (MZV, 2011; Varianty, 2014).

The Purpose of Study

This article deals with the theoretical basis of the concept of global education in the first part, for instance "*Why, how and what to teach pupils through global education?*" or "*What are the main topics of global education?*". The second part gives an overview of teaching global education in primary schools in Czechia. Attention is given to the relation of global education to other priorities in education and at the same time the continuity of global education with the cross-disciplinary themes and educational areas in the Framework Educational Programme for Basic Education (FEP BE) in the Czech Republic (MSMT, 2013). Marginally, possibilities are proposed of a more effective

implementation of global education in the educational system of the Czech Republic through the use of “global development education” in the teaching of geography.

From World Studies to Global Learning - The Beginnings of Global Education

The first efforts in the area of global education can be traced back to the 1920s, where the first education societies that promoted global issues in education came into being in England. However, these societies did not have much success since the view prevailed that the developing countries were a problem that should be dealt with by only the religious organisations. In spite of all the efforts of everyone involved, they could not persuade the majority of the educationists about the necessity to include global topics in education, and therefore this idea remained in the realm of theoretical polemics with minimal practical use (Hicks, 2008; Bourn, 2008a).

Educational activities in global topics in the 60s and 70s still developed outside of the academic and school environment. They focused on questions of environment, peace and education development (Bullivant, 2014). Further events in the area of development of thoughts of global education were significantly determined by the activities of Robin Richardson, the director of the *World Study Project* (WSP). This project was established in 1973 by the One World Trust organisation. Since the establishment of the WSP the concept of world studies is prevalingly used as a concept covering all global topics in education (Bourn, 2008a). The activities of WSP included a series of innovative conferences and events in the years 1973 until 1980, the subject of which was mainly education and information of lecturers, teachers and workers of non-profit organisations (NGOs) on global topics, but also on methods of how to convey these to the pupils at schools. Thus, a framework was created that became the basic principle and guidance of teachers for the investigation of global issues. These global topics were divided into four larger categories – poverty, oppression, conflict, and environment that can be explored, according to Hicks (2003), from four interrelated aspects: values, problems, behaviour and environment. While nowadays there is a wide range of similar publications and projects, in the 1970s and 1980s, according to the reactions of the teachers at that time, this project was revolutionary. The activities of the WSP gave rise to the creation of an informal web of educationists that promoted the implementation of the project in school practice. In doing so, global education markedly entered into the consciousness of the wider public (Hicks, 2003).

Following the example of the WSP, countless centres were created, offering education seminars and conferences for teachers of all sectors of education. In Great Britain for instance, it was the *Centre for World Development Education*, the *World Studies Teacher Training Centre* or the NGOs *Oxfam*, *Christian Aid*, *DEA* etc. (Bourn, 2008b; DEA, 2011). Under the motto “we are all in this together, everyone under a different name, in a slightly different area, but united through a common objective of a positive change in education and in the understanding of social society” (Hicks, 2008: 4), several initiatives of the mentioned centres and organisations in parallel appeared in the 1970s and were developed in the 1980s: peace education, multicultural education, development education, future education, environmental education or global education. The presented global topics of education were developed progressively and were

covered by the concept of “World Studies” and later “Global Education” (Hicks, 2008; Bullivant, 2014). Nobody considered the unification of the terminology and contents, although it is the fragmentation of the particular conceptions itself that complicates the implementation of the global dimension in education.

The definition of the area of the particular disciplines is not easy at all, as they overlap each other, or almost coincide. The divergence of opinions of the particular actors contributes to this in a non-negligible way. The closest in their contents are the concepts of *global education* and *development education*. However, it is important to point out that these are not identical concepts, as they arose independently of each other. The key principle of development education is development; it focuses on topics related to local and global development. Global education instead is built on the principle of world interconnection and focuses on any global topics. The protagonists of global education Graham Pike & David Selby followed Richardson in the 1980s and then particularly the World Studies project. They worked for the Centre for Global Education at York University, where they proposed and designed the pedagogical branch of global education.

Global education implies a holistic conception of the world, the necessity to perceive the world as a complex, multilateral ensemble (Pike & Selby, 1994). Therefore, it comes with a style of teaching that stresses a systematic approach. Global education is an approach that aims at the pupils’ not only accruing the acquired knowledge, but also assuming a mechanism through which they can manage to use their present knowledge. It is not only focused on the global context, but also on the universal development of the personality. To this end it uses non-traditional methods and instruments, based on the background and experience. It educates pupils to have an active attitude towards the world and towards themselves. At the same time, global takes into account the issue of stereotypes, and therefore it ensures that the world presented in context is not too simplified or schematised, so that the complicated realities of life in this world are conveyed to students in an adequate form (Pána & Pospíšilová, 2012).

The Pike & Selby (1994) concept of global education is based on two dimensions. The external dimension is represented by the dimension of space that expresses the need for an educational process directed at the understanding of the mutual interconnections of the current world. Furthermore, the internal dimension comprises the time dimension that stresses the mutual relationships of the past, the present and the future. On this basis the educational process should contain the influence of the past on the present and at the same time it should lead to the acknowledgment that present actions can influence the future shape of the world. The external dimension therefore leads to an understanding of the world, while the internal dimension leads to self-knowledge and points out the dependency on the knowledge of the individual’s perception of the world. Pike & Selby (1994) in addition support their concept of global education with characteristic concepts: the planetary consciousness – the interests of individual states must be subordinated to the interests of the whole planet. The education should thus lead to respect for people of different cultures and different opinions.

An important contribution to the development of global in the whole world is attributable to the so-called *European Centre for Global Interdependence and Solidarity* (North-South Centre, 2005). It was established in 1990 in Lisbon by the Council of Europe (CoF, 2014), for the purpose of strengthening cooperation and solidarity between the states of the global South and North in the area of education and information. One of the programmes was global education from which the concept of the “global development education” in the Czech Republic partly stems. The current conception of global education, according to the North-South Centre, covers six trainings including development education. Among others, this was underlined by the definition (O’Loughlin & Wegimont, 2008b: 8) adopted at the Maastricht congress on global education in 2002: “The term global education comprises also the development education, education in the human rights, education in sustainable development, education in peace and prevention of conflicts, and the multicultural education, which is a global dimension of the citizenship education”. The particular dimensions contrast by their thematic focus and objectives, while they coincide on certain values (tolerance, social responsibility, active approach), ideas (inequalities), needs (developing key abilities and knowledge), and on an active, creative approach. At the same time this conception implies the complementarity of the objectives of different types of education, i.e. reaching the objectives of one dimension is to a certain extent conditioned by reaching the objectives of another dimension (Nádvořík & Volfová, 2004). Currently, the use of the equivalent term “global learning” is widespread (Hunt, 2012; Applis, 2014; Bourn, 2014; Bullivant, 2014; Humer, 2014).

Global Education in the Czech Republic

The acknowledgment of the need for global education in the world incited also the Czech State authorities and education organizations towards its systematic integration into the educational system of the Czech schools. The first time that the global perspective in education was discussed in the Czech environment was the year 1989 at the international workshop TOUCH 89, where the deputies of Great Britain, David Selby and Michael Pasternak, presented the concept of global education (Karvánková, Popjaková & Kovaříková, 2014). In spite of a relatively difficult period of political changes and the post-communist transformation since the early 1990s the concept of global education in the sense of Pike & Selby (1994) came to penetrate in the Czech school environment with its own methods and contents which are usually varied, entertaining, imaginative and in a certain sense also supertemporal.

Therefore, it is evident that the appearance of this concept in the Czech Republic mainly originated in the cooperation with foreign organizations and governments, and that the Czech “global development education” formed under the influence of the UK school (global education school). A view on experiences and proven practices of the countries, where global education has a years-long tradition, brings examples and a path to effective implementation. It is not possible to apply all the foreign know-how in the Czech environment and also these recommendations are not always the ideal solution. The diversity of organisations dealing with global education is enormous and creates many uncertainties over the whole concept of the idea of globality in education. Moreover, the Czech Republic has its specifics. In relation to the topics of global

education it needs to be noted that the Czech society represents a relatively young democracy, which after almost 50 years of communism after World War II only this year marks its 25 years anniversary. It is not a very long period for the creation of new social values.

There exists not a single universal conception of global education in the Czech sphere either. In practice, we encounter a range of mostly equivalent terms and definitions. The most frequent concepts are: *global education*, *global learning*, *development education*, *development learning* and *global development education*. The fragmentation of the Czech terminology stems mainly from the inclination of organizations towards the different foreign conceptions.

For this reason, in the Czech Republic, the use of the specific general term of “global development education” was officially, although not bindingly, established. Thus, a compromise was made between the two most discussed terms (global education and development education), with regard to the pedagogical scientific community and also the layman public that had used the term “global education” for a number of years already. This term is purely Czech, and by transfer to the neighbouring republic of former Czechoslovakia, the Slovak Republic, it is also a Slovak concept. It was used for the first time in the handbook *Our Common World* (Nádvorník & Volfová, 2004) created for the NGO People in Need. Officially it was applied by the Ministry of Foreign Affairs in 2011 within the *National Strategy for Global Development Education for the Period 2011-2015* (MZV, 2011). The mentioned documents were created on the basis of the *National Report on Development Education in the Czech Republic* (O’Loughlin & Wegimont, 2008a), which was part of the European process of mutual evaluation of global education initiated by the Global Education Network Europe (GENE). In the interim period of the years 2008-2010 a complementary report of the Czech Forum for Development Cooperation (FoRS) was created, which was issued in cooperation with the North-South Center of the Council of Europe and the European Commission. This *Report on Global Development Education in the Czech Republic in the years 2008-2010* (Nádvorník, 2010) provides supplementary information about the development trends of global education in the Czech Republic in the period under review. Czech “global development education”, similarly to global education covers various topics that can be classified within the six training blocks: development education, intercultural education, education in human rights, education in sustainable development, education in peace and conflict prevention. Still, it is characterised by its specific relation to the developing countries and problems that it directly faces and that interfere with all of our lives (MSMT, 2013; Zeman et al., 2006).

The definition of “global development education” is based on objectives that are also stated in the *National Strategy for Global Development Education for the Period 2011-2015*. The main characteristic of global education is “for people to accept their share of responsibility for the situation in the world” (MZV, 2011: 11). The same idea is included in the main objective of “global development education” according to the definition of the North-South Centre (2008: 8), which is “enabling people to take part in the development of their communities, nation and the whole world”. The fulfillment of these objectives requires assuming “a critical awareness about the local, national and

international situation based on an understanding of social, economic and political processes”, as stressed by Nádvorník & Volfová (2004: 13).

The national global education strategy (MZV, 2011) portrays globally and developmentally educated pupils as:

- having a general overview of the interconnection of the current world and the global problems in it, being aware of all the historical, economic and political aspects of the relationships between developed and developing countries;
- being informed about the main developmental problems, being active in searching for the causes and the solutions; simply put, the pupils not only understand the problems, but are also willing to do something for their resolution;
- being aware of the consequences of the consumer lifestyle of the developed countries (excessive consumption of water and food, bad treatment of nature);
- taking responsibility for shaping the world, demonstrating tolerance and solidarity to culturally, ethnically and religiously different people;
- having an overview of activities of people involved in development cooperation, either on the national or the international level (UN and its agencies, non-governmental non-profit organizations, etc.);
- not being indifferent and being motivated to participate in the resolution of the mentioned problems.

The principle of global objectives in the Czech Republic could be summarised as follows: “Global development education” enables the transition from the basic knowledge of the issues of development and globalisation as a phenomenon through the understanding of their causes and consequences to the formulation of the attitudes, values and the active involvement of an individual” (Suchožová, 2010: 6). Nádvorník & Volfová (2004) divides the system of objectives of global education into three categories according to the focus on a certain area of personality development in education: I) attitudes and values, II) responsibilities, III) knowledge.

I) By comparing the Czech material (MZV, 2011) and the British curriculum for global themes (Oxfam, 2006) it appears that the basic principle within the framework of global education is in general the formation of pupils’ attitudes and values. “Students take responsibility for themselves and for the world in which they live. They are motivated to actively participate in the solving of local problems and to contribute in the solving of problems on the regional, national and also international level, and this even in situations from which they do not get any direct advantages. They respect different opinions and world views and express solidarity with people living in difficult life conditions” (MZV, 2011: 10). According to the British curriculum (Oxfam, 2006), pupils aged 5-7 develop the need for cooperation, sharing and learning from others’ experiences. They begin to acknowledge the value of natural resources and the importance of protecting our environment. At the following age level of 7-11 years the pupils are capable of empathy towards their surroundings, but also towards people in distant places. They have an increasing interest in world events and a sense of justice. They respect the differences and the variety of people and are aware of their responsibility for the environment and for the handling of natural resources. They believe that things can get better, and that everybody can contribute to that.

II) Skills of pupils are specified, according to the Czech document MZV (2011: 10), in such a way that students use the instruments of democracy when contributing to public life. They can delimit the problem, analyse it, look for various solutions, choose the most suitable solution and use their own experience as well as the experience of others. They can evaluate their capacities and look for ways to use them in solving problems. They can effectively cooperate with others; based on information they manage to form their own opinion and state arguments for it, they can accept the opinion of others and amend their former opinion. They manage to use empathy in learning about the situation of others, and they can think in a systematic way and look for relationships. Globally educated pupils aged 5-7 according to the British curriculum (Oxfam, 2006) observe world events. They shape their views on global issues on the basis of proof, they learn to recognise injustice and look for adequate solutions to the discussed problems. They use empathy in identifying the needs of others and look for relations between their lives and the lives of people in other parts of the world. At the age of 7-11 they can partly detect prejudice, stereotypes and perceive reality from many different points of view. They manage to look for and to classify information. They are aware of the consequences of their actions and take responsibility for them. They contribute in forming group decisions and make intelligent compromises.

III) Students' knowledge is defined by the Czech Ministry of Foreign Affairs (MZV 2011: 10) in such a way that "students know the causes and consequences of the most important global problems. They know what helps and what prevents sustainable human development. They compare the different understandings of the concepts (development, human rights, and globalization). They understand the situation of people living in difficult life conditions and they know the various causes and consequences of these situations. They are aware of the differences in the economic and social situation of people in the world and they know the different views on causes and consequences of this condition. Students understand the mutual dependency and relations of different parts of the world and of the various dimensions of development. They know the key players involved in development cooperation. Students know about their opportunities to actively contribute to development on the local and global level. They know why and how the development cooperation is carried out". In the British curriculum (Oxfam, 2006) for children aged 5-7 in the knowledge area it appears that they understand the concepts of rich and poor, and they are aware of some causes and consequences of our actions on the global level. They are aware of the similarities and differences between people. They build a perception about the interconnection of different places, cultures and people. They acknowledge the importance of historical events in understanding current as well as future events. The knowledge objectives for children between 7 and 11 years old are to understand the need for justice between different groups. Children learn to distinguish the causes and consequences of injustice and to acknowledge the influence of different cultures, values and attitudes on our lives and our spontaneity in creating prejudices or stereotypes. Then they learn to become aware of the world market and in particular of the Fairtrade society, to become aware of renewable resources. Children also learn to understand the relationship between people and nature and to find a way to solve problems.

The Main Topics of the “Global Development Education”

Experience and proven practice from abroad bring a range of topics to the Czech Republic that should be dealt with by global education. The topics correspond to a large extent to the eight Millennium Development Goals: elimination of extreme poverty and famine, achievement of elementary education for all, enforcement of equality between men and women and strengthening of the role of women in society, decrease of child mortality, improvement of health of mothers, fight against HIV and AIDS, malaria and other diseases, securing a sustainable state of the environment, building of world partnership for development. But apart from the mentioned objectives they also contain other ones, focused on development and global issues (Návojský & Zajac, 2006). In the National Strategy 2011-2015 (MZV, 2011: 11), four main topics are defined: 1. globalization and mutual dependency of individual parts of the globe, 2. human rights, 3. global issues, 4. humanitarian assistance and cooperation for development. These are further specified into a total of 22 topics (Table 1).

Table 1.

Major topics of “global development education” in Czechia

globalization and mutual dependency of individual parts of the globe	human rights	global issues	humanitarian assistance and development cooperation
<ul style="list-style-type: none"> • economic globalization, including world trade and ethical consumption • cultural, social and political globalization • global migration • international organizations 	<ul style="list-style-type: none"> • basic human rights • children’s rights and senior citizens’ rights • discrimination and xenophobia • democracy and good governance • equality of men and women 	<ul style="list-style-type: none"> • poverty and inequality • poor education • health issues • malnutrition and famine • lack of drinking water • environment • population growth • conflicts and violence 	<ul style="list-style-type: none"> • development, its concepts and cultural aspects • Millennium Development Goals • history, motives and principles of humanitarian assistance and cooperation for development • actors in humanitarian aid and cooperation for development • activities pursued by the Czech Republic and the EU in the area of humanitarian assistance and cooperation for development

Source: According to the National Strategy (MZV, 2011) adapted by the authors

The National Strategy is based on the example of the British curriculum, where the principles are specified within eight points (MZV, 2011), which can freely be developed further:

- global responsibility – responsibility for oneself and the world we live in;
- participation – involvement in the resolution of issues and conflicts;
- partnership – cooperation in equality-based partnership of stakeholders, both government and non-government;

- solidarity – solidarity with people who live in difficult conditions, willingness to help;
- mutual interconnection – perceiving the world as a whole, identification of links between local, regional and global developments;
- openness and critical thinking – open and critical approach to information and opinions, ability to make moral-based and informed judgments and decisions;
- social justice – active support for compliance with human rights and equal opportunities for all;
- sustainable development – adjusting one’s lifestyle to the need of preserving and improving living environment for future generations.

When introducing the global education topics to the education process it is inevitable to observe the main principles on which the learning processes work. In all the global education activities the principle that fosters a closer relationship between the teacher and the student should be preserved, which is metaphorically compared by Carvalho da Silva (2008: 38) to a “beehive, where all bees have a common objective, with the only difference that the teacher is not an authoritative king or queen”. The role of the teacher is further explained by the example of an orchestra conductor, in which the “conductor and the particular players likewise democratically decide about their programme, and at the same time about their individual as well as collective role so as to achieve the final harmonic symphony”. The teacher, fulfilling the rules, principles and methods of the GE is not different in his educational endeavour from a common teacher, whose objective is also the comprehensive development of the children’s personalities. The global education teachers lead pupils to individual discovery of relationships and to complex learning. They show students the methods of acquiring information and teach them to participate in the public world. They incite curiosity and the will of the student to learn new things. They are more of a guide than an authority. The main requirement for a teacher of whichever form of education is the knowledge of the level and the capacities of individual students as well as of the whole class. When implementing global education topics in schools it is necessary to take into account the age, the number of pupils in the class, but also the cultural-social differences in relation to the chosen topic, and last but not least the time allowances and environment. In this case then the needs of individual children are important (Pána & Pospíšilová, 2012).

The Possibilities of Embedding Global Education into the Framework Educational Programme and the School Educational Programs

The topics of global education can basically be implemented in all educational areas of the Framework Educational Programme for Basic Education (FEP BE) in the Czech Republic (MSMT, 2013). Many possibilities for the realisation of global education topics at the 1st degree of elementary schools are offered by the educational area Humans and Their World. Nevertheless, in other areas as well it is possible to realise the aspects of global education quite well. However, the essential application of global education within the FEP BE is connected mainly with the cross-disciplinary themes, some of which successfully reflect the main objectives, topics and principles of global education. “Global development education” is still, given its meaning and the main ideas, the most immediate part of the cross-disciplinary theme Education towards

Thinking in European and Global Contexts, however with its thematic focus and the methods used it partly overlaps with further cross-disciplinary themes of the FEP BE: Multicultural Education, Environmental Education, Education for Democratic Citizenship and Personal and Social Education.

The cross-disciplinary theme *Education towards Thinking in European and Global Contexts* primarily stresses, according to the FEP BE (MSMT, 2013), the European dimension in education, which supports global thinking and international understanding all along the elementary education. In 2011, the Pedagogical Research Institute (currently the National Institute for Education) in Prague issued the handbook *Recommended Expected Outputs – Methodical Support for the Teaching of Cross-disciplinary Themes in Elementary Schools in the Czech Republic* (Pastorová et al., 2011) offering some update of the introduced cross-disciplinary themes within the FEP BE which is achieved through the introduction of the main ideas of global education into the cross-disciplinary themes teaching. However, this does not mean that within the cross-disciplinary theme Education towards Thinking in European and Global Contexts (ETEGC) the original European context of perceiving the current events and phenomena is suppressed. On the contrary, the accent here is put on the fact of the events and occurrences of everyday life to be explained to pupils in a more complex way, in interconnection with the local, national and macroregional level (i.e. for instance in the European region) up to the global level (Pastorová et al., 2011) from the beginning. Thus, the important topics are not only the topics treating globalisation or global problems, but also for instance the issues of human rights and equal opportunities, humanitarian aid or cooperation for development, prevention and resolution of conflicts, so the topics that almost correspond to the main thematic units in the *National Strategy for Global Development Education for the period 2011-2015* in the Czech Republic. Through their topics and expected outputs, the cross-disciplinary themes of the ETEGC enable pupils to perceive themselves as part of the global society and to be aware of the consequences of their everyday actions not only on the people and place where they live, but they have to also feel the impact of their behavior in a global context (Pastorová, et al., 2011: 35). In the area of knowledge, skills and abilities, this cross-disciplinary theme within the FEP BE is closely linked to the educational areas *Humans and Nature* (with the subjects of geography, biology, physics and chemistry) and *Humans and Society* (with the subjects of history and civil education). At the first level of elementary schools (children aged 7-11) it is mostly related to the educational area *Humans and Their World*, where it enriches the experience of the pupils from their closest environment (school, home, home city) with outreach towards the global scale. The methodical handbook of Pastorová et al. (2011) thus globally strengthens the importance of cross-disciplinary themes and their introduction to the teaching practice, since it stresses that the use of these themes in the Czech school practice contributes to the complexity of education and at the same time develops attitudes and values of students which are important for their future life.

Other cross-disciplinary themes of the Framework Educational Programme for Basic Education (FEP BE) also overlap more or less with the principles of global education. The cross-disciplinary theme *Personal and Social Education* is classified into three

parts (personal development, social development and moral development), all of which target the same objective – for the pupils to learn to behave in such a way as not to harm themselves or other people, the society or the world where they live (Pastorová et al., 2011: 10). On the contrary, they should learn to care about their relatives and the people around them, and based on their skills to improve themselves and also their environment. From the point of view of global education, the thematically close offer is for instance the education on ethical consumption, perception of migration, education with respect to rights of social groups, formation of children's personalities through the perception of poverty, rights to education or through the differences in the level of healthcare in different countries of the world and the related questions of famine, population growth in selected countries or conflicts, or the education of children to express solidarity towards those in need of our help, etc.

The cross-disciplinary theme *Education for Democratic Citizenship* is thematically the closest related with the educational field Education for Citizenship and the educational area Humans and Their World, but of course also with other cross-disciplinary themes (Personal and Social Education, Multicultural Education, Media Education), and therefore with global education principles. The main objective of this cross-disciplinary theme that we classify at the same time within the main objectives of global education is the development of civil literacy. The focus is therefore put on the pupils' capabilities of participation, social cohesion and the development of a responsible attitude towards the social events and respect of other people's rights.

Multicultural Education as a cross-disciplinary theme reflects the current societal changes in elementary education and in its essence it responds to all the principles and objectives of global education in the sense of understanding social diversity, the development of the human relationships and ethnicity, understanding and support of multiculturalism, the principle of social cohesion, etc. This same cross-disciplinary theme is hardly understandable for the Czech society, which can be seen as "strongly xenophobic". Enforcement of multicultural education in school practice should get stronger and stronger and more and more frequent. The cross-disciplinary theme *Environmental Education* equips pupils with specific competences fulfilling the objectives of global education in the sense of the development of responsible environmental behavior.

The narrow thematic connection of global education with the educational area *Humans and Nature* from the FEP BE was already mentioned above. Education in the area *Humans and Nature* is primarily based on the development of open minded thinking of the pupils, critical thinking and logical reasoning. Out of the educational fields that belong to this educational area (geography, biology, physics, chemistry) the most striking thematic connection of the global education is with the educational field geography. *Geography*, thanks to its multidisciplinary conception, enables pupils to gain a complex view of the landscape. Geography allows pupils to get to know nature and the surrounding world as a single functioning system, whose parts are mutually connected, influence each other and their environment on a different scale. Geography provides a structure of concepts to make global understanding possible. These include: place, scale (local, regional, national, international and global), interconnectedness (not

only of places, but of the physical, economic, political, and social contexts in which we live), universality (global systems) and uniqueness (local outcomes). The educational power of geography lies in understanding the relationship between the uniqueness of place and the universal processes that impact on us all. It helps students to see how the economic, social, political and environmental contexts operate simultaneously. So through geography combined with global education students come to understand our increasingly complex world and develop a positive and responsible attitude towards it (GA 2014).

The above stated educational areas of the Framework Educational Programme for Basic Education (FEP BE) and cross-disciplinary themes contribute to fulfilling the objectives of global education. In varying degrees they seek education towards values such as respect of oneself and of others, sense of social responsibility, sense of a common belonging and an active approach to teaching oneself and others. The educational areas support the development of ideas and knowledge concerning technological changes, inequalities in living conditions of the inhabitants of the world, democracy, government and citizenship, etc. They promote the development of key abilities and knowledge such as communication, social, civic and work skills, competence in problem solving and teaching. The FEP BE educational areas ensure opportunities and activities in the course of the education process within individual and common works, sharing of responsibility for the results of learning, and participation to the education process. The educational areas differ mainly by their thematic focus and their objectives, which however complement and support each other. From the differences in focus then come the partly different competences and techniques of their development.

Conclusion and Discussion

Global education should through its contents develop pupils' basic communication, civic and social skills, critical thinking, ability to cooperate and promote an active approach towards particular problems. The ambitions of global education are not only to acquire concrete knowledge and information about the given topic as a whole, but on the contrary it focuses especially on the attitudes and values of the pupils and the process of their formation. The class at school thus has to be a secure environment for the sharing of knowledge, experiences, opinions and the views of the pupils and their attitudes towards the topics of global education. The teacher supports the involvement of pupils applying different strategies and learning styles. He poses open questions, questions supporting creative thinking and he allows sufficient space for thinking for pupils (especially after asking questions, longer waiting times are important). He models active and respectful listening, etc. The teacher has to monitor whether all pupils feel secure and he creates opportunities for them to share their knowledge and experience, but also doubts and worries. The teacher should not give rise to concerns and fear of pupils. It is important that the teaching subject of global education has to be adapted to the pupils' age, in a way that the pupils understand it and can ask questions of their interest. On the other hand, the teacher faces the difficult task of fighting the stereotypical views of pupils and to transfer experience to them, which will lead to a more complex and unprejudiced view of the world. Global education classes focused on

global problems of humanity must be well thought-out, they must not stir desperation or fear, but on the contrary they should mention examples of successful resolutions of such problems with the contribution of international organisations or state authorities, but also the activities of individuals. In spite of the fact that a number of topics of global education are controversial and they raise pupils' concerns, it is not possible not to deal with these topics within school education at all. The pupils encounter these topics (spread of diseases, famine, conflicts, etc.) on a daily basis in the media, press or their everyday lives and it is necessary that they understand them better and that they know that possibilities exist for their alleviation or correction, maybe thanks to their own work and activities.

The methodology and education in the area of global topics developed from the point of view of contents and terminology in Western Europe starting from the 1970s. The implementation of topics with a global dimension in the Czech Republic since the 1990s was mainly influenced by the UK, and under its influence, it currently settled in the Czech Republic under the term of "global development education". An important role within the introduction of global education into the scholar system was and is still played by non-profit organisations, in particular People in Need. The most recent international activity of the non-profit organisation People in Need in the field of global education was the project Teachers: Agents of change. The objective of the project is to strengthen the competencies of future and current teachers in the Czech Republic and Poland through the introduction of principles and topics of global education into the teaching in line with the new curricular documents.

Embedding of global education in the Framework Educational Programme for Basic Education in the Czechia is linked mainly to the cross-disciplinary themes, some of which reflect the objectives, themes and principles of global education. Global topics and methods used partially overlap with intercultural education, environmental education, human rights education, citizenship education and other areas of education such as the subject of geography.

The introduction of global education in the Czech school practice and the school documents (FEP BE, school educational programs) is however still at its beginnings. There are many reasons for the slower permeation and consolidation of the ideas and main topics of global education in the teaching practice in the Czech Republic than in West European countries. Above all, the Czech (but also the Slovak) society is specific. In the last 25 years it went through the transformation from a totalitarian regime towards an open, democratic society. However, with a more detailed view, it is necessary to stress that although against the background of the historic events a pronounced economic transformation of the Czech economy took place, the cultural and values transformation is still not and will not be achieved for a significantly long time. After the upheaval in 1989 the Czech society stridently rejected the ideas related to the socialist regime in the sense of the equalisation of society, collectivization, etc. More than anywhere else, individualism and individual success made their way to the spotlight over the last 25 years. Success, acquiring of money, power and a successful position then became one of the leading topics of the Czech society to the detriment of the majority of the main principles fostered by global education – solidarity,

participation, individual responsibility, openness or social justice. Anchoring of GE principles and fixation of a new system of social values will last much longer in the Czech Republic compared with the development of global themes in West European countries.

The specifics of the Czech society significantly impede the understanding of a range of principles and main ideas of global education in the Czech scholar system. In Czechia we can find a range of social problems, which are very close to the thematic focus of global education (e.g. Roma population, social differences and poverty, ecological problems and waste of natural resources and energies, etc.), however in the Czech school practice these topics are only treated very marginally. A range of these topics are intentionally overlooked and forsaken and this attitude can, perhaps also unintentionally, spread into the teaching practice and in parallel directly to the students. In such a setting it is then difficult to start to use it actively and to teach children to think on a global scale. The training of children in global education in the Czech scholar environment should take place, in our opinion, in parallel with the equivalent Czech examples from the children's local, regional or national environment. The understanding of the local problems and the effort of contribution to their resolution is equivalent to the consciousness of problems on the global scale and the understanding of the world in the sense of the global dimension.

The pupils, through global education, look for common elements of our lives and through this they start to approach the developing world. Compassion and solidarity often awake in us illusions that we have to save the world ourselves, or on the contrary that our contribution cannot help a lot. Every one through his part can contribute to improvements. It is nevertheless important to want to help and at the same time to know how and to make the respective steps towards it based on the critical evaluation of the various information about the world and the art of using it at the right time and in the right place.

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