Abstract
The paper emphasises the need to develop new global competence in the context of the demands of modern societies. Contemporary and future demands for highly skilled workforce in the global economy constitute a challenge for teachers and teacher-training community. New skills and competences are needed for the success of professionals and these skills should be a part and parcel of their vocational education. Development of global competence is emphasised in the context of the current approach of Global Development Education (GDE). The paper describes the current state of implementation of the GDE in Slovakia and briefly describes an example of GDE implementation in VET teachers’ preparation at the Faculty of Economics and Management of Slovak University of Agriculture. Several possibilities of implementation of global education into teachers preparation are described. Particularly, the conditions of a supplementary pedagogical course at the Slovak University of Agriculture were analysed. The analysis of the course curriculum revealed several higher education subjects which include issues of global education or have a potential to develop such themes. Also, the paper briefly describes the results of a small survey on secondary school pupils’ knowledge and opinions in some selected fields of GDE and a survey on secondary school teachers’ experiences with GDE. The aim of the paper is to highlight the importance of global development education (GDE) in the educational process at secondary vocational schools. The main purpose of global development education is to form attitudes necessary in new social conditions.
Keywords: secondary vocational education, global development education, global competence, educational process

INTRODUCTION

Graduates who, besides the general and professional knowledge and skills, have also developed personal attitudes and skills that include effective communication, teamwork, creativity, critical thinking, ability to solve problems, willingness to learn, etc. are products of a school system. The roles of a global teacher, who is a facilitator, a motivator and a tutor, who is able to successfully manage all the above-mentioned tasks, is very important in this process. School work should constitute a certain influence on pupils, not in order to fulfill their cognitive and psychomotor goals (development of knowledge and skills), but mainly to pursue goals in affective (emotions, value orientation, opinions,...) areas. Influencing values, opinions and attitudes of global citizens, future professionals in different sectors of global world is of utmost importance. Education leaders around the world are increasingly talking about the need to teach „global competences and skills” as a way of addressing the challenges of globalisation. In the past, education was just about teaching things. Now, it is also about developing skills and personality qualities that will help young people to find their own ways in the contemporary world. This priority among educators can be seen also in the OECD PISA Global Competence Framework for the 2018 PISA assessment (OECD, 2018). Global competence is a capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

Schools should provide opportunities for young people to learn about global development, equip them with the means of accessing and analysing different cultures, help their pupils engage in international and intercultural relations, and foster the value of diversity. One of the approaches that can be seen as a challenge for education is global development education (GDE). Further in the paper theoretical background of the approach is described and qualitative methodology is used to illustrate the state and implementation of this approach in Slovakia. Education in GDE topics increases the qualifications
of future experts in different fields, helping them to apply for the labour market, and also to be successful in the global economy. In addition, knowledge of GDE themes develop pupils’ abilities, skills, attitudes and values that enable them to understand the global challenges in a changing global economy. The scope of changes taking place in the national and the world economy is in fact much broader as they affect social and cultural, technological, environmental and other conditions.

THE CURRENT STATE IN SLOVAK REPUBLIC

The concept of GDE is described according to national legislation in Slovakia. Schools are among key actors in the implementation of the National Strategy for GDE. Implementation of GDE to the educational process in schools is important in the aspect of new principles of education, which are included in The Manifesto of the Government of the Slovak Republic 2010–2014. The aims of GDE are to prepare young people for life in the contemporary interconnected, rapidly changing world, to lead them to democracy, and especially to help them to adapt to new conditions. GDE supports the linkage of the education market to the labour market, which is one of the priorities of external and internal transformation of schools, educational institutions and education in general. This task is also highly important for schools at all levels, especially since the vocational schools have to prepare highly qualified specialists for the operation of the new, knowledge-based society and greatly contribute to democratic development, scientific and technological progress, economic growth and social welfare, increasing employment, etc.

Besides the term of Global Education (GE), it can be also found in literature terminology like: international education, education for global citizenship, education for world citizenship, multicultural and intercultural education, global development education, development education. Although there are some differences in their meaning, generally we can understand them as synonyms. Prucha (2001, pp. 40) states, “these concepts are sometimes used in the same or near meaning, but they mostly contain a meaningful shift – for example in the case of global education ecological aspects are highlighted; in the case of education for world citizenship legal and social aspects etc.” Teachers of profes-
Global development education as a challenge for vocational education

vocational subjects should be able to clarify this terminological diversity and understand minor differences in meaning. For example, humanitarian education, sustainable development education, development education, global education, world education, world orientation, civic education, prevention of conflicts and similarly, global development education on the basis of the Maastricht Declaration on Global Education of the Council of Europe (Council of Europe, 2002). It is a common roof concept for various types of education, which also includes peace education, conflict prevention, intercultural and multicultural education. In essence, all the above concepts represent, the global dimension of education on citizenship (Korim, 2013, pp. 1–8).

The issues connected with this terminology have already been implemented into the educational process in many countries before the intensive actions developed through various international organisations. The most important are: United Nations and its Millennium development goals (see: United Nations Development Programme), Council of Europe and the Maastricht global education declaration (see: Silva et al., 2012) and European Union with Declaration on developing education and active global citizenship (see European Parliament). The concept of GDE is based on several documents at the international and national levels, which are reflected in the adoption of the Slovak National Strategy for Global Education for the period 2012–2016. GDE began to be promoted at schools in Slovakia mainly thanks to cooperation with the non-governmental sector.

In Slovak literature, global education is currently in the area of emerging interest and the terminology associated with it is relatively broad and new (e.g. Mistrík, 2000, 2014; Mravcová, Šeben Zaťková, Pechočiaková Svitačová, 2017; Raslavská, 2009; Zelina, 2004). Teachers must understand the terminology and also perceive the issue as relatively new content of education and, in addition, as current educational approach.

The Maastricht Global Education Declaration (2002) states that:

Global education is education that opens people’s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all. Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship. (Maastricht Global Education Declaration, 2002, p. 2)
According to the key document in the Slovak Republic National Strategy for Global Education for the period 2012–2016, Global education is defined as follows:

*GE is education, which emphasises global learning context. Through it, there is increasing awareness of global issues which concern every individual to develop their critical thinking on these topics and deeper understanding of areas and topics which concern the whole world. Themes of global education provide space for individual change of attitudes and strengthening the awareness of one’s role in the world. It motivates people to take responsibility and educate towards developing more active global citizen values (Národná stratégia, 2012, pp. 1–2).*

It is an educational approach that leads to a deeper understanding of diversity and inequality in the world, the cause of their existence and options to solve the problems associated with them. It encourages all interested, regardless of age, to consider questions such as poverty, and their connection with everyday life. Basic issues, which imply subtopics, are according to the National strategy as follows (Národná stratégia 2012):

1. Globalisation and interconnectedness;
2. Global problems and Development Aid;
3. Multiculturalism;
4. The environment with respect to the global aspects;
5. Human rights.

The development education highlights local-global connections and how we need to think globally when acting locally. It is about such issues as globalization, climate change, food security, poverty, human rights, health, education, gender, inequality and empowerment.

Schools are among key actors in the implementation of the National Strategy for GDE (Národná stratégia, 2012). Implementation of GDE to the educational process in schools is important from the aspect of the new principles of education, which are included in *The Manifesto of the Government of the Slovak Republic 2010–2014*. The aim of GDE is to prepare young people for life in the contemporary interconnected, rapidly changing world, to lead them to democracy, and especially helping them to adapt to the new conditions. GDE supports linkage of education market to the labour market, which is one of the priorities of external and internal transformation of schools, educational institutions and education in general.
Since 2005, the implementation of educational activities in the developmental issues in Slovakia were initiated mainly by the NGO sector and only in some cases by educational institutions. This situation largely persists even today, as developmental issues in Slovakia are evolved most intensively by the activity of foundations and civic associations on the platform of developmental NGOs.

On the other hand, the internationalisation of education is a highly topical requirement for educational institutions currently preparing graduates for the global market. In order to be able to orient oneself on the contemporary market, as well as on the whole contemporary world, professionals can hardly feel sufficient equipped only with the professional expertise without being able to critically understand the social consequences of economic and other changes and processes taking place in the present globalised market, to understand mutual interdependency in the developed and developing countries and to be aware of the need for cooperation, which should lead to the sustainable development throughout the world.

However, higher education institutions preparing future teachers for all levels of education are only slowly beginning to introduce courses primarily focused on global development education. There are many potential courses whose content more or less addresses this issue and they have enough space to deal with it. Although the increased attention has only been recently on GDE, this issue is not new in the curriculum, but only the label is new.

The issue of global development education in schools is currently implemented in the educational process by means of cross-curricular global issues in the classroom or by emphasising the global dimension in several subjects, which are included in curricula. Despite the fact, that there exist some specialised subjects in the curricula of selected fields of study in the secondary vocational education, the main principle of implementation of GDE is to apply interdisciplinary themes of Multicultural and Ecological and environmental education, that are officially integrated in the school programs.
AN IMPLEMENTATION EXAMPLE OF GLOBAL DEVELOPMENT EDUCATION IN VET TEACHER PREPARATION

The Slovak University of Agriculture in Nitra (SUA), in addition to future experts in accredited courses of various fields, also prepares future teachers of vocational subjects (economic/technical/agricultural/nutritional). Teacher training is organised through supplementary pedagogical courses in full-time and part-time programmes. The courses are divided into modules: pedagogical-psychological; didactic; pedagogical practice, and subject module. Courses within the particular modules that contain or have a potential to include issues like civic education, intercultural education, education for global citizenship, global education and global skills development are included in the preparation of future teachers.

Table 1: Curriculum of supplementary pedagogical course

<table>
<thead>
<tr>
<th>Course</th>
<th>Classes</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>1st term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology of Education</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>General Didactics</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Pedagogical Propaedeutics</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>General and Developmental Psychology</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td><strong>2nd term</strong></td>
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<td></td>
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<tr>
<td>Pedagogical Communication</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Theory of Education</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Didactics of Vocational Subjects</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>Pedagogical and Social Psychology</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td><strong>3rd term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Observation Practice in Vocational Training</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Methodology of Vocational Subjects</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>Methodology and Educational Diagnostics</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>Organisation and School Management</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td><strong>4th term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Innovation in the Field (agriculture/food/economics/engineering)</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Practice in Vocational Training</td>
<td>26</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: SUA, 2017, pp. 10–14
Through content analyses of the curriculum and the syllabi of courses taught at SUA it was identified (according to SUA, 2017, pp. 10–14) that the following courses and topics may include elements of GDE:

**Pedagogical Propaedeutics** is the first pedagogical discipline students meet in the course of their study. Students are acquainted with basic pedagogical terminology. It is dealing with the topics aimed at the types of educational environment and the determinants of education, their aims, forms, means, and the content of education. Global Development Education, as well as multicultural and intercultural education are considered as relatively new components of the educational content. In this course, students also learn about the brief history of pedagogy. As part of the historical overview of different pedagogical concepts, they are also informed about the origins and development of global education.

In the course – **General Didactics**, the following topics have the potential to develop global competence among students: Pedagogical documents specifying the content of education and the objectives of education can highlight the issue of global education as part of these documents and as one of the target areas of development at particular levels of education. It is also an opportunity to familiarise students with the concept of global education as one of modern conceptions of education. It is also suitable to familiarise students with the methods and methodologies of global education in the topic of Teaching Methods.

Similarly, themes of global education can be implemented in the course – **Didactics of Vocational Subjects**, especially within the topics: Goals and objectives in vocational education. Society – wide objectives in vocational subjects. Analysis of the general and specific objectives in vocational education. Content of education in vocational education. Didactic analysis of the content in professional subjects. Interdisciplinary and inner relationships in professional subjects. Within these topics, global education can be analysed in terms of its objectives, content and in the context of integration in vocational education with regard to cross-curricular relationships. In a number of secondary school subjects and lessons, global education can be analysed, therefore it is important that future teachers become familiar with the issue.

In the course **Methodology of Vocational Subjects**, it is possible to emphasise global dimensions in the following topics: Didactic principles in the teaching of vocational subjects. Forms of education in vocational secondary education and possibilities of their use. Overview of educational methods and their use in the teach-
ing of vocational subjects. Within these themes, it is suitable to analyse specific methods, methodological procedures and organisational forms of global education with application in vocational education and also to specify the principles applicable in this educational approach.

Psychological disciplines, especially General Psychology, Pedagogical and Social Psychology, provide a great potential for highlighting the issues of global competence and global skills. The most suitable topics for global education are: Social attitudes. Social Communication. Social groups. Assertiveness and Empathy. Stress and conflict situations in the decision-making process. Change of attitudes and value orientation. Social motivation. Forms of social behaviour (assertiveness, non-aggression, aggression). Issues of social groups. Social motivation. Dynamics of small social groups. The issue of leadership in small groups. All of the cited topics can be linked to problems of Global Development Education as defined in National strategy such as Conflicts in the World: forms and methods of conflict resolution, and these topics can also constitute a starting point for educating to human rights and education for their protection and respect. The topics discussed in psychology are connected with several areas of human personality. They are related not only to the cognitive, but also the affective aspects of personality, and we can say that influencing the affective area is the most important for the development of global skills.

Global issues can also be implemented within the course Pedagogical Communication in Vocational Education. Selected topics can be applied to human rights education and to their protection. Some of the specific topics are: basic knowledge of pedagogical communication and principles and forms of interpersonal communication and rules of discussion. There is also space for practicing real communication skills that are necessary for global teachers.

The course Theory of Education provides the greatest scope for the development of global skills in the training of VET teachers. The content of the course deals with specific content components of education, pedagogical approaches and accompanying processes. For example, the course includes topics like: Multicultural Education – essence, process and realization aspects of multicultural education. Environmental and ecological education – its aims, content, forms, methods, means. Family and sexual education – their aims, content and methods. Pro-social education – its aims, content, forms, methods, means. Current educational problems (child aggression and criminality, work with Roma ethnic minority, (...). Family and social education – its aims, content, forms, methods, means. This course is mainly focused on highlighting the goals, tasks, content,
forms, tools and methods of specific content components of education (not only those previously mentioned), including *Education for citizenship* and the most up-to-date *Education for global citizenship*. We are convinced that these themes really contribute to education on human rights, education on sustainability, peace education and conflict prevention and intercultural education. All these topics constitute a global dimension of education for civil rights and responsibilities and, ultimately, above mentioned themes constitute a basis for developing views and attitudes towards global education, and create a platform for emphasising its value.

Within the subject module, in line with students’ field of study, apart from economic, agricultural, nutritional or technical fields, there is also enough space to include current topics based on the requirements of contemporary globalised society and the resulting development of global skills. **Innovations in the Field** (agriculture/food/economics/engineering) – this course is part of the subject module in VET teachers training. It aims to innovate future teachers’ knowledge within their specific field of study. The content of this course is in line with specific study programmes, either in the economic, agricultural, food or technical fields. The course is provided by relevant departments at relevant faculties (Faculty of Economics and Management/ Faculty of Engineering/ Faculty of Agrobiology and Food Resources/ Faculty of Biotechnology and Food Sciences) of the SUA. Of course, there is a wide scope within specific departments to include current themes based on the requirements of a globalised society.

**Classroom Observation** and **Teaching Practice in Vocational Training** provide practical preparation for global education. As part of these courses, students develop their professional competences in selected secondary training schools and are often confronted with a multicultural school environment where their current theoretical knowledge needs to be applied. Students have the opportunity to demonstrate their global teaching skills in practice. Within pedagogical practice, they can meet heterogeneous groups of pupils from diverse ethnicities, nationalities, cultures and different countries and their task is to adequately demonstrate their pedagogical competences. Teaching practice also has a potential to apply global education, and its cross curricular character makes possible to implement it by future teachers into all school subjects, be it economic, agricultural, nutritional or technical.

The space for developmental issues and the explanation of phenomena such as development and humanitarian aid, human and civil rights, develop-
ment aid, migration, environment with regard to global aspects, sustainable development and many more are also present in some other subjects not only within the the above mentioned framework. The implementation of the issues not only through the content of particular subjects, but throughout the whole educational process can take place in education in a number of ways. Besides through implementing them into the syllabi of selected subjects, it is also suitable to use e.g. student mobility, foreign internships and other irregular forms of education, or by creating a special subjects, courses, summer schools and the like.

The process of global competence development in teacher training includes different teaching techniques and a rich and varied selection of teaching methods. In addition to traditional transmissive teaching methods (transfer of complete knowledge to students), there are more suitable cooperative and experiential methods and exercises, like role playing, sensing and visualization methods, discussions, i.e. the so called active methods. Interactive, cooperative, problem-based teaching and discussion are approaches to global education that ensure that student activity in the educational process is applied. Anything interactive in the educational process is welcome, such as simulation activities and games, role playing, brainstorming, problem solving exercises, various types of discussions, like group discussions, panel discussions or round table discussions, pair and group exercises, exchange of experiences, research and presentations, study visits, participative art, case studies, stories and fairy-tale exercises or visual aids (photographs, movies, collages, etc.). Case studies are also effective tools in vocational education and also in the training of teachers of vocational subjects. “A case study is a method that is used in education, especially for its activating and motivational character, and from the pedagogical point of view it fully meets the requirement of linking theory with practice” (Šeben Zaťková et al., 2014, pp. 55–56). While implementing education for global citizenship, it is needed to create democratic, fair and human environment, including active involvement of students. Active methods are particularly useful in seminars. In particular, mind maps, moral dilemmas, situational methods and role plays constitute a good practice in our case. These are most often applied in groups or in pairs and can be applied to various topics.
GLOBAL DEVELOPMENT EDUCATION SURVEY AT SELECTED SECONDARY VOCATIONAL SCHOOLS

As it was explained in the theoretical part of our study, GDE is a very topical approach in education and themes of GDE are important for future graduates to be successful on the labour market. In connection with the issue of GDE, we briefly summarise the results of 2 surveys conducted in 2016 and 2018 at secondary vocational schools in Nitra, Slovakia. The results are part of final thesis of students of supplementary pedagogical courses for teachers of vocational subjects at the Slovak University of Agriculture. Mainly qualitative methodology was used for data processing.

The 2016 survey was aimed at pupils of economy-focused schools who will actively operate on the new global market as future experts. A survey was conducted with the aim to examine pupils’ knowledge and opinions on GDE themes. Its partial aims were:

– to investigate pupils’ knowledge (description of basic terminology in the field of GDE),
– to identify pupils’ opinions within selected didactic aspects (implementation of GDE in school curricula; application of discussion methods in GDE),
– to identify pupils’ opinions on the importance of GDE and to identify their interest in the themes of GDE in their free time.

The main tool for data gathering was a non-standardised questionnaire. The questionnaire was developed with the intention to examine the current state of knowledge and opinions of pupils attending vocational economic schools. The questionnaire consisted of nine open-ended and also closed-ended questions. The content of the questionnaire was focused on current issues of global development education. The content of the questionnaire was divided into three fields:

1. Items that focus on pupils’ knowledge,
2. Items oriented at didactic aspects of GDE,
3. Questions investigating pupils’ views on the issue.

59 respondents from Obchodná Akadémia (eng. Business Academy) in Nitra participated in the questionnaire survey. The sampling was intentional. The survey focused on 2nd, 3rd and 4th year students, since we assumed that these pupils had already completed education, which had also included topics relating to the issues of globalisation. We expected them to already be familiar
with the basic terminology of global development. This assumption was based on the fact that business academy students as future graduates can apply to sectors focused on economic, commercial, business and administrative activities and other organisations which operate in globalised market conditions. According to this, it is necessary to prepare these future professionals to focus on different aspects of globalisation, economic globalisation and world trade, sustainable development, development assistance etc.

The questionnaire results were supplemented by an informal interview with teachers of professional economic subjects at Obchodná Akadémia in Nitra. Descriptive methodology and verbal interpretation were used for data processing. Based on the results (Šeben Zaťková, Petrušková, 2016, pp. 1272–1283) of the survey, the following observations were made:

Students have basic knowledge about global development education, they understand its basic concepts and terminology. They are aware of global problems and they are familiar with the advantages and disadvantages associated with the process of globalisation. The students’ attitudes towards globalisation are rather negative. It is most intensely reflected in the contemporary migration crisis.

On the other hand, high school pupils do not know that the topics addressed in lessons, are currently part of Global Development Education. Even in the first grade, students are in contact with the main topics of GDE in several subjects. However, there does not exist a separate subject dealing with GDE at the examined school. The main subjects at the school, which include topics of GDE as we identified after the interview with the teachers are as follows:

– Economic Geography, Ethical Education (1st, 2nd year);
– Civic Education (1st, 2nd, 3rd year);
– Law (3rd year);
– Communication and the World of Work (4th year);
– Macroeconomics (4th year).

Certainly, we can assume that GDE topics are also part of other subjects as they are designed as interdisciplinary. The above cited subjects have been probably chosen mainly because basic terminology of GDE is included in their curriculum and they are part of vocational profiling of students at Business Academy.

The survey further showed that students do not feel that they have enough space in the educational process to discuss current world events. However,
discussions, active teaching methods and experiential learning are the most preferred methods, but rarely used in education.

The majority of questioned students think that the issue of GDE is important in school education. On the other hand, in their spare time, only a very small number of respondents pay attention to directed self-education in the area and they show only small interest in the current world events.

The second survey (Magyarová, 2018, pp. 29–40) conducted in 2018 compared VET teachers’ experience with GDE at selected vocational schools – Obchodná akadémia and Spojená škola, both schools located in Nitra, Slovakia. This survey also intended to examine the Obchodná akadémia students’ attitudes to foreigners. The sample consisted of 22 teachers of vocational economic subjects. At both schools, more than 60% of teachers of economic subjects have more than 20 years of teaching experience. No teachers under 5 years of teaching experience were included. The sample of 30 students consisted of 3rd year students. The partial aims were:

– to examine teachers’ experience and opinions on GDE;
– to examine how GDE is implemented in economic subjects at secondary vocational schools and what are the possibilities for its application;
– to apply educational activity Foreigners versus Natives in teaching of economical subjects and to survey pupils’ attitudes towards foreigners.

The main tools for data gathering were questionnaires for teachers, work sheets Foreigners versus Natives for students (cudzinci verzus našinci Source: Nadácia Michala Šimečku, 2015) and discussion. Descriptive methodology and verbal interpretation were used for data processing. The activity Foreigners versus Natives aimed at the investigation of students’ attitudes towards foreigners. Students described what differences they see between foreigners and natives. The use of the worksheet served as an example of application of global education in the teaching of economic subjects.

Based on the results of the questionnaire survey the following outcome was revealed:

We tried to discover if the teachers had come across the term GDE: At the Business Academy, majority of teachers (75%) of economic vocational subjects had already come across this concept, the rest (25%) had never come across this term. 50% teachers from Spojená škola had never met this term.

80% of the surveyed teachers at both schools answered that they had never attended any training on GDE or multicultural education.
Teachers of economic subjects filled in the questionnaire an approximate percentage of the time they spend on topics of multicultural education in teaching vocational subjects. At Spojená škola, half of the asked teachers (50%) responded that 1–3% of their teaching time was devoted to multicultural education, another half spends 10–20% of their teaching time on multicultural education. At the Business Academy, there were more diversified answers. Some of the teachers answered that they did not devote any time to this issue. However, the majority devoted from 10% to 30% of their teaching time. A large number of respondents stated that they rather prepared pupils to leaving examinations, which is more important to them.

The opinions on the quality and availability of didactic resources and tools for implementing GDE were as follows: At the Business Academy, the VET teachers answered that they did not use textbooks nor teaching aids (7) or when they have textbooks for particular subjects, these do not contain up-to-date information (7). Only 2 answers were: ”we have quality texts and aids“. At the second school, 2 teachers said they did not have textbooks or aids available. And if they do, they have to create them themselves, which is time consuming (4 answers).

Further, teachers’ opinions on the question where their students get information on multiculturalism were investigated. The most answers (15) pointed at the Internet. This response was followed by 12 answers pointing at school. Minor answers were: journals, newspapers (2) and television or radio (5).

Do pupils show interest in the issues of multicultural education (possible answers: yes/no/only some topics)? The majority of teachers (67%/ 62%) agreed at both schools that pupils are interested only in some topics. Only 33% at business academy and 25% at Spojená škola of teachers think that pupils are interested in such topics. At the Business Academy no teachers answered that students were not interested and in Spojená škola only 13% of answers stated that pupils are not interested in the issue.

Most teachers think that pupils are most interested in topics such as the possibilities of studying abroad, the European Union, culture and the traditions of particular countries. According to teachers, students are not interested in the world economy.

What is the most common approach to multicultural education (development of pupils’ attitudes, values and affective aspects; development of skills; development of knowledge)? All the teachers (6) at Spojená škola answered that when it comes to multicultural education they are mainly focused on the development
of pupils’ values, attitudes and affective aspects. Teachers of vocational subjects from the Business Academy most frequently answered (12) that in multicultural education they are mainly focused on the development of pupils’ values, attitudes and affective aspects. Another very common answer (4) was that teachers are also focused on developing pupils’ skills. Only one answer was focused on the development of knowledge.

In the last open question teachers asked for recommendations to develop their pupils’ respect for other cultures and their understanding of intercultural relations in the current world. The majority of teachers suggested to have more exchange programmes abroad. Furthermore, discussions or dialogues during project work in lessons were recommended. Most often, however, teachers recommend travelling to provide pupils with their own experience.

Based on the results of worksheets analysis, the following conclusions were drawn: pupils stated their own opinions on the differences between strangers and natives. All the pupils, except 1 answer, stated that foreigners can be identified by the colour of their skin. They are rooted in their opinion that a foreigner must have a darker skin than ours. Other responses were that foreigners can be identified by accent, according to different face features, by clothing. One pupil responded that there is no difference between foreigners and native citizens. Another pupil stated that foreigners can be identified by their friendliness.

Most pupils agreed that foreigners take jobs away from the people of Slovakia. About half of the pupils think that foreigners threaten our security and also abuse our social system. Some pupils, however, think that foreigners are a benefit to our economy and help create new jobs.

To conclude, we can sum up that pupils understand why foreigners come to their country from economic point of view. They understand that more and more international companies are investing in the country, which also promotes the influx of foreigners. However, on the other hand, they lack basic understanding of cultures and differences between cultures. The pupils have a stereotypical image of foreigners. In general, we can say that they have very hesitant answers and half of them perceived foreigners very positively, but the other half had rather negative attitudes. The pupils are interested in GDE issues and multicultural education in the school, and these activities are seen as enrichment of lesson time.
CONCLUSIONS

Based on the above, we conclude that the current teacher and contemporary school at any level and type of education should accept “new” educational concepts that will be a more appropriate global solution to the planet’s problems. From the overall fifteen courses integrated into the study plan of supplementary pedagogical study at SUA, we identified according to the content analysis of the available syllabi only 10 courses that deal less or more with the topics of global education. Naturally, there are more possibilities to implement GDE into the VET teachers preparation, but its real application depends on particular departments and individual lecturers (Šeben Zaťková, T., 2017, pp. 1–7). According to the survey results, it can be concluded that pupils are familiar with the basic terminology, they understand the economic side of globalism and multiculturalism, but their attitudes are still influenced by stereotypes. They are interested only in some of the topics of GDE and prefer them when they are taught by active teaching methods and allow them to discuss their opinions. On the other hand, teachers are not sufficiently prepared for GDE implementation, do not have appropriate equipment for GDE teaching and they do not perceive it as the most important content of education. Teachers correctly understand the priority of value and skill development in GDE. They consider travelling abroad to provide their pupils with their own experience in intercultural relations as the best form of education. Lacking or outdated didactic resources are a major obstacle in the implementation of GDE or multicultural education and it is important to motivate teachers to develop their pupils’ interest in GDE.

Based on the results, we suggest the following steps be carried out in vocational education:

- to implement the topics of global education in all school subjects more precisely as an indisciplinary theme in the educational process;
- active methods of GDE should be more often included in lessons. On this basis, anything interactive in the educational process is welcome: discussions, simulation activities and games, role playing, brainstorming, exercises on problem solving, group discussions, panel discussions and round table discussions, pair and group exercises, exchange of experience, research and presentation, study visits, participative arts, case studies, exercises based on stories and tales or visual aids (photo-
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graphs, films, collages, etc.). There are many methods of this kind and
teachers should be familiar with them as their pupils require them.

– to promote and implement programs and educational projects to in-
corporate themes of global development education (GDE) in all sub-
jects and also in informal education;

– to encourage pupils to be interested in the actual situation in the world,
to see global problems from a broader perspective, to motivate them
to their self-study activities and to provide them with opportunities to
experience the global issues also outside of school;

– to implement themes of GDE in teacher training and as part of lifelong
education;

– to ensure a sufficient number of high quality professional trainers of
GDE (in collaboration with non-governmental organisations);

– to promote science and research already at secondary vocational
schools, thus gaining ability to implement science and research at
universities;

In connection with the ways of implementation of GDE in the educational
process at secondary vocational schools with the economic focus, there is also
an option of creating a separate subject – Global Development Education or
Global Education. This subject would have the most intense cross-curricular
relations. Teaching of this subject should be provided by several experts, not
only teachers of secondary vocational schools, or by external partners from
universities, but also by the experts from NGOs and from practice.

We do not claim that the concept of global education is a panacea for all
current problems, but it is one of the ways to contribute to their improvement.
In our case, GDE can contribute to:

– deeper understanding of diversity and inequality in the world, to pro-
mote greater interest in current issues of the planet and of humanity;

– explanation and understanding of human tasks, social and cultural
capital in economic development and the obstacles that hinder such
development;

– internationalisation of education, while enhancing the prestige and
attractiveness of universities in the world (the quality will be reflected
for example in the increase of skilled labour, as well as in the competi-
tiveness of economic entities in which graduates will be active after
graduation).
development of pupils’ critical thinking and also motivation of active interest in current problems of the world, and active interaction to solve them;

acquisition of the necessary additional knowledge as well as social skills and competences are necessary for professional careers on the globalising economic market and the current rapidly changing society. GDE is a significant actor in shaping the professional profile of graduates. (Svitačová, Mravcová, Zaťková, 2013, pp. 24–25)

Global education and global competence development are currently a relatively new trend in education. We can treat them as modern educational concepts, but also as an indisciplinary educational area that includes a variety of interdisciplinary relationships and, at the same time, it is a cross-cutting theme in both general and vocational education. If we want teachers in vocational education to be able to handle different methodological aspects, and also process the demanding content, it is important to thoroughly prepare them in this task. On the other hand, lifelong teacher training should be focused on innovation of teaching competences and on knowledge in this area, as the issue is up-to-date and it is constantly changing depending on social needs. Global education includes value education both in school and informal education. The task of contemporary pupils and their teachers is to change societies in terms of values different from competition, segregation, racism, and the such.

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