Mapping of the treatment of 4 Global Challenges in national lower secondary textbooks

case study Czech Republic

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Section 1

1.1 Brief description of education textbooks in the Czech Republic

In the Czech education system, textbooks are not legally compulsory for any particular subject, including Geography, History or Civics. In practice, however, they are commonly used, as they represent a key tool for implementing the Framework Education Programme.

The Education Act does not impose an obligation to use specific printed textbooks for particular subjects. It does, however, require schools to ensure that pupils have free access to textbooks and learning texts needed for instruction in accordance with the relevant Framework Education Programme (§ 160 of the Education Act; cf. MEYS 2024). In practice, this means that schools must have appropriate learning texts available, including for Geography, History and Civics – whether in the form of conventional textbooks, workbooks, digital materials or other pedagogically suitable texts. Therefore, although textbooks are not formally prescribed, in practice they form the backbone of teaching at the lower secondary level (pupils 11-15 of age), the stage in focus in this research.

For a textbook to be used in teaching and to be paid for from school funds, it must obtain an approval clause from the Ministry of Education, Youth and Sports (MEYS). This clause confirms that the textbook meets the requirements of the Framework Education Programme and is appropriate for the relevant age group of pupils (MEYS 2024).

The Czech school system gives schools considerable autonomy in their choice of textbooks. Schools develop their own School Education Programme, which must be in line with the Framework Education Programme, and within this framework they decide which textbooks and other materials to use. The school head, usually in cooperation with subject departments, selects specific textbook series, most often from among those that hold an MEYS approval clause (MEYS 2023).

Subject teachers also have significant influence on the choice of textbooks and on how they are used in teaching. They may propose a change of textbook series, pilot new titles or combine several sources. There is no requirement that a textbook must be used for every thematic area or “case study” in the curriculum. On the contrary, textbooks are emphasised as a supporting resource, while the decisive elements are the aims and expected learning outcomes defined in the Framework Education Programme and School Education Programme (Fraus 2015; Zelenda 2016). In the teaching of Geography, History and Civics it is therefore common for teachers to use a combination of textbooks, workbooks, worksheets, online sources, project tasks, excursions and discussion-based activities (Fraus 2015; Zelenda 2016).

Textbooks in the Czech Republic are published mainly by commercial publishing houses such as Fraus, Nová škola, Didaktis or Taktik. The Ministry of Education does not publish textbooks itself; instead, through the system of approval clauses it ensures that textbook content is in line with the national curriculum. Publishers are therefore obliged, when developing textbooks, to respect the Framework Education Programmes, methodological guidelines and standards of subject-matter and linguistic accuracy (Fraus 2015). The Ministry may withdraw the approval clause if it is found that a textbook does not comply with the Framework Education Programme or contains serious factual errors. Quality control thus takes place primarily at the approval stage rather than continuously, and responsibility for the quality of the published textbook lies with the publisher.

Neither legislation nor MEYS methodological materials regulate a central selection of textbook authors through any state-run selection procedure. Authors are typically selected directly by the publishers. They are usually

experts in the given subject (e.g. academics in Geography, History or Civics) and experienced practising teachers who contribute to the content, didactic design and tasks (Fraus 2015; Zelenda 2016).

Textbooks are thus created as team products involving text authors, didactic specialists, graphic designers and language editors. The state does not directly intervene in the selection of authors; its role becomes visible only at the stage of assessing the completed textbook as part of the approval-clause process (MEYS 2023).

The Ministry of Education, Youth and Sports has a clearly defined approval role in relation to textbooks. According to the Ministry's communication on the procedure and conditions for granting approval clauses (MEYS 2023), the process includes several steps:

1. Submission of an application by the publisher, specifying the target group, the textbook's alignment with the Framework Education Programme and providing all materials (text of the textbook, graphic layout, supplementary components).
2. Expert review by independent reviewers – typically one expert from a university and practising teachers. The review focuses on:
    - factual accuracy and currency,
    - consistency with the Framework Education Programme and other curricular documents,
    - didactic design and age appropriateness,
    - linguistic, graphic and typographic quality (Hrbáčková 2021).
3. Decision by the Ministry, which may grant, refuse or later withdraw the approval clause if serious shortcomings or non-compliance with the curriculum are identified.

The approval clause and inclusion in the official list of textbooks provide schools with a certain guarantee of quality and curriculum alignment, although legislation also allows the use of other learning texts (such as e.g. materials published by NGOs) without a clause, provided the school head takes responsibility for their suitability (MEYS 2009).

Textbook funding is based on the Education Act (§ 160), which allows schools to purchase textbooks and teaching aids from state-allocated funds. In practice, however, the amounts allocated are often insufficient to ensure regular replacement. Many schools therefore use textbooks that are ten to twenty years old, or they look for alternative sources of funding, for example through grants, their founder's budget or projects focused on the digitalisation of education (Fraus 2023). Publishers have responded to this situation by issuing electronic versions and interactive textbooks, which make it possible to combine printed and digital teaching materials.

Examples from practice:

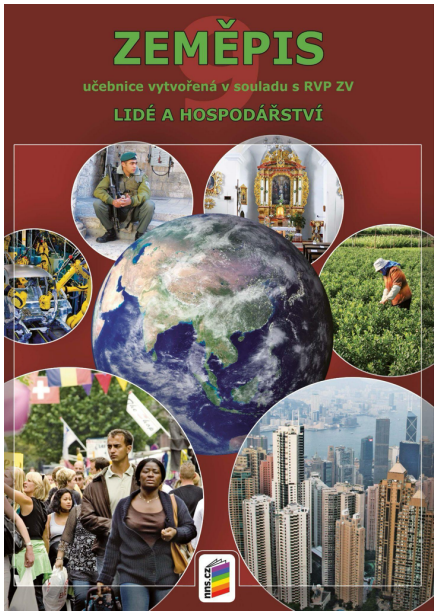
Basic school in a city with approx. 500 pupils *(school A)The teaching staff are free to acquire those types of textbooks that match their teaching style. The only requirement is agreement within the subject committee of the relevant subject so that the use of a new textbook is as efficient as possible (i.e. that it is used by as many teachers as possible for as long as possible). As a result, newer textbooks that support the active involvement of pupils in lessons are usually chosen (often published by Taktik or Nová škola).*
At the lower secondary level, the extent to which textbooks are used depends on the nature of the subject: in some subjects, pupils use textbooks more frequently (foreign languages, science subjects) than in others (History, Geography, Civics). In subjects where the proportion of textbook-based work is lower, teachers tend to work with materials of their own design that are aligned with the learning objectives of the given lesson, or they jointly create new materials and share them within the subject committee.

Basic school in a city with approx 670 pupils (school B)
The school has purchased sets of textbooks for most subjects taught. Pupils receive textbooks as a supporting learning material; their actual use in lessons depends on the individual teacher. The current School Education Programme is also based on these textbooks. The extent to which textbooks are used in teaching is significantly higher than at my previous schools (basic school in the same city with approx 400 pupils - school C - where I taught previously. At both schools, textbooks were used more extensively at the first stage of basic school, and teaching of English in particular relied heavily on them. In science subjects at school C , textbooks were used only minimally, whereas at school B they are used much more frequently.

Section 2

2.1 General description – GEOGRAPHY

- Textbook audience: Geography, 9th grade (14-15 years)
- Textbook author(s) name(s): Petr Chalupa, Dana Hübelová
- Title (original and in English): Zeměpis 9: Lidé a hospodářství [Geography 9: People and Economy]
- Publisher: Nová škola
- Brief description of the textbook: The textbook provides a coherent overview of topics in socio-economic geography, political geography and the environment, which pupils have gradually encountered in previous grades. The topics are presented in continuous text and supplemented with a large number of maps, graphs and diagrams. 127 pages.
- Recommended retail price: CZK 169 (7 EUR)
- Brief description of any additional elements: A workbook is available, and the textbook is also offered in a fully extended electronic version as a multimedia interactive textbook (including additional videos, audio recordings, photographs, etc.).
- Hyperlink (if available): https://www.nns.cz/obchod/index.php?item=nab_det&sort_id=f28



2.2 Rationale for inclusion

The textbook Zeměpis 9: Lidé a hospodářství [Geography 9: People and Economy] (Nová škola, 2013) is frequently used for teaching socio-economic geography at the lower secondary level. It is part of a stable and widely available series of geography textbooks that have been on the market for a long time and are used in many schools across different regions in the Czech Republic.

It has been included in our sample because it offers the greatest potential for addressing the four big ideas of the GET project, as it focuses primarily on socio-economic geography, political geography and global issues facing humankind. The textbook holds an approval clause issued by the Ministry of Education.

2.3 Audit methodology

The research was based on a qualitative content analysis of selected textbooks. Its aim was to assess the extent to which the analysed materials align with the expected learning outcomes (ELOs) of the revised Framework Education Programme for Basic Education, support the principles of Global Education (GE), and address the four Big Ideas of the GET. *It's Global Education Time* project.

The analysis was conducted in two consecutive steps. First, the expected learning outcomes of the revised Framework Education Programme for Basic Education that were relevant to the content of individual textbooks were identified. Based on these outcomes, individual lessons were then systematically analysed to identify text passages, illustrations, questions and tasks that correspond to curriculum requirements, support the recommended principles of GE, or relate to the four Big Ideas of the GET project.

The analysis focused on three interconnected areas:

- **Alignment with curriculum requirements:** identifying content that corresponds to selected expected learning outcomes of the revised Framework Education Programme for Basic Education.
- **Coverage of global themes:** identifying content related to the four Big Ideas of the GET project and examining its connection to the principles of Global Education.
- **Educational potential of the materials:** identifying texts, illustrations and tasks that can support understanding of global contexts and interdependencies, critical thinking and other principles of GE.

Attention was paid to various elements of the textbooks, particularly explanatory texts, illustrations and task instructions. Each element was examined in the context of the relevant lesson to take into account not only the content itself, but also how the topic is presented to students and what opportunities the textbook offers for further exploration.

The research is qualitative and interpretive in nature. Its aim is not to quantify the occurrence of individual themes, but to identify relevant examples and assess the educational potential of the analysed materials in relation to curriculum requirements and Global Education. The findings can thus contribute to a better understanding of how current textbooks introduce global themes and support their integration into teaching.

2.4 Alignment - curriculum, GCE pedagogy and GET project big ideas:

2.4.1 Alignment with curriculum document(s)

The textbook is based on the currently valid Framework Education Programme for Basic Education (approved in June 2023[1]). However, owing to its traditional, fact-based approach, it only partially fulfils some of the expected learning outcomes of the newly revised Framework Education Programme for Basic Education (approved on 24 June 2025[2]).

[1] https://www.edu.cz/wp-content/uploads/2023/07/RVP_ZV_2023_zmeny.pdf

[2] Framework Education Programme for Basic Education, issued by Measure of the Ministry of Education, Youth and Sports No. MSMT-20704/2024-5 of 14 January 2025, as amended by Measure of the Minister of Education, Youth and Sports No. MSMT-11173/2025-4 of 24 June 2025 – available at: https://prohlednout.rvp.cz/zakladni-vzdelavani/obecne-casti

Below we list the expected learning outcomes (hereafter ELOs) according to the new Framework Education Programme for Basic Education that the textbook meets (for Geography there are 18 ELOs in the new Framework Education Programme for Basic Education; the selected textbook fulfils 9 of them). The ELOs in bold are included in the curriculum mapping for Geography, i.e. for these ELOs the textbook corresponds to the learning objectives in the curriculum mapping (Czech Republic GET Příležitosti a výzvy pro globální vzdělávání: mapování kurikula) that are linked to the four global themes of the GET project.

Thematic area: Geography and its methods of inquiry

GEO-GEO-001-ZV9-001 – Critically uses maps and other sources of geographical data for their own learning and for everyday exploration of the world.

- The textbook contains a large number of thematic maps, graphs and tables (agricultural production, mining, industrial regions, trade flows, transport hubs). Pupils are encouraged to infer spatial patterns and regional connections from these. However, critical evaluation of sources is not developed: tasks are aimed mainly at description or data identification.

GEO-GEO-001-ZV9-003 – Uses geographical thinking and ways of inquiry to understand the causes and consequences of changes in places and regions.

- Chapters on agriculture, industry, transport and global trade explain the causes of regional differences and their impacts – for example, the influence of climate and soils on agriculture, the role of resources and technology in industry, or the effect of transport on the interconnectedness of regions. The textbook allows pupils to trace cause–effect relationships, even though it does not explicitly work with the term “geographical thinking”.

Thematic area: Natural and socio-economic environment and their mutual interactions

GEO-GEO-002-ZV9-008 – Explains how natural and social factors influence natural and migratory population movement and the structure and distribution of population in different places and regions.

- The textbook shows how climate, resource availability, industrial activity and transport infrastructure affect population density and distribution. Migration is mentioned only briefly (e.g. as a consequence of natural disasters), so the learning outcome is fulfilled mainly in the part dealing with population distribution.

GEO-GEO-002-ZV9-009 – Assesses the geographical location, functions, internal structure and development potential of various settlements.

- The textbook works with concepts such as urbanisation, agglomeration, industrial regions and transport hubs. Pupils see differences between city functions (industry, services, transport) and can infer factors of settlement development from the text. Direct analysis of the internal structure of cities is, however, missing.

GEO-GEO-002-ZV9-010 – Identifies the main factors influencing the distribution and focus of economic activities and their impact on a particular region and its further development.

- This is one of the best-covered learning outcomes. Chapters on agriculture, mining, industry and services repeatedly explain the influence of climate, soils, raw material resources, markets, transport and technology on the distribution of economic activities. The textbook offers numerous maps and examples of regions, enabling pupils to understand regional differences.

GEO-GEO-002-ZV9-011 – On the basis of understanding the causes and course of globalisation, provides examples of its positive and negative effects on nature and society in a particular place or region.

- The textbook clearly explains processes of globalisation (development of transport, world trade, interconnection of production and consumption). Pupils see concrete examples of global flows of goods and services. Positive and negative impacts are indicated rather implicitly – for example, environmental impacts of transport or dependence of regions on global markets.

GEO-GEO-002-ZV9-012 – Using examples of international and regional conflicts, distinguishes similarities and differences in their causes, consequences and attempts at peaceful resolution.

- This learning outcome is partly met in the chapter entitled 'Armed conflicts and areas of tension'. The text presents different types of conflicts around the world, describes their causes and briefly addresses their consequences for the population and regional development. The textbook mentions selected conflict areas and enables pupils to compare several examples. Efforts at peaceful resolution are described only in general terms, without specific institutions or mechanisms. The learning outcome is therefore met at the level of basic orientation.

Thematic area: Places and regions of the world

GEO-GEO-003-ZV9-014 – Identifies shared and differing characteristics of places and regions and ways in which they influence life in other places and regions.

- The textbook compares regions in terms of climate, economic activities, availability of resources, industrial specialisation and transport connections. It explains how production in one part of the world affects consumption elsewhere.

Thematic area: Sustainability of life on Earth

GEO-GEO-004-ZV9-017 – Evaluates how meeting the needs of individuals, society and the natural environment in a given place helps or hinders the sustainability of life on Earth.

- The textbook includes chapters on global environmental change, ecological problems, pollution, deforestation and soil degradation. Pupils can infer from the text how economic activities affect sustainability. However, evaluative and action-oriented tasks are lacking, so the learning outcome is fulfilled only at the level of factual knowledge.

2.4.2 GCE pedagogical practice

The textbook is strong in terms of factual content and provides solid coverage of geography in the traditional sense (i.e. organised into thematic units and individual topics; for example, world economy divided into chapters on agriculture, industry, transport, etc., which are mostly treated in isolation). However, it develops GCE approaches (e.g. a holistic view of the world, global responsibility, solidarity and social justice, openness and critical thinking, participation and partnership) only to a very limited extent.

Although it includes a great deal of geographical data and visualisations, it does not engage pupils in active learning, fails to foster critical thinking and does not work with multiperspectivity. Teachers can incorporate GCE into their teaching, but the textbook itself offers relatively few prompts in this direction.

2.4.3 GET project: 4 big ideas

Climate change

- The topic of climate change is practically absent from the textbook. In chapters on industry and transport, where one might expect links to greenhouse-gas emissions or environmental impacts, climate change does not appear at all. The topic is covered most in the lesson Global environmental change (pp. 88–91). The textbook mentions global warming, greenhouse-gas emissions and deforestation – mostly in the form of brief descriptions of causes and consequences, without deeper analysis. It does not address climate justice or the differentiated impacts on regions and social groups. The potential of the topic is therefore only partially realised and remains mainly factual – this corresponds to the findings of Curriculum mapping, according to which the climate agenda is present in the Czech geography curriculum but underdeveloped and often reduced to ecological problems without a broader social context.

Gender inequality

- Gender is not addressed in the textbook at all. This reflects the conclusions of the Curriculum mapping, which indicate that gender is almost absent from the Czech geography curriculum and appears only exceptionally in teaching. The textbook therefore does not realise the potential of this topic and does not compensate for this gap.

International inequalities

- International inequalities are the most strongly represented of the four big ideas. The textbook presents the "rich North" and "poor South" in the chapter World economy (pp. 33–37) and, in topics such as agriculture, raw-material extraction, industry and international trade, repeatedly highlights differences between more and less developed regions, unequal trade relations, dependence of some countries on exporting primary commodities, and the ways in which transport and economic structures favour certain states. Nevertheless, these inequalities are presented mainly as factual data rather than as a complex socio-economic problem involving power relations, living conditions or structural causes of underdevelopment. The Curriculum mapping notes that these themes are relatively strong in the geography curriculum and have high potential for GCE – the textbook partially utilises this potential, but mostly without a deeper critical or human-rights perspective.

Migration

- Migration is only marginally present in the textbook. Brief mentions relate mainly to the relationship between natural conditions and population movement (pp. 7–9), and it appears indirectly in connection with "conflicts and areas of tension" (pp. 27–28). The textbook explains that people move for work or due to natural disasters, but it does not provide space to understand migration stories, the causes of migration or its impacts on individuals and communities. At the same time, a study examining the curriculum shows that the topic of migration offers scope in geography for a broader context, not only for understanding the concept itself, but also for focusing on topics related to migration.

The textbook Zeměpis 9: Lidé a hospodářství [Geography 9: People and Economy] makes it possible to address all four big ideas of the GET project, but to very different extents. International inequalities are the most thoroughly developed theme, appearing in many chapters and, in line with the Curriculum mapping, representing the strongest line of the current geography curriculum. Migration and climate change are present only marginally and primarily descriptively, without the social or critical dimension that the Curriculum mapping recommends strengthening. Gender inequality is not addressed at all, reflecting what the Curriculum mapping identified as the most pronounced curricular deficit. Overall, the textbook partially exploits the potential

identified by the Curriculum mapping for supporting global themes, but it does so mainly in the economic dimension, while social, environmental and human-rights dimensions remain under-represented.

2.1 General description – CIVICS EDUCATION

- Textbook audience: Civics Education, 6th grade (11-12 years)
- Textbook author(s) name(s): Mgr. Robert Čapek, Ph.D.
- Title (original and in English): Občanka 6 - Chytrý občan [Civic Education 6 - Smart Citizen]
- Publisher: Taktik
- Brief description of the textbook: The textbook seeks, through open didactics, to introduce key topics for the sixth grade: our homeland, interpersonal relationships, behaviour in society and basics of law. The outcomes of the activities are often pupils' creative products. The textbook has 84 pages in total.
- Recommended retail price: CZK 209 (9 EUR)
- Brief description of any additional elements: printed teacher's guide is available.
- Hyperlink (if available): https://www.etaktik.cz/obcanka-6-chytry-obcan-ucebnice/



2.2 Rationale for inclusion

The selected textbook (2021) adopts a facilitative approach to teaching. Its author, Robert Čapek, presents himself as "The Lazy Teacher": in his view, it is the pupils who should "do the work" in lessons, while the teacher's role is purely that of a guide. The individual activities are designed accordingly and work with tasks appropriate to the age and interests of pupils in each grade.

It is up to each school to decide to what extent textbooks are used, and because Civics lessons place an emphasis on topical issues, textbooks may be replaced or supplemented by other resources.

The selected textbook uses a participatory approach to teaching and was therefore included in the sample. This does not mean, however, that it is used in its entirety.

All volumes of the Občanka series were granted approval clauses by MEYS in 2023.

2.3 Audit methodology

See Geography.

2.4 Alignment - curriculum, GCE pedagogy and GET project big ideas:

2.4.1 Alignment with curriculum document(s)

The textbook Občanka 6 – Chytrý občan [Civic Education 6 - Smart Citizen] adequately fulfils six expected learning outcomes (ELOs) according to the new Framework Education Programme across the topics it covers (our homeland, interpersonal relationships, social behaviour and basics of law). The ELOs in bold are included in the Curriculum mapping for Civics, i.e. for these ELOs the textbook corresponds to the learning objectives in the curriculum mapping that are linked to the four global themes of the GET project.

Thematic area: Me in society

CAS-VKO-001-ZV9-001 - Characterises the social roles they occupy in their life and assesses what belonging to a family, school, culture, religion, gender, municipality, nation and state means to them.

- The textbook includes several activities aimed at exploring the environment in which we live, for example using a Y-diagram, creating a "quartet" card game, looking for memorable trees in the Czech Republic and comparing them with trees in other countries, or exploring differences between patriotism and nationalism. This learning outcome is developed in considerable detail.

CAS-VKO-001-ZV9-003 - Recognises prejudice and stereotypes in communication and behaviour and adopts a critical stance towards them.

- The textbook contains a whole chapter on "Tolerance and intolerance", in which pupils are expected to analyse visual messages related to prejudice, empathise with animals through fables, look for things that deserve appreciation, and engage in other related activities.

Thematic area: Responsible citizen

CAS-VKO-002-ZV9-007 - Works with examples of specific legal texts such as the Constitution of the Czech Republic, the Charter of Fundamental Rights and Freedoms, laws, and different types of contracts.

- The textbook briefly works with the Constitution of the Czech Republic, which pupils are asked to "decode" and clarify selected concepts it contains. There is also a section devoted to human rights, children's rights, the law in wartime and its violations during the Protectorate of Bohemia and Moravia.

CAS-VKO-002-ZV9-008 - Recognises, on examples of different life situations, violations of rights, laws and contracts and proposes ways of resolving the situation.

- This learning outcome partly overlaps with the previous one. In addition to the above, the textbook includes a step-by-step guide on how to complain about defective goods.

CAS-VKO-002-ZV9-010 - Critically assesses events in their region, in the Czech Republic and in the world.

- The textbook also fulfils this outcome, particularly in the chapter "Our homeland, our home!". Alongside the topics already mentioned, it also addresses current issues, such as vandalism.

CAS-VKO-002-ZV9-012 - Designs a socially beneficial initiative and actively takes part in one.

- The theme of vandalism is relevant here as well, because the textbook encourages pupils to take action in the "Anti-vandal" project at school or on school grounds. When pupils notice vandalism that could be remedied, they are asked to document it and then repair it.

2.4.2 GCE pedagogical practice

The textbook incorporates several core principles of global education. It places strong emphasis, for example, on global responsibility, casting the pupil in the role of someone who can change the world even when acting only at the local level. It also strongly highlights solidarity and social justice, as well as participation and partnership.

Many of these GCE principles are reflected not only in this particular volume but across the whole series, where they are clearly visible. The textbook thus offers pupils numerous prompts for reflection and creative work, rather than following the purely traditional fact-based model.

2.4.3 GET project: 4 big ideas

Climate change

- This topic does not appear at all in the analysed volume. Given the focus on personality development, social behaviour and law, this is not surprising. In later volumes for higher grades (Občanka 7, 8 and 9), it is partly represented in the 9th-grade Civics textbook, which contains a more extensive chapter on "Globalisation" (pp. 51–67). Even there, however, climate change is treated only marginally; the emphasis is more on international inequalities.

Gender inequality

- Of the four themes, gender inequality is the strongest in this textbook. In Občanka 6 – Chytrý občan [Civic Education 6 - Smart Citizen] it is addressed in the chapter on "Interpersonal relationships", specifically on pp. 49–53 in the section "Gender". Pupils are introduced to key concepts (gender, stereotypes, equal opportunities, feminism, sexism), which they actively work with in tasks such as sorting toys into "boys' toys" and "girls' toys". The textbook then challenges entrenched assumptions that certain toys should belong to a particular gender.

  Pupils then work in groups to divide tasks for a camping trip, and again the focus is on becoming aware of how our brains operate when dealing with gender stereotypes, as well as on activities analysing sexism in advertising. All activities are designed to result in some form of pupil output (expressing their own opinion, designing a poster, etc.), rather than merely transmitting factual information (which is presented only briefly at the beginning so that pupils can work with the concepts).

- The gender theme also appears partly in the follow-up textbook Občanka 7 – Marketingový specialista [Civic Education 7 – Marketing Specialist], but only on a single page, where pupils assign "male" and "female" sports to each gender (p. 36, chapter "Tolerance").

International inequalities

- International inequalities are not addressed at all in the textbook under review. They only appear in the subsequent volumes, specifically in Občanka 8 – Dobrý ekonom [Civic Education 8 – Good Economist] (pp. 50–53) and Občanka 9 – Prospěšný politik [Civic Education 9 – Beneficial Politician] (pp. 54–59). In the former, a whole topic is devoted to "Fair trade", while in the latter pupils engage with the already mentioned "Globalisation", which is to some extent connected with international inequalities.

  Fair trade is introduced through an explanatory article that clarifies the concept using key words, followed by an output in the form of a Y-chart divided into producers, traders and consumers, evaluating positives and possible negatives. This is complemented by a task to create an infographic on fair trade "in numbers". Globalisation is explored through the story of Tom from Brazil, shared in a school magazine. Pupils are asked to reflect on global problems that affect his life in his home area. They then receive a task to describe how they themselves can influence global problems through their behaviour in the Czech Republic. They evaluate their own attitudes using a table of questions and briefly return to the topic of fair trade at the end.

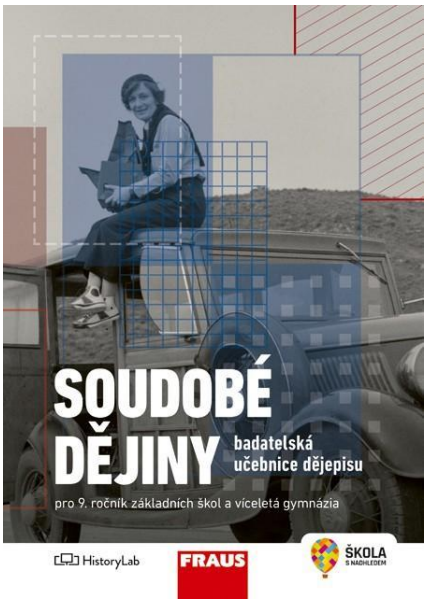
Migration

- Migration, either as a self-standing topic or as a structured activity, does not appear in the textbook under review, nor in any of the three subsequent volumes. This is also demonstrated by a study of the curriculum, in which migration is largely integrated into geography and history lessons

The textbook Občanka 6 – Chytrý občan [Civic Education 6 - Smart Citizen] provides good coverage of one of the four big ideas of the GET project. It devotes the most space to gender, addresses it in a fairly comprehensive manner and then builds on it in the next volume, Občanka 7 – Marketingový specialista [Civic Education 7 – Marketing Specialist]. The other three themes are not addressed in this volume, and two of them (international inequalities, climate change) are only touched upon in later volumes. Migration is entirely absent.

2.1 General description - HISTORY

- Textbook audience: History, 9th grade (14-15 years)
- Textbook author(s) name(s): Jaroslav Pinkas,Jaroslav Najbert, Kamil Činátl, Václav Sixta, Roman Anýž, Čeněk Pýcha, Peter Sokol, Bohuslav Melichar
- Title (original and in English): Soudobé dějiny – badatelská učebnice dějepisu pro 9. Ročník [Contemporary History – Inquiry-Based History Textbook for 9th Grade]
- Publisher: Fraus
- Brief description of the textbook: Chronologically organised inquiry-based lessons, each covering two pages, containing textual and visual historical sources. 124 pages.
- Recommended retail price: CZK 229 (9,5 EUR)
- Brief description of any additional elements: printed Workbook, teacher's guide and online support (HistoryLab application, videos) are available.
- Hyperlink (if available): https://ucebnice.fraus.cz/catalog/cs/p100600.html



2.2 Rationale for inclusion

The textbook is among the newest on the market (it was published in 2022) and approaches history teaching in a modern way, in line with the revised Framework Education Programme for Basic Education. It holds an approval clause issued by the Ministry of Education, Youth and Sports (MEYS).

The 9th-grade volume is the only one currently available from an incomplete series and is highly innovative in its approach to teaching history thanks to a project Dějepis+ (History+). The chapters address all four big ideas of the GET project.

2.3 Audit methodology

See Geography.

2.4 Alignment - curriculum, GCE pedagogy and GET project big ideas:

2.4.1 Alignment with curriculum document(s)

The textbook's innovative design means that it at least partially fulfils 14 of the 18 expected learning outcomes (ELOs) defined by the newly revised Framework Education Programme for Basic Education, across different thematic areas. The ELOs in bold are included in the curriculum mapping for History, i.e. for these ELOs the textbook corresponds to the learning objectives in the curriculum mapping that are linked to the four global themes of the GET project.

Thematic area: Getting to know the past

CAS-DEJ-001-ZV9-001 – Assigns cultural manifestations to historical epochs.

- The textbook repeatedly uses cultural manifestations as a "calling card" of particular eras, for example posters and advertisements for the consumer society of the 1950s–60s, cartoons relating to the Berlin Congress or decolonisation, and film footage and TV news items on the Arab Spring. Pupils have the opportunity not only to become familiar with these manifestations but also to match them to historical contexts.

CAS-DEJ-001-ZV9-002 – Assesses the informational value and reliability of sources from different historical periods.

- In chapters on the Holocaust, the expulsion of Germans, migration from Ukraine and the Arab Spring, different types of sources are systematically included: eyewitness accounts, journalistic texts, excerpts from documentary films, political speeches, cartoons and statistics. The textbook asks questions such as "What consequences did this have according to the author?" or "How does the report describe events…?" and encourages pupils to analyse perspective and potential bias. In this way, the learning outcome is naturally fulfilled.

CAS-DEJ-001-ZV9-003 – Explains the difference between portrayals of the past in historiography and in film, literature and new media, including AI-generated products.

- In chapters on the Cold War, the 1960s, the Arab Spring and migration, film clips and TV news appear and are explicitly contrasted with the textbook's expository text or with other sources. Tasks invite pupils to ask what the film or report emphasises and what it downplays. The textbook thus provides a good basis for distinguishing between historical knowledge and media representation.

CAS-DEJ-001-ZV9-004 – Identifies changes in political entities, landscape and human settlements from prehistory to the present using maps and other sources of information.

- This outcome is very well met in the chapters on the expulsion of Germans (abandoned villages, comparing "now" and "planned" maps) and on the Anthropocene (the Most region, coal basins, photographs of industrial landscapes). Pupils see concrete examples of the decline and transformation of settlements as a result of political decisions and economic processes.

CAS-DEJ-001-ZV9-005 – Assesses how commemorating historical events and traditions contributes to shaping their own identity and the identity of people around them.

- This theme is strong in chapters on the Holocaust, the expulsion and migration. The textbook links personal memories (witnesses, descendants of victims) with present-day commemoration (memorials,

films, exhibitions). This makes it possible to discuss how historical memory shapes the identity of both majority and minority groups.

CAS-DEJ-001-ZV9-007 a -008 – Assesses the positive and negative impacts of technological development, especially industrialisation, on the lives of different social groups in the past; explains changes in how the economy has functioned from prehistory to the present.

- The chapter on the Anthropocene presents a set of "great acceleration" graphs (population, GDP, energy consumption, transport, tourism). The textbook clearly frames how industrialisation and technological development transformed people's lives and humanity's impact on the planet. Chapters on chocolate and Congo link economic functioning with the colonial and post-colonial world.

CAS-DEJ-001-ZV9-009 – Distinguishes between causes, consequences and forms of conflict and cooperation in the past.

- This is strongly present in chapters on the Cold War, decolonisation, the Arab world and migration. Pupils can distinguish causes, course and consequences of conflicts as well as forms of international cooperation (UN, EU, relations between Europe and Africa).

CAS-DEJ-001-ZV9-010 – Assesses the impact of colonialism, imperialism and decolonisation on different groups of people.

- The chapter "Decolonisation: the case of Congo" is a model for this learning outcome. The textbook shows colonial violence, economic exploitation, long-term consequences for Congolese society and for today's global trade. The examples are supplemented by a more contemporary story of the cocoa industry.

CAS-DEJ-001-ZV9-011 – Identifies how gender roles changed and what remained the same in history.

- In the chapter on the 1960s, the textbook features advertisements, photos of protests and narratives about the sexual revolution and the feminist movement. Pupils are encouraged to compare the roles of men and women in the 1950s and 1960s. A gender perspective is present here, although it is not developed throughout the entire textbook – rather, it appears as one prominent thematic "peak".

CAS-DEJ-001-ZV9-012 – Discusses manifestations of modern political extremism and the nature, causes and consequences of dictatorships and authoritarian regimes.

- The textbook offers detailed coverage of the Nazi dictatorship, the Holocaust, racial persecution of Roma and Jews, post-war ethnic violence (expulsion), authoritarian regimes in the Arab world and tensions during the Cold War. The tasks encourage discussion of the causes and consequences of dictatorships and their impacts on ordinary people.

<u>Thematic area: We make history</u>

The textbook does not directly include more complex project assignments but provides a strong basis for them. The learning outcomes in this part of the curriculum depend to a greater extent on the teacher's further work (links to memory institutions, local monuments, etc.), which the textbook suggests primarily through recommendations to use the HistoryLab app (An educational app for working with historical sources. Using interactive tools, pupils analyse period documents, historical photographs, maps, audio recordings and other sources in a digital workshop) and local sources (such as a film or television clip, or any other source of information, uploaded to the website https://www.skolasnadhledem.cz/ and made available to the pupil upon entering the source identifier given in the textbook.).

CAS-DEJ-002-ZV9-013 – Produces their own historical output using appropriate critically evaluated sources.

- Pupils are frequently asked to create their own texts, summaries or comparative comments on the basis of multiple sources (e.g. comparing eyewitness accounts, a film clip and the textbook text).

CAS-DEJ-002-ZV9-017 – Evaluates intended and unintended consequences of human behaviour related to environmental degradation and climatic phenomena in the past.

- The chapter on the Anthropocene enables evaluation of intended and unintended consequences of coal mining, industrialisation and a consumer lifestyle for landscape and climate.

CAS-DEJ-002-ZV9-018 – Demonstrates in a model situation how historical knowledge can help in contemporary life.

- Chapters on migration, the Arab Spring and the 1960s explicitly invite transferring historical experience to current issues (xenophobia, inequalities, democracy).

2.4.2 GCE pedagogical practice

The textbook contains many elements that align with recommended GCE pedagogical approaches and in most cases even go beyond what is typical for Czech history textbooks. It repeatedly works with a wide variety of historical sources – documentary footage, eyewitness testimonies, cartoons, propaganda texts and statistics – and tasks require pupils to interpret them, compare perspectives and analyse possible bias.

Tasks frequently aim at personal reflection (e.g. “How would you act…?”, “Why did people act in this or that way?”). The main opportunity for further development lies in placing greater emphasis on active citizenship.

2.4.3 GET project: 4 big ideas

Climate change

- This topic is addressed mainly in the chapter Anthropocene (pp. 108–109). The textbook works here with graphs of the great acceleration and links industrialisation, fossil-fuel extraction, urbanisation and mass travel with changes to the planet. Connections to climate justice (impacts on different regions and social groups) remain mostly implicit – the potential for GCE is high, but it requires more active guidance from the teacher.

Gender inequality

- Gender issues appear in several places in the textbook. The first is the chapter “Family life during the war” (pp. 40–41), which shows different roles of men and women during the Second World War, including changes in their status and everyday workload. A second major occurrence is the chapter “The turbulent 1960s” (pp. 74–75), which introduces the feminist movement, changes in women’s position in society, protest culture and advertisements reflecting traditional gender roles. The textbook thus makes it possible to follow the development of gender roles in two different historical contexts, even though gender questions appear in separate thematic blocks rather than being addressed continuously throughout the text.

International inequalities

- This is a very strongly represented theme. Using the case of Congo and colonialism more broadly ("Decolonisation: the case of Congo", pp. 76–77), the textbook illustrates power and economic inequalities between Europe and its colonies, ongoing unequal trade and impacts on developing countries. Chapters on the Cold War and on the "first, second and third worlds" help pupils understand the structure of global inequalities in the 20th century. The chapter on the history of chocolate (pp. 78–79) links pupils' everyday consumption to working conditions and trade in the Global South.

Migration

- Migration is thematised in several places: post-war expulsion of Germans, deportations of Jews and Roma, and migration from Ukraine to the Czech Republic. In the chapter 'People on the move' (pp. 112–113), the textbook presents concrete stories of Ukrainian migrants, supported by statistics and explanations of economic and political causes of migration. It emphasises the complexity of migration decisions and structural factors (labour market, bureaucracy, public opinion) and offers a solid basis for sensitive discussion.

The textbook allows all four GET topics to be addressed, but in varying depth, reflecting both the textbook's design and the findings of the Curriculum mapping on the state of the curriculum. International inequalities and migration are the most fully developed themes, corresponding to areas that the Curriculum mapping identified as relatively well represented in the curriculum and strong in teaching practice. The textbook further reinforces these lines with specific examples (Congo, global cocoa trade, migration from Ukraine, expulsion of Germans), thus realising the high potential that the Curriculum mapping sees in these topics.

Gender inequality has medium-level representation. It appears in the chapters "Family life during the war" and "The turbulent 1960s", which mirrors the Curriculum mapping's conclusions that gender in Czech curricula tends to be episodic and context-bound. The textbook partially compensates for this gap, but only in selected chapters, so the potential is used only partly.

Climate change is the least developed of the four big ideas. The textbook offers valuable but isolated treatment of the Anthropocene and the impacts of industrialisation (Most region, coal, great acceleration). This corresponds to the Curriculum mapping's finding that environmental and climate topics are poorly anchored in the Czech history curriculum and appear mainly occasionally. The textbook thus partly realises what the Curriculum mapping identifies as important potential, but does not fully close the gap.

Overall, the textbook strongly supports two big ideas (international inequalities, migration), moderately one (gender inequality) and partially the one that is also weakest in the curriculum (climate change). This closely matches what the Curriculum mapping identified as the structure of opportunities and gaps in the Czech history curriculum.

Section 3

3.1 Main findings

In relation to the four big ideas of the GET project (climate change, gender inequality, international inequalities, migration), the coverage across the textbooks for the three subjects is uneven and somewhat inconsistent.

The Geography textbook gives the most detailed treatment to international inequalities – it systematically works with the opposition of the "rich North" and the "poor South", highlights unequal trade relations, the dependence of some regions on raw-material exports, and the structural disadvantage of certain states within the global economic system. However, this strand remains predominantly at the level of describing economic indicators, without explicitly framing them in human-rights or civic terms. Climate change appears only in a small number of chapters focused on "global environmental change", where it is presented mainly as an ecological problem (emissions, deforestation, pollution), not as a complex socio-environmental phenomenon with differentiated impacts on regions and population groups. The gender dimension and migration are either completely absent from the geography textbook or present only in brief, descriptive mentions that do not allow for deeper analysis or explicit links to pupils' own experience.

The Civics textbook, by contrast, develops the theme of gender particularly well and in a fairly comprehensive way. It systematically introduces pupils to key concepts (gender, stereotypes, equal opportunities, feminism, sexism), offers concrete activities focused on identifying and questioning stereotypes (toys, roles in the household, allocation of tasks, sexism in advertising) and encourages pupils' own production and reflection. Gender inequality is thus addressed not only at the conceptual level but also at the level of attitudes and everyday behaviour. The other three GET themes – climate change, international inequalities and migration – do not appear in the analysed volume or (in line with the curriculum requirements?) are shifted to later grades and then only partially addressed (e.g. globalisation and fair trade in later textbooks). In the 6th-grade volume, the spectrum of global themes is therefore strongly oriented towards gender and participation, with little connection to environmental and global social aspects.

The inquiry-based History textbook covers all four themes, but in varying depth and scope. International inequalities are treated most robustly through thematic units on colonialism, decolonisation and global trade (e.g. the case of Congo, the history of chocolate), which explicitly link historical power relations with contemporary economic dependence and the unequal position of the Global South. Migration is also very strongly represented – from post-war expulsions of Germans and forced migrations of Jews and Roma to contemporary migration from Ukraine, including concrete stories and statistical data. Gender inequality appears in several thematic blocks (family life during the war, the turbulent 1960s), where it allows pupils to trace changes in gender roles over time, but it is not developed consistently throughout the textbook. Climate change is addressed in the chapter on the Anthropocene and great acceleration, which provides high-quality coverage of the links between industrialisation, economic growth and changes in landscape and climate; however, stronger links with climate justice and contemporary civic action are missing.

Overall, we can conclude that the textbooks analysed provide a solid curricular foundation and, taken together, make it possible to cover all four key global themes of the GET project. They do so, however, in a fragmented manner, with significant content-related and didactic gaps. Such as the civics textbook under review is more engaging than the usual textbooks for this subject – the latter do not engage pupils very much, often rely on explanatory text (with tasks for children such as 'find in the text') and frequently fail to link the content to children's everyday lives, something the textbook under review tries to do. The geography textbook under review is heavily based on explanation and focused on knowledge; pupils read it and acquire information. The history textbook is completely different; in each lesson, pupils work with information which, however, without their own analysis, evaluation and interpretation, does not lead to the desired goal – finding the answer to a research question. One potential pitfall is that if every lesson were to be structured strictly according to the textbook, pupils might feel that the material is somewhat overwhelming and that there is a lack of sufficient context.

International inequalities and migration are relatively strongly represented, especially in History and partly in Geography, whereas gender inequality is systematically and didactically elaborated mainly in Civics. Climate change remains, in all three titles, a rather isolated or predominantly factual line, only rarely linked to questions of social justice, responsibility of different actors and possibilities for active citizenship.

To fully exploit the potential of the GET project, it is therefore necessary to supplement textbooks in a targeted way, connect them across subjects and situate them within a broader framework of global education. This can be achieved through teacher interventions, cross-curricular projects and supporting materials that help bridge the current thematic fragmentation.

3.2 Recommendations

For textbook publishers

- Strengthen the integration of global themes and GCE across subjects. Textbooks should systematically develop all four big ideas of the GET project.
- Expand participatory and inquiry-based elements in traditionally designed textbooks. This mainly involves adding tasks focused on critical work with sources and on discussion (e.g. comparing maps or graphs from different sources, working with future scenarios, reflecting on the impacts of decisions on different actors).
- Enrich textbook content with key competences and cross-cutting themes. ELOs related to key competences and cross-curricular themes are mandatory and can be developed in various subjects. E.g. possibility of textbooks to support students' development of knowledge about and skills around active citizenship.

For teachers

- Consciously link textbooks and classroom practice with GCE methodological materials (such as GET TLUs).
- Complement traditional textbooks with activating teaching methods and a local context.
- Use textbooks selectively and reflectively: choose only some of the tasks proposed in the textbook and supplement them with your own materials (e.g. current news, local data, pupils' stories) so that the goals of global education are better fulfilled.
- Teach in a cross-curricular way. Create interconnected thematic blocks across subjects – for example, a project on "Migration and global inequalities" can combine historical and geographical knowledge with civic reflection and active pupil outputs.
- Collaborate. Teachers should cooperate within the school when teaching global themes and also support one another in so-called learning communities.

For the GET project

- Target GET materials at the ELOs gaps identified in textbooks. Link these materials to the relevant expected learning outcomes in the Framework Education Programme for the given subjects, as well as to key competences and cross-curricular themes.
- Focus on strengthening teachers' competences – through methodological guides, workshops, seminars and model lessons that demonstrate how to connect GET themes across subjects.

- Improve the promotion of GET materials by showcasing examples of good practice. Share the materials widely and create spaces for exchange and inspiration.

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