

Introduction

Dear readers,

The editorial board tried to arrange the second issue of our journal to present a set of international studies focused on the concept of skills necessary for the 21st century as discussed by teachers, academics and specialists in European countries. It is a view of possible implementation of the 21st century skills not only into the primary school curriculum and professional training of future teachers but also into the framework of lifelong learning.

The concepts of this approach are presented within the currently project VOICES, The Voice of the European Teachers; its partners were universities and specialized higher education institutions from ten European countries (Netherlands, UK, Spain/Catalonia, Italy, Turkey, Switzerland, Austria, Czech Republic, Belgium and Portugal).

In many aspects the focus on the 21st century skills is a reaction to requirements imposed by the contemporary society not only on pupils as learning individuals but also on teachers who should be able not only to start the process of learning but also to skilfully manage it so that pupils receive adequate training for life.

The first article focuses on historical continuity of requirements for valuable and successful education when J. A. Comenius' didactic principles and ideas and the contemporary concept of the 21st century skills are compared. Then the concept of the 21st century skills in the curriculum of universities and primary education, which models are used in particular European countries, are discussed.

In the context of the current discussions taking place in the Czech pedagogical environment, and also in the context of the 21st century skills, presented are articles dealing with the issue of inclusion in the contemporary school and society, special-pedagogical issues and possibilities of learning through modern methods.

These texts include questions and themes not only for specialist discussion with the pedagogical community but on the level of the entire society. It is necessary to think about the future of European level of education and European educational policy the objective of which should be preparation of children and naturally future teachers for "new" society and daily life.

It is very likely that the contemporary concept of education with the emphasis on (multi)cultural education and the 21st century skills will not be quite sufficient. It is necessary to change the way of thinking and the concept of values. It is necessary to explain people not only why (not only to say "what") to learn and study but to ask about the best way of achieving good education (to ask "how the best" and explain "why" is needed...).

This requires very good teaching (from teachers), learning during their life (from pupils and all people) and having very good support from the state whose priority is high quality educational policy.

Editorial board