

This work analyses how European Dimension is implemented into the education systems of the Czech Republic, Germany (with the focus on the Free State of Saxony) and Poland. By means of empirical research it focuses on the identification, analysis and comparison of pupils' understanding and attachment of/to Europe, and attitudes and knowledge of pupils towards/about their neighbours from the Euroregion Nisa.

The work is structured into 4 chapters. First of all the context for European Dimension in education is introduced. Understandings of various meanings of Europe, the influence of European integrative processes and the rapid changes that have been initiated by globalisation are introduced. The second chapter analyses the rhetorical curriculum of the implementation of the ED on the European level. Further an analysis of the education systems of the Czech Republic, Germany (with focus on the Free State of Saxony) and Poland was carried out including the analysis of implementation of the ED into these education systems from 1989 up to 2009. In order to create a complex overview of implementation of ED into these 3 education systems, a comparison of the implementation of ED was done among these 3 states. The theoretical part is finished by an analysis of approaches used for the implementation of the ED into the school curriculum.

The second half of the thesis is dedicated to an empirical part and conclusions. The research compared 3 samples of pupils from the Czech Republic, Germany and Poland and the chosen methods for the research were a questionnaire and a diagnosis workshop.