

**NATIONAL STRATEGY  
FOR GLOBAL DEVELOPMENT EDUCATION  
2011 - 2015**

**Ministry of Foreign Affairs of the Czech Republic**



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## **Introduction**

After joining the OECD and the EU, the Czech Republic became a donor country committed to providing aid to developing countries and to fighting global poverty. This commitment, however, may only be honored provided it is supported by the Czech public. As opposed to other OECD countries, the awareness of the Czech public of global issues and the methods of their solving remains relatively low<sup>1</sup>. Despite the undeniable solidarity that the Czechs show vis-à-vis humanitarian crises, the general awareness of the people concerning extreme poverty, existence and importance of long-term development cooperation and a host of other related issues is insufficient. To most Czechs, the issues that the developing countries have to face seem distant, without any impact on their lives. Yet the current economic and financial crisis clearly demonstrates how interconnected the present-day world is, with events in one part of the globe significantly affecting life in the Czech Republic and elsewhere.

Any citizen of the country should thus be interested in the issues related to the situation of developing and developed countries and in their global implications. Awareness-raising campaigns, calls for solidarity and partnership and appeals for a change in consumer and civic behavior must become a part of the educational process at all levels, from pre-school to tertiary education. At the same time, an offering of other educational and awareness-raising activities for adults should also exist. In particular, emphasis needs to be put on not only the knowledge transfer but also on the development of skills, abilities, values, and beliefs that will enhance individual involvement in the tackling of global issues.

The Ministry of Foreign Affairs of the Czech Republic, as the main coordinator of development cooperation and humanitarian aid, provides long-term funding to non-profit organizations active in global development education. The number of educational activities that focus on the development and global issues and are offered by NGOs, universities as well as individual teachers across all types of schools has risen significantly over the last years. However, recent educational strategies have treated these issues only marginally.

Based on the experience from other developed countries, recommendations issued by international organizations and following an agreement with the Ministry of Education, Youth and Sports, the Department of Development Cooperation of the Ministry of Foreign Affairs of the Czech Republic initiated the creation of the present National Strategy for Global Development Education that has two major aims: While Part A defines the goals, topics and principles of global development education, Part B introduces strategic measures for the next five-year period.

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<sup>1</sup> According to “Development Aid at Times of Economic Turbulences”, a 2009 Eurobarometer survey, mere 17% of Czechs had heard of the Millennium Development Goals, as opposed to e.g. 64% of Dutchmen or 45% of Swedes.

The principal goals, prepared by a working group consisting of experts recruited from state administration, pedagogical institutions, universities as well as NGOs and presented within this Strategy for global development education, include:

- Making global development education an integral part of formal education at all levels;
  - Boosting the importance of global development education in informal education, while also supporting awareness-raising activities aimed at the public and media;
  - Developing global development education cooperation and partnership with all relevant stakeholders;
  - Ensuring long-term financing for quality global development education programs;
  - Systematically increasing the quality and effectiveness of global development education programs.
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## A. ANALYTICAL PART

### 1. Global development education definition

Global development education<sup>2</sup> is a lifelong educational process that supports people in understanding the differences and similarities between the lives of people in developing and developed countries, thus promoting public knowledge of economic, social, political, environmental and cultural processes that influence them. It develops skills and supports adoption of values and beliefs that increase willingness and ability of people to take an active part in tackling local and global issues.

Global development education leads people to accept responsibility for creating a world where all people may live with dignity.

### 2. Global development education: background and implications

#### 2.1 International background of global development education

The developed countries have dealt with the issues of poor countries via development cooperation for decades now. Along with specific forms of aid for the developing countries, the need for increasing awareness of the population of donor countries of a wider context of development cooperation has grown as well. Since the late 1980s, global development education, promoting values such as solidarity, tolerance, human rights and democracy, has become an inevitable part of educational processes in the developed societies.

National strategies for global or development education have been drafted in a number of countries, with the issues equally becoming the target point of international development organizations. In 1999, the U.K. adopted “Building Support for Development”, a document that sought to present global development not from a charitable perspective, where the populations of developing countries act as victims, but rather from a global perspective where all lives are perceived as mutually interconnected and dependent and all people as partners. If the current goal is to achieve a breakthrough in the general awareness of the population, we need to overcome the deep-rooted perception that is based on charity and compassion and,

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<sup>2</sup> In Czech, the term “global development education” is derived from the English expressions *Global Education* and *Development Education*. Given the specifics of the situation in the Czech Republic, the working group for drafting the national global development education strategy recommended that both English terms be combined in Czech. This is due to the fact that the Czech term has been well established in usage by experts in pedagogy as well as the public. At the same time, it also expresses the global aspect of development as opposed to a personal one. Additionally, in international English-speaking environment the term “Development Education” gives way to “Global Education” as the issues that the developing countries have to face have an important effect on the entire world and as such need to be approached from a global perspective.

instead, have to support realistic understanding of global issues in terms of mutual dependency of people and how it affects their everyday lives.

### **2.1.1 Major documents of international organizations relating to global development education**

#### *United Nations (UN)*

The UN dedicated an entire chapter of its agenda-setting document **Agenda 21**, which was approved during the UN Conference on Environment and Development in Rio de Janeiro in 1992 and affirmed in the Plan of Implementation at the World Summit on Sustainable Development in Johannesburg in 2002, to the support of educational and awareness-raising activities aimed at boosting people's responsibility for our world. The **Millennium Declaration**, adopted at the 2000 Millennium Summit in New York that was attended by the representatives of 189 countries, has become the principal document that sets the direction for development cooperation as well as for global development education. UNESCO equally issued a number of recommendations concerning the topic; the major contribution of the organization, however, is the declaration of UNESCO Decade for Education and Sustainable Development (2005-2014) and, in cooperation with the UN Economic Commission for Europe, the adoption of a Strategy for Education for Sustainable Development in Vilnius in 2005.

#### *European Union (EU)*

In 2005, the Council of the European Union, representatives of EU members states in the Council of the EU, the European Commission and European Parliament issued a joint declaration on a "European Consensus on Development" that outlines the challenges that will have to be dealt with when fighting poverty, as well as the initiatives supporting sustainable development and commitments of the EU to their implementation. An addendum to the document entitled **The European Consensus on Development: the Contribution of Development Education and Awareness Raising** was adopted in 2007.

#### *Council of Europe – North South Centre*

The European Centre for Global Interdependence and Solidarity, abbreviated as North-South Centre and established at the Council of Europe in 1990, adopted at a 2002 Congress on Global Education in Europe the **Maastricht Declaration on Improving and Increasing Global Education in Europe to 2015**. Besides a number of conceptual recommendations, the Declaration called onto the participants to "look at the possibility of creating programs that

will monitor the level of global education and to support the drafting of global education reports as well as regular assessment reports”.<sup>3</sup>

### *Organization for Economic Cooperation and Development (OECD)*

OECD’s Development Assistance Committee (DAC) proposed a number of measures to increase effectiveness of the provided development aid. These were summarized in the **Paris Declaration on Aid Effectiveness (2008)** and the **Accra Agenda for Action (2008)**. The main points of the Declaration that focuses on improving development aid on the part of both donors and partner countries put stress on improving the support inhabitants of the donor countries give to development cooperation. The DAC has advised its members on how to raise awareness of development cooperation, e.g. by publishing the report *Building Public Awareness of Development: Communicators, Educators and Evaluation* (2008).

## **2.2 Global development education background in the Czech Republic**

For a number of years, the Czech Republic has been a responsible contributor to solving global issues, becoming an active proponent of development cooperation. It has continued the tradition, established as assistance of socialist countries in the 1970s and 1980s, of helping developing countries and following its 1995 accession to the OECD, the country initiated a program of development cooperation. As a member state of the EU, the Czech Republic has modernized and transformed the entire system of assistance, currently providing bilateral and multilateral aid amounting to CZK 4 billion a year. Besides its primary goal of eradicating poverty in developing countries, Czech development cooperation follows a number of secondary goals, contributing to building good relations with developing countries and helping to promote political, security, economic and environmental interests of the state. Raising local public support and improving awareness has become one of the most important tasks that the Ministry of Foreign Affairs, as the development cooperation coordinator, has pursued in recent years.

At the government level, the notion of global development education was introduced within the “**Development Assistance Concept of the Czech Republic (2002-2007)**”, adopted in 2002. This way, the Czech Republic took on the international principles, including partnership, respect for partner priorities and increase in assistance effectiveness. The goal of Czech development education was to “shift the Czech public opinion towards solidarity with the developing world and support for the provision of assistance by the government.” A Strategic Framework for Sustainable Development in the Czech Republic, adopted by the government in January 2010, defines its goals as to “increase preparedness of the inhabitants, including public administration and the integrated emergency system components, to deal with the impacts of global and other security threats and risks”, and also to “support active participation in international organizations and promote the principles of sustainable

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<sup>3</sup> The Maastricht Declaration: A European Strategy framework for Increasing and Improving Global Education in Europe to 2015), Article 5.8.



development at all levels of multilateral and bilateral relations and, by following these principles, to equally reinforce international cooperation in political, economic, social, environmental and cultural affairs, while also maximizing the volume and effectiveness of official development aid.” The 2010 Development Cooperation Plan updated the sectoral and territorial priorities of the Czech Republic in this respect.

The responsible approach of the Czech Republic to global issues is equally apparent in the reform of system of education that was implemented over the last decade. The entire system was decentralized, with the responsibility for education and professional growth of teachers now to a large degree resting with regions and the teachers’ respective schools. The new strategic documents reflect the shift that lead to perceiving education as a preparatory phase of each individual for real life in an ever-changing society at both personal and professional level, while also promoting sustainability and active individual involvement. The basic concept was introduced in the **National Education Development Program for the Czech Republic**, i.e. the **White Book** that served as a source for new curriculum documents aimed at pupils aged 3 to 19, giving rise to “educational framework programs”. Educational strategies for other areas have been introduced as well, including Lifelong Learning Strategy for the Czech Republic, HR Development Strategy for the Czech Republic and Education Strategy for Sustainable Development. However, the goals and principles of global development education have so far been represented only marginally and there has not been any major concept-defining document.

Non-governmental humanitarian and development organizations, which have used their international experience to prepare updated materials and learning materials suitable for curricula, should in particular be given the credit for introducing global and development topics across Czech schools following the year 2000. Thanks to them a number of brochures, learning materials and worksheets have been published with the support of the Ministry of Foreign Affairs and the Ministry of Education, Sports and Youth. Many non-profit organizations and universities have managed to establish contacts with international organizations (the EU, UNDP, and North-South Center) and other donors (Canada, Austria) that have provided them with funding. As a part of the Czech EU presidency, a conference on global development education was organized by Člověk v tísni in cooperation with the Czech Forum for Development Cooperation (FoRS) and CONCORD, a platform of European NGOs, becoming one of the NNO’s major contributions to the development effort.

In 2008, the Czech Republic became the fifth country to be assessed by a panel of independent evaluators led by GENE (Global Education Network Europe) in terms of its global development program. Based on the assessment, a Global Education in the Czech Republic National Report was drafted, containing a number of recommendations that focus particularly on improving the coordination and coherence of global development education in the Czech Republic.

### 2.3 Global development education from the perspective of other education priorities

A subset of framework educational programs is formed by cross-cutting topics, some of which reflect global development education goals, topics and principles. With its topics and applied methods, global development education partially overlaps with intercultural and environmental education as well as education in human rights, civic participation and other areas.

The aforementioned educational areas are instrumental in achieving global development education goals and, to a varying degree, provide for:

- **Education promoting values** such as respect for one's self and others, sense of social responsibility, sense of belonging as well as an active approach to educating one's self and others;
- **Development of knowledge and ideas** concerning technological advances, inequality of living conditions across the globe, democracy, government, citizenship etc.;
- **Development of key abilities and knowledge** – communicative, social, civic, working as well as problem-solving and learning competence;
- **Creative possibilities and activities throughout the educational process** – individual and team work, shared responsibility for educational results, cooperation on the educational process.

While the topics and their goals vary, they are mutually supportive and related. Their different focus also translates into somewhat different techniques used for their development.

### 3. General goals of global development education

The main goal of global development education is to educate people so that they are willing to accept their share of responsibility for the situation in the world. To this end, people need to:

- 1) Gain general awareness of global interconnectedness and issues faced by the mankind, particularly of the relations between developed and developing countries, including all their historical, economic and political implications;
- 2) Gain basic knowledge of basic issues faced by the developing world (poverty, political instability, population growth, famine, poor healthcare, illiteracy, lack of drinking water), as well as their causes and possible solutions;
- 3) Become aware of the links between behavior and lifestyle of western populations (excessive consumption, imbalanced trade relationships, economic and environmental exploitation, arms export) as well as of issues that people from poor countries have to deal with;

4) Develop understanding of global responsibility, cultural, ethnic, religious tolerance and solidarity with the issues of other people, however geographically distant they might be;

5) Gain detailed knowledge of the activities pursued by organizations dealing with development cooperation and developing countries (government aid, UN with its agencies, church-sponsored charities, non-governmental organizations);

6) Become motivated to contribute to solving these issues and aiding people in developing countries, whether by becoming involved in activities of non-governmental organizations, pursuing specific careers or within their everyday life.

It is therefore important that children, pupils and students across all types of schools, pedagogues as well as all other citizens accept the following values and beliefs, while also adopting specific skills and knowledge:

### **Values and beliefs**

- Accepting responsibility for one's self and the world we live in;
- Becoming motivated to actively participate in dealing with local issues, contributing to solving issues at a regional, national and international level even if there is no direct profit or advantage to one's self;
- Being aware of the advantages cooperative solutions have when tackling these issues;
- Respecting different opinions and world views;
- Being sympathetic to people in a difficult situation.

### **Skills**

- Using democratic tools when participating in public life;
- Defining and analyzing problems, searching for various solutions and choosing the best one, applying one's experience and that learned from others;
- Assessing one's abilities and identifying how these may be applied to problem-solving;
- Effectively cooperating with others;
- Using information to form one's own opinion supported with arguments;
- Accepting opinions of other people, while being able to adjust one's own opinion;
- Applying empathy to assess situations other people are in;
- Thinking systematically, seeing "the big picture".

### **Knowledge**

- Understanding the causes and impacts of major global issues;
- Understanding factors that influence human development in both positive and negative ways;
- Being able to compare various concepts, such as development, human rights, globalization;

- Understanding situation of people in various difficulties, ability to identify their causes and impacts;
- Understanding differences in economic and social standing of people around the world, including various views on their causes and their impacts;
- Understanding mutual ties between various geographical areas and various development dimensions;
- Understanding principal reasons for and methods of development cooperation as well as how one may actively contribute to local and global development.

#### **4. Major topics of global development education**

Globalization and mutual dependency of individual parts of the globe

- economic globalization, including world trade and ethical consumption
- cultural, social and political globalization
- global migration
- international organizations

Human rights

- basic human rights
- children's rights and senior citizens' rights
- discrimination and xenophobia
- democracy and good governance
- equality of men and women

Global issues

- poverty and inequality
- poor education
- health issues
- malnutrition and famine
- lack of drinking water
- environment
- population growth
- conflicts and violence

Humanitarian assistance and development cooperation

- development, its concepts and cultural aspects
- millennium development goals
- history, motives and principles of humanitarian assistance and development cooperation
- actors in humanitarian aid and development cooperation

- activities pursued by the Czech Republic and the EU in the area of humanitarian assistance and development cooperation

## 5. Basic principles of global development education

The principles of global development education reflect the basic rules for the implementation of global development education in the educational process, i.e. reflect the way in which these topics are exploited in order to achieve the goals of global development education.

The main principles include, but are not limited to:

- **Global responsibility** – responsibility for one’s self and the world we live in;
- **Participation** – involvement in the resolution of issues and conflicts;
- **Partnership** – cooperation on equality-based partnership of stakeholders, both government and non-government;
- **Solidarity** – solidarity with people who live in difficult conditions, willingness to help;
- **Mutual interconnection** – perceiving the world as a whole, identification of links between local, regional and global developments;
  
- **Openness and critical thinking** - open and critical approach to information and opinions, ability to make morality-based and informed judgments and decisions;
- **Social justice** – active support for compliance with human rights and equal opportunities for all;
- **Sustainable development** – adjusting one’s lifestyle to the need of preserving and improving living environment for future generations.

## 6. Target groups of global development education

Formal education:

- children, pupils, students and pedagogues
  - pre-school education
  - primary-level education
  - secondary-level education
  - higher-level vocational education
  - university-level education, in particular:
    - pedagogic disciplines
    - development studies
    - media disciplines

- humanities and social sciences
- natural sciences
- economic disciplines.

Informal education:

- children and youth in leisure-learning associations and school establishments
- pedagogues and teachers at leisure-learning school establishments and persons in charge of youth associations
- staff of:
  - non-governmental non-profit organizations
  - business sector
  - public administration sector
  - media.

## **7. Principal actors in global development education and their mission**

### **7.1 State institutions**

#### *Ministry of Foreign Affairs of the Czech Republic*

The Ministry of Foreign Affairs of the Czech Republic is responsible for the strategy and coordination of development cooperation. It raises public awareness of global development issues, formulates, in cooperation with the Ministry of Education, Youth and Sports of the Czech Republic and Czech Development Agency, the strategy related to global development education and, in cooperation with Czech Development Agency, decides on allocating funds to global development education projects. The Ministry also presents the Czech position on global development education issues within the EU.

#### *Ministry of Education, Youth and Sports of the Czech Republic*

The Ministry of Education, Youth and Sports of the Czech Republic is the central state body for the administration of preschool and school establishments, basic schools, high schools and universities, as well as for science policy, including research and development, and international cooperation in these areas. Other administered areas include scientific degrees, state custody of children as well as youth, physical education, sports, tourism and support to national sports teams. In cooperation with its subordinate entities and the Ministry of Foreign Affairs of the Czech Republic, it defines global development education strategy and provides for its implementation across establishments of formal education.

#### *Ministry of the Environment of the Czech Republic*

The Ministry of the Environment is the main guarantor of coordination of environmental education and, jointly with the Ministry of Education, Youth and Sports of the Czech

Republic, promotes education toward sustainable development, following the goals laid down by the Strategic Framework for Sustainable Development of the Czech Republic under the auspices of the Government Council for Sustainable Development. In terms of global education programs, the Ministry of the Environment of the Czech Republic provides for inclusion of the global development education goals and principles within educational programs that it administers (environmental education, education toward sustainable development).

### *Council for Development Cooperation*

The Council for Development Cooperation coordinates development cooperation and issues recommendations for the Minister of Foreign Affairs related to the administration and implementation of development cooperation. In terms of global development education, it comments on major strategic documents.

### *Government Council for Sustainable Development*

The Government Council for Sustainable Development, chaired by the Prime Minister, is an umbrella body that advises the Government of the Czech Republic on the issues of sustainable development, including relevant education in the matter. The principal goals, defined by the Strategic Framework for Sustainable Development that was adopted in January 2010, include an increase in the volume and effectiveness of Czech development cooperation and raising awareness of development cooperation issues within the context of sustainable development among the Czech public. The Government Council for Sustainable Development working group for education toward sustainable development, chaired by representatives of the Ministry of Education, Youth and Sports and the Ministry of the Environment, is in charge of preparing a National Strategy for Education toward Sustainable Development.

### *Czech Development Agency*

As an independent legal entity reporting to the Ministry of Foreign Affairs of the Czech Republic, the Czech Development Agency is responsible for the implementation of projects of bilateral development cooperation. Working closely with the Ministry of Foreign Affairs of the Czech Republic and Ministry of Education, Youth and Sports of the Czech Republic, the Czech Development Agency is an important actor in defining global development education concepts and global development education planning. The Agency equally cooperates with the civic sector and universities that train development cooperation professionals, while it also represents the Czech Republic in global development education organizations across Europe.

### *Research Institute of Education in Prague*

The Research Institute of Education in Prague is responsible for preparing and implementing curriculum documents for general education, providing methodological support to kindergartens, basic schools, special basic schools, basic arts schools, secondary schools and

language schools. In terms of global development education, it ensures that global development education goals are taken into account in various framework educational programs for pre-school, primary (basic) and secondary level education.

### *National Institution of Technical and Vocational Education*

The National Institution of Technical and Vocational Education deals with secondary vocational education and issues such as coordination, teaching consultancy and research, also providing information and librarian services. The National Institution of Technical and Vocational Education is responsible for ensuring that the global development education goals are considered within the relevant sections of framework programs of secondary vocational education.

### *National Institute for Further Education*

The National Institute for Further Education organizes lectures, courses and seminars aimed at continuous education of pedagogical staff, with its areas of focus including curriculum reforms, education of school management, language education etc. Within its program offering, the National Institute for Further Education equally prepares and implements global development education -focused events

### *National Institute of Children and Youth*

The National Institute of Children and Youth focuses on leisure and informal education of children and youth and on activities of establishments of informal education and non-profit organizations pursuing similar goals. It provides methodological support and consultations to staff of organizations working with children and youth, while also enabling pedagogues to reinforce their expertise in leisure learning. In terms of global development education, the National Institute of Children and Youth ensures that the relevant goals are considered within extracurricular activities of children and youth as well as within the education of leisure learning pedagogues and youth workers.

### *Czech School Inspection*

The Czech School Inspection carries out assessments of education at school establishments. In terms of global development education, it focuses on assessing the extent in which the global development education principles have been implemented within educational activities.



### **7.2 Non-governmental organizations**

#### *Czech Forum for Development Co-operation (FoRS)*

The FoRS is a platform for non-governmental, non-profit organizations active in development cooperation. It focuses on the coordination of NGO activities of global development education and awareness raising, with emphasis on capacity enhancement, monitoring and evaluation.

#### *Non-governmental, non-profit organizations*

An NNO offering of a wide range of global development education and awareness-building activities exists in the Czech Republic. These organizations carry out projects, funded from their own, state or international sources, that focus on pupils at primary (basic) and secondary schools as well as on university students. Other activities are aimed at children in kindergartens and also include training events for pedagogues and awareness-raising events for adults.

#### *Business Platform for Development Cooperation*

The aim of the Platform is to increase participation levels of Czech businesses in development cooperation projects and to support long-term investment in developing countries that would ensure a favorable position of Czech technology and service providers, while also promoting development cooperation programs based on private-public partnership. Within its activities, the Platform carries out global development education awareness-raising activities aimed at the private sector.

#### *Czech Council of Children and Youth*

The Czech Council of Children and Youth is an association of 98 member organizations (with the majority of nationwide children and youth organizations), representing some 200,000 individuals. Its aim is to support quality living and development of children and young people, particularly by means of supporting extracurricular education and activities of its members. In terms of global development education, the Czech Council of Children and Youth takes the global development education topics, goals and principles into consideration when preparing its children and youth programs.

#### *Universities*

Universities that prepare future teachers (faculties of education, philosophical faculties, and faculties of natural sciences) make the global development education goals, topics and principles part of their curricula for undergraduate and continuous education students. Their other activities include global development education research, with the universities creating

and supporting networks of teacher-training schools where global development education best practices are applied.

Universities offering development study programs are also active in global development education research and development.

Other universities (e.g. faculties of natural sciences, medical or economic faculties etc.) consider the global development education goals, topics and principles within their educational programs.

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## **B. STRATEGIC PART**

### **8. Goals of the Global Development Education Strategy**

Based on an analysis of global development education and on recommendations issued by working group for strategy preparation, a strategic framework has been proposed, containing a number of partial goals besides the main one. The strategy tries to deal with opportunity areas identified in the analysis so that the Czech Republic narrows the global development education gap that exists between itself and the developed countries of Western Europe by 2015. The partial goals of the strategy involve seven main educational areas and lay the ground for achieving the main goal.

#### **8.1 The main goal of the Strategy**

The main goal of the global development education Strategy of the Czech Republic is to provide all citizens of the Czech Republic with access to information on developing countries and global development and to inspire them to take an active role in tackling global issues as well as issues faced by the developing world.

Measures:

By 2015, the global development education principles and topics are to be included in lifelong learning as well as in educational program across all levels of the Czech system of education.

#### **8.2 Partial goals of the Strategy**

##### *a) Education policies and state administration of education*

The goal:

Employees of the Ministry of Education, Youth and Sports as well as those of organizations directly reporting to the Ministry, including regional and local school departments and professional teacher organizations, will promote the introduction of global development education principles and goals within educational programs and community and school life.

Measures:

- The staff of the Ministry of Education, Youth and Sports, professional associations (of teachers, headmasters) and local and regional school departments are to be informed

of the global development education principles and goals, including methods of their implementation in educational processes.

Administrator: Ministry of Education, Youth and Sports of the Czech Republic, regional and local authorities

- Within the implementation the global development education goals and principles in educational processes, cooperation between schools and the private sector and non-governmental, non-profit organizations (NNOs) is to be promoted by the state administration and self-governing regions, along with support of joint activities carried out by schools, communities, small and medium-sized businesses, NNOs and the public.

Administrator: Ministry of Education, Youth and Sports of the Czech Republic, regional and local authorities

b) *Educational concepts, educational programs and their implementation in pre-school, primary and secondary-level education*

The goal:

The main educational concept and educational programs will consider the global development education goals and principles.
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Measures:

- The global development education goals, principles and topics are to be considered within drafting and implementation of education strategies (e.g. sustainable development education strategy).

Administrator: Ministry of Education, Youth and Sports of the Czech Republic, Ministry of the Environment of the Czech Republic

- The global development education goals, principles and measures are to be taken into account in all curriculum documents. Within a review of the Framework Educational Programs for pre-school, primary and secondary education, their inclusion within cross-cutting topics and educational areas (e.g. Children and the Society, Children and the World, People and their World, People and the Society, People and the Environment) is to be verified, as well as their inclusion within educational disciplines or subjects related to the global development education topics (e.g. People and their World, Education toward Citizenship, Introduction in Government and Social Sciences, Biology, Geography, History etc.).

Administrator: Research Institute of Education in Prague, National Institution of Technical and Vocational Education

- Relevant teaching materials (textbooks, teaching articles and other materials) are to be created, updated and made available to teachers in order for them to include global development education within educational processes.

Administrator: Ministry of Education, Youth and Sports of the Czech Republic,  
Research Institute of Education in Prague, National Institution of Technical and  
Vocational Education

c) *Undergraduate training for teachers and continuing education for pedagogical staff*

The goal:

Undergraduate preparation of teachers and continuing education of pedagogues will reflect the needs of global development education so as to enable these employees to acquire the knowledge, skills and beliefs that will provide for their ability to systematically and effectively integrate global development education within their teaching.
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Measures:

- Individual learning programs for teachers are to be adjusted, without this having an adverse effect on program accreditation, so as to consider the global development education goals, principles and topics.
- Learning materials in hardcopy and electronic format supporting teacher training and continuous education of pedagogues are to be created for global development education and its didactics.
- Writing of academic papers and bachelor, master and doctoral theses on global development education is to be supported, including research in the discipline.
- Educational subjects with an integrated global development education component are to be reviewed on a continuous basis.
- Internships and shadowing opportunities are to be made available to students of teaching at schools where the best global development education practices are implemented.
- Cooperation is to be established with scientific, expert and professional organizations involved in global development education.

Administrator: university schools educating future teachers

- An offering of educational programs within continuing education for teachers is to be prepared in order to familiarize teachers with basic notions, topics, principles and goals of global development education. Teachers and other pedagogues will gain an insight into the discipline and will be inspired to make global development education part of their teaching, while also enjoying methodological support.

Administrator: National Institute for Further Education

- The creation is to be initiated of a database of teaching materials and aids in an electronic and hardcopy format.

Administrator: Research Institute of Education in Prague

d) *Tertiary education*

The goal:

Study programs offered within tertiary education and dealing with global issues will include global and development topics.

Measures:

- The global development education principles and topics are to reflect in other disciplines that directly affect public awareness of development issues or that influence global issues, including e.g. development studies, natural sciences, social sciences, humanities, media studies etc.

Administrator: universities

- A global development education -focused program is to be created at a university specialized in development topics or teacher education.

Administrator: universities

- Cooperation of institutions of tertiary education is to be supported, as well as the creation of common study programs at universities of similar focus, particularly of programs and courses for continuing adult education.

Administrator: Ministry of Education, Youth and Sports of the Czech Republic

e) *Research and development*

The goal:

Research in the field of global development education will be carried out, with its findings being implemented in practice.

Measures:

- Academic departments will be created and supported in order to provide for continuous research and development in the planning, implementation and evaluation of global development education.

Administrator: universities

- International cooperation will be supported in academic departments dealing with global development education research and development.

Administrator: universities

f) *Extracurricular activities and leisure activities for children and youth*

The goal:

Within the offering of extracurricular activities, children and youth will be familiarized with the goals, principles and topics related to global development issues of the present-day world.

Measures:

- The global development education principles and topics need to be included within the state policy for children and youth as well as within State Support Programs for children and youth-related activities.

Administrator: Ministry of Education, Youth and Sports of the Czech Republic

- The global development education topics need to be methodologically made part of institutions of leisure activities.

Administrator: National Institute of Children and Youth

- Activities of leisure-learning NNOs and youth organizations involved in global development education need to be supported.

Administrator: Ministry of Education, Youth and Sports of the Czech Republic; National Institute of Children and Youth

- Global aspects and relations with developing countries need to be put to the fore within the support and implementation of leisure activities involving the topics of environment and healthy lifestyle.

Administrator: Ministry of the Environment of the Czech Republic

g) *Continuing adult education (awareness raising)*

The goal:

Enable all adults, including employees in public administration, media, non-governmental organizations and the business sector, to gain access to information on the mutual interconnectedness of the world and on all causes and impacts these ties have particularly on the developing world, in order for these employees to become able to critically and responsibly review information on global development, while also becoming actively involved in dealing with global development issues.

### Measures:

- Information on the developing countries and development issues needs to be mediated via publications, seminars, exhibitions, offering of public media etc.  
Administrator: Ministry of Foreign Affairs of the Czech Republic; Czech Development Agency
- Partnerships within civic society and the development of capacities of NNOs providing public with global development education services need to be supported.  
Administrator: Ministry of Foreign Affairs of the Czech Republic; Ministry of Education, Youth and Sports of the Czech Republic; Czech Development Agency
- Activities aiming to introduce global development education topics within the training of employees in public administration, media, businesses etc. need to be supported.  
Administrator: Ministry of Foreign Affairs of the Czech Republic; Ministry of Education, Youth and Sports of the Czech Republic; Czech Development Agency

### 8.3 Global development education publicity

#### The goal:

The public will receive information on global development education as well as on the global development education strategy, its goals and benefits via media (press, radio, TV, internet).
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#### Measures:

- The media need to be supported to provide public information on developing world issues and to produce materials that will present a diversified world from the perspective of global development education topics and principles.  
Administrator: Ministry of Foreign Affairs of the Czech Republic; Czech Development Agency
- Best practices are to be featured in the media and support is to be given to the creation of global development education information systems.  
Administrator: Ministry of Foreign Affairs of the Czech Republic, Czech Development Agency
- Public opinion surveys on global development issues are to be organized on regular basis.  
Administrator: Ministry of Foreign Affairs of the Czech Republic, Czech Development Agency



## 8.4 Funding

The goal:

Sufficient funding will be available for the implementation of the global development education strategy.

Measures:

- Subsidy programs are to be enhanced via Ministry of Foreign Affairs of the Czech Republics development cooperation budget, supporting the activities of NNOs, leisure activities for children and youth as well as other programs of global development education.

Administrator: Ministry of Foreign Affairs of the Czech Republic; Ministry of Education, Youth and Sports of the Czech Republic; Ministry of the Environment of the Czech Republic

- global development education -promoting activities are to be included in challenges addressed via EU Structural Funds.

Administrator: Ministry of Foreign Affairs of the Czech Republic; Ministry of Education, Youth and Sports of the Czech Republic; Ministry of the Environment of the Czech Republic

## 8.5 Monitoring and evaluation

The goal:

Achievements in global development education in the Czech Republic will become subject to systematic monitoring and analytical assessment.

Measures:

- Achievement of tasks defined within global development strategy is to be continuously monitored, the mid term evaluation is to be completed within the time of the Strategy implementation.

Administrator: working group for global development education strategy preparation

- Impacts of global development education on formal education are to be continuously reviewed.

Administrator: Czech School Inspection

- The effectiveness of projects of non-governmental non-profit organizations administered by the Ministry of Foreign Affairs of the Czech Republic and the Ministry of Education, Youth and Sports of the Czech Republic is to be measured on regular basis.

Administrator: The Ministry of Foreign Affairs of the Czech Republic and the Ministry of Education, Youth and Sports of the Czech Republic, respectively

**Appendices**

**LIST OF ABBREVIATIONS**

DAC	OECD's Development Assistance Committee
EU	European Union
FoRS	Czech Forum for Development Co-operation
GENE	Global Education Network Europe
NNO	non-governmental, non-profit organization
OECD	Organization for Economic Co-operation and Development
UN	United Nations
UNDP	United Nations Development Programme

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GLOBAL DEVELOPMENT EDUCATION STRATEGY (2009 – 2010)**

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## GLOSSARY

### **Formal education**

Education delivered in educational institutions, most often schools. Its functions, goals, focus and organizational forms and assessments are defined by law. It includes a system of continuous stages (primary (basic), secondary and university) that are completed with certificates (school leaving reports, diplomas etc.).

### **Informal education**

Informal education takes place outside the system of formal education and does not result in comprehensive education. It involves organized educational activities outside the officially established school system, offering its participants targeted development of specific experience, skills and beliefs based on a coherent value system. Participation in these activities is most often voluntary. The activities are mostly organized by children and youth associations, NNOs, school establishments for leisure learning, including but not limited to centers for leisure activities, educational agencies, clubs, cultural venues etc.

### **Informal learning**

Informal learning is perceived as acquisition of knowledge, skills and competence based on everyday experience derived from activities performed at work, in families or in free time. It also includes self-education where people do not have an opportunity to verify the level of skills that they acquire (e.g. TV language courses). As opposed to formal and informal education, informal learning is unorganized, unsystematic and lacks coordination at an institutional level.

### **Lifelong learning**

Lifelong learning is a new conceptual approach to education and its organization, where all learning opportunities – whether presented within or outside the traditional educational institutions – are perceived as one whole, providing for a wide range of opportunities that enable frequent alternation between work and learning as well as an acquisition of equally valid qualifications via different methods, at any point in life. Lifelong learning may be spread over two major stages that are referred to as initial and continuous education.

**Initial education** includes:

- *Basic education* (primary and lower secondary level) that is of general nature and usually extends over the period of compulsory school attendance;
- *General education* on a higher secondary level mostly used as preparatory stage for subsequent studies or comes as a part of vocational education;
- *Vocational education* at a higher secondary level, with its aim being professional training completed with certified qualification.

**Tertiary education** equally falls under the initial education category. It includes a wide educational offering of programs for secondary school graduates. It provides specific professional knowledge of vocational or artistic nature. Tertiary education is traditionally divided in university and non-university education, with the latter delivered by schools of

higher learning or by selected art schools.

**Continuous (further) education**

Continuous education refers to education or learning that takes place after a certain education level is completed, after the student first enters the job market. It may be of formal and informal nature. Within continuous education, students may enter school types where initial learning is usually provided, with the aim to complete missing knowledge or to gain additional skills (professional re-training). Continuous education includes:

- *Vocational education* focused on the development of a wide range of skills important for professional life;
  - *Professional education* focused on the acquisition of knowledge, skills and competence necessary for the performance of a specific job;
  - *Civic education* that lays the ground for cultivation of students as citizens active in social and political life;
  - *Leisure education* that enables participants to perform leisure activities of various focus. Leisure education takes place at school establishments for leisure learning, including but not limited to centers for leisure activities and school nurseries and clubs.
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