

Global Education in the Czech Republic



**The European Global Education
Peer Review Process
National Report on the Czech Republic**

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National Report on Global Education in the Czech Republic**

GENE
GLOBAL EDUCATION NETWORK EUROPE

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Abbreviations & Acronyms

ADRA	Adventist Development and Relief Agency
ARPOK	Agency for Development Assistance and Humanitarian Aid of the Olomouc region
CDA	Czech Development Agency
COE	Council of Europe
CSSD	Czech Social Democratic Party
DAC	Development Assistance Committee
DE	Development Education
ESD	Education for Sustainable Development
EU	European Union
FoRS	Czech Forum for Development Cooperation
GDE	Global Development Education
GE	Global Education
GENE	Global Education Network Europe
GNI	Gross National Income
GNP	Gross National Product
INEX	Association for Voluntary Activities
KDU-CSL	Christian & Democratic Union
KSCM	Communist Party of Bohemia & Moravia
LRA	Local and Regional Authorities
MDGs	Millennium Development Goals
MoE	Ministry of Education
MFA	Ministry of Foreign Affairs
NGDO	Non-governmental Development Organisation
NGO	Non-governmental Organisation
NSC	North South Centre
ODA	Official Development Assistance
ODS	Civic Democratic Party
OECD	Organisation for Economic Cooperation and Development
PIN	People in Need
SZ	Green Party
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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The Secretariat would also like to express appreciation to the Czech Ministry of Foreign Affairs, the Ministry of Education, Youth & Sport, the Czech Development Agency, and FoRS (Czech Forum for Development Cooperation), the members of the Czech reference group to the process, NGOs and civil society organisations; and indeed to all those who met with the Peer Review team and provided valuable information and insight. A list of the organisations which the Peer Review team met with in the course of the process, is given in Appendix 1.

The European Global Education Peer Review process is funded through a “basket-funding” in which organizations support the process as a whole and indeed this Czech process. We would like to acknowledge and thank the Ministry of Foreign Affairs, and the Finnish National Board of Education, Finland; NCDO, the Netherlands; Irish Aid, Ministry of Foreign Affairs, Ireland; Norad, Norway; the Federal Ministry for Economic Cooperation and Development (BMZ) and InWEnt, Germany; the Austrian Development Agency (ADA) and the Ministry of Education, Austria; for financial and other support for the Peer Review process, along with the support of all the ministries, agencies and other organisations involved in GENE. Thanks also to the North-South Centre of the Council of Europe which was supportive both of the initiation of the European Peer Review process and of GENE.

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Executive Summary

This National Report on Global Education (GE) in the Czech Republic is part of the European Global Education Peer Review Process, which was initiated in 2002 with the purpose of increasing and improving Global Education in European countries. The report is the culmination of a year-long peer review process facilitated by the GENE (Global Education Network Europe) Secretariat, and involving an international peer review team.

Through research, individual interviews and facilitated group sessions with key stakeholders, information was gathered and critical perspectives developed about the current state of, and the future prospects for, Global Education in the Czech Republic. This process was developed in partnership with the Czech Reference Group as the national counterpart in the process. The Reference Group involved the Czech Development Agency, the Ministry of Foreign Affairs, the Ministry of Education, and FoRS – the Czech national platform of NGOs in development cooperation.¹ The interdisciplinary Peer Review team, comprised experts representing Finland, Ireland, Norway, and Slovakia, supported by the GENE secretariat.

The report is comparative in outline with previous Peer Review reports. Chapter 1 below provides an introduction to the report and the process generally. Chapter 2 outlines the context of Global Education in the Czech Republic. Chapter 3 examines Global Education in a number of key sectors. Chapter 4 provides, in summary fashion, an outline of the key observations and recommendations of the Peer Review.

The Peer Review recognises and welcomes the fact that while recent, there is a relatively strong, significant, energetic and growing tradition of Global Education in the Czech Republic. This is reflected in the range of committed organisations involved in Global Education, and in the many commendable initiatives and well-developed projects in the formal and non-formal education sectors.

There are also many opportunities and challenges ahead. The integration of Global Education into the formal school sector in a time of radical restructuring; greater coordination, capacity building of institutions and organizations; increased and more long-term funding; and more strategic work with non-formal sectors; all are required if the potential trajectory of Global Education in the Czech Republic, so strongly embarked upon, is to be realised.

¹ This Czech reference group for the Peer Review also comprises an informal working group for global development education, coordinated by the Czech Development Agency.

Meanwhile, the forthcoming (2009) Czech Presidency of the EU provides an opportunity for the Czech Republic to take a leading role in Global Education in Europe.

A key recommendation of the Peer Review is to see steps taken towards the development of a national strategy for Global Education in the Czech Republic. Such a national strategy should also help improve coordination between and within relevant ministries, and with Non-governmental Organisations (NGOs), civil society and other sectors. These and other key observations and recommendations of the Peer Review process are contained in Chapter 4 of the Report.

The publication of this report and its launch marks one step in the Peer Review process and its continuing dialogue and journey. The Peer Review team trust that this dialogue, and the adaptation of, and addition to, the recommendations by key stakeholders in the Czech Republic, will lead to further increased and improved Global Education.

GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates, and provides the secretariat, for the European Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.

Chapter 1

Introduction

Chapter 1

Introduction

1.1 The National Report on Global Education in the Czech Republic: An Introduction

The National Report on Global Education (GE) in the Czech Republic is part of the European Global Education Peer Review process (see below) initiated at the Maastricht Congress on Global Education in 2002 and facilitated by Global Education Network Europe (GENE).² This report on the Czech Republic is the fifth such national report to be produced; following previous national reports on Austria (2006), the Netherlands (2005), Finland (2004) and Cyprus³ (2004).

This report gives an overview of the current state of Global Education in the Czech Republic⁴ and provides perspectives on future prospects for increased and improved Global Education. It outlines key observations and recommendations for the future of Global Education in the Czech Republic.

This first chapter provides the reader – policymaker, practitioner, or researcher – with an introduction to the National Report, along with background information about the European Global Education Peer Review Process generally, and about the methodology of the process with the Czech Republic. Chapter 2 situates Global Education in the contexts of Czech political and educational realities, of global development co-operation and of public awareness. It also looks at key ministerial, agency and national coordinating actors. The third chapter provides an overview of Global Education in a number of key sectors, and highlights the work of Non-governmental Organisations (NGOs) in Global Education and awareness-raising, as well as focusing on two case studies. The concluding chapter details the main observations and recommendations of the Peer Review.

2 GENE has provided the secretariat and expertise for the Peer Review process since 2006, from 2003-2005 the North-South Centre facilitated the secretariat of the Peer Review process, with support from GENE.

3 Copies of these national reports are available at the GENE website www.gene.eu or the website of the North-South Centre www.nscentre.org

4 The GENE Peer Reviews use the following definition for Global Education as an umbrella term: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.* This definition is that of the Maastricht Declaration on Global Education in Europe to 2015.

Please note: many actors in the Czech Republic have begun to use the term GDE (Global Development Education) and there is a small but growing body of practical reflection on the term. The Peer Review welcomes both the use of a nationally specific term, and the basis for conceptual clarity which debates about such a term might promote. Nevertheless, for consistency between reports, the Peer Review team and GENE use the term Global Education, which can be understood to be coterminous with the nationally preferred term, and which should in no way imply any suggestion that this term be used by actors in the Czech Republic.

The Peer Review team comprised reviewers representing Finland, Ireland, Norway and Slovakia, along with the GENE secretariat.⁵

The Czech National report has been produced with the involvement in particular of the Czech reference group for development education as the core national partner in the process, involving the Ministry of Foreign Affairs, the Ministry of Education, the Czech Development Agency, and FoRS (Czech Forum for Development Cooperation).

1.2 The European Global Education Peer Review Process

The European Global Education Peer Review Process was inspired by the Maastricht Declaration. The *Maastricht Global Education Declaration* was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15th – 17th November 2002. It outlines a number of ways in which Global Education can be improved and increased throughout Europe. The Declaration, among other policy recommendations, called on the delegates to “*test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews...*”⁶

In 2003 a study was carried out⁷ to test the feasibility of developing a European global education peer review process. The study began with a reflection on international country review processes in related or comparable fields⁸. Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003 concluded that the setting up of a Europe-wide Global Education Peer Review process could be an effective mechanism for the further improvement and increase of Global Education in Europe.

Since then, as mentioned above, Global Education Peer Review processes have been carried out and national reports published on Finland, the Netherlands, Austria, and now with this report, the Czech Republic. Further national reports are envisaged.

5 The international team which visited in June 2008 was composed of Mr. Thomas Tichelmann, Head of the Development Education Unit, Irish Aid, Ministry of Foreign Affairs, Ireland; Ms. Liisa Jääskeläinen, Education Counsellor, Finnish National Board of Education, Finland; Mr. Arnfinn Nygaard, Director, RORG Network, Norway; Ms. Katarina Kovacova, Slovak Aid, Slovakia; and from the GENE Secretariat Mr. Eddie O’Loughlin and Mr. Liam Wegimont. A secretariat visit was also carried out earlier in the year (March 2008).

6 The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see Appendix 2, for the report on the Congress see O’Loughlin, E. and Wegimont, L. (eds) *Global Education in Europe to 2015: Strategy, Policies and Perspectives*. Lisbon: North-South Centre, 2003. Available at www.gene.eu or www.nscentre.org

7 Eddie O’Loughlin, currently Policy Coordinator with GENE, carried out this feasibility study on behalf of the North-South Centre in 2003, concluding by recommending the development of a European Global Education Peer Review Process.

8 These included Council of Europe country review mechanisms such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also included peer review processes facilitated by other international organisations, including the OECD DAC peer review of development assistance. Finally, it considered independent consultant and NGO reviews such as The Reality of Aid review mechanism.

1.3 Aims of the Process

The overall aim of the Peer Review process is to improve and increase Global Education in European countries, as agreed in the Maastricht Declaration. The immediate purpose of each national Peer Review process is to provide international peer support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of Global Education in the country, highlights good practice for national and international learning, and reflects critically in a comparative frame on the issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision.

It is intended that national reports, and the peer review processes leading to them, will act as tools for national actors to enhance quality and impact nationally, and as a mechanism for international learning, comparative analysis, benchmarking, policymaking and improvement.⁹

1.4 Methodology

The methodology used in the Global Education Peer Review of the Czech Republic involved both desk research and two country visits. Each visit involved a series of consultations with national stakeholders. The Peer Review secretariat made an initial visit to the Czech Republic, at the invitation of the Czech Development Agency, in March 2008. The main aim of this initial visit was to gather information and documentation, agree method and process with key stakeholders, develop key questions, and develop contacts, in advance of the main Peer Review visit which took place in June 2008.

The International Peer Review team¹⁰ visit in June 2008 involved meetings with key stakeholders to gather further information and engage in dialogue regarding initial observations. This visit concluded with the development of draft observations and recommendations. A draft report and/or the sections pertaining to them were circulated to key stakeholders, for comment, prior to publication. Comments from key stakeholders were taken into account in concluding this report.

It is intended that the launch of this National Report on Global Education in the Czech Republic will stimulate further debate, as well as critical reflection on, and adaptation of the recommendations contained herein (along with others that national stakeholders might develop in response to this report). It is also expected that the report will lead to enhanced policymaking and other follow-up actions. GENE is available to the national partners in the process, to assist with advice and support in follow-up initiatives which may arise as a result of the peer review and its recommendations.

⁹ The European Global Education Peer Review process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than development or Global Education).

¹⁰ See footnote 5 above for Peer Review team members.

Chapter 2

The Context of Global Education in the Czech Republic

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2.1 Introduction

This chapter gives some perspectives on the context of Global Education in the Czech Republic. It does so by providing brief information on the political context, the global development cooperation context, the educational context and the public opinion context. It also looks at the role of key ministries, agencies and others in the Czech Republic concerning Global Education.

2.2 Political Context

The Czech Republic is a parliamentary democracy. The major political parties are as follows – Civic Democratic Party (ODS), Czech Social Democratic Party (CSSD), Christian and Democratic Union (KDU-CSL), Green Party (SZ) and the Communist Party of Bohemia and Moravia (KSCM).

The current President Mr. Vaclav Klaus was re-elected for a second term on February 9th 2008. As a parliamentary democracy, political power rests primarily with the Prime Minister and government. The current Prime Minister is Mr. Mirek Topolanek and the current coalition government is composed of the Civic Democratic Party, supported by the Christian and Democratic Union and the Green Party.

While there seems to be good political support for Czech involvement in Official Development Assistance (ODA), reflected in a growing ODA programme from 2000 to date, ongoing concerns with the economy would seem to indicate a more conservative political approach with a move to stability rather than growth in ODA in the immediate future. This is in contrast to what seems to be growing public interest in global development issues.

2.3 Global Development Cooperation Context

Czech Official Development Assistance and Czech Global Education initiatives operate within a broader global development context. This can include everything from international efforts at trade agreements, to multilateral initiatives regarding climate change, the Millennium Development Goals (MDGs), through to North-South geopolitical changes, and differences in North-South and other perspectives on many of these issues and challenges. While it is not within the scope of this report to go into detail on these broader challenges, the Peer Review team is conscious of the importance of these issues and this broader global development context for Czech ODA and Global Education in the Czech Republic generally. Indeed the Czech public, NGOs and government seem to be engaging increasingly with these challenging issues.

The Czech Republic has steadily increased its Official Development Assistance (ODA) since 2000, rising in 2007 to a total of €140m, which represents an ODA/GNI (Gross National Income) ratio of 0.11%. However, it is expected that there will be little or no growth for the next 2-3 years. The European Union (EU) target of 0.17% of GNI to ODA by 2010 for new member states will be difficult to reach if this is the case.

The need for ensuring greater coordination of Czech Development Cooperation policy has been recognised. One constraint commented on, for example, by the Development Assistance Committee (DAC) of the OECD, has been the dispersion of the ODA programme over nine line ministries, making it difficult for the Ministry of Foreign Affairs to effectively coordinate ODA activities.¹¹ Ongoing progress on the strengthening of the coordination role of the Ministry of Foreign Affairs, and a strengthening of the role of the Czech Development Agency, is welcome and desirable.

2.4 Educational Context

The Education system in the Czech Republic has undergone deep and profound changes in the past decade. Following the fundamental changes of the early 1990s, more recent changes, most notably the Education Act of January 2005, have led to a swift decentralisation of the education system, with responsibility for curriculum and professional development becoming greatly devolved to the regions and to schools. These changes provide both a strong challenge and great opportunities for Global Education, and are dealt with in detail in subsequent chapters.

See the section on the Formal Education Sector below.

2.5 Public Opinion Context

Public opinion polls suggest increasing public support for a Czech development cooperation programme. The most recent poll (2006)¹² indicated a majority of people questioned are in favour of a Czech development cooperation programme. There appears to be an understanding that ‘reducing poverty’ is the key issue for the programme. A high 69% would like to receive more information on development issues. However, the poll also found that awareness of the Millennium Development Goals is very low – most Czechs (80%) have never heard of them.

There appears to be very limited Czech public opinion poll information available concerning global development issues. It would seem that facilitating more regular opinion polling

¹¹ While the Czech Republic is not a member of DAC, a DAC Special Review was carried out on the Czech Development Cooperation Programme in 2006. Institutional reform of the aid programme, which is ongoing, was a central recommendation in the resulting report. For details on the report see www.oecd.org

¹² This survey report is called - Ministry of Foreign Affairs: Public Opinion Poll 11/2006, and was carried out by SC&C on the request of the Czech Ministry of Foreign Affairs and the UNDP.

around global development issues, would be useful for the Development Cooperation programme and for a better understanding on how the Czech public feel about broader global development issues generally. Such surveys could prove useful as a basis for the targeted design of Global Education and awareness raising initiatives, as has been used to good effect in some other European countries.

Summation

In summation, the context of Global Education in the Czech Republic suggests a strengthening development cooperation context but with challenges for continuing to meet Official Development Assistance targets and with effectively strengthening institutional coordination; a strengthening educational policy and provision context; and room for increased knowledge with regard to public opinion and increased intervention to strengthen public support for development cooperation.

2.6 Key Ministries, Agencies and Organisations

2.6.1 Ministry of Foreign Affairs

In the Czech Republic the Ministry of Foreign Affairs is responsible for development policy and coordination. In early 2008, the Czech Development Agency was established (see below), under the auspices of the Ministry of Foreign Affairs (MFA), as a detached legal entity.

The MFA continues to lead concerning development cooperation policy and to implement multilateral programmes. The MFA also continues to play a leading role in most functional areas, including in the disbursement of funds. The institutional nature of the Czech development programme is undergoing change as efforts are being made to improve coordination.

In relation to Global Education and public awareness raising the Ministry of Foreign Affairs both initiated support for these areas and continues to lead in policy making and funding of Global Education in the overall context of its role in supporting public awareness of global interdependence. The ministry delegates some of its responsibility in relation to Global Education to the Czech Development Agency. The budget line for Global Education and awareness raising was introduced by the Ministry of Foreign Affairs in 2005 for the first time. Prior to this, in 2003 and 2004, three projects implemented by the Czech Non-governmental Development Organisation (NGDO) People in Need (PIN) were funded. The MFA continues to be the main source of funding of Global Education and public awareness raising initiatives through grants programmes, and the Czech Development Agency works closely with the ministry in this regard.

Table 1. MFA Global Education & Awareness Raising Funding Scheme for 2007 & 2008

2007	CZK	€
NGO budget line (GE & Awareness Raising)	7.00m	0.280m
Awareness raising programme (implemented by MFA)	2.30m	0.092m
Summer School in Olomouc	0.95m	0.038m
2008		
NGO budget line (GE & Awareness Raising)	9.60m	0.384m
Awareness raising programme (implemented by MFA)	2.30m	0.092m
Summer School in Olomouc	0.95m	0.038m

Source: Czk figures are from the Czech MFA. The € figures were converted 20.10.2008.

Along with the Ministry of Foreign Affairs there are various ministries that should be concerned with Global Education, particularly the Ministry of Education and the Ministry of the Environment. It is commendable that the Ministry of Foreign Affairs has taken the leadership in this regard – and on foot of evidence from other countries it should continue to do so – as this is closely linked to the Development Cooperation agenda. It is also necessary to involve, in a more systematic way than heretofore, the other aforementioned ministries. If Global Education is to be integrated into schools, and to contain a sustainable development dimension, it must also involve the Ministry of Education and the Ministry of the Environment. The Peer Review considers that there is clearly a need for the coordination role of the Ministry of Foreign Affairs to be strengthened in this regard.

2.6.1.1 The Czech Development Agency

The Czech Development Agency was formed in January 2008, and grew out of the former Development Centre of the Institute of International Relations. It is a separate legal entity, under the auspices of the Ministry of Foreign Affairs.

The main duties of the Czech Development Agency include:

- Identification and formulation of development projects in priority countries;
- Administration of public tenders for contracts;
- Monitoring of development activities in both priority and non-priority countries;
- Capacity building for various stakeholders (training, information services).

Development education and awareness-raising.

The transformation in the Official Development Assistance (ODA) system is not easy and will take time, as tasks and responsibilities are gradually handed over to the Czech Development Agency. Further development is ongoing, and there are challenges ahead, particularly with regard to having sufficient staff to undertake new devolved responsibilities

and developing rules of operation so that the Agency can fully fulfil its envisaged role. All funds for Global Education initiatives are transferred directly from the Ministry of Foreign Affairs to the implementing Non-governmental Organisations (or other implementing bodies such as Universities.). The Czech Development Agency is involved in administrative and coordinating support for Global Education along with the appraisal of projects and monitoring. Together with the Ministry of Foreign Affairs and the Ministry of Education, it plays a key role in terms of policy making and planning concerning Global Education matters.

The Czech Development Agency participates in the Global Education Europe Network (GENE), and has been involved in the V4 programme.¹³

The Peer Review considers that the establishment of the Czech Development Agency is a positive development and looks forward to its emerging role in this field.

For further information on the Czech Development Agency see www.czda.cz

2.6.2 The Ministry of Education, Youth and Sport

The Ministry of Education, Youth and Sport, is and should be a key participant in Global Education in the Czech Republic. As in many other countries in Europe, the Ministry of Foreign Affairs (through the Development Cooperation unit and the Czech Development Agency), has also played a strong role in leading Global Education initiatives. But it is increasingly recognised in the Czech Republic and further afield, that in order to bring about a situation where quality Global Education is available to all, through the Education system, then the increased involvement of Ministries of Education is essential.

Initial indications from the Peer Review process suggest that there is strong willingness at all levels within the Czech Ministry of Education – from the Minister and Deputy Minister to the various directorates with relevant responsibility and different agencies and institutions under the auspices of the Ministry of Education – to take up a stronger engagement and involvement in Global Education.

The Ministry of Education establishes the parameters and frameworks for the content of compulsory education. It pays for universal education and ensures its quality through inspection. At the same time, it increasingly promotes self-government by schools and by local and regional authorities. Responsibility for education has been fully devolved to the regional level since January 2003, and, as with all such processes, this has in reality taken time to embed. Each school has a School Council – comprising students, parents, staff and

¹³ Initiated in 2004, the V4 programme aimed at strengthening Global Education in the Visegrad countries – Czech Republic, Hungary, Poland and Slovakia. This initiative was funded by the Ministry of Foreign Affairs, the Netherlands, and facilitated by the North-South Centre of the Council of Europe, with expert support from GENE members. It provided seed-funding for supporting Global Education projects at a national level in these countries. It also developed national seminars with stakeholders and supported the development of Global Education funding structures.

other citizens – and engages in self evaluation at least once every two years. Self-evaluation forms the basis of school inspection.

A number of advisory bodies under the auspices of the Ministry of Education assist in the achievement of national objectives in education, including, inter alia, the National Research Institute in Education, the National Institute for Technical and Vocational Education, and the Institute for Information on Education.

The Ministry of Education is involved in Official Development Assistance (ODA) through a broad range of educational projects from primary through to third level in African countries in particular. It also supports from its budget the scheme of scholarships for students from developing countries coming to study in the Czech Republic.

2.6.3 The Ministry of the Environment

The Ministry of the Environment deals with a larger proportion of Czech bilateral Official Development Assistance (ODA) than any other line Ministry. It deals with the largest number of projects and has the largest number of staff involved in development cooperation matters. The Ministry also administers a fund for projects in the field of Environmental Education, and has been a leader internationally in ensuring the due recognition required for Education for Sustainable Development¹⁴. From a Global Education perspective, it would seem that, along with the Ministry of Foreign Affairs and the Ministry of Education, the Ministry of the Environment could play an increasingly important role in Global Education.

2.6.4 FoRS – Czech Forum for Development Co-operation

FoRS is the Czech national platform for Non-governmental Development Organisations (NGDOs). Its stated aim is to jointly enhance the effectiveness, quality and volume of the Czech official development and humanitarian assistance, strengthen the positive impacts of Czech development and humanitarian organisations and institutions in partner countries as well as at home, and in related policy making. FoRS does so by information and educational activities, coordination and dialogue, representing and advocacy of the common interests of the members. Founded in September 2002 with 15 organisations, the FoRS membership has now grown to 29 full members and 15 observer members.

These organisations cooperate and come to understandings on common issues and actions in areas such as development cooperation, humanitarian aid, and indeed on Global Education. FoRS represents common views of its members and builds up dialogue with key stakeholders nationally and internationally (at a European Union level FoRS is a founding member of CONCORD).¹⁵

¹⁴ See, for example, the Ministry of Environment representation of Czech positions regarding the need for strong language in support of Education for Sustainable Development, in the PrepComs for the World Summit on Sustainable Development, where, together with a small number of other countries, the Czech Republic took strong leadership positions in this regard.

¹⁵ CONCORD is the European NGO Confederation for Relief and Development.

FoRS uses a system of working groups, on both a thematic and geographic basis, to examine issues in greater detail, thus involving members and observer members in common activities of the platform. There is a working group on Global Education and another on awareness-raising.

About two thirds of FoRS members are involved in Global Education and awareness raising initiatives. FoRS as a member of CONCORD has adopted the terms of Code of Conduct on Messages and Images. FoRS is planning a conference on Global Education to take place in 2009, during the Czech Presidency of the European Union (EU). The Ministry of Foreign Affairs and the Czech Development Agency consult FoRS on the procedures for the call for projects concerning support for Global Education and awareness raising projects. FoRS may be able to develop a strengthened role in coordinating Global Education and awareness raising activities of NGOs, particularly with regard to capacity building, monitoring and evaluation.

For further information on FoRS see www.fors.cz

Chapter 3

Global Education in Key Sectors

Chapter 3

Global Education in Key Sectors

3.1 Introduction

This chapter provides an overview of Global Education in a number of important sectors in the Czech Republic. It outlines the work being undertaken in Global Education in the formal education system, at university level and in teacher education, and in the non-formal and civil society sectors. It identifies the broad range of initiatives that are undertaken by the organisations involved in Global Education and awareness raising and identifies a number of challenges and opportunities.

3.2 Global Education in Formal Education

3.2.1 *Introduction: The Challenges and Opportunities of Curricular Reform*

The ongoing root and branch reform of the school system and of curricula referred to above has led to what is recognised as both a challenge and an opportunity for Global Education. The Ministry of Education, and also the Ministry of Foreign Affairs, the Czech Development Agency, Non-Governmental Development Organisations, and others involved in Global Education advocacy all seem to recognise this twin reality.

The challenges lie largely in the extent and momentum of change, with teachers and school heads being required to engage in many processes of change and training. This plethora of changes can lead, as with similar processes elsewhere, to change fatigue, and with it a resistance to what can be seen as yet another requirement or drain on the time of teachers and another demand on the learning space of students. This, when coupled with more general concerns regarding teacher pay and education budgets, means that there are challenges facing the integration of Global Education throughout the school system in the Czech Republic.

At the same time, it is this very change that has led to immense opportunities for Global Education. The reform of the curriculum comes with a number of inbuilt characteristics that are good news for those advocating for access to quality Global Education for all citizens. The introduction, alongside the core curriculum, of a number of cross-curricular themes, in both Basic and Secondary General Education, undoubtedly opens an opportunity for Global Education.

Widespread pre-and in-service education of teachers and school administrators focuses on practices, strategies, and pedagogical methodologies amenable to Global Education (even though schools may find it difficult in practice to allow teachers to take time for such education and training).

Greater self-governance by schools, provides greater opportunity for developing more globally aware and locally relevant curricula. Such curricula can help Czech students to understand how their own life-style is interconnected with the global economy, politics and cultural trends, and how each learner can find his or her own way to contribute in making a difference for a more just world.

Finally, a focus on self-evaluation and an accompanying focus on quality assurance can include elements conducive to increased Global Education in schools.

Box 1: Cross-curricular subjects

The following extract from the Framework Educational programmes for Basic Schools shows both the importance of cross-curricular subjects to the educational reform, and demonstrates the potential for global education inherent in these areas.

Cross-curricular subjects in the Framework Educational Programmes for Basic Schools (FEP BE) are subjects related to contemporary present-day issues and represent an important and inseparable part of basic education. They represent an important formative element of basic education, offering pupils the opportunity for individual engagement and teamwork and promotes their personal development, primarily as concerns attitudes and values.

All cross-curricular subjects are organized in the same manner. They include characteristics of the cross-curricular subject, which emphasise the cross-curricular subject's importance and position in basic education. This is followed by a description of its relationship to the educational areas and the benefits of the cross-curricular subject for pupils' personal development – pupils' knowledge, skills and abilities as well as their attitudes and values. The recommended contents of the cross-curricular subjects for basic education are divided into thematic areas. Each thematic area contains an available range of themes (activities, ideas). The selection of themes and the manner in which they are worked into the syllabi is up to the individual schools.

The cross-curricular subject's thematic areas cover multiple educational areas and allow for the integration of content from the educational fields. This contributes to the pupils' comprehensive education and positively influences the formation and development of their key competencies. Pupils are thus given the opportunity to form an integrated view on a given issue and to apply a broad spectrum of their skills.

Cross-curricular subjects represent a mandatory part of basic education. It is the school's responsibility to, over the course of basic education, gradually offer pupils all thematic areas contained in the individual cross-curricular subjects; their extent and manner of implementation is governed by the SEP. Cross-curricular subjects may be used as an integrated part of the educational content of a subject of instruction in the form of individual subjects, projects, seminars, courses, etc. In order for the cross-curricular

subjects to be effective, they must be integrated with the educational contents of specific subjects of instruction and with the contents of the pupil's other activities at school and outside of school.

The following cross-curricular subjects have been defined for basic education:

- Personal and Social Education
- Democratic Citizenship
- Thinking within European and Global Contexts
- Multicultural Education
- Environmental Education
- Media Education

The Framework document proceeds to elaborate in detail on each of the cross-curricular subjects, outlining the characteristics of the cross-curricular area; detailing the learning outcomes as related to the student's development in terms of knowledge, skills, abilities, attitudes and values; and outlining in detail the thematic areas of the cross-curricular subject. All cross-curricular subjects have significant scope for the integration of Global Education perspectives.

Source: Framework Education Programme for Basic Education, Research Institute for Education, Prague 2007.

3.2.2 Non-Governmental Development Organisations in Global Education in the formal education sector

Non-governmental Development Organisations (NGDOs) have seen that there is a need for curriculum development, teacher education and the production of educational resource material, to support the integration of a global and development perspective at this time of curriculum reform and school change. Many have taken up the challenge in creative and appropriate ways. NGDO/school and other partnerships for Global Education are to be welcomed and encouraged.

At the same time, ad-hoc interventions by NGDOs into schools, if engaged in without an adequate partnership approach or appropriate co-ordination, can lead to processes that are not educational, and eventually to resistance to further initiatives. Czech NGDOs have pointed out that they have the expertise in terms of global issues and development experience, but others may have the expertise in educational perspectives and pedagogical methodologies. This recognition of appropriate roles is important.

Examples of NGDO initiatives with schools include the People in Need projects One World in Schools (which reaches, according to the organisers, 2,300 schools in the Czech Republic), or Varianty (which seeks to reach all schools). Other NGOs, such as ARPOK, a development agency established in partnership with the Palacky University, Olomouc, has close ties to

the local region, and works closely with schools in the region, with a view to integrating Global Education into curricular change (see NGO section below and case studies).

3.2.3 Leadership and Financial Support by the Ministry of Foreign Affairs and the Czech Development Agency

Such response by NGOs and others to the opportunities inherent in the curricular reform have been supported, mostly, to date, by the Ministry of Foreign Affairs, through the global development education funding scheme, with administrative support from the Czech Development Agency. This funding process, dealt with in more detail elsewhere in the report, has a strong emphasis on funding support for projects focused on the formal education sector. It has grown in volume, effectiveness and focus on quality, since its inception in 2005.

This strong political and financial support provided by the Ministry of Foreign Affairs, seen to date in the funding provision and emphasis on quality, is to be welcomed. It is clearly the experience of most countries in Europe that Global Education remains strong only when supported by, and indeed for the most part initiated by, the Ministry of Foreign Affairs or Development Cooperation Agency. However, for Global Education to become further integrated, it also requires, along with the ongoing and sustained support from the Ministry of Foreign Affairs, a responding commitment from the Ministry of Education.

3.2.4 Growing role of the Ministry of Education in Global Education in the Formal Education Sector

In countries where Global Education is strong, it is clear, as stated above, that Ministries of Foreign Affairs, with both a commitment to and interest in promoting long term understanding of global development issues, rightly take leadership and initiative in the field of Global Education. It is equally true – and with growing evidence in more and more countries in Europe – that if Global Education is to really succeed, and to be integrated into formal, non-formal and informal education, then Ministries of Education must also be centrally involved.

While there are varieties of models of involvement – from partnership between Ministries of Foreign Affairs and National Curriculum bodies or National Boards of Education – the central involvement of the Ministry of Education and its institutions is crucial. Why should Ministries of Education be involved in Global Education? Because it is recognised increasingly that good education requires Global Education. The question is fast becoming – not whether or not Global Education should be part of the education system, but what type of Global Education is required. Here, there is clearly a tension between a model of educational response to globalisation which focuses on education as preparation for the needs of the marketplace, and a model which emphasises citizenship, participation,

democracy and global justice. Elements of both may be required. It is for national stakeholders to decide where they sit or stand in relation to this continuum.

While there have in the past been doubts expressed by advocates (in the Czech Republic, as elsewhere) about the level of commitment of the Ministry of Education to such a process, it is clear from the experience of this Peer Review that there is strong and growing political commitment by the Ministry of Education, at all levels, to the integration of Global Education, as mentioned above.

Initial indications from the Peer Review process suggest that there is strong and evident willingness at all levels within the Czech Ministry of Education – from the Minister and Deputy Minister to the various directorates with relevant responsibility and different agencies and institutions under the auspices of the Ministry of Education – to take up a stronger engagement and involvement in Global Education.

Summation

In summation, Global Education in the formal school sector in the Czech Republic already builds on a strong education system, currently undergoing reforms which offer good potential for Global Education. There is already a strong basis in reforms. This, of course, builds on Czech traditions of cultural commitment to a broad, open, informed, critical, global, intellectually curious view of the world. Along with room for more strategic work by Non-governmental Development Organisations (NGDOs), there is also further room for the building of alliances, and for the development of effective strategies, between NGDOs and teachers unions, principal associations and management bodies, local authorities, regional education administrations, and the Ministry of Education and its institutions.

3.3 Global Education in Universities and Teacher Education¹⁶

As with reform in primary and second level education, reform of Universities also began in the early 1990s. A transformation of teacher education began at that time, effecting not only a change of subjects, but also, and crucially a change of philosophy and of evaluation. This change lasted a decade and a half. In 2004, following the Bologna Process, teacher education for second level teaching was changed so that it now forms a two-stage process, with all teachers requiring both a Bachelors and Masters degree.¹⁷ Teacher education for primary level involves a 5 year integrated course leading to a Masters.

Cross-curricular topics form an integral part of teacher education, while teacher education in fields such as tolerance promotion, cultural diversity and Global Education are optional

¹⁶ While the term 'Teacher training' is commonly used, the team has decided to use the term 'Teacher education' in this report.

¹⁷ The Bologna Process aims to create a common "European Higher Education Area" by 2010, through cooperation between Ministries of Education, and institutions of Higher Education. For more information see www.ond.vlaanderen.be

topics taken as electives within teacher education. The pedagogical faculty at Charles University, for example, suggests that there is strong take-up on Global Education within initial teacher education. There are, it seems, also a number of Masters level research theses focused on the field.

The Pedagogical faculty of Charles University offers initial education for school managers and extensive in-service education programmes for both teachers and school managers. These courses include modules on the creation of school based curricula and on the implementation of cross-curricular projects. It seems that there is the possibility of a strong Global Education component within this education. While the courses seem to have strong take-up, it is also clear that, with teachers having the possibility of up to 12 days in-service a year, and with pedagogical institutes and faculties, along with NGOs, offering multiple in-service training and education opportunities, school management experience real, practical difficulties in enabling teachers to attend.

A new programme is currently being tested which is e-learning based. A co-operation between the pedagogical faculty of Charles University and the NGDO People in Need, it will provide on-line education for teachers in Global Education. This may prove fruitful. It may also be possible for Pedagogical faculties to work more closely with NGDOs to clarify appropriate roles. NGOs, while seemingly very effective in educating large numbers of teachers in the field of Global Education, may have expertise in content but lack, by their own admission, proficiency in educational philosophy and methodology. Pedagogical faculties can provide expertise, legitimacy and accreditation in teacher education, but may perhaps lack the content expertise and analysis of global development issues available to NGDOs. A greater synergy may be possible.

Furthermore, given the traditional interest in global affairs of the Czech Republic, consideration might be given to the establishment – along with a few other countries in Europe such as Germany, the UK, and Finland – a national chair of Global Education in one of the nine Universities with a pedagogical faculty.

3.4 Non-Formal Education and Civil Society Sectors

Global Education in non-formal education and civil society sectors is at a very early stage within the Czech Republic. Global Education in formal education ensures that all citizens might have access to Global Education – in that all have access to education. Within non-formal education, with its emphasis not only on informal learning, but also on participation in structures as a learning process, people who are involved in these structures – youth organisation, trade unions, women's groups, community organisations – engage in different forms of learning that may lead more readily to lifelong commitment and engagement. It is for this reason that, in many countries in Europe in which Global Education is strong, there is also a strong strategy of coordination and support for Global Education within non-formal education and civil society organisations. The cooperation

and involvement of environmental Non-governmental Organisations, is also to be welcomed and encouraged.

The Peer Review saw little evidence of existing coordination and efforts in this area, and saw much room for improved coordination, for the articulation of sector-wide strategies, and for support, including funding and capacity support, for these sectors. This might build on the long tradition of voluntary engagement, including with both a local and a global, internationalist perspective, which exists at many levels in the Czech Republic.

Within the youth sector, for example, there are a few initiatives by particular youth organisations. Initiatives of the Czech Scouts and by Czech Guiding organisations include Global Education activities, focused for example on children's rights. The scouts also have a programme developed with People in Need which, while mostly focused on fundraising for education projects in the global South, also has an awareness raising and Global Education dimension. Other youth organisations have an environmental education perspective – the Woodcraft Folk, for example, cite as their *raison d'être* the promotion of Education for Sustainable Development.

There are some examples of singular cooperation between particular NGDOs and particular youth organisations. Some civil society organisations, for example INEX, are in membership of both the National Youth and Children's Council, and of the NGDO coordinating body, FoRS. However, the Peer Review team found no evidence of a common youth sector approach, nor of a strategy for sharing learning and promoting Global Education among the sector as a whole. While the National Youth Council agrees that Czech young people are, in their experience, sensitive to issues of global concern, issues of capacity and funding may prevent a more strategic, sector wide approach to these issues.

The Peer Review would suggest that a strategy for the youth sector be devised, in consultation with FoRS and the National Youth Council - perhaps led by those NGDOs and youth organisations with an experience of cooperation, and/or those organisations in membership of both bodies. Funding for a scoping study and possible sector wide pilot project – which might eventually inform other non-formal sectors and feed into a national strategy – might be considered by the Ministries and the Czech Development Agency

3.5 NGOs – Global Education and Awareness Raising

3.5.1 Introduction

In the Czech Republic there are a wide variety of Global Education and public awareness raising initiatives taking place through Non-governmental Organisations (NGOs) and a broad range of organisations cooperating together (eg. see Box 2 below on Czechia against Poverty campaign). This section looks at the work of a number of such NGOs and highlights a number of their activities in this field.

Box 2: Czechia against Poverty campaign

Czechia against Poverty is a campaign organized and managed by a steering committee of civil society representatives formed by development and environmental organizations. This campaign started in early 2005 when twenty nine organizations and think-tanks formed a nation-wide civil society coalition, inspired then by similar coalitions in EU and G8 countries. The model is similar to the MakePovertyHistory campaign, so both umbrella organizations and individual NGOs and think-tanks got involved. The umbrella organisations include FoRS - Czech Forum for Development Co-operation (NGDO platform), while the individual NGOs include ADRA, People in Need, and INEX-SDA. The main aim of the campaign is to keep world poverty on the agenda with the Czech public and politicians.

The campaign has included influencing the media and the public through brochures, posters, direct lobbying, seminars, publications, white bands' distribution, exhibitions, supplements in newspapers and a strong presence in the electronic media, including spots on TV and radio. The main information site of the campaign is its website www.ceskoprotichudobe.cz

3.5.2 PIN – People in Need

People in Need (PIN) is the largest Czech NGO working in the development cooperation area. It was established with the aim to provide humanitarian relief and development assistance, but also to promote human rights and democracy. PIN is very active in Global Education and with awareness raising activities.

Three key initiatives include:

- One World in Schools - This project involves providing primary and secondary schools with documentary films focused on different topics including human rights, racism, drugs, Czech history and many others. Instructional handbooks and other materials are provided, and PIN organizes seminars for teachers on how to use these documentaries in school lessons. (See Case Study on One World in Schools).
- Varianty – This educational programme aims at bringing intercultural and Global Education into practice in the Czech curriculum. PIN organises seminars, courses and e-learning for teachers and student teachers of primary and secondary schools and provides them with materials and publications on a broad range of themes such as human rights, democracy and development related issues. This is particularly important and relevant support for schools as both intercultural education and Global Education are part of the cross-sectional issues that are becoming part of the education curriculum. Initiatives such as the Global Action in Schools project (2006-2009), brings global learning and education into the school through education for teachers, materials for teaching and support for school activities. This project is supported

by the European Commission and the Czech Ministry of Foreign Affairs, and is an international initiative involving several other countries in Europe and further afield. For further information on this programme see www.varianty.cz

- Rozvojovka – The goal of this development awareness programme is to increase the interest of Czech society – the public, state administration and the media – in the issues of international and Czech development assistance and about the problems in today's globalizing world. Carried out since 2003 this initiative focuses on issues such as child labour and HIV and AIDS. The web portal www.rozvojovka.cz is the main source of information on development issues in the Czech language, used by the general public and specifically by teachers and students.

For further information on People in Need generally, see www.peopleinneed.cz

3.5.3 ADRA – Adventist Development and Relief Agency

ADRA¹⁸ aims at providing humanitarian and social aid abroad and in the Czech Republic. Projects abroad often start as humanitarian assistance and some have led on to more long term development cooperation initiatives. A key focus for ADRA is also on Global Education and awareness raising.

The target groups for ADRA range from Kindergarten, through to primary and secondary level schools to University level. ADRA identifies and trains lecturers to run such educational modules. In particular they run a very interesting network of lecturers in global development issues who go to primary and secondary schools and facilitate learning on global development issues with students and organise seminars for teachers. Many of these lecturers are teachers themselves. The seminars aim to assist teachers in being able to fulfil many of the demands concerning global development issues, as a result of recent curriculum reform.

Summer camps have also proved an effective means for reaching younger children (7-11) with global development issues. Follow-up activities are organised for pupils and parents throughout the year. Three summer camps were organised for 2008.

For further information on ADRA see www.adra.cz

3.5.4 INEX-SDA – Association for Voluntary Activities

INEX – Association for Voluntary Activities (INEX-SDA), a Czech civic association established in 1991, encourages people to volunteer to help make a better environment for all to live in. The organisation promotes tolerance and encourages solidarity with others, both locally and around the world.

¹⁸ The name of this Czech NGO comes from the abbreviation of the original English name – Adventist Development and Relief Agency. ADRA was established in the Czech Republic in 1992, the civic association was established in 1994.

Key activities include volunteer projects in the Czech Republic, sending volunteers to other parts of the world, and projects on intercultural learning. The organisation is very active in Global Education and awareness raising in particular using representatives from the South and returned volunteers in public debates and events.

Two key projects in the Global Education and awareness raising areas include:

- **GLEN (Global Education Network of Young Europeans)** – INEX are the Czech partner in this 12-country German-led initiative aimed at building the capacity of young people in Europe concerning development cooperation and Global Education. Among its activities, young Czech people go as volunteers (along with other young Europeans) to developing countries. As part of this volunteering they receive training in Global Education and awareness raising so they can impart their experiences back in the Czech Republic. Young Czech people have also participated in awareness raising initiatives at a European level, such as with the Tour for Global Responsibility in 2007 which involved young people hitch-hiking across Europe and aimed at promoting greater awareness of global trade issues through a number of public events on this journey across Europe. For further information contact www.glen-europe.org
- **Football for Development** – This project raises awareness of how sport and football in particular can be used as a tool in promoting development issues. Secondary schools in 3 regions are particularly involved. Specific initiatives have included bringing young footballers from the South to compete in football tournaments in the Czech Republic, and include cultural events and educational elements for schools and the wider public. The activity reaches an even wider audience through promotion in the media. This process is also very useful in bringing the Czech football federation at national and local level in greater contact with development NGOs and the global issues they deal with generally. For further information on this see www.fotbalprorozvoj.org

For further information on INEX-SDA see www.inexsda.cz

3.5.5 *Society for Fair Trade*¹⁹

The Fair Trade Society was founded in 2003 with its head office in Brno. It is involved both in awareness raising and Global Education. The aim of the Fair Trade Society is to contribute towards the development of Fair Trade in the Czech Republic, but also to raise awareness among the Czech public about development issues generally. The society is very active in the Global Education and awareness raising area in the formal and non-formal education sectors. They have developed educational programmes for primary and secondary school levels, and introduced a multicultural education programme for kindergartens in the Czech republic.

¹⁹ Note the Czech Fair Trade Society is not part of any international Fair Trade federation.

Specific initiatives include – ‘the World in the Shopping Cart’ with a target group of 14 – 18 year old students and secondary school teachers; ‘Global Issues’ with a target group of English language teachers and their students; and ‘WATOTO’ involving multicultural education with a target group of young children (4 – 8 year olds).²⁰

The goal of The World in the Shopping Cart initiative, is to uncover the relationship between Northern consumption patterns and selected economic, social and environmental problems of the global South and to promote responsible consumerism. Using a system of workshops and materials, these issues are worked through with teachers. The Society for Fair Trade also cooperates with three Centres for Environmental Education who offer this programme.

There are three ways in which pupils can go through this programme:

- Workshops led by their teachers
- Workshops led by trained lecturers of the Society for Fair Trade
- Workshops facilitated in the Centres for Environmental Education

There is a strong awareness of how this initiative can be included in the education curriculum in schools. For example through Cross Curriculum Topics such as:

- Thinking in a European and Global Context
- Environmental Education
- Democratic Citizen Education
- Multicultural Education

It is also considered that it could be included in particular curricular subjects such as:

- Social sciences
- Geography
- Biology

For further information on the Society for Fair Trade see www.fairtrade.cz

²⁰ This Czech WATOTO initiative was adapted from Global Education materials of the Irish NGDO Trocaire.

CASE STUDY – One World in Schools

The One World in Schools project, organised by the Non-governmental Organisation (NGO) People in Need, grew out of the One World International Film Festival, starting in 2003 and concentrating on human rights issues. One World in Schools is now an ongoing educational initiative in the Czech Republic, which uses documentary films and other audio-visual materials and the subsequent discussions, associated publications, simulation games and interactive teaching and learning methods, to raise awareness and understanding among young people regarding development and global issues, at primary, secondary and third-level in the Czech Republic.

Teachers are offered sets of documentary films and accompanying materials for use in the class room. These materials focus on important issues of human rights, democracy and development in today's world, and assist teachers in dealing with global topics, and issues about tolerance and respect for the rights of others, and generally with regard to curriculum needs in the educational system.

The documentary films are very popular among teachers and students and are considered to be very effective in stimulating debate among young people on topics and issues which otherwise might be difficult to initiate an interest. Seminars on how best to use these tools and educational methods are organised for teachers. It is estimated that One World materials are currently being used in over 2,300 primary and secondary schools throughout the Czech Republic.

Topics dealt with include:

- Poverty
- Child labour
- Interdependence
- Undemocratic regimes and war zones
- Racism
- Coming to terms with the past
- Accepting differences
- Global development

This project is also used to teach young people about the media. They are trained in how to critically view the media, to better understand how it operates and to develop their knowledge of how to use the media as a tool. Another important part of the One World in Schools programme is the One World Film Clubs, which are started by pupils themselves at secondary schools. There are currently hundreds of members in over 50 film clubs in secondary schools in the Czech Republic.

For the One World Film Festival in 2008, it is estimated that screenings for primary and secondary schools were visited by about 40,000 pupils, students and teachers in Prague and another 28 regional towns. In Prague itself it is estimated that screenings were visited by about 10 000 pupils, students and 500 teachers (over 170 films are available to schools and film clubs).

Use of Film Resources at the Elišky Krásnohorské secondary school

The Peer Review team visited the Elišky Krásnohorské secondary school in Prague. This school has a very active film club which organises an annual 3-day film festival, receives materials and support from People in Need and other NGOs. The team received back very positive responses from the organising students and the coordinating teacher concerning this project in the school. While it is not easy to gauge the full educational element of the initiative in a short visit, the awareness raising element of the initiative seemed to be very strong. In addition to raising an awareness and understanding concerning global development issues and opening their eyes to many controversial issues, there were a number of new skills imparted to the students in allowing them to organise these activities themselves. These included – directing, filming, film editing, developing a web page and organising launches.

For further information on One World in Schools see www.jedensvetnaskolach.cz

CASE STUDY - ARPOK & Global Education

Arpok was established as a Non-governmental Organisation (NGO) in 2004, in a cooperation between the Olomouc Regional Authority and Palacky university, Olomouc, for work in the fields of humanitarian assistance, development cooperation and Global Education.

It sees itself as having twin, related aims: development assistance, and Global Education. It has a clear definition of Global Development Education.

ARPOKs understanding of Global Development Education:

“Global development education helps students reach an understanding of contemporary urgent problems involving for example global changes in contemporary society, poverty, migration or differences between various cultures and religions. It deepens an understanding of their connections and helps in finding possibilities for their solutions. Part of global development education is active involvement of students in the learning process.”

The goal of Global Development Education:

- reaching an understanding of contemporary problems and involvement in the world
- increasing awareness and expanding one’s general views in an attempt to overcome the influences of contemporary consumer society
- comprehending differences in the economic and social situations of people in various parts of the world
- respecting different opinions and overcoming the emergence of prejudices (racial, religious, xenophobia, etc.)
- system thinking and looking for connections in global problems
- developing critical thinking, ability to make arguments and discussion
- accepting responsibility for one’s actions
- active participation in solving local problems as well as contributing to solving problems on regional, national and international levels

Source: www.arpok.cz

ARPOK clearly links its work in Global Education to the framework curricula and to teaching plans, in both traditional subject areas and cross-cutting themes. With its strong regional base, it provides teacher education, but also works directly with school students, providing school based seminars which act as exemplars in Global Education.

Following the above overview of Global Education in a variety of sectors, the report will, in the following chapter, outline the main observations and recommendations of the Peer Review.

Chapter 4

Observations & Recommendations

Chapter 4

Observations & Recommendations

1. Introduction and General Education Context

Development cooperation and development education in the Czech Republic have grown progressively since the early 1990s. The Czech Republic has longer traditions of environmental and multicultural education, of international solidarity and of critical public engagement by citizens. There is some evidence of growing Czech public support for global engagement. The commitment by all involved in Global Education, at both governmental and non-governmental level, is reflected in the range and quality of Global Education and public awareness initiatives taking place and in the rapid development of such initiatives over a relatively short period.

The country has a strong education system, which has been undergoing continuing decentralisation and profound reform. This reform, which has been redefining the roles of the various education partners and their responsibility for curricula, aims at reforming the educational culture so that it is more creative, active, integrated and future-oriented. Curriculum responsibility has in recent years been shared in a new way between schools and local administrators as well as national authorities. This reform, which requires both persistent and long lasting policy change, also contains the promise of a solid and necessary foundation for the introduction and implementation of Global Education. This reform, along with the initiation of cross-curricular themes and strong support for teacher education on the one-hand, when viewed in tandem with strong support from the Ministry of Foreign Affairs for Non-governmental Organisations (NGOs) efforts in the field of Global Education, augers well.

The Peer Review recognises the strong commitment to, and work of, the institutions and organisations involved in Global Education, as well as awareness raising in the Czech Republic, and the significant developments that have taken place in Global Education and related areas. This commitment should be further supported and the existing initiatives in this field should be further strengthened.

The decentralisation and reform of the education system has provided many challenges but it has also provided opportunities for strengthening Global Education within the formal education sector. These opportunities are to be welcomed and their implementation supported.

2. Strategy for Global Education

The Peer Review recognises the commitment to Global Education shown by various Ministries – the Ministry of Foreign Affairs, the Ministry of Environment and the Ministry of Education in particular. It also recognises the commitment made by Non-Governmental Development Organisations (NGDOs) and a small number of other actors. Such commitment could be further developed through greater coherence and coordination, enhanced strategy direction and a broader vision concerning Global Education in the Czech Republic.

The Peer Review recommends strengthening national endeavours in the field, with a view to taking steps towards the development of a national strategy for Global Education in the Czech Republic. The process of developing a worth-while strategy would take time, but this process in itself could strengthen Global Education in the Czech Republic.

3. Conceptual Clarity

There appears to be very strong commitment to Global Education shown by the key stakeholders, and examples of good work in the field. The choice of the term Global Development Education as the terminology of choice in the Czech Republic, for example, suggests an emerging conceptual debate. There does, however, appear to be a need for the development of further conceptual clarity and the building of a clear common vision for Global Education.²¹ The content side of Global Education in the Czech Republic seems to deal well with broader global development issues as well as more specific issues related to development cooperation. The covering of broader global development issues is to be welcomed and could be an interesting part of the above mentioned conceptual debate.

Key stakeholders in the Czech Republic should seek to establish conceptual clarity as appropriate to the national context (without diminishing diversity).

²¹ As mentioned above in footnote 4 of the report. The GENE Peer Reviews use the following definition for Global Education as an umbrella term: Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship. This definition is that of the Maastricht Declaration on Global Education in Europe to 2015.

Please note: many actors in the Czech Republic have begun to use the term GDE (Global Development Education) and there is a small but growing body of practical reflection on the term. The Peer Review welcomes both the use of a nationally specific term, and the basis for conceptual clarity which debates about such a term might promote. Nevertheless, for consistency between reports, the Peer Review team and GENE use the term Global Education, which can be understood to be coterminous with the nationally preferred term, and which should in no way imply any suggestion that this term be used by actors in the Czech Republic.

4. Funding Levels

Significant progress has been made in increasing levels of Official Development Assistance (ODA) in recent years and commitments have been made to further increases. Levels of funding for Global Education and awareness raising have also been increasing, albeit from a low base. National funding comes from the Ministry of Foreign Affairs. The Czech Development Agency assists the Ministry of Foreign Affairs with administrative matters. NGOs have made extensive and effective use of co-financing from European sources. Together with a strategic policy of co-financing by the Ministry of Foreign Affairs, this increases the funds available for Global Education and awareness raising in the Czech Republic. Funding from national sources should increase, to ensure no diminution of critical public knowledge and support.

Funding for Global Education and awareness raising has increased in recent years. It should continue to increase in order to effectively build on the existing initiatives and progress to date.

Support for promoting the quality, impact and effectiveness of Global Education and awareness raising is also required.

5. Funding Mechanism

The funding mechanism for supporting Non-governmental Development Organisation (NGDO) Global Education and awareness raising initiatives, from the Ministry of Foreign Affairs, with administrative support from the Czech Development Agency, has been built up effectively over recent years. It is based on lessons learnt in other countries, and is perceived as fair and predictable. The flexibility of the funding system to accommodate different and critical views and perspectives on global development issues is noted, welcome and should continue.

As the Czech Official Development Assistance (ODA) programme develops, and the range and effectiveness of Global Education and awareness raising initiatives grows, the Ministry of Foreign Affairs and the Czech Development Agency should consider developing a more long-term funding strategy which would involve increased (and multi-annual) funding and a broader range of organisations, including civil society sectors.

The capacity of the Ministry of Foreign Affairs and the Czech Development Agency should be strengthened so that they can effectively administer increased funding support for stakeholders, and ensure adequate support, expertise and promotion of quality assurance. The Czech Development Agency in particular may require additional staff to fulfil this function. One mechanism for strengthening its Global Education capacity could be for the Ministry of Education to agree to the secondment of a teacher, as such a mechanism has worked well elsewhere.

6. Ministerial Cooperation and Co-ordination

The Peer Review found a willingness to strengthen cooperation and coordination on Global Education between the Ministry of Education and the Ministry of Foreign Affairs. The Ministry of Foreign Affairs takes the lead in funding for this field – as is usual in other countries where development education is funded from the Development Cooperation budget. Changes in the Education system, (and indeed a strong positive response to this Peer Review) suggest both high-level, and growing root-and-branch, commitment within the Ministry of Education to the integration of Global Education within the formal education system at all levels. These current developments seem to auger well for the future.

There is a clear opportunity available to strengthen coordination and cooperation between key Ministries dealing with Global Education, in particular between the Ministry of Foreign Affairs and the Ministry of Education. The pursuit of this cooperation would form a strong basis for the ongoing integration of Global Education into the curriculum system.

7. Global Education in the Formal Education System

The opportunities for Global Education as a result of the recent decentralisation and reform of the formal education sector, mentioned above, are to be welcomed.

Progress has been made in meeting the needs of teachers concerning suitable teaching materials and teacher education in the new cross-curricular themes related to Global Education within the school curriculum, including with regard to cooperation with Non-Governmental Organisations. This should continue. Special attention should be paid to integrate relevant cross-curricular themes into traditional school subjects and their examinations.

The coordination and cooperation between key organisations involved such as the Centre for Education Research, teacher training colleges and Non-governmental Development Organisations is commendable. This should be further strengthened and supported, so that Global Education becomes an integral part of both pre-service and in-service teacher education. Education and training initiatives in Global Education for School Principals and regional education administrators should also be encouraged.

Furthermore, there is the possibility of enhanced mutual cooperation (and greater clarity regarding precise roles) between Non-governmental Development Organisations and third level institutions in the fields of both initial and in-service teacher education. There is also a need for, and an opportunity for cooperation with regard to, and support for, research in the field of Global Education.

Given the traditional interest in global affairs of the Czech Republic, consideration might be given to the establishment – along with a few other countries in Europe such as

Germany, the UK, and Finland – a chair of Global Education, perhaps located in one of the 9 Universities with a pedagogical faculty.

8. Non-Governmental Development Organisations (NGDOs)

There is clearly strong commitment and good work taking place in Global Education and public awareness raising in the Czech Republic, and most of it seems to be driven and led by Czech Non-governmental Development Organisations (NGDOs). There is evidence of an ethos of growth, and a commitment to strategies which move towards assuring access for all to Global Education. There is an emphasis on issues of importance and relevance concerning global development but also some connections between some of the educational programmes and awareness raising initiatives of NGDOs and the priorities of Czech Official Development Assistance (ODA) – in terms of sectors or priority countries. The Peer Review found a reasonable understanding among NGDOs involved in Global Education regarding the difference between Global Education and campaigning, self-promotion, fundraising or advertising of the other tasks of NGDOs. At the same time, while there appears to be good cooperation between NGDOs working in this field, there is also potential for, and an openness to greater coordination, increased capacity and greater conceptual clarity.

The strong commitment and work on Global Education - and also public awareness raising – among Non-governmental Development Organisations (NGDOs) should be encouraged and built upon. The interest by NGDOs in strengthening quality and evaluation is welcome and should be supported.

The capacity of FoRS (the Czech Forum for Development Cooperation) should be strengthened so it can continue and expand its work of coordination and capacity building with NGDOs in this field. In particular, the FoRS working groups on Global Education (and awareness raising) should be provided with systematic external capacity building, as identified in its own needs analysis. It could then play an increased role with regard to strengthening the capacity of NGDOs – and indeed others – in Global Education, with an emphasis on strategic engagement, quality and peer learning.

NGDOs should, through FoRS be invited to be involved in any initiative to develop a national strategy.

9. Global Education in other Sectors.

There would appear to be room for stimulating and strengthening the interest and involvement of various civil society sectors in Global Education. There would also appear to be openness among some Local and Regional Authorities to support Global Education.

The Peer Review recommends that any future national strategy invite and support a greater interest in civil society sectors such as the Youth sector and the Trade Union sector in Global Education. National coordinating bodies for the particular sectors might be supported, together with FoRS, to develop sector specific strategies for particular sectors. Local and Regional Authorities might also be involved, with those already engaged leading the way.

10. International Engagement.

The Peer Review sees that Global Education in the Czech Republic has grown from the willingness of the key organisations involved – Ministries, Agencies and Non-governmental Development Organisations (NGDOs) – to engage with international initiatives (UNDP, the European Commission, DEEEP, Trialog, the V-4 programme of the North-South Centre, GENE, and this Peer Review process); to share Czech experiences and to learn from others internationally.

This sharing of Czech Global Education experience and learning, and Czech involvement in mutual learning internationally, including from and with the South, is to be welcomed and encouraged.

The Czech Republic should consider taking a leadership role on Global Education in Europe during the upcoming Czech Presidency of the European Union (EU).

Appendices

Appendices

APPENDIX 1

Peer Review Process Meetings

As part of the process of the Peer Review, meetings and presentations with the following groups and organizations took place in the Czech Republic in March and June 2008.

- 1 ADRA (Adventist Development and Relief Agency)
- 2 ARPOK (Agency for Development Assistance and Humanitarian Aid of the Olomouc Region)
- 3 INEX-SDA (Association for Voluntary Activities); including Football for Development and GLEN projects
- 4 Czech Development Agency
- 5 FoRS (Czech Forum for Development Cooperation)
- 6 DE Working Group
- 7 Institute for Further Education
- 8 ADRA (including lecturers of the PRVAK Development Education Programme)
- 9 Ministry of Education – Primary Level
- 10 Ministry of Education – Secondary Level
- 11 Ministry of the Environment
- 12 Ministry of Foreign Affairs, Development Cooperation Department
- 13 National Children and Youth Council
- 14 National Institute for Further Education
- 15 National Institute of Vocational Education
- 16 One World in Schools Project (PIN project)

- 17 Pedagogical Faculty, Charles University
- 18 PIN (People in Need)
- 19 Programme Varianty – Global Schools Network
- 20 Research Institute of Pedagogy
- 21 Society for Fair Trade
- 22 Visit to the Secondary Boarding School Open Gate, Babice
- 23 Visit to the Secondary School Elišky Krásnohorské

APPENDIX II

Maastricht Global Education Declaration

A European Strategy Framework For Improving and Increasing Global Education in Europe to the Year 2015

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.

1 Recalling:

- International commitments to global sustainable development made at the recent World Summit on Sustainable Development, and to the development of a global partnership for the reduction of global poverty as outlined in the UN Millennium Development Goals.
- International, regional and national commitments to increase and improve support for Global Education, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all.
- The Council of Europe's North-South Centre definitions of Global Education (2002).
- Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.
- Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

2 Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people.
- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives.
- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act.
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3 Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation.
- All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4 Agreeing that:

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the on-going useful political discussion in the framework of the North-South Centre.
- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms.
- Greatly increased co-operation between North and South and between East and West.

- 5 Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to:
- 5.1 *Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.*
 - 5.2 *Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.*
 - 5.3 *Increase funding for Global Education.*
 - 5.4 *Secure the integration of Global Education perspectives into education systems at all levels.*
 - 5.5 *Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.*
 - 5.6 *Develop, or where developed improve strategies for raising and assuring the quality of Global Education.*
 - 5.7 *Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.*
 - 5.8 *Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.*
 - 5.9 *Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.*

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

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²² Readers may also wish to refer to the previous National Reports in the series to date concerning Peer Reviews on Global Education in Austria, the Netherlands, Finland and Cyprus. Copies of these reports are available in Pdf format at www.gene.eu

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The European Global Education Peer Review Process

The European Global Education Peer Review Process was initiated in the framework of the Maastricht Declaration on Global Education in Europe. This process highlights good practice and engages in critical review of Global Education policy and provision in countries throughout Europe. The process is facilitated by Global Education Network Europe (GENE).

This Peer Review Process on Global Education in the Czech Republic, consulted and involved Czech ministries, agencies, non-governmental organizations, civil society and other sectors. The international Peer Review of the Czech Republic included reviewers from Finland, Ireland, Norway and Slovakia, supported by the secretariat.

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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates, and provides the secretariat, for the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.



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