

OPPORTUNITIES AND CHALLENGES OF IMPLEMENTING GLOBAL EDUCATION STRATEGIES IN THE CZECH REPUBLIC

STUDIES

GCE
in policy

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Global
Education
Time

From school curricula
to youth actions
for sustainable development

globaleducationtime.eu



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List of Abbreviations

CZDA	Czech Development Agency
FoRS	FoRS - Czech Forum for Development Cooperation
DEAR	Development Education and Awareness Raising
DVPP	Continuous professional development
ESD	Education for Sustainable Development
EU	European Union
FEP	Framework Educational Program
FEP PE	Framework Educational Program for Primary Education
FEPs	Framework Educational Programs
GCE	European Global Citizenship Education
GDE	Global Development Education
GE	Global Education
GENE	Global Education Network Europe
ME	Ministry of the Environment of the Czech Republic
MEYS	Ministry of Education, Youth and Sports of the Czech Republic
MFA	Ministry of Foreign Affairs of the Czech Republic
NGOs	Non-Governmental Organizations
NPI	National Pedagogical Institute
OECD	Organisation for Economic Co-operation and Development
SDGs	Sustainable Development Goals
SEP	School Educational Program
SEPs	School Educational Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN SDGs	United Nations Sustainable Development Goals
UN	United Nations



1. BRIEF CONTEXTUALIZATION

Introduction to the “It’s Global Education Time (GET)” Project and the involvement of the Czech Republic

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The [GET – It’s Global Education Time. From school curricula to youth actions for sustainable development](#) project is a European Global Citizenship Education (GCE) initiative implemented in eight countries from December 15, 2023, to June 14, 2027. It is co-funded by the European Union through the DEAR Programme (Development Education and Awareness Raising).

GET focuses on strengthening education systems in eight European countries by integrating global issues into teaching and learning. The project’s key objectives are to empower educators, actively engage students, and foster shared responsibility for both local and global sustainable development. It centers around four global challenges: global inequalities, gender equality, climate change, migration.

All project activities are designed to transform teaching practices and develop the skills of both teachers and students, enabling them to better understand contemporary global issues and take an active role in addressing them.

The project includes teacher training on global topics and student capacity building through awareness-raising campaigns. It offers seminars, webinars, and international exchanges for educators, focusing on sharing best practices and introducing innovative teaching materials.

GET builds upon the [Get Up and Goals!](#) project and aims to broaden the integration of Global Citizenship Education into school curricula. It places a strong emphasis on:

- Developing and distributing educational materials,
- Encouraging active student participation,
- Fostering dialogue with national educational institutions and civil society.

The project employs participatory methodologies to enrich teaching practices, enhance critical thinking, and promote lifelong learning. Its overarching goal is to instill the concept of global citizenship in students and empower them to contribute to a fairer and more sustainable world.

GET fosters collaboration between teachers and students – educators receive didactic support and can involve their students in awareness-raising campaigns. Ultimately, the project seeks to empower young people with the values of global citizenship, encouraging them to take action towards a more just and sustainable society.

In the Czech Republic, the project is implemented by ARPOK, an educational organization specializing in Global Citizenship Education since 2004. ARPOK builds on its experience from the Get Up and Goals! project, further strengthening GCE in Czech schools.



1.1 Key Terms – Terminology and Definitions

The most used terminology in the implementation of Global Citizenship Education (GCE) in the Czech Republic include the following definitions:

Global Development Education (GDE): *“Global Development Education is a lifelong learning process that contributes to understanding the differences and similarities between the lives of people in developing and developed countries. It facilitates comprehension of economic, social, political, environmental, and cultural processes that influence them. It develops skills and fosters the formation of values and attitudes so that people are capable and willing to actively engage in addressing local and global challenges. Global Development Education aims to cultivate a sense of responsibility for creating a world in which all people have the opportunity to live a dignified life.”*

(Definition according to the National Strategy for Global Development Education of the Czech Republic for 2011–2015)

Global Education (GE): *“Global Education enables people to critically reflect on the world and their place within it; to open their eyes, hearts, and minds to the reality of the world at both local and global levels. It allows people to understand, imagine, hope, and take action to create a world of social and climate justice, peace, solidarity, equality, sustainability, and international understanding. It includes respect for human rights and diversity, inclusion, and dignity for all—both now and in the future.*

Global Education encompasses a broad range of educational approaches, including formal, non-formal, and informal education, as well as lifelong and life-wide learning. It is considered fundamental for the transformative power of education and for the transformation of education itself.”

(Definition according to the Dublin Declaration)

Education for Sustainable Development (ESD): *Education for Sustainable Development is essential for equipping individuals with the mindset, decision-making abilities, and behaviors that lead to sustainable actions in their personal, professional, and civic lives.*

ESD focuses on:

- *understanding the interconnectedness and interdependence of economic, social, and environmental aspects of development at local, national, and global levels;*
- *recognizing sustainable development as a holistic and systemic approach aimed at economic prosperity while respecting social and environmental contexts and limitations;*



- *developing competencies (knowledge, skills, and attitudes) for democratic and responsible decision-making in both personal and public interests, in alignment with the law and the principles of sustainable development.*

ESD differentiates goals, content, methods, forms, and tools according to age and individual development characteristics. It primarily focuses on active learning methods, critical and creative thinking, and fostering relational and reflective skills.

(Definition according to the Strategy for Education for Sustainable Development of the Czech Republic 2008–2015)

Civic Education: *"The educational field of Civic Education prepares students for life in a democratic society. The aim of education is to enable students to navigate an ever-changing social reality, respond flexibly to societal changes and everyday challenges, and adapt to new life situations.*

The ultimate goal is for students to become active members of society, making use of the opportunities provided by a modern democratic system.

Civic Education promotes the development of essential skills for interpersonal interaction and communication. Students learn to collaborate, negotiate, reach consensus, and seek compromises. They are taught to express their thoughts, opinions, attitudes, and emotions effectively, to defend their viewpoints, and to engage in constructive argumentation. Furthermore, they learn to respect the opinions, positions, and interests of others and to communicate without conflict, even when faced with differing social and ideological perspectives.

*Students are also encouraged to prevent conflicts and to apply effective conflict resolution principles, learning to resolve disputes in a non-violent and non-confrontational manner."*¹

1.2 Key Stakeholders

The key stakeholders in the implementation of Global Citizenship Education (GCE) in the Czech Republic include the following entities:

Ministry of Foreign Affairs of the Czech Republic (MFA) is legally responsible for Czech Development Cooperation at both the strategic and implementation levels and serves as the expert authority on global development issues. Regarding GDE, it is responsible for coordinating the preparation of the National Strategy,

¹ HORSKÁ, Viola. *Pojetí vzdělávacího oboru Výchova k občanství v RVP ZV. Metodický portál: Články *[online]. 01. 09. 2004, [cit. 2025-05-20]. Dostupný z WWW: <<https://clanky.rvp.cz/clanek/77/POJETI-VZDELAVACIHO-OBORU-VYCHOVA-K-OBGANSTVI-V-RVP-ZV.html>>. ISSN 1802-4785.



including relevant Action Plans, convening and leading the Working Group for GDE under the Council for Development Cooperation, and promoting public awareness of global interdependencies.

The Czech Development Agency (CZDA), an entity under the MFA, supports activities related to GDE and awareness-raising through its grant programs. The MFA also participates in relevant international processes within the European Union (EU), the United Nations (UN), the Organisation for Economic Co-operation and Development (OECD), the Council of Europe (North-South Centre), and independent initiatives such as the Global Education Network Europe (GENE).

Ministry of Education, Youth and Sports of the Czech Republic (MEYS) and its affiliated institutions are responsible for ensuring the quality and integration of GDE into both formal and non-formal education, spanning from early childhood education to lifelong learning.

Ministry of the Environment of the Czech Republic (ME) promotes sustainable development and environmental education, financially supporting numerous initiatives in ecological education. Together with MEYS, it coordinates the field of Education for Sustainable Development (ESD).

National Pedagogical Institute (NPI) operates under the MEYS, transferring educational innovations from central policy into regional school practices. It develops Framework Educational Programs (FEPs) for pre-school, primary, artistic, and secondary education. It also provides methodological support to schools and teachers, as well as targeted professional development for educators.

Non-Governmental Organizations (NGOs) are the principal implementers of GCE in the Czech Republic. They focus not only on curriculum content but also contribute to policy-making through the Czech Forum for Development Cooperation. They played a significant role in preparing official documents, including the National Strategy for Global Development Education 2011–2015. The first official document where the term Global Development Education was defined.

Key implementing organizations include:

- People in Need (Člověk v tísni)
- ARPOK
- NaZemi
- ADRA
- Caritas Czech Republic (Charita Česká republika) and others

FoRS – Czech Forum for Development Cooperation (FoRS) is a platform for Czech NGOs and other non-profit entities involved in humanitarian aid, development cooperation, global education, and public awareness-raising. It brings together around 35 member and observer organizations. The platform operates primarily through working groups, which contribute to the formulation of policy positions and the overall direction of FoRS.

In 2015, FoRS published a *policy paper* titled “Globální rozvojové vzdělávání – Proč je nezbytné pro českou společnost a udržitelný rozvoj” [Global Development Education – Why It Is Essential for Czech Society and Sustainable Development]. In 2019, it issued another *policy paper*, “Globální rozvojové vzdělávání – proč a jak



v Česku lépe vzdělávat o světě“ [Global Development Education – Why and How to Better Educate about the World in the Czech Republic].

1.3 Timeline of Global Education – History of Global Education in the Czech Republic

The history of Global Development Education (GDE) in the Czech Republic dates back 20 years. In 2004, the organization People in Need (Člověk v tísni) published the first methodological guide for GDE, "[Společný svět](#)" [Common World]. This document introduced the first definition of GDE in the Czech Republic, as follows:

GDE is a lifelong learning process that:

- * provides information about the lives of people in both developing and developed countries, enabling individuals to comprehend global interconnections;*
- * facilitates understanding of the economic, social, political, environmental, and cultural processes that affect the lives of all people;*
- * develops skills that empower individuals to actively engage in solving problems;*
- * fosters values and attitudes that encourage individuals to participate in addressing issues at the local, regional, national, and international levels;*
- * encourages responsibility for creating a world where all people have the opportunity to live a dignified life according to their aspirations.*

During the same period, other NGOs began focusing on GDE, including ARPOK, NaZemi, and ADRA. Gradually, a need for collaboration emerged within FoRS, leading to the formation of a working group dedicated to GDE.

Peer Review Process

A significant milestone in GDE was the activation of the FoRS working group on Global Development Education and Awareness-Raising at the end of 2008. This was linked to the Peer Review process conducted by the GENE and activities related to the Czech Presidency of the EU Council in 2009, particularly the conference titled “How to Effectively Educate and Inform About Development.”²

Global Development Education as Part of Official Development Cooperation

Since 2002, development cooperation activities in the Czech Republic have been coordinated based on government-approved strategies. The Development Cooperation Concept for 2002–2007 included Development Education but without a clear definition or specific objectives. However, the 2010–2017 Development Cooperation Concept formally introduced the GDE concept, incorporating an official definition and linking it to the objectives outlined in the draft National Strategy for GDE.³

² https://fors.cz/wp-content/uploads/2012/08/zprava_o_GRV_v_ceske_republice_v_letech_2008_20101.pdf

³ https://fors.cz/wp-content/uploads/2012/08/zprava_o_GRV_v_ceske_republice_v_letech_2008_20101.pdf



The aforementioned [2008 European Global Education Peer Review Process in the Czech Republic](#) recommended:

- further development of GDE,
- its integration into the decentralized education system,
- the creation of a National Strategy for GDE, ensuring a consistent definition.

In 2011, the MFA, with support from the MEYS, approved the first [National Strategy for Global Development Education \(2011–2015\)](#). This marked the first time that GDE was officially defined⁴ at the governmental level.

The National Strategy has since been updated, and the current valid strategy is the [“Strategy for Global Development Education and Awareness on Global Interconnections for 2018–2030”](#) (mentioned in this report also as “Strategy for Global Development Education”) This strategy builds upon existing national strategic documents and aligns with their objectives.

At the European Congress on Global Education in Dublin (November 2022), [the European Declaration on Global Education to 2050 \(Dublin Declaration\)](#) was adopted. As a result, the Czech Republic has prioritized the use of the term **“Global Education” (GE)**⁵ over Global Development Education (GDE).

⁴ As it can be seen in pages 3-4 of this report.

⁵ For its definition see page 4 of this report.



2. KEY POLICY DOCUMENTS ON GLOBAL EDUCATION

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2.1 Policy Documents by Key Stakeholders

The key policy documents in the implementation of Global Citizenship Education (GCE) in the Czech Republic include the following documents:

Ministry of Foreign Affairs of the Czech Republic (MFA)

- [Strategy for Czech Development Cooperation 2018–2030](#)
 - The Strategy for Czech Development Cooperation 2018–2030, approved by the Government of the Czech Republic (Resolution No. 591, August 21, 2017), defines the main principles for the implementation of development cooperation and humanitarian aid within the framework of the UN Agenda for Sustainable Development.
- [Strategy for Global Development Education and Awareness on Global Interconnections 2018–2030](#)
 - This strategy was developed in collaboration with stakeholders from the public, academic, non-profit, and private sectors, coordinated through the GDE Working Group within the Council for Development Cooperation.
- [Dublin Declaration on Global Education to 2050](#)
 - The Dublin Declaration provides a strategic framework for improving and advancing GE in Europe up to 2050.

Ministry of Education, Youth and Sports of the Czech Republic (MEYS)

- [Main Directions of Czech Educational Policy 2030+](#)
 - This document outlines the strategic goals for Czech educational policy until 2030+, defining the main pathways and measures for achieving these objectives.
- [Strategy for Educational Policy of the Czech Republic up to 2030+](#)
 - The 2030+ Strategy is a key document for the development of the Czech education system in the decade 2020–2030+. It aims to modernize the education system across regional schooling, extracurricular and non-formal education, and lifelong learning. The strategy also addresses persistent challenges in the Czech education sector while preparing the system for future developments.
- [Long-Term Plan for Education and Development of the Czech Education System 2023–2027](#)



- This document sets out the educational policy goals and presents national-level measures that will be implemented at the regional level through each region's specific long-term education plans.

Ministry of the Environment of the Czech Republic (ME)

- [Strategic Framework Czech Republic 2030](#) (also Czech Republic 2030 Framework)
 - The Czech Republic 2030 Framework is an overarching strategic document that integrates the economic, social, and environmental pillars of sustainable development. It establishes a long-term vision for the country's development and translates the UN Sustainable Development Goals (UN SDGs) into a national context.
- [Second Implementation Plan of the Strategic Frameworks Czech Republic 2030 \(2022–2025\)](#)
 - This Implementation Plan addresses policy gaps in achieving the Czech Republic 2030 goals by identifying and filling deficiencies in the public administration's current strategies.
- [Second Report on Quality of Life and Sustainability \(2024\)](#)
 - This report regularly evaluates the implementation of the Czech Republic 2030 framework, which aligns the global Agenda 2030 with national policies. The assessment is based on a set of indicators, available online at <https://www.sdg-data.cz/>.

2.2 Policies and Plans – Their Context and Development in the Field of Global Education

This chapter focuses on key strategic documents that shape Global Education (GE) within both the Czech and international contexts. These documents provide a framework for the implementation of Global Education projects, including the GET project.

Agenda 2030 for Sustainable Development

Agenda 2030, adopted by the United Nations in 2015, defines 17 Sustainable Development Goals (SDGs), which are crucial for GE. Goal 4 (Quality Education) highlights the importance of ensuring inclusive and equitable education and promoting lifelong learning opportunities for all. In particular, Target 4.7 supports education for sustainable development, global citizenship, and cultural diversity.

Policy Documents – Ministry of Foreign Affairs of the Czech Republic

[Strategy for Czech Development Cooperation 2018–2030](#)

This strategy recognizes the importance of *“strengthening the integration of development themes in formal and non-formal education through GDE and awareness-raising initiatives. Incorporating sustainable development topics into the education system with methodological and didactic support for educators.”*



The implementation of this goal is aligned with the Strategy for Global Development Education.

[The Strategy for Global Development Education and Awareness on Global Interconnections 2018–2030](#)

comprehensively defines the general objectives of GDE, emphasizing the development of specific skills, attitudes, and values necessary for active global citizenship. It outlines key thematic areas, including globalization and interdependence, human rights, and global challenges such as conflict and peace, literacy, and poverty, as well as humanitarian aid and development cooperation. The strategy also establishes core principles of GDE, highlighting solidarity, sustainability, openness, and critical thinking.

In terms of its implementation, the strategy identifies key target groups, primarily students and teachers across all educational levels, as well as participants in the non-formal education sector. It also specifies the main actors involved in GDE and their respective roles, including government ministries such as the MFA, the MEYS, and the ME, along with thematic councils, educational and research institutions, the Czech School Inspectorate, and various NGOs.

The document sets out the Czech Republic's primary objective in GDE and awareness-raising on global interconnections, which is *“to ensure that all citizens have access to information on global development, motivate them to take an active role in addressing global challenges, and equip them with the necessary competencies to contribute to sustainable global development. In line with Agenda 2030, the Strategic Framework Czech Republic 2030, and the Strategy for Czech Development Cooperation 2018–2030, the Czech Republic aims to fulfill selected Sustainable Development Goals within its priority thematic areas.”* The strategy also outlines several cross-cutting **thematic areas**, integrating various **global issues**.

Interconnectedness of the World and Mutual Dependence

Understanding the world as a whole and recognizing how people, places, and environments are inseparably connected and interdependent. Awareness that events and decisions at the individual, community, and state levels have global consequences.

Diversity of the World

Understanding the differences and similarities among people, environments, and nature in the ways of life around the world, and fostering respect for diversity.

Environment

Recognizing the need to preserve and improve the quality of life and the environment in all parts of the planet, taking into account both people and ecosystems.

Poverty and Inequality

Understanding the causes and consequences of poverty and the underlying principles that create structural inequalities in society.

Human Rights

Comprehending the significance of universal human rights, striving for their protection and respect, and promoting human dignity. Understanding rights and responsibilities and their impact on development within a global context.

Peace and Conflict Resolution

Understanding the nature of conflicts, their impact on development and human lives, the necessity of conflict resolution, and how issues of peace and conflict are intertwined with social justice, equality, and rights.



GDE fosters an understanding of these areas, encourages the identification of connections, promotes critical thinking, and shapes attitudes and behaviors. Given the complexity of the contemporary world, emphasis is placed on the interconnectedness between local, regional, and global dimensions, as well as on the relationships spanning all levels—from the personal and community levels to regional, national, macro-regional (European), and global scales.

The strategy also outlines examples of GDE themes, among which we can find all the topics covered by the GET project (marked in bold).

Globalization (economic, cultural, social, political) and the interconnectedness of the world

World trade and its impact on development

Migration in the world

International institutions and their role in world development

Fundamental human rights, children's rights, the rights of the elderly, and the rights of various minorities (including **gender equality**)

Equal opportunities and respect for diversity

Democracy and good governance

Global challenges and Sustainable Development Goals (eradicating poverty and reducing inequalities worldwide; eliminating hunger and ensuring food security; public health and quality of life; quality education; gender equality; clean water, sanitation, and hygiene; decent work and sustainable economic development; industry, innovation, and infrastructure; sustainable cities and communities; responsible production and consumption; **climate action and sustainable use of resources and energy**; peace, non-violence, justice, and responsible institutions; global partnerships for sustainable development)

Humanitarian aid and development cooperation (development, its concept and cultural conditioning; history, motives, goals, and principles of humanitarian aid and development cooperation; actors in international humanitarian aid and development cooperation; activities of the Czech Republic and the EU in the field of humanitarian aid and development cooperation)

In several areas, Global Education thematically overlaps with **Education for Sustainable Development** and **Civic Education**, while placing a stronger emphasis on the global aspect.



Policy Documents – Ministry of Education, Youth and Sports of the Czech Republic

The [Main Directions of Czech Educational Policy 2030+](#) serve as an introductory document for the **Strategy for Educational Policy of the Czech Republic up to 2030+**. This document defines two strategic goals (i.e., what we aim to achieve) and four strategic lines (i.e., the means and pathways to achieve these goals).

Strategic Goals (SG):

- SG1: Focus education more on developing competencies necessary for active civic, professional, and personal life.
- SG2: Reduce inequalities in access to quality education and enable students to maximize their potential.

Strategic Lines (SL):

- SL1: Transformation of educational content and methods.
- SL2: Support for teachers, school principals, and other education professionals.
- SL3: Strengthening professional capacities, trust, and mutual cooperation.
- SL4: Increasing funding and ensuring its stability.

The goal relevant to the GET project is **Strategic Goal 1: Focus education more on developing competencies necessary for active civic, professional, and personal life**. This strategic goal responds to the challenges of the present (related to the pace of societal change) and emphasizes that "education should prepare students to be able to respond to all these challenges. They must be capable of applying and utilizing the knowledge, skills, attitudes, and values acquired both in and outside of school."

For this reason, there is an increasing emphasis on the **development of literacies and competencies** in education, at the expense of mere transmission of information and knowledge.

The term competence is generally perceived as broader than literacy. Literacies (such as reading literacy, numerical literacy, and scientific literacy) are typically more directly linked to subject-specific structures (i.e., they are more closely tied to specific school subjects). In contrast, competencies (especially when referred to as key competencies) are often explicitly considered cross-disciplinary (see the box below).

Literacy refers to a student's ability to apply acquired knowledge, skills, attitudes, and values tied to specific educational content in solving various tasks and real-life situations. ... By developing literacy, teachers bring education closer to real-world problems and situations that students encounter or are likely to face in their lives. (NÚV, n.d., p. 2)

Key Competencies represent a set of knowledge, skills, abilities, attitudes, and values essential for the personal development and engagement of every member of society. ... Key competencies do not exist in isolation; they intertwine in various ways, are multifunctional, and have a cross-disciplinary nature. They can only be acquired as the outcome of the overall educational process. Therefore, all educational content, activities, and school experiences must contribute to their formation and development. (NÚV, 2017, p. 10; cf. ČŠI, 2018b)

The emphasis on acquiring key competencies was already highlighted in 2001 in the [White Paper \(National Program for the Development of Education in the Czech Republic\)](#). In the [Framework Educational Programs for Primary Education](#), the development of key competencies was established as an educational goal.



“Primary education should help students shape and gradually develop key competencies and provide a reliable foundation for general education, particularly oriented towards real-life situations and practical actions.”

[The Strategy for Educational Policy of the Czech Republic up to 2030+](#) is based on the **Main Directions of Czech Educational Policy 2030+**. The 2030+ Strategy is a general, overarching document that outlines the priorities to be addressed within the designated period, particularly in the areas of regional education, extracurricular and non-formal education, and lifelong learning.

Structure of the Strategy

STRATEGIC OBJECTIVES

Strategic Objective 1: Focus education more on the acquisition of competencies needed for an active civic, professional, and personal life.

Strategic Objective 2: Reduce inequalities in access to quality education and pave the way for the maximum development of the potential of children, pupils, and students.

Strategic Lines

Strategic Line 1: Transforming the content, methods, and assessment of education

- 1.1 Transforming the content, methods, and forms of education
- 1.2 Innovation in Education
- 1.3 Evaluation in education
- 1.4 Digital learning
- 1.5 Civic education
- 1.6 Safe environment in schools, development of participation and autonomy
- 1.7 Vocational education in upper secondary and post-upper secondary vocational schools
- 1.8 Non-formal education and lifelong learning

Strategic Line 2: Equal access to quality education

- 2.1 Reducing external differentiation in education
- 2.2 Disparities and segregation
- 2.3 Case management and interministerial cooperation

Strategic Line 3: Support for teaching staff

- 3.1 Comprehensive career training and support system
- 3.2 Supporting the pedagogical work of schools

Strategic Line 4: Increasing professional capacity, trust and mutual cooperation

- 4.1 Concentration of professional capacities
- 4.2 Improving the use of data and increasing the relevance and quality of educational research
- 4.3 Reducing the non-teaching burden on schools
- 4.4 Strengthening information, communication, and cooperation

Strategic Line 5: Increasing funding and ensuring its stability

- 5.1 Securing funding under the individual strategic lines



Content of the Strategy for Educational Policy of the Czech Republic up to 2030+ Relevant to the GET Project

In Strategic Line 1 (Transforming the content, methods, and assessment of education), the objective is to develop an education system that enables students to acquire competencies applicable in their personal, civic, and professional lives. This section is divided as follows:

- 1.1 Transforming the content, methods, and forms of education
- 1.2 Innovation in Education
- 1.3 Evaluation in education
- 1.4 Digital learning
- 1.5 Civic education
- 1.6 Safe environment in schools, development of participation and autonomy
- 1.7 Vocational education in upper secondary and post-upper secondary vocational schools
- 1.8 Non-formal education and lifelong learning

Section 1.5. – **Civic education** includes:

1. Support for the development of civic competencies, which encompasses skills related to critical thinking and complex problem-solving, as well as the ability to construct and develop arguments. It also includes constructive participation in local activities and decision-making processes at all levels—from local and national to European and international. Another key aspect is media literacy, which involves the ability to critically evaluate both traditional and new forms of media, analyze media content, and understand the role and function of media in democratic societies. Additionally, this competency involves the ability to search for and verify information effectively. These interventions will target children, pupils, students, their parents, and the wider public.
2. Incorporation of sustainable development principles into education, which emphasizes cross-cutting integration of sustainability across educational methods and forms. This is essential for understanding the interconnectedness of economic, social, and environmental aspects of development at local, regional, national, and global levels. The goal is to ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, including education for sustainable lifestyles, climate change, human rights, gender equality, tolerance, the promotion of a culture of peace and non-violence, citizenship, and the recognition of cultural diversity and the role of culture in sustainable development.

Section 1.6 – **Safe environment in schools, development of participation and autonomy** – emphasizes the development of student engagement in civic life, participation in school activities, and the integration of interdisciplinary connections into projects and activities conducted outside the school environment.

Section 1.8 – **Non-formal education and lifelong learning** – highlights the promotion of volunteering, stating: *"We will further support volunteering to foster solidarity and tolerance among people, recognize it within formal education, and create opportunities for broader public participation in volunteer activities."*

Strategic Line 3: Support for Teaching Staff addresses the development of **schools as learning organizations, stating:** "Continuous professional development (DVPP) will focus significantly on methodological support to transform schools into learning organizations and promote effective forms of teacher education, such as mutual professional sharing, ongoing in-school support, collaboration among schools within specific regions, and joint initiatives for teacher development."



The [Long-Term Plan for Education and Development of the Czech Education System 2023–2027](#) serves as an implementation document for Strategy 2030+, currently covering the second implementation period (2023–2027). These long-term plans are developed for the entire regional education system, defining the framework for regional education strategies, aligning the state and regional approaches, particularly in setting education system parameters and policy objectives in the Czech Republic.

In addition to Strategy 2030+, from which it derives, the Long-term Plan 2023–2027 integrates other strategic documents and legislative regulations, while reflecting national, European, and global policies and recommendations. It is particularly aligned with the strategic document [Czech Republic 2030](#) (2015) and the [Government Program Statement of the Czech Republic](#) (2022). It also incorporates recommendations from the Government Council for Sustainable Development, the European Commission, and other strategic and programmatic documents.

One of the tools for implementing measures and translating the document into practice is promoting educational innovation, especially to support competency development. The range of **educational methods and forms** should be sufficiently **diverse**, allowing for an individualized approach to each student. Educational innovations refer to **new teaching methods, knowledge transfer, and competency-building approaches that differ from traditional frontal teaching**. These include **project-based and experiential learning, education outside school premises (e.g., in memory institutions, eco-centers, science centers, and other educational organizations), and even direct outdoor learning**. **Active learning methods** such as situational learning, place-based education, experiential pedagogy, and engaged learning are also emphasized.

Cross-cutting themes, such as **sustainability, human rights, gender equality, environmental education, global and development education, and media literacy**, benefit from innovative teaching methods, which allow for a deeper understanding of complex topics. Teachers should be supported in implementing formative assessment, which can significantly enhance students' educational progress by fostering self-reflection, personal progress tracking, and providing more precise feedback.

Innovative educational approaches should also promote **entrepreneurial thinking and creativity**—the ability to identify opportunities and ideas to create value, whether financial, cultural, or social. Entrepreneurial skills can also help schools build stronger connections within their local communities and engage students in solving local challenges.

As part of the cross-cutting measures in the Long-term Plan for Education, a strong emphasis is placed on **Education for Sustainability**.

Sustainability can be understood as education for social transformation aimed at creating more sustainable societies. The promotion and development of ESD is one of the cross-cutting themes that resonates at global, European, and national levels. It is a comprehensive concept that encompasses interconnected environmental, economic, and social issues, expanding environmental education to include a broad range of development-related topics (see the [UNECE Strategy for Education for Sustainable Development 2005–2015](#), the [National Strategy for Global Development Education and Awareness on Global Interconnections 2018–2030](#), and the [Dublin Declaration on Global Education to 2050](#)). It emphasizes a balanced perspective on high-quality



environmental conditions, economic and social development, long-term sustainability and resilience, and also highlights the importance of active participation in education and society.

At the international level, UNESCO has introduced its Agenda for Sustainable Development until 2030, which includes objectives such as reducing inequalities, gender equality, and access to quality education. Education for sustainability is particularly crucial due to the intensifying climate crisis. By 2030, according to UNESCO, all learners should have access to the knowledge and skills necessary to support sustainable development.

Sustainable development encompasses a wide range of topics, from environmental and climate issues to global and development education, the development of civic competencies and critical thinking, and an emphasis on well-being. The Czech Republic has followed this trend through its strategic framework, **Czech Republic 2030**.

A specific focus within this field is critical and effective information literacy, including media literacy, which involves acquiring competencies for evaluating sources and information (including identifying disinformation and misinformation). In 2022, the European Commission developed the “Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy through Education and Training”, further emphasizing the importance of digital literacy in sustainable education.

Policy Documents – Ministry of the Environment of the Czech Republic

[The Strategic Framework Czech Republic 2030](#) responds to the SDGs and represents the Czech Republic’s contribution to their fulfillment. In the field of education, it sets the following objective: *“Education develops individuals’ potential and their ability to manage and influence change while fostering a cohesive society oriented towards sustainable development.”*

The specific sub-goals are defined as follows:

1. The education system is inclusive and permeable, avoiding the early selection of pupils into talented and non-talented categories and reducing the dependence of educational pathways and outcomes on socioeconomic background.
2. The education system supports teachers and educators, enabling them to introduce necessary changes and act as guides for learners in a changing world. It maintains strong connections with real-world contexts and actively engages all stakeholders in education.
3. Education ensures universal access to the development of transferable competencies, essential for active civic, professional, and personal life. The system provides an adequate general foundation necessary for further education, participation in society, and understanding the interconnectedness of the modern world.
4. The lifelong learning system is publicly guaranteed and widely accessible, focusing on both vocational education and the development of transferable skills.

In the [Second Implementation Plan of the Strategic Plan Czech Republic 2030 \(2022–2025\)](#), the strategic objectives are further elaborated into specific sub-goals.



The specific sub-goals related to the GET project are highlighted in bold (see above) and are also reflected in the following state measures aimed at achieving these goals (only a selection relevant to the GET project is included):

Goal 4.2 – Support for teachers and their collaboration with the wider community

- * Preparing children to manage change and adapt.
- * Defining key areas for teacher education, including digitalization and sustainable development.

Goal 4.3 – Educational content: s strong common foundation and good soft skills

- * Sustainable development should be integrated as a principle into educational strategies.
- * Cross-cutting themes (systems thinking, health education, environmental education) should be strengthened in the future.
- * Soft skills should be incorporated across all disciplines, with subjects and topics being interconnected to encourage contextual thinking (e.g., mathematics – physics – chemistry – biology).
- * Efforts to define education for sustainable development, emphasizing a general foundation + creativity + learning in context + active learning methods (instead of traditional lecture-based instruction).

Goal 4.4 – Accessible Lifelong Learning

- * Focusing on new challenges in lifelong learning, including democracy, creativity, and environmental education.

The ME evaluated the implementation of the Strategic Framework Czech Republic 2030 in the [Second Report on Quality of Life and Sustainability \(2024\)](#).

Regarding teacher education (Goal 4.2, see above), the report states:

“There is no official career development system for educators within the Czech education system that recognizes the quality of teaching, participation in further education, and professional growth. Although there are efforts, such as projects by university faculties of education aimed at improving the quality of future teachers and bridging the gap between novice and experienced teachers, many measures remain unestablished. However, several projects contribute to improving the situation.”

For Goal 4.3 (see above), the report states:

“The Strategy for Educational Policy of the Czech Republic up to 2030+ (Strategy 2030+) focuses on acquiring competencies necessary for active civic, professional, and personal life, as well as transforming educational content, methods, and assessment. Simultaneously, revisions of the Framework Educational Programs (FEP) are underway. Within Strategy 2030+, there is an emphasis on integrating the principles of sustainable development into education.”

The report also assesses that *“the development of education towards a solid general foundation, creativity, and contextual learning is supported by the Strategy for Educational Policy of the Czech Republic until 2030+. The achievement of this goal will also be influenced by the structure of the updated FEP.”*

A specific measure for Goal 4.3 is: *Maintaining and strengthening education for sustainable development in the FEP and its implementation. / Incorporating the goals of the Strategy for Educational Policy of the Czech Republic up to 2030+ related to education for sustainable development into the upcoming FEP revision.*



2.3 Levels and Forms of Implementation of Global Education

The [National Programme for the Development of Education](#) (also known as the **White Paper**) defined new principles of curriculum policy in 2002. Curriculum documents are developed **at two levels: state and school**.

At the state level, the curriculum system is represented by **FEPs**, which establish mandatory educational frameworks for different stages of education, including preschool, primary, and secondary education.

At the school level, education is implemented through **School Educational Programs (SEPs)**.

The FEP serves as the binding curriculum document for schools, upon which each school designs its SEP.

Main Characteristics of the Czech Education System

Schools are managed within the public administration system, with responsibilities divided among central governing bodies, regions, and municipalities.

The MEYS, as the state administrative body for education, is responsible for:

- overseeing the state, concept, and development of the education system,
- allocating financial resources from the state budget,
- defining qualification requirements and working conditions for teachers,
- determining the framework content of education from preschool to secondary levels,
- approving educational programs for higher vocational schools,

Regions are responsible for establishing:

- secondary schools (ISCED 3),
- conservatories (ISCED 2, ISCED 3, ISCED 5),
- higher vocational schools (ISCED 6),

Municipalities are responsible for establishing:

- kindergartens (ISCED 0),
- primary schools, including lower secondary education (ISCED 1, ISCED 2),
- ensuring compulsory preschool and school education.

Note:

Primary schools, including lower-secondary education, are established by municipalities. In the Czech Republic, the average number of schools per municipality is 1.37, meaning there are over 2,350 school founders in absolute terms.

Global Education is incorporated into formal primary education within the **Framework Educational Program for Primary Education (FEP PE)** through the **cross-curricular theme** “*Education towards Thinking in European and Global Contexts.*” Additionally, it is partially represented in other cross-curricular themes, such as Environmental Education.



In the Czech Republic, cross-curricular themes have been part of the education system since 2007, when primary schools gradually transitioned to this new curriculum framework—the FEP PE. Teaching based on this program began in Grade 1 (primary level) and Grade 6 (lower secondary level) during the 2007/2008 school year.

The first methodological support from the state was published in 2011 in the form of the document *“Recommended Expected Outcomes – Methodological Support for Cross-Curricular Themes.”* This material introduced a significant shift by moving the emphasis from European to global contexts. The original focus on Europe in the early versions of the FEP was influenced by the political climate at the time, particularly the Czech Republic’s accession to the European Union in 2004. This shift towards global themes was further confirmed and recommended in the *Recommended Expected Outcomes* and later reinforced in 2015 through methodological materials defining thematic areas (*Thematic Areas of Global Development Education for Primary Schools*).

The primary curriculum document, the FEP PE, has been updated by the MEYS 2017, 2021, and 2023.

On December 30, 2024, the MEYS approved the revised [FEP PE](#).

Under this document, GE can be implemented through new cross-curricular themes, primarily *“Society for All”* and *“Sustainable Environment.”* Additionally, it will also be incorporated into some *expected learning outcomes* within selected *educational areas*.

The **voluntary implementation** of the newly adjusted SEPs will begin in September 2025 for Grades 1 and 6. The **mandatory implementation** will take effect in September 2027 for the same grades. From the 2031/32 school year, the new FEP PE will be compulsory for all grade levels.

The MFA has been the most significant and long-term donor supporting GE through the Czech Development Agency (CZDA) as part of the Czech Development Cooperation Program. Since 2004, it has funded GE projects through a special grant program called *Global (Development) Education and Public Awareness*, which is an integral part of Czech foreign development cooperation.

The Role of Non-Governmental Organizations in Global Education

In the field of GE, most examples of good practices in formal, non-formal, and informal education have long been developed and implemented by NGOs. Thanks to their activities, often supported by the MFA and the MEYS, numerous methodological and educational materials and training programs have been created. Most of these resources are available on the website www.globalnivzdelavani.cz.

The main roles and responsibilities of NGOs in the Field of Global Education are:

- Monitor current educational trends and global and development issues at both national and international levels. Their direct experience in development practice allows them to bring expert information and new or emerging topics such as migration, food security, responsible travel, and more.

- Introduce proven educational programs and innovative methods from abroad into Czech schools, including initiatives such as World School, Global Storylines, Philosophy for Children, and tools for tracking students' attitudes.
- Collaborate with universities and teacher training faculties to ensure that students—future teachers—gain a systematic understanding of GE principles and methods, for example, through courses led by NGOs.
- Test new educational methods, develop methodological materials for teachers, and organize various forms of professional development, such as seminars, online courses, and summer schools. They also provide methodological support to schools, ensuring a broader impact than individual schools could achieve alone.
- Implement long-term projects that foster the development of GE in the Czech Republic and contribute to knowledge management in this field.
- Connect various actors in education, including schools, institutions, academic research, and interest groups, creating a platform for experience-sharing and mutual learning.
- Expand educational activities beyond the school environment, involving parents and local communities, and linking GE with awareness campaigns, thereby reaching a broader audience.
- Help dismantle stereotypes about the Global South and global issues within the school environment.

2.4 Evaluation of the Implementation of Global Education

The [Strategy for Global Development Education and Awareness on Global Interconnections 2018–2030](#) was prepared by the MFA in consultation with all relevant stakeholders and the Council for Development Cooperation. The Strategy for Global Development Education was approved by the leadership of the MFA and subsequently submitted for approval to the MYES.

Its implementation is supported by **three-year action plans** (2018–20, 2021–23, 2024–26), the Working Group on GDE under the Council for Development Cooperation, and the involvement of key stakeholders in the Committee on Education for Sustainable Development under the Government Council for Sustainable Development.

A major milestone in GDE was the preparation and adoption of the new European framework strategy—the [Dublin Declaration on Global Education to 2050](#). The preparation process was led by the Global Education Network Europe (GENE) in 2022, with the Czech Republic actively participating at both the governmental and non-governmental levels, particularly during its Presidency of the Council of the EU.

Following the adoption of the Dublin Declaration, the Czech Republic supported its implementation financially and through several conferences at both governmental and non-governmental levels. The MFA, in cooperation with FoRS, also ensured the official translation of the Dublin Declaration into Czech. In coordination with the MEYS, the Czech Development Agency, and FoRS, the Czech Republic aligned its terminology with European



standards, transitioning from Global Development Education to Global Education, a term that better reflects the actual content and focus of the related activities⁶

The objectives and thematic priorities of GDE are further developed according to the responsibilities of individual stakeholders and include performance indicators within the three-year Action Plan. The Working Group on GDE under the Council for Development Cooperation is responsible for coordinating the preparation, monitoring, and evaluation of the Action Plan.

The Action Plan allows for ongoing responses to emerging challenges at the national, European, and global levels, facilitates coordination among different GDE actors, and ensures coherence with other relevant areas of education and sustainable development in the Czech Republic.

The implementation of the Strategy for Global Development Education⁷ is currently supported by the Action Plan 2024–2026

Funding

Activities in GE and awareness-raising, as outlined in the Action Plan, are primarily funded through resources managed by the MFA, which are allocated through the annual Development Cooperation Plan. These funds are primarily designated to support GE in lifelong learning, with a focus on educators. Secondly, they are used for awareness campaigns targeting the general public and also support relevant expert institutions and the evaluation of GE activities.

Additional funding is allocated by individual GE stakeholders from their own budgets, and part of the financial resources is secured from EU funds, including existing and planned grant programs aimed at supporting GE and Education for Sustainable Development.

Monitoring and Evaluation

GE activities are continuously assessed through independent evaluations under the supervision of the MFA. These evaluations serve as a key tool for managing and making informed decisions about the future direction of GDE and awareness on global interconnections, with the overarching goal of enhancing the overall quality of GE and Czech Development Cooperation.

The most recent evaluation of the Czech Republic's foreign development cooperation grant program, administered by the CZDA under the title "Global Development Education and Public Awareness," covered the 2019–2021 period.

⁶ Střednědobé vyhodnocení naplňování Strategie zahraniční rozvojové spolupráce České republiky 2018–2030
https://mzv.gov.cz/public/16/6f/8b/5530702_3251881_Vyhodnoceni.doc

⁷ also used Global Education Strategy



Additionally, ongoing monitoring of GE strategic objectives and awareness-raising activities is conducted through:

- the evaluation of the strategy and its action plans by the expert working group under Council for Development Cooperation,
- assessment activities conducted by the Czech School Inspectorate,
- evaluations carried out by NGOs involved in GE,
- international evaluation mechanisms monitoring progress in GE implementation.



3. ANALYSIS OF POLITICAL DISCOURSE

Report on Interviews Conducted to Identify Opportunities and Challenges in Integrating Global Education (GE) in the Czech Republic

Jana Poláchová Vašátková, Dita Palaščíková

3.1 Brief Description of the Methodology

Opportunities and challenges related to the integration of GE in the Czech Republic were explored through research conducted between January and March 2025. Data were collected using structured interviews: the interview scheme followed a uniform structure developed by the project research team.

Informants were selected based on their professional affiliation with institutions or organizations that play a key role in shaping GE in the Czech Republic, as well as for their individual, long-standing experience with GE implementation from various positions relevant to the educational system. Specifically, the participants included experts in GE in the Czech Republic representing two ministries (the Ministry of Education, Youth and Sports; the Ministry of Foreign Affairs), a directly managed organization (the National Pedagogical Institute), Faculties of Education at two different universities (i.e. institutions training future teachers), and non-governmental organizations.

(Note: Representatives of the Czech School Inspectorate were also approached, but were not granted permission to participate in the research.)

Detailed Professional Profiles of the Seven Participants:

- **Ministry of Education, Youth and Sports (MEYS):** Represented by a staff member from the Department of Strategies. This individual coordinates processes related to the implementation of Strategy 2030+ and its associated policy documents. Their portfolio includes cross-cutting topics such as GE, environmental education, and other areas. They collaborate with expert panels, the Ministry of Foreign Affairs (MFA), and the Government Council for Sustainable Development. They are responsible for coordinating stakeholder networks and preparing strategic documents related to GE.

- **Ministry of Foreign Affairs (MFA): Represented by two colleagues:**

1. The Deputy Director of the Department for Development Cooperation and Humanitarian Aid, responsible for EU development cooperation and humanitarian assistance. Since 2012, she has participated in evaluations of international development cooperation in various capacities. In 2024, she coordinated the mid-term evaluation of the Czech Republic's Development Cooperation Strategy 2018–2030 and acted as a peer reviewer for Finland in the OECD/DAC review. She is involved in evaluations conducted by the EU Directorate-General for Humanitarian Aid and actively participated in the negotiations of the Dublin



Declaration. Within the Government Council for Sustainable Development's Committee on Education for Sustainable Development, she advocates for unifying GE and Environmental Education (EE) under the broader concept of Education for Sustainable Development.

2. The GE Officer at the MFA is responsible for preparing materials for the GE Working Group under the Council for Development Cooperation and for coordinating the implementation of the Global Development Education Strategy 2018–2030. He oversees the development, monitoring, and evaluation of the triennial Action Plans and supports cooperation between stakeholders in GE and EE.

- **National Pedagogical Institute (NPI, directly managed by MEYS):** Represented by the coordinator for social science education, responsible for civic competencies and cross-curricular themes in the national curriculum. He serves as the author and guarantor of curricular documents, a reviewer of textbooks, and a member of platforms focused on GE. He is involved in the strategic planning of GE and collaborates with various stakeholders in the field.

- **Faculties of Education at two different universities:**

1. The first educator teaches an elective bachelor-level course entitled Global Development Education in Teacher Training, attended by approximately 50 students annually in two seminar groups. She also incorporates GE into early childhood and primary education teacher training through guest lectures. GE is likewise included in the pre-service education of social educators and teaching assistants, who are later expected to support teachers in implementing cross-curricular themes.

2. The second educator teaches a compulsory course focused on GE entitled Current Issues in Education in an International Context, attended by 70–90 fifth-year students. She also integrates GE into didactics courses—both through content and teaching methods. In her teaching, she collaborates with lecturers from non-governmental organizations. In addition to her teaching activities, she is also engaged in research on the topic: her dissertation explores the development of future teachers' competencies in GE.

- **NGO / People in Need:** The GE methodologist and programme guarantor has been developing the theme of GE within the organization since 2007, through various educational projects, including the Global Schools programme. She represents the organization in the GE working group within FoRS and on other platforms. People in Need was among the founding actors of GE in the Czech Republic, having initiated it through the publication *One World in Schools* (Společný svět, 2003), and today remains one of the leading organizations dedicated to GE in the country.

A total of five online interviews were conducted, each lasting between 60 and 80 minutes. Two researchers were involved in the data collection: one conducted the interview, while the other was present as a note-taker. A summary of the main ideas from each interview was compiled and sent to the participants for approval. The researchers then analyzed the collected data and produced the present report. The structure of the report follows the project brief.



3.2 Integration of Global Education into Formal Education - Policies

According to participants, the international frameworks relevant to the Czech context include the **Agenda 2030 for Sustainable Development** (which provides a conceptual framework and works with the Sustainable Development Goals – SDGs) and the OECD framework on global competence (<https://www.oecd.org/en/topics/global-competence.html>). Another key reference is the **Dublin Declaration**, which provides a framework for discussion and further direction in educational policy strategies, encompassing both formal and civic education.

At the national level, **Strategy 2030+** is the key document guiding Czech education policy until 2030. Long-term plans for education at the national level further specifies the individual goals and objectives of the strategy for a defined period. At the regional level, these are subsequently elaborated in regional long-term education plans. However, GE is still in the process of gradually gaining a more prominent role within the Czech education system. A new version of the Action Plan for GE is currently being developed, while the current Action Plan is undergoing evaluation, including the use of indicators for monitoring.

In terms of education policy actors, the MEYS represents the public sector and is responsible for setting the main directions of educational development, with a primary focus on formal education. The MFA cooperates with MEYS, supports GE through grant scheme, and promotes networking among stakeholders, particularly in the field of non-formal education. The NPI specializes in providing methodological support, while the Czech School Inspectorate focuses on analytical mapping.

The non-governmental sector was repeatedly identified in the interviews as the main driver of GE in the Czech Republic. Key organizations include People in Need (Člověk v tísni) and its Varianty program, NaZemi, Lipka, ARPOK, and TEREZA.

Educational institutions were primarily discussed in relation to Faculties of Education, which are responsible for the initial training of future teachers, as well as in relation to school principals and teachers at both primary and secondary levels.

There is terminological inconsistency in current education and across various education-related policy documents. Different institutions use different terms, these are perceived differently by various target groups, and multiple concepts are used in parallel. There is a lack of a unified, overarching concept used consistently across contexts. A degree of convergence in terminology has been observed since the adoption of the Dublin Declaration in 2022.

The main terms currently in use include, for example, Global Education (GE), Environmental Education and Awareness (EEA), and Education for Sustainable Development (ESD). However, ESD is increasingly perceived as an umbrella concept that encompasses EEA, GE, and Civic Education.



The MFA advocates for unifying GE and EEA under the ESD framework, based on the argument that ESD is more adaptable for use in educational strategies, Framework Educational Programs (FEPs), and School Educational Programs (SEPs).

At the level of curricular documents, there is a systematic effort to integrate GE into the FEPs. However, this process is complicated by the fact that the themes associated with GE fall under the remit of multiple ministries. According to informants, this creates a number of challenges for coordinated implementation. At the same time, this situation reflects the complexity of GE as a cross-cutting theme that intersects multiple areas of education and requires inter-ministerial cooperation.

Overall, this points clearly to the need for better coordination among ministries to ensure the effective integration of GE into the education system. The fragmentation of terminology continues to hinder the implementation of GE in the Czech Republic.

3.3 Integration of Global Education into Formal Education – Implementation

From a curricular perspective, the FEPs—specifically the FEP for Primary Education (FEP PE)—are key. FEP PE includes cross-curricular themes relevant to GE, though it primarily emphasizes EEA.

In school practice, a wide range of methodological materials are available for teachers to use in their lessons. For example, the NaZemi organization has developed a resource on Global Citizenship Competencies, which is used in initial teacher training. This material provides a clearly defined set of competencies and addresses topics such as sustainability, working with diversity, and conflict resolution.

Currently, new model SEPs are being prepared in accordance with the revised FEP PE. These model SEPs will be pilot-tested in more than one hundred schools. The integration of GE will primarily take place through new cross-curricular themes (especially *Society for All* and *Sustainable Environment*) and relevant educational areas (particularly *People and Society*, *Geography*, and *People and Nature*).

However, when incorporating GE, there is a risk that complex topics may be reduced to oversimplified concepts, which could result in the loss of key aspects and superficial treatment of the issues.

Implementation of GE differs significantly between the primary level and the lower secondary level of primary education. The primary level benefits from greater flexibility in teaching and the ability to take an integrated, age-appropriate approach. In contrast, the lower secondary level faces challenges related to subject specialization and the need for coordination among teachers of different subjects. Nevertheless, many GE topics are more accessible and relevant for older pupils, i.e., those in lower secondary level.

Effective implementation of GE topics in school education is supported by several mechanisms. These include staffing support through EEA coordinators, who are well-established both in terms of content and personnel, as well as subject committee methodologists. Further support is provided through the development of methodological materials and the sharing of good practice. Successful implementation of GE topics meets



several key criteria: systematic integration of clearly defined and interconnected themes; active student engagement; connections to real-life contexts; and a strong focus on the development of critical thinking.

3.4 Limitations and Obstacles for the Introduction and Implementation of Global Education in Formal Education

The introduction of GE into school education faces two major constraints.

The first is the complexity of changes to the FEPs, where the interests of various institutions and educational policy stakeholders often clash. This process may result in superficial implementation, where the principles of GE are reflected in official documentation but do not translate into actual pedagogical practice.

The second limitation concerns the long-term sustainability of GE. The uncertain outlook for future curriculum revisions complicates efforts to find an optimal solution—one that would both preserve the core principles of GE and provide enough flexibility to adapt to evolving educational needs.

According to informants, the barriers and obstacles to the introduction and implementation of GE in formal education can be viewed from four different perspectives:

a) Societal barriers: GE topics often encounter negative public attitudes, as they are sometimes perceived as “ideological.” In Central Europe in particular, there are strong concerns about the ideologization of education, along with the discrediting of GE topics in the media. There is a lack of media advocates for GE who could help build a more balanced public image of these topics and contribute to their wider acceptance in society.

b) Systemic barriers: The current state of GE is characterized by its fragmentation across multiple ministries. This is further exacerbated by the decentralized nature of the Czech education system, where the responsibilities of individual actors are not clearly defined. As a result, there is a lack of continuity in working with students over time.

There are also no systematic conditions in place to support cooperation among various stakeholders, such as universities and non-governmental organizations (NGOs). The situation is particularly problematic in the area of NGOs funding, where annual project-based financing creates precarious conditions that hinder strategic work, long-term development, and the retention of qualified staff. Another systemic barrier is the lack of research in this field—no up-to-date data are available on the current status of GE implementation in schools.

c) Curricular barriers: The implementation of GE faces significant challenges when it comes to the integration of new topics into the curriculum. One of the core issues is the lack of coherence in how GE topics are approached across the education system, as well as the absence of a clear progression that would enable the gradual development of students’ knowledge and skills in this area.

Instead of systematic and sustained efforts, implementation is often limited to isolated one-off projects, which cannot ensure the continuous and effective development of GE. The current structure of the FEPs creates



systemic obstacles to GE implementation—particularly due to the ambiguous position of cross-curricular themes and the competition with other educational priorities within a limited timeframe.

In practice, there is also uncertainty about how to effectively use existing resources that fall under the supporting curriculum. A notable gap exists in the availability of age-appropriate teaching materials, especially for younger pupils. This significantly hampers the systematic implementation of GE in the early years of schooling, where high-quality materials adapted to the age group could greatly support teachers in their work.

d) Personnel-related barriers in education: The implementation of GE is significantly shaped by personnel-related factors, as its success largely depends on the willingness and motivation of individual teachers to incorporate these topics into their teaching. Experience shows that effective implementation requires the simultaneous presence of three key conditions: a degree of demand from the public, the presence of an engaged teacher, and support from the school leadership. However, the situation is often complicated by the heavy workload of teachers, who tend to prioritize their core subject areas. Many teachers also lack sufficient experience with the integration of cross-curricular themes and may feel apprehensive about potential reactions from parents when addressing sensitive topics. An additional barrier is the lack of proper recognition for teachers who engage with GE, as their efforts are often undervalued and insufficiently supported, which can further discourage their involvement.

3.5 Opportunities for the Introduction and Implementation of Global Education in Formal Education

a) Societal opportunities: Helping children navigate current events is one of the key challenges of contemporary education—one that can be effectively addressed through GE. GE presents an opportunity to support students in understanding complex developments in today's world, while fostering their critical thinking skills and their ability to analyze information from diverse sources.

The current global context provides a natural space for connecting theoretical knowledge with real-world events, which can increase students' motivation to learn and spark their interest in global issues. Particularly important is the support for the development of media literacy and the ability to distinguish between reliable and unreliable sources of information. These skills are crucial for helping students better navigate an increasingly information-saturated world.

b) Systemic opportunities: Key systemic opportunities for the development of GE include existing grant programs provided by the MFA, which aim to support the systematic implementation of GE in schools. A major opportunity lies in the targeted education of future teachers in GE-related topics and in the creation of effective bridges between formal and non-formal education.

The Dublin Declaration offers the potential to serve as a common reference framework, promoting the unified and strategic development of GE throughout the education system.



Another significant opportunity is the systematic methodological support for educators (teachers, coordinators) and school principals. This support includes:

- the regular development and sharing of specific teaching tools that teachers can directly apply in their classrooms;
- the organization of roundtables for sharing best practices, which creates space for mutual inspiration and exchange of experiences among teachers and other GE stakeholders;
- the broadening of EEA coordinators' competencies to include a wider range of cross-curricular themes. Valuable insights are expected from the pilot testing of the revised FEP PE in one hundred schools;
- and systematic engagement with school principals, which establishes the foundational conditions for the successful implementation of GE at the school level.

c) Opportunities in the implementation of SEPs: There are significant opportunities for the development of GE through its integration into all subjects, including languages, with an emphasis on the use of project-based and active learning methods. Particularly promising is the potential at the first stage of primary education, where teachers have greater autonomy, allowing for more effective interdisciplinary integration and work with cross-curricular themes.

Further opportunities include the use of the *Philosophy for Children* method, the integration of modern technologies and online environments into teaching, and a focus on active student engagement in the learning process.

Another area with strong development potential is the promotion of team teaching in schools, which enables experience-sharing and mutual inspiration among educators.

3.6 Importance Given to Global Education and Global Issues and Their Relationship to the Curriculum

The current state of GE is characterized by a predominance of individual efforts by engaged actors rather than a systemic approach. This results in a lack of coherence across the education system and the absence of a systematic progression of GE topics.

In the context of the FEP and its ongoing revision, GE has been successfully incorporated into the educational areas of *Geography*, *People and Society*, and *People and Nature*, and is also present as a cross-curricular theme. However, according to informants, there is a significant risk that these themes may be weakened in the implementation of the new FEP, which could jeopardize the progress achieved in this area to date.

When introducing GE into schools, it is possible to draw on existing experience from the field of EEA, which offers a range of proven practices. However, it is also essential to recognize that each school operates in a unique context and serves students from diverse social backgrounds. Therefore, a one-size-fits-all approach cannot be applied, and flexibility must be maintained to adapt to local conditions.



At the primary level of primary education, it is essential to respect the developmental characteristics of younger pupils and focus on laying foundational skills and knowledge. This can be effectively supported through approaches such as the *Philosophy for Children* method.

The lower secondary level of primary education faces challenges due to the limited availability of relevant textbooks and only a sporadic presence of GE topics in existing textbooks. Within the context of formal education, continuity remains problematic due to the prevalence of one-off activities and time-limited projects, often lacking thematic progression.

Linking formal and non-formal education represents an important opportunity to ensure continuity for motivated students, offering them avenues for further development outside of school—an essential factor in sustaining long-term engagement with global themes.

In schools, a wide range of GE topics appear based on teachers' interests and expertise. These themes often overlap and complement each other. A significant portion of them focus on environmental issues, particularly climate change and sustainable development.

Other key areas include social and societal topics, such as fair trade, conflict and its consequences, migration, and associated linguistic and cultural diversity, including questions of integration and acceptance of foreigners. These are closely linked to the civic dimension of GE, which emphasizes civic engagement, democracy, and the concept of global and active citizenship.

Stakeholders also highlight economic topics, including financial literacy, foreign development cooperation, and humanitarian aid. It is important to note that these themes are not isolated, but rather interconnected, and their practical implementation depends on teaching approaches and the specific context of each school and teacher.

Among these, environmental topics are generally more widely accepted, thanks to their local relevance and lower degree of ideological sensitivity.

3.7 Recommendations from Stakeholders

The interviews conducted with stakeholders reveal a number of key needs that should be addressed to support the development of GE in the Czech context:

- **The establishment of a comprehensive support system** for school education actors, underpinned by a functional evaluation framework. The development of methodological support is essential, especially given the current lack of relevant teaching materials, which is particularly noticeable at lower levels of education.
- This system should be supported by the creation of user-friendly **methodological portals**, where resources and materials for GE are easily accessible to educators. The development of such a system must include the systematic production of high-quality teaching materials, as well as the creation of platforms for the effective sharing of best practices and the promotion of peer learning among teachers. An important element is also the support for team teaching, which allows for experience-sharing between teachers and mutual inspiration in pedagogical practice.



- **The implementation of an evaluation system** should be based on the definition of clearly measurable indicators and the regular collection of relevant data, as systematic monitoring of the state of GE is currently lacking. This system should make it possible to assess the effectiveness of individual educational programs, which is essential for their further development and optimization. The evaluation system should also include the **systematic identification of examples of good practice**, which can serve as inspiration and guidance for the continued development of GE.

- **A systematic and unified approach to GE:** The data point to a persistent issue of fragmentation in GE topics within the curriculum, inconsistencies in terminology, and a lack of thematic progression, all of which highlight the need for a systematically structured approach across the education system.

- For successful implementation, it is essential to **establish vertical continuity of GE themes across grade levels**, ensuring the gradual development of students' knowledge and skills. This process must include the clear definition of key topics and learning outcomes for each age group, with the entire system effectively aligned with the FEPs and subsequently implemented into SEPs.

Stakeholders see strong potential for supporting GE in **the pilot testing of SEPs based on the new FEPs**, as this represents a crucial element for the successful implementation of GE. It is therefore essential to carefully select pilot schools based on specific criteria. To ensure representativeness, attention should be paid to the geographical and social diversity of the participating schools, including both those with prior experience in GE and those that are new to it.⁸

The entire process should be accompanied by the establishment of an **effective support system**, providing schools with the necessary methodological and practical assistance throughout the pilot testing phase.

- Students are key actors in school education. Czech children often show low motivation for schooling and lack active engagement in the learning process. Therefore, it is essential **to strengthen support for active learning**, and GE can play a vital role in this regard. The implementation of GE is based on project-based methods and inquiry-based learning, which promote independent exploration and critical thinking.

To foster a comprehensive understanding of global issues, approaches such as *Philosophy for Children* can be used effectively. A central component of the entire process must be the meaningful connection between learning and students' real-life experiences.

The lack of continuity in working with motivated students highlights the need for a **systematic link between formal and non-formal education** in the area of global topics. In the future, it will be essential to establish a functional platform for cooperation between schools and other educational actors, along with targeted support for extracurricular activities that develop global themes.

- A key role should be played by the meaningful **involvement of NGOs in the implementation of school education programs**, supported by the effective sharing of resources and expertise among all stakeholders involved.

- Given the growing importance of working effectively with information and enhancing **media literacy**, it is also crucial to focus on the development of **critical thinking**. Implementation efforts must include the systematic integration of media education and the targeted development of students' analytical skills when working with diverse sources of information. Special emphasis should be placed on working with a variety of

⁸ These objectives are reflected in the systemic project IPs "Support for Curriculum Work in Schools" [Podpora kurikulární práce škol] (CZ.02.02.XX/00/22_005/0004756), implemented from 2023 to 2028.



information sources, while a central element should be the promotion of respectful dialogue and the development of students' ability to engage in reasoned argumentation.

- The existing base of engaged individuals in the field of GE represents a valuable asset that should be leveraged through systematic networking and collaboration. Implementing this vision requires the **creation of a functional platform for experience-sharing** and the organization of regular meetings among stakeholders from different areas of education.
- To support the development of teachers' competencies in GE, it is important to establish **a mentoring system that enables the transfer of experience** between more experienced and early-career teachers. The entire system should be enriched by elements of international cooperation, which can provide new perspectives and development opportunities.
- **Stabilizing the human resources base in the field of GE is crucial**, as current continuity depends largely on individual personalities within institutions.
- For the effective implementation of GE, it is essential to establish **stable positions within various institutions**. A key element of this stabilization is the provision of competitive financial compensation, which is necessary to retain highly qualified professionals in the field.
- The entire system should be linked to a newly developed and well-structured **system of professional development for teachers and school leaders**, enabling education professionals to continually grow and strengthen their expertise.
- By its very nature, GE is a multidisciplinary theme, which requires **systematic and cross-sectoral cooperation across various fields**. Stronger coordination between ministries, along with the establishment of structured collaboration with experienced non-governmental organizations, appears essential—alongside the involvement of the academic sector.
- An updated approach to supporting the development of GE should be enriched by **regular reflection on both international and national experiences and proven practices**, drawing on relevant data to support mutual learning.



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