

National curriculum mapping of GCE opportunities and challenges

Case study Czech Republic

STUDIES

GCE
in curriculum

Jana Poláchová Vašátková
Lenka Pánková
Lucie Absolonová
David Lopaur

September 2024 - November 2025



Global
Education
Time

From school curricula
to youth actions
for sustainable development

globaleducationtime.eu



Table of Contents

Section A: Introduction	2
1. Overview of the formal education system	2
2. Curriculum review and redevelopment	6
2.1 What Motivates Curriculum Change?	6
2.2 How Often Does Curriculum Change Occur?	7
2.3 Who Is Responsible for Curriculum Change?	8
2.4 How does curriculum change happen?	11
2.5 Who has a voice in curriculum change processes?	11
2.6 Are there any current curriculum changes underway or planned?	12
Section B: Analysis of curriculum documentation for students aged 11-16 years	14
3. Curriculum: General section	14
3.1 Vision and purpose (aim and rationale or similar)	14
3.2 Key competencies/skills Are there any that link to GCE/DE/ESD?	15
3.3 What is the core curriculum?	16
3.4 What does the non-core (optional) curriculum consist of?	17
3.5 Assessment	18
4. GCE/DE/ESD in the curriculum (11-16 years)	20
4.1 History of GCE/DE/ESD in the curriculum	20
4.2 Is GCE/DE/ESD currently core or non-core?	21
4.3 Is GCE/DE/ESD currently a discrete timetabled subject, part of another subject(s) or curriculum area(s)?	21
4.4 How many hours is GCE/DE/ESD currently allocated per programme/subject/curriculum area/year?	21
4.5 What recommendations are there (if any) from the government about the teaching, learning and assessment of GCE/DE/ESD?	22
4.6 Who teaches GCE/DE/ESD?	22
4.7 How is GCE/DE/ESD assessed?	23
4.8 What supports are in place to assist with implementation of GCE/DE/ESD in schools?	23
4.9 Are there any government/public entity policy documents that are supported by GCE/DE/ESD teaching, learning and assessment for 11-16-year-olds?	24
4.10 What is the status of GCE/DE/ESD?	24
Section C: GCE curriculum case studies (11-16 years)	25
Section D: Summary of main findings	47
Bibliography	49



Section A: Introduction

Jana Poláchová Vašátková

1. Overview of the formal education system

Education in the Czech Republic, much like the broader political landscape, has undergone considerable changes over the past three decades. For instance, the number of pupils in compulsory education has increased by a quarter compared to ten years ago, which directly impacts the number of schools, teachers, as well as curricula (see below).

The Czech education system has gradually transformed from a centralized structure into a highly decentralized one and has adopted a two-tier governance model in several areas, including curriculum development—known as the **two-level curriculum model**. One of the key features of the current education system in the Czech Republic is the division of powers and responsibilities among central government authorities, regional and municipal administrations, and other school founders (note: today's broad spectrum of school founders includes churches, private entities, and other organizations), as well as the schools themselves.

Since 2003, all schools providing compulsory education (along with other institutions within regional education) have functioned as independent legal entities. This grants school heads and teachers greater autonomy across all aspects of school operations, including curriculum design and implementation. As a result, a relatively complex and diverse educational system has emerged—one that involves a large and fluctuating number of institutions and actors. For example, in the 2023/2024 school year, there were 4,276 primary schools serving a total of 1,000,346 pupils (<https://csu.gov.cz/materske-zakladni-a-stredni-skoly?pocet=10&start=0&podskupiny=231&razeni=-datumVydani>).

Moreover, schools now fulfill broader educational and social roles, providing:

- educational counselling services,
- school meals,
- extracurricular activities through school clubs and after-school programs, which support the development of pupils' skills and interests.

Primary education in the Czech Republic comprises primary (ISCED 1) and lower secondary (ISCED 2) education and spans nine years, which corresponds to the nine years of compulsory schooling (typically from ages 6 to 15).¹ Some schools do not offer the full range of grades, which may require pupils to transfer to another school—and therefore to a different curriculum—after as few as three years. However, such transfers do not require any re-examination.

¹ Pre-primary education is compulsory for all children who reach the age of five before the beginning of the school year. This requirement was introduced in the 2017/2018 school year.



Upon successful completion of either the 5th or 7th grade of primary school, pupils may apply to multi-year grammar schools or eight-year conservatories. These institutions provide education equivalent to, or covering part of, lower secondary education. Admission to these schools is contingent on passing the entrance examination.

Applicants must sit for a standardized entrance test consisting of didactic tests in Czech language and literature and mathematics. In some cases, an additional entrance examination (e.g., a talent-based exam) may be required, as determined by the school head.

The education of pupils with special educational needs and gifted pupils is governed by specific regulations. Based on the recommendations of a pedagogical-psychological counselling center, this may also include curriculum adjustments.

Upon successful completion of the primary education program, the pupil obtains a certificate of primary education.

The main objective of primary education is to develop and gradually enhance pupils' key competencies and basic literacies, while providing them with a solid foundation of general education. Pupils must be equipped to respond to the demands of the contemporary world and the challenges of the future.

The principles and aims of education are defined by the Education Act (Act No. 561/2004 Coll.), which sets out the general aims of education in § 2 as follows:

- a) the personal development of a human being who shall possess knowledge and social competencies, ethical and spiritual values for their personal and civil life, for the execution of a profession or working activities, and for acquiring information and learning in the course of life;
- b) acquiring general education or general and vocational education;
- c) understanding of and application of principles of democracy and a legal state, fundamental human rights and freedoms along with responsibility and a sense of social coherence;
- d) understanding and application of the principle of equality of women and men in society;
- e) the formation of national and state citizenship awareness and respect for the ethnic, national, cultural, language and religious identity of every person;
- f) knowledge of global and European cultural values and traditions, understanding and acquiring principles and rules arising from European integration as a basis for coexistence at national and international levels;
- g) acquisition and application of knowledge of the environment and its protection arising from the principles of sustainable growth and of safety and the protection of health.

More specific goals are defined in key national educational documents—the Framework Educational Programs (FEPs). These documents establish, in particular, the specific objectives, forms, duration, and mandatory content of education, as well as the scope and conditions of instruction. FEPs are binding for the development of School Educational Programs (SEPs), for the assessment of pupils' learning outcomes, and for the development and evaluation of textbooks and teaching materials.

FEPs for individual educational fields are issued by the Ministry of Education, Youth and Sports (MEYS) following consultation with relevant ministries. According to § 4 of Act No. 561/2004 Coll., FEPs must reflect the latest findings from:

- scientific disciplines whose foundations and practical applications are to be conveyed through education, and
- pedagogy and psychology regarding effective methods and organizational arrangements of education, appropriate to the age and developmental stage of learners.

The Framework Educational Program for Primary Education (FEP PE) is based on the Strategy for Educational Policy of the Czech Republic up to 2030+ (<https://msmt.gov.cz/vzdelavani/skolstvi-v-cr/strategie-2030>), which guides education toward the future needs of pupils. It emphasizes the development of competencies essential for active civic, professional, and personal life, and aims to reduce inequalities in access to quality education by enabling all learners to fully develop their potential.



FEP PE applies to education in primary schools and the lower secondary education (ISCED levels 1 and 2).² The specific learning objectives set out in the FEP PE (<https://prohlednout.rvp.cz/zakladni-vzdelavani/obecne-casti>) include:

- acquiring effective learning strategies and developing motivation for lifelong learning;
- learning to think creatively and solve theoretical and practical problems at an appropriate level;
- communicating and cooperating effectively;
- using digital technologies safely, confidently, critically, and creatively for work, learning, leisure, and civic engagement; actively contributing to shaping the digital world while maintaining balance between the digital and physical spheres of life;
- protecting their physical and mental health, cultural assets, and the environment;
- demonstrating respect and consideration for others, appreciating different cultural and spiritual values, recognizing and countering prejudice and stereotypes;
- understanding their own abilities and realistic possibilities and applying them, along with acquired knowledge and skills, in making decisions about their life path and career choices.

As stated in the FEP BE, the curriculum is grounded in the same core values promoted by UNESCO (Education for Sustainable Development Goals – https://www.nsmascr.cz/e_download.php?file=data/multipage/editor/editor-86-981-cs_1.pdf&original=UNESCO_Cile_vzdelavani_CS.pdf) and the OECD (Education and Skills for the Future 2030 – Learning Compass 2030 – <https://www.oecd.org/en/about/projects/future-of-education-and-skills-2030.html#strand1>). These shared values include the ability to enrich oneself through common knowledge and skills and to apply them meaningfully (shared knowledge), the ability to protect nature and the environment (a healthy planet), the ability to explore and use new technologies purposefully, think critically, and confront disinformation (enabling technologies), and the ability to co-create and adhere to shared rules of coexistence (dignified life). The development of these values represents a fundamental principle of the two-level curriculum model (see the diagram available at: <https://prohlednout.rvp.cz/zakladni-vzdelavani/obecne-casti#vymezeni-rvp-zv-cile-hodnoty-pojeti-a-profil-absolventa>).

² Note: The Framework Educational Program for Bilingual Grammar Schools and the Framework Educational Program for Eight-Year Dance Conservatories were issued as separate documents, although most of their objectives are shared with the general curriculum. There is also a separate FEP designed specifically for pupils with special educational needs. At the level of upper secondary education (ISCED 3, 4), more than 250 additional FEPs are currently in place.

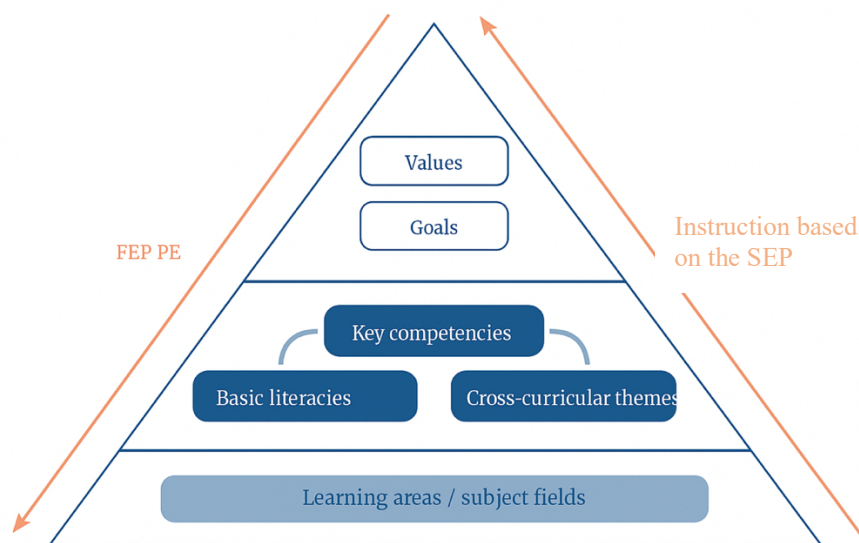


Diagram — Interrelationships Between Goal and Content Categories in the FEP PE

**The School Educational Program (SEP, or ŠVP in Czech) is a curriculum document created by teaching staff at every school in the Czech Republic. The ŠVP is approved and issued by the principal of the school and must be publicly accessible. The Framework Educational Program (FEP, or RVP in Czech) is a binding document for the creation of the ŠVP.*

In addition to the values and objectives of education, the FEP PE also defines the educational content, the framework timetable, and the rules for pupil assessment. According to the most recent revision of the FEP PE, subject matter is still viewed as a means to achieving activity-based expected learning outcomes, which are gradually interconnected and form the foundation for developing key competencies and, more recently, also basic literacies.

The educational content in the FEP PE is defined through the expected learning outcomes associated with key competencies, basic literacies, cross-curricular themes, and subject areas. These expected learning outcomes are binding and establish the outcomes that pupils are expected to achieve at key checkpoints—in grades 5 and 9, and in the case of basic literacies, also in grade 3. They serve as the basis for the development of SEPs.

The expected learning outcomes for individual subject areas are interconnected with the expected learning outcomes of key competencies, basic literacies, and cross-curricular themes, as well as with one another. Within basic education, eight key competencies are defined:

- Learning competence
- Communication competence
- Personal and social competence
- Citizenship and sustainability competence
- Entrepreneurship and work competence
- Problem-solving competence
- Cultural competence
- Digital competence



The revised FEP PE newly defines two basic literacies, which represent the ability to apply a broad set of knowledge, skills, attitudes, and values in diverse real-life situations. These are:

- Mathematical and logical literacy
- Reading and writing literacy

The FEP PE is binding for all primary schools and also plays an important role in individual education (home-schooling). Successful completion of the program signifies not only the fulfillment of compulsory school attendance but, more importantly, the attainment of primary education, which opens the path to further educational advancement (i.e. admission to follow-up schools) and future career choices.

The FEP PE sets out key principles that support schools in the development, evaluation, and revision of their SEPs and serves as the foundation for second-level curriculum development. By creating their own SEP, schools can better respond to local conditions and tailor the educational process to those conditions—and above all, to the pupils themselves.

The SEP is issued by the headteacher of the school or educational institution. The school principal is thus fully responsible for the planned, implemented, acquired, and assessed curriculum at the school level, in cooperation with a wide range of stakeholders (including teachers, the school founder, parents, etc.). Compliance between the SEP and the national FEP is monitored by the Czech School Inspectorate.

In practice, this means that for one national curriculum framework—the FEP PE—there are nearly 4,300 school-level programs (SEPs). Instruction is implemented in accordance with the SEP, which implies that schools may interpret and implement the curriculum in different ways. It is also common that teachers at a single school work in accordance with several SEPs simultaneously, as FEPs are issued for different educational fields. For instance, an institution that combines a kindergarten and a primary school must operate under at least two different SEPs.

The latest revision of the FEP PE was published in January 2025. Schools may begin teaching in accordance with the revised framework from September 2025. As of 1 September 2027, it will be mandatory for schools to implement the revised FEP PE in at least the 1st and 6th grades.

2. Curriculum review and redevelopment

2.1 What Motivates Curriculum Change?

Education has traditionally been a strong and prominent theme in the Czech Republic. This importance has been further emphasized by international comparisons—such as the PISA assessments—in which Czech pupils began to show declining performance in certain areas, particularly in literacy skills (see, for example, the National PISA Report 2015, available at https://www.csicr.cz/Csicr/media/Prilohy/PDF_el_publicace/Mezin%C3%A1rodn%C3%AD%20%C5%A1et%C5%99en%C3%AD/NZ_PISA_2015.pdf). In addition, pupils demonstrated a weaker sense of engagement with schooling, and concerns were raised about their overall wellbeing in the context of formal education.

At the same time, school leaders and teachers shared their own experiences publicly, pointing out problematic aspects of the curriculum then in place. These concerns were subsequently supported by findings from the Czech School Inspectorate and other educational research studies. Specific challenges were identified in terms of the subject matter being taught, the teaching methods used, and the broader need for modernization across most fields and subjects.



As a result, a comprehensive revision of curricular content was initiated. This need for reform also served as a strong impetus for formulating the two strategic goals of the Strategy for Educational Policy of the Czech Republic up to 2030+, which are:

- To focus education more on the acquisition of competencies necessary for active civic, professional, and personal life, and
- to reduce inequalities in access to quality education and create the conditions for the maximum development of each child's, pupil's, or student's potential.

The Strategy for Educational Policy of the Czech Republic up to 2030+ has become a key pillar supporting curriculum change at the national level. The aim of the latest revision of the FEP PE is to transform the overall climate in schools by shifting the focus of education more toward the needs and development of each individual pupil.

A key focus of the revision is also the strengthening of reading and writing literacy. One of its primary objectives is to modernize the curriculum so that the expected learning outcomes are more closely linked to key competencies and basic literacies. In this way, education will respond more effectively to current phenomena in society and the world—such as digitalization, climate change, sustainability, pupil wellbeing, and the development of career skills and entrepreneurship.

Curricular changes at the school level are primarily initiated by changes at the national level: school principals are required to ensure that the SEP is always aligned with the currently valid FEP. Other reasons for revising the SEP may include efforts to address difficulties identified by teachers in meeting the educational needs of their pupils.

2.2 How Often Does Curriculum Change Occur?

The concept of the two-level curriculum model began to take shape in the Czech Republic more than twenty years ago, replacing the previous model of a unified curriculum for all schools. This model is enshrined in the Education Act of 2004. The intention to continue revising the curriculum has been included in several strategic documents, such as the *Strategy for Educational Policy of the Czech Republic up to 2020* and the *Long-Term Plan for Education and Development of the Education System for 2015–2020*. The current curriculum revision is closely linked to the *Strategy for Educational Policy up to 2030+*, which builds upon the outcomes of the curriculum revision process initiated in 2017. The timeline for full national implementation across all schools extends to 2026.

Between 2004 and 2021, the FEP PE underwent a total of thirteen revisions (<https://archiv-nuv.npi.cz/t/prehled-uprav-rvp-zv-1.html>), most of which were partial updates—commonly referred to in practice as „minor revisions“. The current revision, however, represents a major transformation. Among the most significant changes is a new emphasis on basic literacies alongside key competencies (not just the original formulation of competencies), and a stronger overall focus on the practical application of knowledge and skills.

One key change is the introduction of compulsory English instruction from Grade 1 (previously starting in Grade 3), and an increase in the required language proficiency level from A2 to B1. At present, it is planned that the national FEP will be revised at least once every five years.

All thirteen previous revisions of the FEP PE had to be reflected in school-level SEPs, and schools were required to ensure that their SEPs were always aligned with the latest version of the framework. However, SEPs could also be updated more frequently or in greater scope if the school principal—working in collaboration with various stakeholders, especially teachers—decided to do so and the changes were approved by the school board.



At present, basic schools are preparing for the most extensive revision of their SEPs to date, which they must begin implementing no later than the 2027/28 school year.

2.3 Who Is Responsible for Curriculum Change?

A Profile of the Main Actor(s) and Their Specific Responsibilities

The fundamental framework for education in the Czech Republic stems from the Constitution and the Charter of Fundamental Rights and Freedoms (<https://www.psp.cz/docs/laws/listina.html>). Article 33 of the Charter, for example, states that everyone has the right to education and that citizens have the right to free education in primary and secondary schools.

The concept of the two-level curriculum model began to take shape in the Czech Republic more than twenty years ago and was officially adopted in 2004 with the enactment of the Education Act No. 561/2004 Coll., which replaced legislation from the country's socialist era.

However, within this legislative framework, one important intention remained unfulfilled for many years—namely, the creation of a binding National Education Program, a government policy document intended to further elaborate on the aims of education, define key areas and content, and outline the resources needed to achieve these goals in line with the Education Act. As the document was never completed, the intention to develop it was officially abandoned during the legislative amendment process in 2020.

The legislative process and the involvement of various actors in education policy-making reflect the structure of a parliamentary democracy.

Legislative Process of Draft Law Negotiation

Initiator → Chamber of Deputies → Government → Chamber of Deputies → Senate → Chamber of Deputies → President → Chamber of Deputies

Initiator:

According to the Constitution, the right to submit draft laws lies with an individual Member of Parliament, a group of Members of Parliament, the Senate (as a collective body), the Government, and Regional Assemblies. Each proposal must include not only the draft text of the law but also an explanatory memorandum. This memorandum must assess the current legal situation, explain the necessity of the new regulation, describe the expected impact on public budgets, and clarify the proposal's compliance with the constitutional order and international treaties.

At the national level, the **Ministry of Education, Youth and Sports (MEYS)** is responsible for submitting key legislative proposals and formulating the main strategies for education policy, including those focused on specific areas of education (e.g. the Strategy for Educational Policy of the Czech Republic up to 2030+), as well as the long-term plans for education and development of the entire education system.

In preparing and negotiating strategic and other key educational goals, the Ministry not only initiates the creation of relevant documents but also coordinates consultations, public comments, and expert discussions. MEYS is the central public authority for pre-primary education, school facilities, primary and secondary schools, higher education institutions, and state care for children, among other areas.

MEYS also issues the national framework for curricula, i.e. the FEPs, and commissions the National Pedagogical Institute to carry out specific tasks. In doing so, the Ministry plays a leading role in initiating and overseeing the curriculum revision process.

The **National Pedagogical Institute of the Czech Republic** is an educational, methodological, curricular, research, expert, and advisory institution focused on issues related to pre-primary, primary,



secondary, and higher vocational education. It also operates in the fields of basic arts education, language education, non-formal education, leisure education, and continuing education. It is a directly managed organization of the MEYS.

The institute is responsible for translating educational innovations from national policy into educational practice at the regional level. It develops the FEPs for pre-primary, primary, and secondary education. Additionally, it provides methodological support for schools and teachers, as well as targeted professional development for educators. The regional branches of the National Institute play a key role in supporting schools across the country.³

A vital institution within the Czech education system is also the **Czech School Inspectorate**, which plays a central role in ensuring the quality of curriculum implementation in all schools. It is the primary body for assessing and evaluating all aspects of SEPs, including their compliance with the national FEPs.

The Czech School Inspectorate serves as the national authority for evaluating the quality and effectiveness of initial education, covering kindergartens, basic schools, basic arts schools, secondary schools, conservatories, higher vocational schools, and all school-related institutions (such as school counselling centers, leisure centers, and school canteens). It is an independent administrative authority with nationwide jurisdiction, established by law, and functions as an organizational unit of the state and a service office under the Civil Service Act.

Organizationally, the Czech School Inspectorate is structured into a central office based in Prague and 14 regional inspectorates.

As previously mentioned, over the years a number of powers and responsibilities—particularly those concerning the provision of material and staffing conditions for school education—have gradually shifted from the national to the **regional and municipal authorities, i.e. school founders**.

A school founder may evaluate the school according to pre-published criteria and is also represented on the **school board**. This board is composed of representatives of the founder, teaching staff, and legal guardians of underage pupils (or adult pupils and students). The school principal is not a member of this body. The role of the school board is to support the development of the school and ensure that the interests of all members of the school community are balanced.

According to § 168 of the Education Act, the school board approves, among other things, the rules for assessing pupil learning outcomes in primary and secondary schools and comments on SEP proposals and their implementation.

In the two-level curriculum system, it is always the **school principal** who bears final responsibility for the quality of the curriculum. This duty is established in § 164 of the Education Act, which states that the principal is responsible for ensuring that the school provides education in accordance with the law and the relevant educational programs. The principal is also accountable for the professional and pedagogical quality of instruction and school services and has decision-making authority in all matters related to the provision of education—including curriculum development, teacher work, and teacher professional development.

³ The National Pedagogical Institute of the Czech Republic was established in 2011 through the merger of three organizations directly managed by the MEYS. Prior to the merger, each had a distinct focus: the Research Institute of Pedagogy in Prague was responsible for the curriculum for basic education, the National Institute for Technical and Vocational Education oversaw secondary education, and the Institute for Pedagogical and Psychological Counselling of the Czech Republic focused on educational guidance and counselling services.



A key support role for the principal in curriculum matters is played by **the SEP Coordinator**, a teacher appointed by the principal who has completed specialist training. The SEP Coordinator is responsible for implementing the educational strategy outlined in the school's SEP, ensuring coherence across all SEPs within the school, communicating with all relevant stakeholders, and providing feedback to the principal on the progress of SEP-related work, including evaluation and quality management.

• **Constitutional / Legal Basis**

- Charter of Fundamental Rights and Freedoms, No. 2/1993 Coll. [Listina základních práv a svobod č. 2/1993 Sb.]
- Constitution of the Czech Republic, No. 1/1993 Coll. [Ústava České republiky č. 1/1993 Sb.]
- Act No. 2/1969 Coll., on the Establishment of Ministries and Other Central Bodies of State Administration of the Czech Republic, as amended [Zákon č. 2/1969 Sb., o zřízení ministerstev a jiných ústředních orgánů státní správy ČR v aktuálním znění]
- Act No. 234/2014 Coll., Civil Service Act [Zákon č. 234/2014 Sb. Zákon o státní službě]
- Act No. 255/2012 Coll., on Inspection, as amended [Zákon č. 255/2012 Sb., o kontrole, ve znění pozdějších předpisů]
- Act No. 320/2001 Coll., on Financial Control in Public Administration and on Amendments to Certain Acts (Act on Financial Control), as amended [Zákon č. 320/2001 Sb., o finanční kontrole, ve znění pozdějších předpisů]
- Act No. 500/2004 Coll., Code of Administrative Procedure, as amended [Zákon č. 500/2004 Sb., správní řád, ve znění pozdějších předpisů]
- Education Act (Act No. 561/2004 Coll.), on Pre-primary, Basic, Secondary, Tertiary Professional and Other Education, as in effect from March 1, 2025 [Zákon č. 561/2004 Sb., o předškolním, základním, středním, vyšším odborném a jiném vzdělávání, ve znění účinném od 1. 3. 2025]
- Act No. 563/2004 Coll., on Pedagogical Staff and on the Amendment of Certain Acts, as in effect from January 1, 2025 [Zákon č. 563/2004 Sb., o pedagogických pracovnících a o změně některých zákonů, ve znění účinném od 1. 1. 2025]
- Government Regulation No. 211/2010 Coll., on the System of Educational Fields in Basic, Secondary, and Tertiary Professional Education, as in effect from September 1, 2020 [Nařízení vlády č. 211/2010 Sb., o soustavě oborů vzdělání v základním, středním a vyšším odborném vzdělávání, ve znění účinném od 1. 9. 2020]
- Decree No. 48/2005 Coll., on Primary Education and Certain Requirements for Fulfilling Compulsory School Attendance [Vyhláška č. 48/2005 Sb., Vyhláška o základním vzdělávání a některých náležitostech plnění povinné školní docházky]
- Decree No. 27/2016 Coll., on the Education of Pupils with Special Educational Needs and Gifted Pupils [Vyhláška č. 27/2016 Sb., o vzdělávání žáků se speciálními vzdělávacími potřebami a žáků nadaných]
- Decree No. 17/2005 Coll., on Detailed Conditions for the Organization of the Czech School Inspectorate and the Execution of Inspection Activities [Vyhláška č. 17/2005 Sb., o podrobnějších podmínkách organizace České školní inspekce a výkonu inspekční činnosti]
- Decree No. 15/2005 Coll., Establishing Requirements for Long-Term Educational Plans, Annual Reports, and Internal School Evaluation, as in effect from July 1, 2022 [Vyhláška č. 15/2005 Sb., kterou se stanoví náležitosti dlouhodobých záměrů, výročních zpráv a vlastního hodnocení školy, ve znění účinném od 1. 7. 2022]
- Decree No. 74/2005 Coll., on Leisure-Time Education [Vyhláška č. 74/2005 Sb. Vyhláška o zájmovém vzdělávání]⁴

⁴ This decree is important for school facilities providing leisure-time education for children, such as after-school programs (school clubs) that operate within primary schools.



2.4 How does curriculum change happen?

The current curricular landscape is based on amended legislation, in particular the Education Act of 2004, which defines the structure of curriculum governance at the national level.

In terms of strategic direction, *the National Program for the Development of Education in the Czech Republic* (the “White Paper”), created in 2001, was an early policy document that emphasized the need to move away from an encyclopedic approach to education toward a focus on key competencies. However, its implementation was not fully successful due to a combination of factors, including overly general goals, the absence of strategic leadership during implementation, and the lack of consensus among key educational actors (see, for example: https://msmt.gov.cz/uploads/VKav_200/A_BK_230609/AV_evaluace_BK.pdf).

The White Paper was officially replaced in 2014 by *the Strategy for Educational Policy of the Czech Republic up to 2020*, which responded to shifts in the technological, economic, and political landscape. This strategy identified three main priorities for the period: reducing inequalities in education, improving the quality of education and teachers, and ensuring responsible and effective system governance. A mid-term evaluation in 2018 was critical of the limited progress made toward these goals, which served as a strong impetus for initiating revisions to the FEPs.

The currently valid Strategy 2030+, adopted in 2020, once again places emphasis on reducing educational inequalities and promoting the development of key competencies and literacies. It aspires to serve as a unifying vision behind all significant curricular changes introduced over the next decade.

In line with the intentions laid out in the 2004 Education Act to create a National Education Program, a National Education Council was meant to be established to coordinate the development of various curricular documents and FEPs. However, this council was never created, and the idea was only recently revived at the turn of 2024/2025. The MEYS has now announced plans to establish a National Curriculum Council, composed of representatives from the Ministry, school associations, deans of teacher education faculties, and experts. This body is to serve as a permanent advisory body to the Ministry on matters related to the FEPs and their implementation.

The rollout of the FEP PE has faced numerous challenges over the years. Although guides, templates, and examples for developing SEPs were made available alongside the FEP, the high frequency of FEP revisions has been one of the main reasons some schools approached SEP development only formally. Schools were required to revise their SEPs following each FEP update—at least 13 times to date.

Additional implementation challenges included insufficient promotion and explanation of the changes, and delayed support for in-service teachers and school leaders. However, resistance to change should not be interpreted as outright opposition by those expected to implement reforms (i.e. principals and teachers); rather, it may reflect overly frequent and fragmented change processes that lack systemic support and coherence.

2.5 Who has a voice in curriculum change processes?

What opportunities exist for NGOs and European Global Citizenship Education (GCE) actors to influence curriculum change?

In line with the principles of Czech education policy, curriculum documents are developed on two levels—national and school-based. The national level is guided by the *Strategy for Educational Policy of the Czech Republic up to 2030+*, which was created as a participatory collective effort involving experts from a variety of institutions and organizations, including school principals, teachers, and NGOs, and underwent a broad public consultation process (both in-person and online). This inclusive approach resulted in hundreds of inputs that shaped the final version. At the same time, it highlights the complexity of curriculum development in the Czech Republic, where many stakeholders are involved and curriculum change is often influenced by political cycles—



at both the national and regional levels—as well as changes in school founders and leadership. (Note: there have been seven different Ministers of Education over the past decade.)

Consequently, curriculum reform has been subject to various and sometimes conflicting influences. Revisions to SEPs may also be initiated by teachers (based on their experience implementing the SEP), by pupils (to better reflect their educational needs), by the expectations of social partners, or by recommendations from the Czech School Inspectorate.

In recent years, various initiatives have emerged aiming to introduce new content into the official curriculum. For example, the integration of financial literacy standards was driven largely by MEYS, the Ministry of Finance, business representatives, financial sector organizations, and consumer advocacy groups. The inclusion of Ethical Education in the FEP PE was motivated by the absence of a subject dedicated to the systematic development of moral reasoning, a gap when compared to other OECD countries.

While there is no specific data confirming whether NGOs have directly caused a curriculum change, it is evident that many NGOs actively advocate for curriculum reform. For instance, within the SKAV platform (<https://skav.cz>), a broad umbrella organization for NGOs working to improve education, an informal network called Together for Curriculum Implementation was established. This network produced a document titled *A Path to Change in Education* (Cesta ke změně ve vzdělávání; (<https://skav.cz/wp-content/uploads/2024/10/Cesta-ke-zmene-ve-vzdelavani-web.pdf>), identifying 17 key areas requiring attention in the implementation of the revised FEP.

Curriculum reform has also been accompanied by several national projects involving multiple stakeholders. A notable example is the SYPO project (2018–2023), System for the Support of Professional Development of Teachers and School Principals (led by National Pedagogical Institute), which addressed the absence of a coherent national system for continuing professional development. Among its outputs were the establishment of methodical cabinets at the national, regional, and local levels—bodies providing methodological support for curriculum implementation.

The role of these cabinets has continued into the current national system project, titled IPs – Supporting Curriculum Work in Schools (CZ.02.02.XX/00/22_005/0004756), running from 2023 to 2028 (also led by National Pedagogical Institute). The project's main objective is to support schools in modernizing and innovating the education of children, pupils, and students. It is supported by an Expert Council, composed of representatives from various universities, teacher education institutions, school principals—and significantly—NGOs, including SKAV.

2.6 Are there any current curriculum changes underway or planned?

The ongoing national project titled IPs – Supporting Curriculum Work in Schools (<https://npi.cz/projekty/53036-podpora-kurikularni-prace-skol>) is currently one of the most significant initiatives in curriculum reform. It is structured around four main pillars of support:

1. Support for schools in transforming education, particularly in developing and implementing their own School Educational Programs (SEPs).
2. The establishment of Methodical Cabinets, both national and regional:
 - a. The National Cabinet consists of members nominated by key institutions such as MEYS, the Czech School Inspectorate, the National Pedagogical Institute, CERMAT, faculties of teacher education, and professional associations.
 - b. Regional Cabinets operate in 35 localities and serve as platforms for learning communities of teachers. They also provide targeted support to educators from various schools.
3. Open Educational Resources—freely accessible digital materials to support modern teaching and learning. The creation of this database, coordinated by the National Pedagogical Institute, will involve lessons based on expected LO. See: <https://prohlednout.rvp.cz/metodika/pts-000-000-zv9-001>
4. Exchange of experiences, best practices, and key policy updates, through expert panels, conferences, meetings, and other forms of collaboration.



Currently, the project is preparing a pilot implementation of the newly revised FEP PE in 100 schools across the country. Participation is voluntary. By mid-2026, the National Curriculum Council will evaluate the findings from this pilot phase. Whether and what adjustments will be necessary to the new FEP PE will largely be determined by this trial implementation.

The aim is to incorporate practical feedback from schools into the revised curriculum before it becomes binding for Grade 1 and Grade 6 as of the 2027/28 school year.



Section B: Analysis of curriculum documentation for students aged 11-16 years

Lenka Pánková

At the time of writing this part of the report (April–May 2025), primary schools in the Czech Republic are required to teach in accordance with their school educational programmes, which are based on the Framework Educational Programme for Basic Education (FEP PE, last updated in June 2023). See the previous section of the study.

Since the revised version of the FEP PE was approved in December 2024—with schools allowed to start implementing it voluntarily from September 2025 (in Year 1 and Year 6) and required to do so from September 2027 (again in Year 1 and Year 6)—we have chosen to focus this analysis on the new revised FEP. Based on this analysis, we will develop further outputs as part of the GET – It's Global Education Time project.

3. Curriculum: General section

3.1 Vision and purpose (aim and rationale or similar)

The FEP PE states that basic education is guided by the general principles and aims of education as stipulated in the Education Act (Act No. 561/2004 Coll., Section 2) and by the specific objectives of basic education (Section 44 of the Education Act).

Pupils must be able to respond to the demands of the present and to the challenges of the future.

The principal aim of basic education is to shape and gradually develop pupils' key competencies and core literacies, and to provide them with a solid foundation of general education.

To this end, pupils are guided towards the following **partial goals**:

- to acquire effective learning strategies and, based on these, be motivated to engage in lifelong learning;
- to learn to think creatively and to solve appropriately complex theoretical and practical problems;
- to communicate and collaborate effectively;
- to use digital technologies safely, confidently, critically, and creatively in work, learning, leisure, and civic life; to actively participate in shaping the digital world and to find balance between digital and physical realities;
- to protect their physical and mental health, created values, and the environment;
- to be considerate and respectful towards others, to appreciate different cultural and spiritual values, to be aware of and prevent prejudice and stereotypes;
- to recognise their abilities and real opportunities, and to apply these—along with acquired knowledge and skills—when making decisions about their life path and career development.

A pupil who successfully completes basic education has acquired a shared core of educational content—that is, key competencies, basic literacies, and the content defined in individual subject areas and cross-curricular themes—which enables them to:



- manage their own learning processes;
- communicate using appropriate means of expression, actively listen, and respond with understanding to others' communication, and apply foreign language skills in everyday situations;
- form and develop a network of relationships, respect others without prejudice or stereotypes, build physical and psychological resilience, make decisions in favour of their own and others' health and safety, and develop a sense of personal wellbeing;
- respect living beings and the natural world, contribute to sustainability, take responsibility for themselves and for others, and respect the interests and rights of others;
- make use of opportunities for self-development and contribute to collaborative efforts;
- consider problems in relation to proposed solutions, critically assess information from various sources, make decisions based on verified information, and investigate and propose ways of solving problems;
- express thoughts, emotions, experiences, and values through art and culture, and engage with them creatively;
- navigate the digital environment and use digital technologies safely, confidently, creatively, and critically in learning, work, leisure, and civic and social participation.

3.2 Key competencies/skills Are there any that link to GCE/DE/ESD?

Within the competency-based approach to education, key competencies represent a fundamental content category, and their development is a primary objective of basic education. Key competencies constitute a functional integration of knowledge, skills, attitudes, and values that are essential both for the personal development and societal engagement of each individual, and for the wellbeing of society and the global community as a whole. These competencies are developed continuously throughout life.

In Czech basic education, eight key competencies are defined (see study Opportunities and Challenges of implementing global education strategies in the Czech Republic⁵). Of particular importance for the implementation of Global Citizenship Education (GCE), Development Education (DE), and Education for Sustainable Development (ESD) is the **key competency for Citizenship and Sustainability**.

This competency equips individuals to act as responsible citizens at the local, national, regional, and global levels, thereby enabling meaningful participation in civic life and contributing to the sustainability of the world. It includes the ability to identify and explore current global challenges with the aim of improving societal and planetary functioning—emphasizing priorities such as strengthening democracy and sustainability.

These competencies are shaped through experiential and participatory learning (e.g. pupils do not only learn about a democratic institution but also visit it; they do not only discuss how to participate in school or municipal life but actively engage in it). Pupils are encouraged to reflect on their experiences in relation to the learning taking place. While they apply certain knowledge, the focus lies particularly on skills, ongoing development of attitudes, and internalised values. The learning process is grounded in the community, social, and environmental contexts—at classroom level, in the school or local community, and on a global scale.

The Key Competency for Citizenship and Sustainability consists of five interrelated components. Each component includes binding expected learning outcomes (ELOs) defined for Year 5 (end of lower primary) and Year 9 (end of lower secondary education).

- **Respectful Relationship with Life and the World**
 - The expected learning outcome focuses on developing sensitivity and empathy towards living beings and cultivating respect for nature and the world.
- **Consideration of Global Interconnectedness**

⁵ <https://www.globaleducationtime.eu/cesko/studies/report-on-global-education-in-the-czech-republic/>



- The expected learning outcome focuses on fostering systemic thinking and the ability to identify causes and consequences, as well as promoting holistic (global) thinking and understanding of the interconnected nature of the world.
- **Orientation Towards a Sustainable Future**
 - The expected learning outcome focuses on developing anticipatory thinking, understanding the principles and perspectives of sustainability, and engaging in actions that lead to positive change.
- **Responsible Decision-Making and Behaviour**
 - The expected learning outcome focuses on the concepts of justice, taking responsibility, and making autonomous and responsible decisions.
- **Active Citizenship, Participation, and Empowerment**
 - The expected learning outcome focuses on encouraging pupils' interest in public affairs, fostering critical and independent opinion-forming, supporting both individual and collective civic engagement, understanding one's influence and applying democratic principles, and developing the ability to uphold and advocate for rights and interests.

3.3 What is the core curriculum?

What percentage of time is allocated to the core curriculum? What role do key competencies/skills have in core curriculum?

The educational content in the FEP PE is defined through **the expected learning outcomes (ELOs) of key competencies, basic literacies, cross-curricular themes, and subject areas.**

The ELOs are binding and set out the outcomes that pupils are expected to achieve at key points in their schooling—specifically in Year 5 and Year 9. For basic literacies, outcomes are also specified for Year 3. These outcomes serve as the foundation for the development of School Educational Programs (SEPs).

The total time allocation for both lower and upper stages of basic education comprises two components. The first is the time allocated to the compulsory common core, which is intended for the acquisition of expected learning outcomes and for the consolidation and deepening of the core content. The second component consists of the **discretionary time allocation (DTA)**, which provides scope for expanding educational content beyond the common core.

Discretionary time may be used to introduce either **compulsory educational content** (which all pupils must complete—this includes extended content in required subjects or newly created compulsory subjects or educational forms within the common core) or **optional educational content** (elective subjects or other optional forms of education), from which pupils may choose based on their interests and the organizational capacity of the school. The DTA is designed to support the full development of each pupil's potential and interests, allow for shared decision-making regarding educational pathways, and facilitate the inclusion of personally relevant learning content—thus helping to reduce inequalities in access to quality education.

The time allocations are set as follows:

- For Stage 1 (lower primary): 104 hours for the common core and 14 hours for discretionary time allocation—totalling 118 hours per week (for grades 1-5 combined).



- **For Stage 2 (lower secondary): 96 hours for the common core and 26 hours for discretionary time allocation—totalling 122 hours per week (for grades 6-9 combined).⁶**

A major change has occurred in the revised FEP PE, 2024 concerning the ratio between the number of hours allocated to the compulsory common core and those allocated to the discretionary time allocation, particularly at the lower secondary level (Stage 2 of basic education).

Stage 1 (Lower Primary Level)

	Common Core	Discretionary Hours	Total
FEP PE (2023)	102 (86%)	16 (14%)	118
FEP PE (2024)	104 (88%)	14 (12%)	118

Stage 2 (Lower Secondary Level)

	Common Core	Discretionary Hours	Total
FEP PE (2023)	104 (85 %)	18 (15 %)	122
FEB PE (2024)	96 (79 %)	26 (21 %)	122

3.4 What does the non-core (optional) curriculum consist of?

What percentage of time is allocated to the non-core curriculum? What role do key competencies/skills have in the non-core curriculum?

Information on the number of discretionary (non-core) hours is provided above. It is up to each individual school to decide how these hours are utilised. At present, schools tend to use them for topics and skills other than global education. Whether global themes are included in the new School Educational Program depends on internal school-level discussions and the ability of the school to successfully advocate for their inclusion.

The discretionary time allocation may be used for the following purposes:

- Inclusion of optional educational content beyond the common core, aimed at shaping the school's profile, responding to pupils' interests, and enabling pupil participation in the selection and implementation of the curriculum. Such content should contribute to the development of key competencies, support the connection between formal and non-formal education, and make use of the school's local context to engage with the life of the local and regional community.

⁶ In the currently valid Framework Educational Program for Basic Education (2023), the time allocations are set as follows: for Stage 1 (lower primary): 102 hours for the compulsory common core and 16 hours for discretionary time allocation—totalling 118 hours per week. For Stage 2 (lower secondary): 104 hours for the compulsory common core and 18 hours for discretionary time allocation—totalling 122 hours per week.



- Inclusion of compulsory educational content beyond the common core, supporting pupils' individual development and interests. This content should also allow for pupil involvement in curriculum design and delivery, while fostering key competencies.
- Inclusion of content to support the education of pupils with special educational needs, as well as gifted and exceptionally gifted pupils. This includes specialised support subjects or other forms of education, where such support measures are recommended by school counselling services and approved by the pupil's legal guardian.
- Inclusion of the subject Czech as a second language for pupils with insufficient command of the language of instruction; or the inclusion of a minority language in line with the expected learning outcomes set out in the Czech Language and Literature curriculum, incorporating national specifics (applicable to schools established under Section 14 of the Education Act).
- Inclusion of educational activities that support systematic work with the classroom collective (e.g. class community building and development).

3.5 Assessment

Formative & summative (classroom- or school-based)
National testing (e.g. standardised tests or state examinations)

Innovation in teaching approaches requires the intentional creation of a learning and teaching environment grounded in the provision and reception of constructive feedback, reflection, and quality assessment of instruction.

School leadership is expected to systematically promote a shift in teaching practices with the aim of enhancing and sustaining the quality of education. In this context, teachers are expected to:

- regularly reflect on their teaching with a focus on integrating the expected learning outcomes of key competencies, basic literacies, cross-curricular themes (CCTs), and subject areas into a coherent whole;
- continuously evaluate the achievement of set goals and make use of feedback from pupils as well as from colleagues, legal guardians, and other educational stakeholders;
- conduct in-depth analyses of their teaching practices, define evaluation criteria, assess the quality of learning situations, monitor the impact of teaching on pupils' learning, and plan further instruction based on these observations (see Competency Framework for Graduates of Teacher Education, Ministry of Education, Youth and Sports, 2023).

Assessment remains a complex and frequently debated topic. Schools have considerable autonomy in applying formative and summative assessment methods, and practices often vary even within individual teaching faculties. Teachers are generally accustomed to traditional grading systems and tend to adopt changes slowly and cautiously. Therefore, developing a unified approach within a school requires ongoing internal dialogue and consensus.

As part of the current revision of the FEP, a major change will take effect in September 2027 (i.e. the 2027/2028 school year): only formative assessment will be permitted in Years 1 and 2, and numerical grading will be discontinued. This change is a source of concern for many schools, as there is currently limited best practice in this area, and comprehensive support structures are lacking—particularly in initial teacher education and continuing professional development.



Example from practice: At one school, pupils are summatively assessed using traditional grades in each subject, and class teachers request subject teachers to collaborate on written evaluations of each pupil. These written comments are usually included as supplements to the report card. Teachers retain considerable autonomy in how they approach this task, as there is no standardized format. Nevertheless, many teachers also incorporate formative assessment within their subjects—typically before the end of each semester—with a strong emphasis on pupil self-assessment. In addition, class teachers conduct mandatory tripartite conferences involving pupils and parents at the end of each quarter and three-quarter term. These meetings serve to jointly identify pupils' strengths and weaknesses and establish effective cooperation with parents. There is a continuing effort to unify assessment practices as much as possible.

The Czech School Inspectorate regularly evaluates the educational results of pupils in the 5th and 9th grades of primary school (and corresponding grades of multi-year grammar schools). The last evaluation took place in May and June 2022 (previously in 2017).

The aim of the evaluation was to provide pupils, their parents, teachers, school principals, and the state with objective and relevant information about pupils' educational results, as well as about selected factors affecting the quality of education that influence pupils' results.

The original intention of the evaluation was to obtain information on educational outcomes across a wide range of educational fields in accordance with the FEP PE. In view of the developments resulting from the Russian Federation's military aggression in Ukraine, a significant reduction in the scope of the assessment was made in the spring of 2022. The assessment of results, which took the form of a test using the InspIS SET inspection information system module, was ultimately limited to:

- two basic subjects – Czech language and mathematics – in the 5th grade of primary school
- two basic subjects – Czech language and mathematics – in the 9th grade of primary school and in the corresponding grades of multi-year grammar schools (<https://www.csicr.cz/cz/Aktuality/Tematicka-zprava-Vyhodnoceni-vysledku-vzdelavani-z>)

The assessment of global issues took place for the first and last time in 2016, when the Czech School Inspectorate focused its inspection activities on evaluating of the current state of education in global and development topics (including education for sustainable development) and the extent to which schools reflect topics related to the changes and challenges of the contemporary world in their educational programs and teaching. As part of its thematic inspection activities, the Czech School Inspectorate investigated how schools organize education in global and development issues, whether schools focus on these issues in their school education programs (profiling), and whether schools have established specialized positions focused on coordinating education in this area. The inspection activity also focused on the further education of teaching staff, the objectives, methods, forms, and aids used in teaching, cooperation with external partners, and methods of assessing pupils in this area.

Representatives of selected non-profit organizations dedicated to global development education (organizations associated within the FoRS - Czech Forum for Development Cooperation) and representatives of the Committee for Education for Sustainable Development of the Government Council for Sustainable Development also cooperated in the preparation of this inspection activity.



The findings of the Czech School Inspectorate⁷ indicate that global development education and education for sustainable development are more often used in the education of older pupils – they are more widely represented in fully organized primary schools and secondary schools.

Positive findings

- A relatively high proportion of schools (approximately one-fifth of primary and secondary schools involved in the thematic survey in the form of an electronic inspection survey) profile global and development issues in their school education programmes.
- Various types of teaching methods and forms are included in the education of global and development topics, both in primary and secondary schools.
- A wide range of different aids and materials are used in the teaching of global and development issues, again in both primary and secondary schools.
- The greening of school operations and fair trade products are implemented in almost three-quarters of secondary schools.

Negative findings

- Schools place greater emphasis on environmental/ecological topics compared to other topics.
- Activating participatory methods that place greater demands on pupils' own initiative (e.g., project-based learning, problem solving, simulation games, locally based learning, inquiry-based teaching) are used in only a small proportion of schools.
- In the 2014/2015 school year, only 35.8% of primary schools and 44% of secondary schools participated in further education in this area.
- The issue of humanitarian aid and development cooperation (i.e., one of the four areas into which the main topics set out in the National Strategy are classified) is included in teaching to a lesser extent.
- Only half of primary schools have established a specialized function focused on coordinating global and development issues, and there is also room for improvement in terms of the level of training of these specialists.

4. GCE/DE/ESD in the curriculum (11-16 years)

4.1 History of GCE/DE/ESD in the curriculum

- When was it first introduced? Why?
- What changes have been made since and why?

The term Global Education (GE) has not been explicitly used in the national curriculum and remains absent from the official curriculum terminology. However, since 2005, cross-curricular themes have been incorporated into the FEPs. The introduction of these cross-curricular themes was recommended in the National Program for the Development of Education (commonly referred to as the “White Paper”) published in 2001. For a more detailed contextualization, see also section 1 of this report.

In practice, global education is most commonly implemented through cross-curricular themes or, in some cases, through specific subject areas and disciplines.

7

https://www.csicr.cz/Csicr/media/Prilohy/PDF_el._publikace/Tematik%C3%A9%20zpr%C3%A1vy/2016_TZ_globalni_rozvojova_tema_a.pdf



Among the cross-curricular themes included in the FEP PE,⁸ the following have historically aligned most closely with the aims and content of global education: **Education towards Thinking in European and Global Contexts, Multicultural Education, Environmental Education, Education for Democratic Citizenship.**

In the newly revised FEP PE (2024), the main foundations for the integration of global education are:

- the key competency for Citizenship and Sustainability,
- the cross-curricular theme Society for All,
- the cross-curricular theme Sustainable Environment, and
- selected ELOs within the subject areas People and Society (History and Civic Education, Geography, and People and Nature (Physics, Chemistry and Biology).

These components represent the principal structural anchors through which global education is currently supported and implemented within the Czech curriculum for pupils aged 11–16.

4.2 Is GCE/DE/ESD currently core or non-core?

The ELOs for key competencies, cross-curricular themes, and subject areas form part of the common core for all pupils and are therefore mandatory. Selected ELOs provide opportunities for the integration and implementation of global education within the core curriculum.

4.3 Is GCE/DE/ESD currently a discrete timetabled subject, part of another subject(s) or curriculum area(s)?

Global education is not established as a standalone subject in schools. Instead, it is partially implemented through cross-curricular themes and subject areas (see section above).

It is most commonly addressed within the subjects Geography and Civic Education, though elements of global education may also appear in other subjects, such as Czech Language or English Language.

In practice, implementation also depends on the individual teacher's perspective—whether they view global education as a priority and are able to incorporate it into their subject teaching (and thus into the school's SEP).

In the current context, where schools are deliberating how to allocate the discretionary time allocation, one possible option is to create a dedicated subject entitled Global Education for Year 9 pupils, with a suggested allocation of 2 lessons per week.

4.4 How many hours is GCE/DE/ESD currently allocated per programme/subject/curriculum area/year?

In the currently valid FEP, this cannot be clearly determined. It is up to each individual school to decide whether and how to incorporate learning outcomes related to global education into its SEP. Implementation is inconsistent and varies from school to school, making it impossible to quantify the number of hours allocated.

⁸ These cross-curricular themes are defined in the FEPs issued between 2005 and 2023, which continue to be used in current teaching practice.



4.5 What recommendations are there (if any) from the government about the teaching, learning and assessment of GCE/DE/ESD?

None with the exception of the following:

In the educational area Man and Society: "When evaluating this area, it is necessary to apply a high degree of sensitivity, and it is also appropriate to take a stance against opinions that deny constitutionally enshrined values and democratic principles or that may promote hatred or criminal activity. The subject of evaluation may be how the student formulates values, attitudes, and opinions, and how capable they are of reflection." (<https://prohlednout.rvp.cz/zakladni-vzdelavani/vzdelavaci-oblasti/cas>)

In the areas of Man and Nature and Geography, these are more general recommendations for methods and procedures (e.g., active involvement in the learning process, field teaching, research-oriented learning). (<https://prohlednout.rvp.cz/zakladni-vzdelavani/vzdelavaci-oblasti/cap>, <https://prohlednout.rvp.cz/zakladni-vzdelavani/vzdelavaci-oblasti/geo>)

4.6 Who teaches GCE/DE/ESD?

What are their qualifications? What other subjects do they usually teach?

Given the highly decentralised nature of the Czech education system—and the fact that global education is not taught as a standalone subject but is integrated across various subjects—our findings indicate that global education is typically taken up by committed and personally motivated teachers, often referred to informally as “enthusiasts” or “champions” of the topic.

While global education may be taught across multiple subjects, it is most frequently implemented in:

- Civic Education**
- Geography

It also appears—though less systematically—in:

- Czech Language and Literature
- History
- Biology (Natural Science)
- Foreign Languages

** At universities (faculties of education), there is a field of study called Civic Education Teaching for Elementary Schools. Ideally, Civic Education is taught by a teacher with this certification. In reality, however, it may be taught by a teacher who is certified to teach any subject at the second level of primary school.

As shown in two key studies—*Attitudes and Needs of Teachers in Relation to Global Development Education* (2014)⁹ and the *Study on Teachers' Needs in Global Development Education conducted as part of the Global Issues – Global Subjects project* (2019)¹⁰— similar motivations were repeatedly expressed by teachers regarding **why they choose to incorporate global education into their teaching**.

⁹ https://eshop.arpok.cz/wp-content/uploads/2013/02/vyzkumna-zprava_Postoje-a-potreby-ucitelu.pdf

¹⁰ <https://eshop.arpok.cz/wp-content/uploads/2019/05/V%C3%BDzkum-pot%C5%99eb-pedagog%C5%AF-v-oblasti-GRV.pdf>



Both studies found that the main reasons for integrating global education were **personal motivation and personal experience**. Personal experience is shaped by a range of factors—from travel to the influence of colleagues or individuals in one’s personal network. Training also plays an important role in shaping personal engagement; teachers frequently referred to professional development programmes offered by organisations such as ARPOK and People in Need (Člověk v tísni) as particularly influential. Courses that employ experiential pedagogy—working with real-world problems, characters, and stories—were especially valued. Teachers reported attending a variety of training programmes, but only those that provided an emotional or experiential connection to the themes of global education were described as decisive in fostering sustained interest and motivation to teach global topics.

The main motivations teachers identified for integrating global education include:

- Global issues are **part of real life**, and teaching global education prepares pupils to live in such a world.
- Global education themes contribute to **pupils’ civic awareness** and also help foster a **more positive classroom climate**.

These two motivations reflect a broader understanding of global education not merely as a source of information, but as an educational and formative tool.

For some teachers, an additional motivation is their belief that **global education topics are engaging and enjoyable for pupils**.

Teachers also find deeper meaning in teaching global topics by promoting **values** such as solidarity, integrity, and responsibility. Through global education, they aim to equip pupils with **skills in argumentation, critical thinking, and discussion, while also fostering empathy and drawing attention to each individual's personal responsibility for their actions**.

Finally, one additional motivation mentioned by teachers was **duty**. In other words, the inclusion of global education topics in the curriculum represents a requirement that teachers are expected to respect. However, it was also noted that simply “covering” a global topic in the classroom does not necessarily equate to delivering global education in its full pedagogical sense.

4.7 How is GCE/DE/ESD assessed?

At present, there is no comprehensive, nationally mandated assessment methodology for global education in the Czech Republic. Although individual schools may assess particle goals/outcomes of global education that are included in subjects (either because this is specified in the SEP or because a teacher decides to carry out an assessment), global education is not formally assessed in schools.

4.8 What supports are in place to assist with implementation of GCE/DE/ESD in schools?

The greatest source of support for the integration of global education in Czech schools comes from non-governmental organisations. Their support takes various forms, including: educational and methodological materials, such as teaching resources, videos, and exhibitions; training opportunities, ranging from short-term and long-term seminars to online and in-person courses; structured school programmes, such as the Global



Action School Programme (Světová škola) initiative, which schools can join to systematically implement global education.

Support from school leadership is also essential—particularly in enabling teachers to participate in professional development or in joining relevant programmes, initiatives, or events (e.g. activities held during Global Education Week).

As noted in section 4.6, a crucial factor is the personal motivation of individual teachers. Peer collaboration and informal exchange within the school environment also play a key role—whether through participation in seminars or informally, for example, via the Global Education Club (Klub globálního vzdělávání), which provides a space for teachers to share experiences and practices.

4.9 Are there any government/public entity policy documents that are supported by GCE/DE/ESD teaching, learning and assessment for 11-16-year-olds?

There are no such policy documents.

4.10 What is the status of GCE/DE/ESD?

How is it regarded by stakeholders in schools and the wider education system? How can any status related challenges be addressed by the GET project and/or by other actors?

Global education is not officially included in the national curriculum (FEP PE); therefore, it is up to each individual school—its leadership and teaching staff—to decide whether and how to approach its implementation. The extent to which global education is integrated depends on the level of support from school management and the initiative of individual teachers. At present, schools are largely in a phase of reflection and anticipation, waiting to see the outcomes of the pilot testing of the revised FEP PE in 100 schools. Basic schools are still considering how to approach such a broad topic and whether they wish to give it greater attention. In conclusion, at school level, the status is mixed, dependent on school leadership support and the motivation of individual teachers.

At a national curriculum level, global education is valued, but this is not always followed through in the level of resources and support allocated to this area of education. On the other hand, the development of global education in the Czech Republic has long been supported by the Ministry of Foreign Affairs. Thanks to this support—and to funding from European DEAR (Development Education and Awareness Raising) projects—a wide range of valuable resources, training courses, and tools have been created, which schools can use to support the implementation of global education. Schools may also participate in the long-term programme Global Action School (Světová škola), which can provide a more accessible and structured pathway for integrating global education into new SEPs.



Section C: GCE curriculum case studies (11-16 years)

Lenka Pánková, Lucie Absolonová, David Lopaur

The purpose of the curriculum case studies is to identify opportunities/challenges for teaching, learning and assessment related to the four GET project big ideas.

Each country within the GET project¹¹ completed 3 case studies, focused on curriculum documentation for 11-16-year-olds:

- 1st case study = Geography (this subject was a compulsory case study for all countries)
- 2nd case study = Citizenship Education (in countries where Citizenship Education is a timetabled course/subject. If Citizenship Education is not a timetabled subject/course in the country, History was included as the 2nd case study instead).
- 3rd case study = History (if History is the 2nd case study, then the country had flexibility of choice in deciding on 3rd case study subject/course.)

For each curriculum case study following parts were completed:

- Part 1: introductory information about case study subject/course.
- Part 2: mapping subject/course against the GET project climate change, gender equality, international inequalities and migration learning outcomes (the 7-8 learning outcomes for each of the 4 big ideas of the GET project are presented in separate tables.
- Part 3: conclusions.

Czech Republic context of the curriculum revision

On December 30, 2024, the MEYS approved the revised Framework Educational Programme for Primary Education ([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 began 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.

We therefore decided to take advantage of this opportunity and worked with this new curriculum document, particularly in the subjects of geography, civics, and history. Subsequently, we also worked with key competencies and cross-curricular themes.

Within these three case studies (by subject), we compared the project's learning outcomes (see box), which are based on the Big Ideas documents, with the expected learning outcomes in the FEP (the three subjects mentioned, key competencies, and cross-curricular themes).

¹¹ <https://www.globaleducationtime.eu>



GET project Climate Change learning outcomes

Students should be able to...

- LO 1. discuss root causes of climate change from historical and scientific perspectives and the interconnectedness of local and global consequences
- LO 2. assess society's impact on the natural world in terms of resource consumption and climate change
- LO 3. discuss how global governance structures interact with national and local structures in relation to climate change
- LO 4. express respect for all living entities and cultivate empathy and solidarity towards other individuals, social groups and the entire natural world
- LO 5. critically reflect on a range of values and beliefs in relation to climate change
- LO 6. assess the benefits and challenges of individual and collective action in relation to climate change in different times and locations throughout the world
- LO 7. demonstrate skills for active engagement and take climate action

GET project Gender Equality learning outcomes

Students should be able to...

- LO 1. discuss gender equality, gender inequality, gender equity and the power dynamics and assumptions that underpin these concepts
- LO 2. identify the root causes of gender inequality in different local, national and global contexts, including the role of stereotypes and prejudice in processes that lead to discrimination (and violence)
- LO 3. express respect for difference and empathy towards individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to gender inequality
- LO 4. discuss how global governance structures interact with national and local structures in relation to gender equality
- LO 5. critically reflect on a range of values and beliefs in relation to gender equality
- LO 6. assess the benefits and challenges of individual and collective action on gender inequality and gender inequity in different times and locations throughout the world
- LO 7. demonstrate skills for active engagement and promotion of gender equality, gender equity and social justice

GET project International Inequalities learning outcomes

Students should be able to...

- LO 1. discuss equality and inequality and ways in which these are measured
- LO 2. identify the root causes and consequences of inequality in different local, national and global contexts
- LO 3. discuss how global governance structures interact with national and local structures in relation to global equality
- LO 4. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to inequality
- LO 5. critically reflect on a range of values and beliefs in relation to international inequality
- LO 6. assess the benefits and challenges of individual and collective action on international inequality in different times and locations throughout the world
- LO 7. demonstrate skills for active engagement and promotion of international equality

GET project Migration learning outcomes

Students should be able to...

- LO 1. discuss types and processes of migration
- LO 2. identify the root causes of migration in different local, national and global contexts
- LO 3. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to experiences of migration
- LO 4. discuss how global governance structures interact with national and local structures in relation to migration.
- LO 5. critically reflect on a range of values and beliefs in relation to migration
- LO 6. assess the benefits and challenges of individual, collective and national responses to migration in different times and locations throughout the world
- LO 7. demonstrate skills for active engagement and take diversity and/or inclusion related actions related to the topic of migration

This analysis allowed us to identify the parts of the curriculum where global education can be implemented.

Our goal is not to provide a representative analysis of possible ways of applying the new FEP in individual school educational programs, but rather a case study of possible ways of incorporating four global themes into three school subjects.



This document presents only the main findings.

The results of the analysis are summarized in the following table, which links global themes with school subjects, key competencies, and cross-curricular themes and their expected learning outcomes.

The summary is only a case study that teachers can use for inspiration. Given that **the Czech education system is highly decentralized** and it is up to each school to decide how to approach the teaching of global topics, the findings in this report serve as an example of inspiration.

Climate Change	GEOGRAPHY	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss gender equality, gender inequality, gender equity and the power dynamics and assumptions that underpin these concepts	The student uses geographical thinking and methods of inquiry to understand the causes and consequences of changes in places and regions. GEO-GEO-001-ZV9-003		Sustainable Environment The student identifies examples of how human interventions in the environment have led to initially unforeseen consequences, and explains how these examples can serve as lessons for the future. PTU-000-000-ZV9-001
LO 2. identify the root causes of gender inequality in different local, national and global contexts, including the role of stereotypes and prejudice in processes that lead to discrimination (and violence)			Sustainable Environment The student identifies examples of how human interventions in the environment have led to initially unforeseen consequences, and explains how these examples can serve as lessons for the future. PTU-000-000-ZV9-001 The student explores and explains the interconnection between climate change, personal lifestyle, societal life, and economic activity. PTU-000-000-ZV9-002
LO 3. express respect for difference and empathy towards individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to gender inequality			
LO 4. discuss how global governance structures interact with national and local structures in relation to gender equality		Citizenship and Sustainability The student demonstrates a considerate, sensitive, and supportive attitude towards living beings, nature, and the world as a whole. KOB-RES-000-ZV9-001 Personal and Social The student deals with differences with respect for other people. KOS-EMP-000-ZV9-001	
LO 5. critically reflect on a range of values and beliefs in relation to gender equality			



LO 6. assess the benefits and challenges of individual and collective action on gender inequality and gender inequity in different times and locations throughout the world	The student evaluates how the fulfilment of the needs of individuals, society, and the natural environment in a specific place contributes to or hinders the sustainability of life on Earth. GEO-GEO-004-ZV9-017 The student applies basic principles of sustainability in their own responsible behaviour in space/place. GEO-GEO-004-ZV9-018	Citizenship and Sustainability The student takes into account the interconnectedness of phenomena, situations, and challenges in the world from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001	
LO 7. demonstrate skills for active engagement and promotion of gender equality, gender equity and social justice		Citizenship and Sustainability The student takes steps towards sustainability based on consideration of various scenarios of possible future developments. KOB-UDR-000-ZV9-001 The student assumes responsibility for matters around them and for the potential impact of their decisions on others and the environment. KOB-ODP-000-ZV9-001 The student purposefully uses direct action to influence change in the local or wider environment while respecting the rights and interests of others. KOB-PCP-000-ZV9-001 Entrepreneurship and Work The student carries out activities according to their own or group-devised procedures. KPP-REA-000-ZV9-001 The student contributes effectively to successful team cooperation. KPP-TYM-000-ZV9-001 Problem Solving The student reflects on personal and collective problems with regard to different perspectives on proposed solutions. KRP-RPS-000-ZV9-001	Sustainable Environment The student selects, plans, implements, and evaluates—together with classmates or other people—measures necessary to strengthen sustainability in the local community or in the world. PTU-000-000-ZV9-003 Society for All The student engages in measures and activities that promote democratic culture at school, in the local community, and in the nearby environment. PTS-000-000-ZV9-006

Climate Change	CIVIC EDUCATION	Key Competencies	Cross-curricular topics
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss gender equality, gender inequality, gender equity and the power dynamics and assumptions that underpin these concepts			Sustainable Environment The student identifies examples of how human interventions in the environment have led to initially unforeseen consequences, and explains how



			these examples can serve as lessons for the future. PTU-000-000-ZV9-001
LO 2. identify the root causes of gender inequality in different local, national and global contexts, including the role of stereotypes and prejudice in processes that lead to discrimination (and violence)		Citizenship and Sustainability The student considers the interconnectedness of phenomena, situations, and challenges in the world around them from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001	A Society for All The student identifies opportunities that global interconnectedness offers both to themselves and to society, as well as the risks that arise from such interconnectedness. PTS-000-000-ZV9-001 Sustainable Environment The student explores and explains the interconnection between climate change, personal lifestyle, societal life, and economic activity. PTU-000-000-ZV9-002
LO 3. express respect for difference and empathy towards individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to gender inequality			
LO 4. discuss how global governance structures interact with national and local structures in relation to gender equality		Citizenship and Sustainability The student considers the interconnectedness of phenomena, situations, and challenges in the world around them from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001 Citizenship and Sustainability The student demonstrates a considerate, sensitive, and supportive attitude toward living beings, nature, and the world as a whole. KOB-RES-000-ZV9-001	
LO 5. critically reflect on a range of values and beliefs in relation to gender equality	The student critically evaluates events in their region, in the Czech Republic, and in the world. CAS-VKO-002-ZV9-010	Problem Solving The student critically evaluates information from various sources. KRP-KRP-000-ZV9-001	
LO 6. assess the benefits and challenges of individual and collective action on gender inequality and gender inequity in different times and locations throughout the world			
LO 7. demonstrate skills for active engagement and promotion of gender equality, gender equity and social justice	The student develops a proposal for a socially beneficial activity and actively participates in one. CAS-VKO-002-ZV9-012	Citizenship and Sustainability The student takes steps towards sustainability based on consideration of various scenarios of possible future	Sustainable Environment The student selects, plans, implements, and evaluates—together with classmates or other people—measures necessary to strengthen sustainability in the



		developments. KOB-UDR-000-ZV9-001 The student purposefully uses direct action to influence change in the local or wider environment while respecting the rights and interests of others. KOB-PCP-000-ZV9-001 Entrepreneurship and Work The student carries out activities according to their own or group-defined procedures. KPP-REA-000-ZV9-001 The student contributes effectively to successful team cooperation. KPP-TYM-000-ZV9-001 Problem Solving The student reflects on personal and collective problems with regard to different perspectives on proposed solutions. KRP-RPS-000-ZV9-001	local community or in the world. PTU-000-000-ZV9-003
--	--	--	---

Climate Change	HISTORY	Key Competencies	Cross-curricular topics
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss gender equality, gender inequality, gender equity and the power dynamics and assumptions that underpin these concepts	The student specifies the transformation of political entities, landscape, and human settlements from prehistory to the present using maps and other information sources. CAS-DEJ-001-ZV9-004 The student evaluates both the intended and unintended consequences of human actions related to environmental degradation and climate phenomena in the past. CAS-DEJ-002-ZV9-017		Sustainable Environment The student identifies examples of how human interventions in the environment have led to initially unforeseen consequences, and explains how these examples can serve as lessons for the future. PTU-000-000-ZV9-001
LO 2. identify the root causes of gender inequality in different local, national and global contexts, including the role of stereotypes and prejudice in processes that lead to discrimination (and violence)	The student explains the transformation of economic systems from prehistory to the present. CAS-DEJ-001-ZV9-008 The student assesses the positive and negative impacts of technological development, particularly industrialisation, on the lives of various social groups in the past. CAS-DEJ-001-ZV9-007	Citizenship and Sustainability The student considers the interconnectedness of phenomena, situations, and challenges in the world around them from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001	A Society for All The student identifies opportunities that global interconnectedness offers both to themselves and to society, as well as the risks that arise from such interconnectedness. PTS-000-000-ZV9-001 Sustainable Environment The student identifies examples of human interventions in the environment that have led to initially unforeseen consequences and explains how



			these examples can serve as lessons for the future. PTU-000-000-ZV9-001 The student explores and explains the interconnection between climate change, personal lifestyle, societal life, and economic activity. PTU-000-000-ZV9-002
LO 3. express respect for difference and empathy towards individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to gender inequality			
LO 4. discuss how global governance structures interact with national and local structures in relation to gender equality		Citizenship and Sustainability The student demonstrates a considerate, sensitive, and supportive attitude toward living beings, nature, and the world as a whole. KOB-RES-000-ZV9-001	
LO 5. critically reflect on a range of values and beliefs in relation to gender equality			
LO 6. assess the benefits and challenges of individual and collective action on gender inequality and gender inequity in different times and locations throughout the world			
LO 7. demonstrate skills for active engagement and promotion of gender equality, gender equity and social justice	The student demonstrates in a model situation how historical knowledge can be applied to present-day life. CAS-DEJ-002-ZV9-018		

Gender Equality	GEOGRAPHY	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss gender equality, gender inequality, gender equity and the power dynamics and assumptions that underpin these concepts			
LO 2. identify the root causes of gender inequality in different local, national and global contexts, including the role of stereotypes and prejudice in processes that lead to discrimination (and violence)			
LO 3. express respect for difference and empathy towards individuals and social groups who are subject to stereotypes, prejudice or discrimination		Personal and Social The student deals with differences with respect for other people. KOS-EMP-000-ZV9-001	



in relation to gender inequality			
LO 4. discuss how global governance structures interact with national and local structures in relation to gender equality			
LO 5. critically reflect on a range of values and beliefs in relation to gender equality			Society for All The student considers the needs of people in challenging life situations and proposes ways to strengthen equal opportunities and social cohesion both in their local environment and globally. PTS-000-000-ZV9-004
LO 6. assess the benefits and challenges of individual and collective action on gender inequality and gender inequity in different times and locations throughout the world			
LO 7. demonstrate skills for active engagement and promotion of gender equality, gender equity and social justice		Digital The student purposefully and thoughtfully shares data and information in digital environments for the purpose of personal growth, supporting the school or interest-based community, or for teamwork on school projects. KDI-ZAP-000-ZV9-001 Citizenship and Sustainability The student takes responsibility for the things around them and for the potential impact of their decisions on others and the environment. KOB-ODP-000-ZV9-001 The student purposefully uses direct action to influence change in the local or broader environment while respecting the rights and interests of others. KOB-PCP-000-ZV9-001 Entrepreneurship and Work The student carries out activities based on individual or group procedures. KPP-REA-000-ZV9-001 The student effectively contributes to successful team cooperation. KPP-TYM-000-ZV9-001 Problem Solving	Society for All The student engages in measures and activities that support democratic culture at school, in the local community, and in the nearby environment. PTS-000-000-ZV9-006



		The student reflects on personal and shared problems with consideration for different perspectives of proposed solutions. KRP-RPS-000-ZV9-001	
--	--	---	--

Gender Equality	CIVIC EDUCATION	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss gender equality, gender inequality, gender equity and the power dynamics and assumptions that underpin these concepts	The student characterises the social roles they encounter in their life and evaluates what it means to belong to a family, a school, a culture, a religion, a gender, a municipality, a nation, and a state. CAS-VKO-001-ZV9-001		
LO 2. identify the root causes of gender inequality in different local, national and global contexts, including the role of stereotypes and prejudice in processes that lead to discrimination (and violence)	The student identifies violations of rights, laws, and agreements in various life situations and proposes ways to resolve them. CAS-VKO-002-ZV9-008	Citizenship and Sustainability The student considers the interconnectedness of phenomena, situations, and challenges in the world around them from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001	A Society for All The student identifies opportunities that global interconnectedness offers both to themselves and to society, as well as the risks that arise from such interconnectedness. PTS-000-000-ZV9-001 Cross-curricular theme: A Society for All The student identifies and explains the choice of expressive means used in media messages to influence the perception of a specific topic. PTS-000-000-ZV9-002 The student identifies attitudes, stereotypes, and prejudices in media messages and proposes possible ways to prevent the risks associated with their dissemination through media. PTS-000-000-ZV9-003
LO 3. express respect for difference and empathy towards individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to gender inequality	The student identifies prejudices and stereotypes in communication and behaviour and adopts a critical stance toward them. CAS-VKO-001-ZV9-003	Personal and Social The student deals with differences with respect for other people. KOS-EMP-000-ZV9-001 Citizenship and Sustainability The student takes responsibility for their surroundings and for the potential impact of their decisions on others and the environment. KOB-ODP-000-ZV9-001 The student demonstrates a considerate, sensitive, and supportive attitude toward living beings, nature, and the world as a whole. KOB-RES-000-ZV9-001	



LO 4. discuss how global governance structures interact with national and local structures in relation to gender equality	The student works with examples of specific legal texts, such as the Constitution of the Czech Republic, the Charter of Fundamental Rights and Freedoms, laws, and various types of contracts. CAS-VKO-002-ZV9-007		
LO 5. critically reflect on a range of values and beliefs in relation to gender equality	The student critically evaluates events in their region, in the Czech Republic, and in the world. CAS-VKO-002-ZV9-010	Problem Solving The student critically evaluates information from various sources. KRP-KRP-000-ZV9-001	
LO 6. assess the benefits and challenges of individual and collective action on gender inequality and gender inequity in different times and locations throughout the world	The student evaluates, using real-life examples, the manifestations of economic and political integration in Europe and its advantages and disadvantages. CAS-VKO-002-ZV9-011		A Society for All The student considers the needs of people in difficult life situations and proposes ways to promote equal opportunities and social cohesion both in their local environment and globally. PTS-000-000-ZV9-004
LO 7. demonstrate skills for active engagement and promotion of gender equality, gender equity and social justice	The student develops a proposal for a socially beneficial activity and actively participates in one. CAS-VKO-002-ZV9-012	Citizenship and Sustainability The student purposefully uses direct action to influence change in the local or broader environment while respecting the rights and interests of others. KOB-PCP-000-ZV9-001	A Society for All The student critically assesses the application of democratic principles in their school and formulates proposals to support democratic processes. PTS-000-000-ZV9-005 The student participates in initiatives and activities that promote democratic culture in the school, local community, and nearby environment. PTS-000-000-ZV9-006 Sustainable Environment The student selects, plans, implements, and evaluates—together with classmates or other people—measures needed to strengthen sustainability in the local community or globally. PTU-000-000-ZV9-003

Gender Equality	HISTORY	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss gender equality, gender inequality, gender equity and the power dynamics and assumptions that underpin these concepts	The student assesses the positive and negative impacts of technological development, especially industrialisation, on the lives of different social groups in the past. CAS-DEJ-001-ZV9-007		
LO 2. identify the root causes of gender inequality in different local, national	Assigns cultural expressions to specific historical periods.	Citizenship and Sustainability	A Society for All The student identifies attitudes, stereotypes, and



and global contexts, including the role of stereotypes and prejudice in processes that lead to discrimination (and violence)	CAS-DEJ-001-ZV9-001 The student provides examples of the influence of religion on human behaviour in various historical periods. CAS-DEJ-001-ZV9-006 The student identifies how gender roles have changed and in what ways they have remained the same throughout history. CAS-DEJ-001-ZV9-011	The student considers the interconnectedness of phenomena, situations, and challenges in the world around them from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001	prejudices in media messages and proposes possible ways to prevent the risks associated with their dissemination through media. PTS-000-000-ZV9-003
LO 3. express respect for difference and empathy towards individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to gender inequality	The student identifies how gender roles have changed and in what ways they have remained the same throughout history. CAS-DEJ-001-ZV9-011	Citizenship and Sustainability The student takes responsibility for their surroundings and for the potential impact of their decisions on others and the environment. KOB-ODP-000-ZV9-001 The student demonstrates a considerate, sensitive, and supportive attitude toward living beings, nature, and the world as a whole. KOB-RES-000-ZV9-001	Society for All The student considers the needs of people in challenging life situations and proposes ways to strengthen equal opportunities and social cohesion both in their local environment and globally. PTS-000-000-ZV9-004
LO 4. discuss how global governance structures interact with national and local structures in relation to gender equality			
LO 5. critically reflect on a range of values and beliefs in relation to gender equality			
LO 6. assess the benefits and challenges of individual and collective action on gender inequality and gender inequity in different times and locations throughout the world	The student identifies how gender roles have changed and in what ways they have remained the same throughout history. CAS-DEJ-001-ZV9-011		
LO 7. demonstrate skills for active engagement and promotion of gender equality, gender equity and social justice			

International Inequalities	GEOGRAPHY	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss equality and inequality and ways in which these are measured			Society for All The student identifies opportunities that global interconnectedness offers both to themselves and to society, as well as the risks that arise from such interconnectedness. PTS-000-000-ZV9-001
LO 2. identify the root causes and consequences of inequality in different	Based on an understanding of the causes and course of globalisation, the student	Citizenship and Sustainability	Sustainable Environment The student identifies examples of human



local, national and global contexts	provides examples of both its positive and negative impacts on the nature and society of a specific place or region. GEO-GEO-002-ZV9-011	The student considers the interconnectedness of phenomena, situations, and challenges in the surrounding world from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-00	interventions in the environment that have led to initially unforeseen consequences and explains how these examples can serve as lessons for the future. PTU-000-000-ZV9-001
LO 3. discuss how global governance structures interact with national and local structures in relation to global equality	Using examples of international and regional conflicts, the student distinguishes between their similar and differing causes, consequences, and efforts toward peaceful resolution. GEO-GEO-002-ZV9-012		
LO 4. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to inequality	The student assesses how meeting the needs of individuals, society, and the natural environment in a specific location contributes to—or hinders—the sustainability of life on Earth. GEO-GEO-004-ZV9-017	Personal and Social The student deals with differences with respect for other people. KOS-EMP-000-ZV9-001	
LO 5. critically reflect on a range of values and beliefs in relation to international inequality	The student applies basic principles of sustainability through responsible behaviour in physical space. GEO-GEO-004-ZV9-018		Society for All The student identifies attitudes, stereotypes, and prejudices in media messages and proposes possible ways to prevent the risks associated with their dissemination through the media. PTS-000-000-ZV9-003 Society for All Considers the needs of people in difficult life situations. PTS-000-000-ZV9-004
LO 6. assess the benefits and challenges of individual and collective action on international inequality in different times and locations throughout the world			
LO 7. demonstrate skills for active engagement and promotion of international equality	The student applies basic principles of sustainability through responsible behaviour in physical space. GEO-GEO-004-ZV9-018	Digital The student purposefully and thoughtfully shares data and information in digital environments for the purpose of personal growth, supporting the school or interest-based community, or engaging in teamwork on school projects. KDI-ZAP-000-ZV9-001 Citizenship and Sustainability The student takes responsibility for their surroundings and for the potential impact of their	Society for All The student participates in initiatives and actions that promote democratic culture in the school, local community, and nearby environment. PTS-000-000-ZV9-006 Sustainable Environment The student selects, plans, implements, and evaluates—together with classmates or others—measures necessary to strengthen sustainability in the local community or globally. PTU-000-000-ZV9-003



		decisions on others and the environment. KOB-ODP-000-ZV9-001 The student purposefully applies their actions to influence change in their local or wider community while respecting the rights and interests of others. KOB-PCP-000-ZV9-001 Entrepreneurship and Work The student carries out activities according to their own or group-defined procedures. KPP-REA-000-ZV9-001 The student effectively contributes to successful teamwork. KPP-TYM-000-ZV9-001 Problem Solving The student reflects on personal and shared problems with respect to various perspectives on proposed solutions. KRP-RPS-000-ZV9-001	
--	--	---	--

International Inequalities	CIVIC EDUCATION	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss equality and inequality and ways in which these are measured	The student characterises the social roles they take on in their life and reflects on what belonging means to them in relation to family, school, culture, religion, gender, local community, nation, and state. CAS-VKO-001-ZV9-001		
LO 2. identify the root causes and consequences of inequality in different local, national and global contexts	The student evaluates, using real-life examples, the advantages, pitfalls, and impacts of democratic and autocratic forms of government. CAS-VKO-002-ZV9-005 The student identifies, through various life situations, violations of rights, laws, and contracts, and proposes solutions to address them. CAS-VKO-002-ZV9-008	Citizenship and Sustainability The student considers the interconnectedness of phenomena, situations, and challenges in the surrounding world from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001	A Society for All The student identifies the opportunities and risks that global interconnectedness brings to both individuals and society. PTS-000-000-ZV9-001 The student recognises and explains the choice of expressive means by which media messages attempt to influence the perception of specific topics. PTS-000-000-ZV9-002 The student identifies attitudes, stereotypes, and prejudices in media messages and suggests possible ways to prevent the risks associated with their dissemination. PTS-000-000-ZV9-003



LO 3. discuss how global governance structures interact with national and local structures in relation to global equality	The student works with examples of specific legal texts, such as the Constitution of the Czech Republic, the Charter of Fundamental Rights and Freedoms, laws, and various types of contracts. CAS-VKO-002-ZV9-007		
LO 4. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to inequality	The student identifies prejudices and stereotypes in communication and behaviour and adopts a critical stance towards them. CAS-VKO-001-ZV9-003	Personal and Social The student deals with differences with respect for other people. KOS-EMP-000-ZV9-001 Citizenship and Sustainability The student takes responsibility for matters around them and for the potential impacts of their decisions on others and the environment. KOB-ODP-000-ZV9-001 The student demonstrates a considerate, empathetic, and supportive approach to living beings, nature, and the world as a whole. KOB-RES-000-ZV9-001	
LO 5. critically reflect on a range of values and beliefs in relation to international inequality	The student critically evaluates events in their region, in the Czech Republic, and in the world. CAS-VKO-002-ZV9-010	Entrepreneurship and Work The student analyses objective information and presented conclusions of scientific knowledge when making decisions and solving problems. KRP-VED-000-ZV9-001	
LO 6. assess the benefits and challenges of individual and collective action on international inequality in different times and locations throughout the world	The student assesses manifestations of economic and political integration in Europe on the basis of examples from citizens' lives and evaluates its advantages and disadvantages. CAS-VKO-002-ZV9-011		A Society for All The student considers the needs of people in difficult life situations and proposes ways to promote equal opportunities and social cohesion both in their local community and globally. PTS-000-000-ZV9-004
LO 7. demonstrate skills for active engagement and promotion of international equality	The student designs a proposal for a socially beneficial initiative and actively participates in one. CAS-VKO-002-ZV9-012	Citizenship and Sustainability The student purposefully applies their actions to influence change in their local or wider community while respecting the rights and interests of others. KOB-PCP-000-ZV9-001 The student takes steps towards sustainability based on consideration of different scenarios of possible future developments. KOB-UDR-000-ZV9-001	A Society for All The student critically assesses the implementation of democratic principles in school and formulates proposals to support democratic processes. PTS-000-000-ZV9-005 The student participates in measures and activities that promote democratic culture in school, the local community, and nearby surroundings. PTS-000-000-ZV9-006



			Sustainable Environment The student selects, plans, implements, and evaluates, together with classmates or other people, measures necessary to strengthen sustainability in the local community or in the world. PTU-000-000-ZV9-003
--	--	--	---

International Inequalities	HISTORY	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss equality and inequality and ways in which these are measured			
LO 2. identify the root causes and consequences of inequality in different local, national and global contexts	The student evaluates both the positive and negative impacts of technological progress, with a particular emphasis on industrialisation, on the lives of various social groups in the past. CAS-DEJ-001-ZV9-007 The student distinguishes between the causes, consequences, and nature of conflicts and cooperation in historical contexts. CAS-DEJ-001-ZV9-009 The student assesses the impact of colonialism, imperialism, and decolonisation on different groups of people.CAS-DEJ-001-ZV9-010 The student discusses manifestations of modern political extremism as well as the nature, causes, and consequences of the emergence of dictatorships and authoritarian regimes. CAS-DEJ-001-ZV9-012	Citizenship and Sustainability The student considers the interconnectedness of phenomena, situations, and challenges in the surrounding world from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-00	Society for All The student recognises the opportunities that global interconnectedness offers to both individuals and society, as well as the risks that arise from such interconnectedness. PTS-000-000-ZV9-001 The student identifies and explains the use of expressive means by which media messages attempt to influence the perception of a specific topic.PTS-000-000-ZV9-002 The student recognises attitudes, stereotypes, and prejudices in media content and proposes possible ways to mitigate the risks of their dissemination. PTS-000-000-ZV9-003 Sustainable Environment The student identifies examples of situations in which human interventions in the environment have led to initially unforeseen consequences and explains how these examples may serve as lessons for the future. PTU-000-000-ZV9-001
LO 3. discuss how global governance structures interact with national and local structures in relation to global equality			
LO 4. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to inequality		Citizenship and Sustainability The student assumes responsibility for matters around them and for the potential impact of their decisions on others and the environment. KOB-ODP-000-ZV9-001	Society for All The student considers the needs of people in challenging life situations and proposes ways to strengthen equal opportunities and social cohesion both in their local environment and globally. PTS-000-000-ZV9-004
LO 5. critically reflect on a range of values and beliefs			



in relation to international inequality			
LO 6. assess the benefits and challenges of individual and collective action on international inequality in different times and locations throughout the world			
LO 7. demonstrate skills for active engagement and promotion of international equality			

Migration	GEOGRAPHY	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss types and processes of migration	The student explains how natural and social factors influence both natural and migratory population movements as well as the structure and spatial distribution of populations in different places and regions. GEO-GEO-002-ZV9-008 Based on understanding the causes and processes of globalisation, the student provides examples of its positive and negative impacts on the environment and society in a specific place or region. GEO-GEO-002-ZV9-011 Thematic unit: Places and Regions of the World The student identifies similar and different characteristics of places and regions and the ways in which they influence life in other places and regions. GEO-GEO-003-ZV9-014	The student considers the interconnectedness of phenomena, situations, and challenges in the surrounding world from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001	
LO 2. identify the root causes of migration in different local, national and global contexts	The student explains how natural and social factors influence both natural and migratory population movements as well as the structure and spatial distribution of populations in different places and regions. GEO-GEO-002-ZV9-008		
LO 3. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to experiences of migration		Personal and Social The student deals with differences with respect for other people. KOS-EMP-000-ZV9-001	Society for All The student considers the needs of people in difficult life situations and proposes ways to strengthen equal opportunities and social cohesion both locally and globally. PTS-000-000-ZV9-004
LO 4. discuss how global governance structures interact with national and	The student uses examples of international and regional conflicts to distinguish their		



local structures in relation to migration.	common and differing causes, consequences, and efforts toward peaceful resolution. GEO-GEO-002-ZV9-012		
LO 5. critically reflect on a range of values and beliefs in relation to migration	The student provides specific examples of differing media representations of places and regions and explains their impact on public perception of these locations. GEO-GEO-003-ZV9-015 The student justifies their personal identification with a particular place and regions of various scales, as well as with the community of people living there.GEO-GEO-003-ZV9-016		Society for All The student identifies attitudes, stereotypes, and prejudices in media messages and proposes possible ways to prevent the risks associated with their dissemination through the media. PTS-000-000-ZV9-003
LO 6. assess the benefits and challenges of individual, collective and national responses to migration in different times and locations throughout the world LO 7. demonstrate skills for active engagement and take diversity and/or inclusion related actions related to the topic of migration			Sustainable Environment The student identifies examples where human interventions in the environment have led to initially unforeseen consequences and explains how lessons can be learned from these examples for the future.PTU-000-000-ZV9-001 The student selects, plans, implements, and evaluates—together with classmates or other individuals—measures necessary to enhance sustainability in the local community or globally.PTU-000-000-ZV9-003 Society for All The student recognises the opportunities that global interconnectedness offers to both individuals and society, as well as the risks that arise from such interconnectedness. PTS-000-000-ZV9-001
LO 7. demonstrate skills for active engagement and take diversity and/or inclusion related actions related to the topic of migration		Digital The student shares data and information purposefully and thoughtfully in digital environments for personal development, supporting the school or interest-based community, or for teamwork on school projects. KDI-ZAP-000-ZV9-001 Citizenship and Sustainability	Society for All The student participates in measures and activities that promote democratic culture in the school, local community, and surrounding environment.PTS-000-000-ZV9-006

		The student takes responsibility for matters around them and considers the potential impact of their decisions on others and the environment. KOB-ODP-000-ZV9-001 The student takes responsibility for matters around them and considers the potential impact of their decisions on others and the environment. KOB-PCP-000-ZV9-001 Entrepreneurship and Work The student carries out activities based on individual or group-developed procedures. KPP-REA-000-ZV9-001 The student contributes effectively to successful teamwork. KPP-TYM-000-ZV9-001 Problem Solving The student reflects on personal and collective problems with regard to various perspectives on possible solutions. KRP-RPS-000-ZV9-001	
--	--	--	--

Migration	CIVIC EDUCATION	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss types and processes of migration			
LO 2. identify the root causes of migration in different local, national and global contexts	The student assesses, using examples from citizens' lives, the advantages, challenges, and impacts of democratic and autocratic forms of government. CAS-VKO-002-ZV9-005	Citizenship and Sustainability The student takes into account the interconnectedness of phenomena, situations, and challenges in the surrounding world from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001	Society for All The student recognises the opportunities that global interconnectedness brings to individuals and society, as well as the risks that arise from it. PTS-000-000-ZV9-001 Society for All The student identifies and explains the choice of expressive means used in media messages to influence the perception of a specific topic. PTS-000-000-ZV9-002 The student identifies attitudes, stereotypes, and prejudices in media messages and proposes possible ways to prevent the risks of their dissemination. PTS-000-000-ZV9-003



LO 3. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to experiences of migration	The student identifies prejudices and stereotypes in communication and behaviour and adopts a critical stance towards them. CAS-VKO-001-ZV9-003	Personal and Social The student deals with differences with respect for other people. KOS-EMP-000-ZV9-001 Citizenship and Sustainability The student assumes responsibility for the world around them and for the possible consequences of their decisions on others and the environment. KOB-ODP-000-ZV9-001 The student demonstrates a considerate, sensitive, and supportive approach to living beings, nature, and the world as a whole. KOB-RES-000-ZV9-001	
LO 4. discuss how global governance structures interact with national and local structures in relation to migration.	The student works with excerpts from specific legal texts, such as the Constitution of the Czech Republic, the Charter of Fundamental Rights and Freedoms, laws, and various types of contracts. CAS-VKO-002-ZV9-007		
LO 5. critically reflect on a range of values and beliefs in relation to migration	The student critically evaluates events in their region, in the Czech Republic, and in the world. CAS-VKO-002-ZV9-010	Entrepreneurship and Work The student analyses objective information and presented conclusions of scientific knowledge when making decisions and solving problems. KRP-VED-000-ZV9-001	
LO 6. assess the benefits and challenges of individual, collective and national responses to migration in different times and locations throughout the world	The student evaluates, using real-life examples, the manifestations of economic and political integration in Europe and its advantages and disadvantages. CAS-VKO-002-ZV9-011		Society for All The student considers the needs of people in difficult life situations and proposes ways to strengthen equal opportunities and social cohesion both locally and globally. PTS-000-000-ZV9-004
LO 7. demonstrate skills for active engagement and take diversity and/or inclusion related actions related to the topic of migration	The student creates a proposal for a socially beneficial activity and actively participates in one. CAS-VKO-002-ZV9-012	Citizenship and Sustainability The student effectively applies direct actions to influence changes in the local or broader environment while respecting the rights and interests of others. KOB-PCP-000-ZV9-001	Society for All The student critically evaluates the application of democratic principles in the school and formulates proposals that support democratic processes. PTS-000-000-ZV9-005 The student participates in measures and activities that promote democratic culture in the school, local community, and surrounding environment. PTS-000-000-ZV9-006 Sustainable Environment



			The student selects, plans, implements, and evaluates together with classmates or others the measures needed to strengthen sustainability in the local community or globally. PTU-000-000-ZV9-003
--	--	--	---

Migration	HISTORY	Key Competencies	Cross-curricular themes
LOs	ELOs by FEP	ELOs by FEP	ELOs by FEP
LO 1. discuss types and processes of migration	The student specifies the transformation of political entities, landscape, and human settlements from prehistory to the present using maps and other information sources. CAS-DEJ-001-ZV9-004 The student provides examples of the influence of religion on human behaviour in various historical periods. CAS-DEJ-001-ZV9-006 The student evaluates both the positive and negative impacts of technological progress, with a particular emphasis on industrialisation, on the lives of various social groups in the past. CAS-DEJ-001-ZV9-007 The student explains the transformation of economic systems from prehistory to the present. CAS-DEJ-001-ZV9-008 The student distinguishes between the causes, consequences, and nature of conflicts and cooperation in historical contexts. CAS-DEJ-001-ZV9-009 The student assesses the impact of colonialism, imperialism, and decolonisation on different groups of people.CAS-DEJ-001-ZV9-010 The student discusses manifestations of modern political extremism as well as the nature, causes, and consequences of the emergence of dictatorships and authoritarian regimes. CAS-DEJ-001-ZV9-012 The student evaluates both the intended and unintended consequences		



	of human actions related to environmental degradation and climate phenomena in the past. CAS-DEJ-002-ZV9-017		
LO 2. identify the root causes of migration in different local, national and global contexts	The student assesses the positive and negative impacts of technological development, especially industrialisation, on the lives of different social groups in the past. CAS-DEJ-001-ZV9-007 The student distinguishes between the causes, consequences, and nature of conflicts and cooperation in historical contexts. CAS-DEJ-001-ZV9-009 The student discusses manifestations of modern political extremism as well as the nature, causes, and consequences of the emergence of dictatorships and authoritarian regimes. CAS-DEJ-001-ZV9-012 The student evaluates both the intended and unintended consequences of human actions related to environmental degradation and climate phenomena in the past. CAS-DEJ-002-ZV9-017	Citizenship and Sustainability The student takes into account the interconnectedness of phenomena, situations, and challenges in the surrounding world from social, economic, cultural, political, and ecological perspectives. KOB-ZPS-000-ZV9-001	Society for All The student recognises the opportunities that global interconnectedness brings to individuals and society, as well as the risks that arise from it. PTS-000-000-ZV9-001 Sustainable Environment The student identifies examples of situations in which human interventions in the environment have led to initially unforeseen consequences and explains how these examples may serve as lessons for the future. PTU-000-000-ZV9-001
LO 3. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to experiences of migration		Citizenship and Sustainability The student assumes responsibility for the world around them and for the possible consequences of their decisions on others and the environment. KOB-ODP-000-ZV9-001 The student demonstrates a considerate, sensitive, and supportive approach to living beings, nature, and the world as a whole. KOB-RES-000-ZV9-001	Society for All The student considers the needs of people in challenging life situations and proposes ways to strengthen equal opportunities and social cohesion both in their local environment and globally. PTS-000-000-ZV9-004
LO 4. discuss how global governance structures interact with national and local structures in relation to migration.			
LO 5. critically reflect on a range of values and beliefs in relation to migration		Problem Solving The student critically evaluates information from various sources. KRP-KRP-000-ZV9-001	Society for All The student identifies and explains the use of expressive means by which media messages attempt to influence the perception of a specific topic. PTS-000-000-ZV9-002



			The student identifies attitudes, stereotypes, and prejudices in media messages and proposes possible ways to prevent the risks associated with their dissemination through the media. PTS-000-000-ZV9-003
LO 6. assess the benefits and challenges of individual, collective and national responses to migration in different times and locations throughout the world	The student assesses the impact of colonialism, imperialism, and decolonisation on different groups of people.CAS-DEJ-001-ZV9-010		
LO 7. demonstrate skills for active engagement and take diversity and/or inclusion related actions related to the topic of migration			



Section D: Summary of main findings

The results of the analysis confirm that the revised Framework Educational Program for Primary Education (RVP ZV) establishes a balance between knowledge and the development of key competencies. Education is thereby envisioned as more practically applicable, embedded in real-life contexts, and responsive to the future needs of learners.

With regard to global themes, the analysis reveals that their systematic integration into the FEP PE remains limited. These themes are not typically embedded within specific subject areas, but are instead incorporated into key competencies and cross-curricular themes. While such positioning enables interdisciplinary approaches, it simultaneously places substantial responsibility on schools, their leadership, and teaching teams, who ultimately determine the extent and manner of their implementation in classroom practice.

Among the four global themes, climate change is the most comprehensively articulated in the FEP PE, explicitly connecting scientific and social science perspectives. This case illustrates that the meaningful incorporation of global themes requires a thematic and holistic approach, collaboration across subject areas, the construction of coherent thematic units, the use of diverse information sources, and the active engagement of pupils in discussion, independent inquiry, and experiential learning.

The analysis further demonstrates that other key global themes—such as gender equality, migration, and international inequalities—are not addressed in comparable depth.

There is a need for the development of methodological tools, materials, and educational programmes designed to support teachers in integrating these themes into their practice effectively and to inspire interdisciplinary approaches to teaching and learning.

Ultimately, the integration of global themes into education is not solely a matter of curricular design but also of communication with teachers and sustained pedagogical support. It will therefore be essential to invest in the systematic professional development of teachers, to provide them with robust methodological resources, and to foster platforms for the exchange of best practices. Only under these conditions can the potential of global themes be fully realized in line with the aims of the revised FEP PE.

Given that the curriculum for primary schools is currently in the pilot phase, with mandatory implementation scheduled for September 2027, it is possible to prepare for this transition in advance. This analysis can serve as a foundation for developing tools that support schools in aligning with the new Framework Educational Programme for Primary Education (FEP PE), enabling the effective integration of global themes into teaching across subjects and disciplines.

The key tools in this context may include four Big Ideas documents and sets of lesson plans that correspond to the learning objectives outlined in these Foundations.

Since schools are granted the flexibility to design their own School Education Programmes based on the national curriculum, it would be appropriate to present this analysis to schools as a practical tool that can support the development of their new School Education Programmes in line with their educational vision.



Czech Republic

ARPOK, o.p.s.

Curriculum case studies

Case Study #1:

At the second stage of primary education (ISCED 2; ages 12–15), Geography is a compulsory subject taught for 240–280 hours over four years (Grades 6–9). According to the national curriculum, Geography “enables pupils to understand the world in a spatial context—from local to global levels—and supports responsible spatial decision-making and active citizenship.” It addresses contemporary societal and environmental challenges, including natural risks, resource limitations, social inequalities, conflicts, and sustainability. (RVP, 2025:96)

Case Study #2:

Civic Education, compulsory at the second stage of primary education (ISCED 2; ages 12–15), is allocated 160 hours over four years (Grades 6–9). The curriculum specifies that the subject “develops understanding of society in its diversity and broader contexts, fostering critical and proactive engagement with events and information at local to global levels.” Together with History, Civic Education constitutes the educational area People and Society, which aims to develop competencies for democratic participation, equality, respect for diversity, and value-based reasoning. (RVP, 2025:93)

Case Study #3:

History, a compulsory subject at the same educational stage (ISCED 2; ages 12–15), is taught for 320 hours over four years (Grades 6–9). It “develops pupils’ historical thinking and inquiry skills through engagement with historical sources,” emphasizing that history “is not about repeating conclusions but about formulating and addressing key questions concerning causes, consequences, and human experiences.” (RVP, 2025:90)

Main findings Climate Change

- Across subjects, findings reveal clear strengths and persistent gaps in learning outcomes.
- Civic Education** effectively fosters values, empathy, and active engagement.
- Geography** provides a solid scientific and systemic understanding of climate change.
- History** contributes to contextual understanding migration over time – types and processes, causes of migration in different contexts assessing the benefits and challenges (LO1, LO2, LO6).
- However, governance, policy, and global-local interactions (LO3) are insufficiently represented, and critical reflection on a range of values and beliefs (LO5) is underdeveloped in Geography and History. Opportunities for active engagement and assessment the benefits and challenges of individual and collective action (LO6–7) are also limited.
- Addressing these gaps could enhance **interdisciplinary learning**, strengthen **key competencies** (Citizenship and Sustainability), and support **cross-curricular themes** such as Sustainable Environment and Society for All.

Main findings Gender inequality

- Civic Education** provides the most comprehensive coverage of gender equality learning outcomes, particularly in empathy, critical reflection, and practical engagement.
- History** addresses gender roles and historical examples (LOs 1, 2, 3, 6), yet demonstrates significant gaps in global governance, critical reflection, and active participation.
- Geography** gives minimal explicit attention to gender equality, though it holds potential to incorporate gender-biased case studies, global inequalities, and local-global interconnections.
- Cross-curricular themes** and **key competencies** establish a supportive framework; however, coordinated cross-disciplinary approaches are necessary to promote systematic integration of gender equality across all educational subjects and practices.

Main findings International inequality

- Civic Education** demonstrates strong and balanced coverage of empathy, critical reflection, and practical engagement (LO4, LO5, LO7), and moderately addresses root causes and consequences of inequality (LO2) and aspects global governance (LO3).
- Geography** shares these strengths through cross-curricular themes, though it provides limited attention to measuring inequality (LO1) and assessing the benefits and challenges of individual and collective action (LO6).
- History** provides weaker explicit coverage; empathy is addressed indirectly, and historical contexts offer partial insights into inequality (LO2). Measurement, governance, critical reflection, and engagement (LO1, LO3, LO5–7) remain insufficiently addressed, indicating a need for stronger interdisciplinary coherence and alignment across subjects.
- Cross-curricular themes**, including Society for All and Sustainable Environment, alongside **key competencies**, offer a supportive framework across all subjects.

Main findings Migration

- Geography** and **Civic Education** provide the strongest coverage of migration, particularly in practical engagement (LO7) and understanding contemporary migration patterns (LO1, LO6).
- History** contributes to contextual understanding migration over time – types and processes, causes of migration in different contexts assessing the benefits and challenges (LO1, LO2, LO6).
- Gaps include LO1 (types/processes), underrepresented in Civic Education, and LO3 (empathy/solidarity), LO4 (governance), and LO5 (critical reflection), which are weaker or absent in History.
- Cross-curricular themes** (Society for All and Sustainable Environment) and **key competencies**, offer a supportive framework across all subjects; nevertheless, more coordinated, greater interdisciplinary coordination is essential to deepen understanding, enhance empathy, and foster active engagement with migration-related global issues.



Conclusion and recommendations for education stakeholders

- It is recommended that all Teaching and Learning Units (TLUs) and related materials for teachers be developed in full alignment with the national curriculum to ensure coherence, practical applicability, and time efficiency. (Note: The revised Framework Educational Programme—FEP—was introduced in January 2025 and will be mandatory for Grades 1 and 6 from September 2027.)
- In response to the revised FEP learning outcomes of the TLU/lessons should correspond to the compulsory Expected Learning Outcomes (ELOs). These lessons may be implemented across Geography, Civic Education, and History. It is recommended that TLUs explicitly highlight these curricular connections to support teachers in recognising and applying them effectively.
- As the new FEP also emphasises key competencies and cross-curricular themes, TLUs should aim to include both subject-specific ELOs and those fostering active citizenship and global awareness (ELOs of key competencies and cross-curricular themes). Given that schools decide how these outcomes are addressed, integrating them into the 4 Big Ideas framework and all the TLUs within the GET project is strongly encouraged.
- The integration of global themes into education is not solely a matter of curricular design but also of communication with teachers and sustained pedagogical support. It will therefore be essential to invest in the systematic professional development of educators, to provide them with robust methodological resources, and to foster platforms for the exchange of best practices.

Lead Partner



Project Partners



Associated Partner



Co-funded by
the European Union

This poster was produced with the financial support of the European Union. Its contents are the sole responsibility of the project partners and do not necessarily reflect the views of the European Union.



Bibliography

- ARPOK. *Teachers' attitudes and needs* [online, PDF]. [cit. 2025-12-09]. Dostupné z: <https://eshop.arpok.cz/wp-content/uploads/2013/02/vyzkumna-zprava-Postoje-a-potreby-ucitelu.pdf>
- ARPOK. *Research into teachers' needs in the field of GRV* [online, PDF]. [cit. 2025-12-09]. Dostupné z: <https://eshop.arpok.cz/wp-content/uploads/2019/05/V%C3%BDzkum-pot%C5%99eb-pedagog%C5%AF-v-oblasti-GRV.pdf>
- Czech School Inspectorate. *PISA 2015 international survey* [online, PDF]. [cit. 2025-12-09]. Dostupné z: https://www.csicr.cz/Csicr/media/Prilohy/PDF_el._publikace/Mezin%C3%A1rodn%C3%AD%20%C5%A1et%C5%99en%C3%AD/NZ_PISA_2015.pdf
- Czech School Inspectorate. *Thematic Report 2016 – Global Development Topics* [online, PDF]. [cit. 2025-12-09]. Dostupné z: https://www.csicr.cz/Csicr/media/Prilohy/PDF_el._publikace/Tematicke%20zpr%C3%A1vy/2016_TZ_globalni-rozvojova-temata.pdf
- Czech School Inspectorate. *Evaluation of educational outcomes* [online]. [cit. 2025-12-09]. Dostupné z: <https://www.csicr.cz/cz/Aktuality/Tematicka-zprava-Vyhodnoceni-vysledku-vzdelavani-z>
- Czech Statistical Office. *Kindergartens, primary and secondary schools* [online]. [cit. 2025-12-09]. Dostupné z: <https://csu.gov.cz/materske-zakladni-a-stredni-skoly?pocet=10&start=0&podskupiny=231&razeni=-datumVydani>
- FEP BE. *Man and Nature – Educational Areas* [online]. [cit. 2025-12-09]. Dostupné z: <https://prohlednout.rvp.cz/zakladni-vzdelavani/vzdelavaci-oblasti/cap>
- FEP BE. *Man and Society – Educational Areas* [online]. [cit. 2025-12-09]. Dostupné z: <https://prohlednout.rvp.cz/zakladni-vzdelavani/vzdelavaci-oblasti/cas>
- FEP BE. *Framework educational programs – basic education* [online]. [cit. 2025-12-09]. Dostupné z: <https://prohlednout.rvp.cz/zakladni-vzdelavani>
- FEP BE. *Framework educational programs – general sections* [online]. [cit. 2025-12-09]. Dostupné z: <https://prohlednout.rvp.cz/zakladni-vzdelavani/obecne-casti#vymezeni-rvp-zv-cile-hodnoty-pojeti-a-profil-absolventa>
- FEP BE. *Geography – educational areas* [online]. [cit. 2025-12-09]. Dostupné z: <https://prohlednout.rvp.cz/zakladni-vzdelavani/vzdelavaci-oblasti/geo>
- Ministry of Education, Youth and Sports. *Evaluation of the 2001 White Paper* [online, PDF]. [cit. 2025-12-09]. Dostupné z: https://msmt.gov.cz/uploads/VKav_200/A_BK_230609/AV_evaluate_BK.pdf
- Ministry of Education, Youth and Sports. *Education Policy Strategy of the Czech Republic 2030+* [online]. [cit. 2025-12-09]. Dostupné z: <https://msmt.gov.cz/vzdelavani/skolstvi-v-cr/strategie-2030>
- National Pedagogical Institute. *IPS – Support for School Curriculum Work* [online]. [cit. 2025-12-09]. Dostupné z: <https://npi.cz/projekty/53036-podpora-kurikularni-prace-skol>
- National Network of Local Action Groups of the Czech Republic. *UNESCO – Education Goals* [online, PDF]. [cit. 2025-12-09]. Dostupné z: https://www.nsmascr.cz/e_download.php?file=data/multipage/editor/editor-86-981-cs_1.pdf&original=UNESCO_Cile_vzdelavani_CS.pdf
- National Institute for Education – archive. *Overview of amendments to the Framework Educational Program for Primary Education* [online]. [cit. 2025-12-09]. Dostupné z: <https://archiv-nuv.npi.cz/t/prehled-uprav-rvp-zv-1.html>
- OECD. *The Future of Education and Skills 2030* [online]. [cit. 2025-12-09]. Dostupné z: <https://www.oecd.org/en/about/projects/future-of-education-and-skills-2030.html#strand1>
- Parliament of the Czech Republic. *Charter of Fundamental Rights and Freedoms* [online]. [cit. 2025-12-09]. Dostupné z: <https://www.psp.cz/docs/laws/listina.html>
- SKAV. *The path to change in education* [online, PDF]. [cit. 2025-12-09]. Dostupné z: <https://skav.cz/wp-content/uploads/2024/10/Cesta-ke-zmene-ve-vzdelavani-web.pdf>



Global
Education
Time

From school curricula
to youth actions
for sustainable development

globaleducationtime.eu

Lead Partner



Project Partners



Associated Partner



Co-funded by
the European Union

This document was produced with the financial support of the European Union. Its content is the sole responsibility of the project partners and does not necessarily reflect the views of the European Union.