

Visegrad Regional Seminar on Global Development Education

Follow-up meeting

Budapest, Hungary

23 May 2019

State of play in the region

In cooperation with:



APPENDIX 2

CZECH REPUBLIC

The global development education (GDE) and awareness raising has been evolving in the Czech Republic during the last 15 years, which is still a rather short period of time in comparison with the countries of western Europe. An evolving tradition of GDE and several positive achievements can be recognised in the Czech Republic:

- 1) The [National Strategy for Global Development Education 2011 – 2015](#) has been adopted as the key concept document for the GDE implementation in the Czech Republic. Its preparation started back in 2009 based on the recommendations in the 2008 GENE peer review on GDE in CZ and the 2009 conference on GDE organised by FoRS and the follow-up work of the inter-ministerial multi-stakeholder working group on GDE coordinated by the Ministry of Foreign Affairs and representing the MFA, Ministry of Education, Youth and Sports, Czech Development Agency, Research Institute of Education, National Institute for Further Education, National Institute of Children and Youth as well as the civil society sector represented by FoRS, schools and universities and other stakeholders. The strategy had been updated for years 2016 and 2017 and the Action Plan had been elaborated including individual measures and specific goals for particular areas of GDE and for a set of indicators. The updated Strategy and the Action Plan provided the binding guidelines for actions of the key GDE stakeholders in the Czech Republic till the end of 2017. FoRS and its working group GDE and Awareness Raising commented the outlines of the new strategy at the end of 2017 and drew up the GDE topics chapter. In 2018 the Czech Republic adopted that new National Strategy for Global Development Education 2018 - 2030. The Action plan of this GDE Strategy is about to be published these weeks.
- 2) The aims and principles of GDE have been reflected to a varying degree in basic concept documents of the Czech education policy. The cross-cutting topics of the compulsory Framework educational programmes of the Czech curricula for the elementary and secondary education include the GDE (i.e. Education towards Thinking in European and Global Contexts, Environmental Education and Multicultural Education).
- 3) The Czech NGOs have developed long-term educational programmes on GDE for schools, teachers and other educators and have created a number of high-quality GDE methodology materials for pre-school, primary and secondary education. The NGOs have also initiated a closer cooperation with several Czech universities, especially pedagogical faculties, in order to jointly develop GDE-related teaching programmes for future teachers.
- 4) The NGOs associated in FoRS have also been running a website www.globalnirozvojevzdelavani.cz gathering various GDE materials and providing information regarding the basic principles of GDE, upcoming events, campaigns and other activities.

- 5) The [methodology web-portal](#) under the MoE provides teachers with methodological support in teaching and implementation of the framework educational programmes, incl. sharing experience among teachers in GDE-related areas.
- 6) The dialogue among various stakeholders within the multi-stakeholder working group for GDE under the coordination of the MFA and at the occasions of various events organised mainly by the NGOs has continued.
- 7) The Czech Development Agency has supported a number of GDE projects and awareness raising campaigns of NGOs and other actors since 2004. It has also been providing the necessary co-funding grant scheme for larger projects implemented by NGOs in cooperation with the European partners and financed by the European Commission.

The current challenges for GDE in the Czech Republic include:

- 1) The new GDE strategy Action plan has been under preparation, expected to reflect the Agenda 2030 with its Sustainable Development Goals. The process has, again, been based on the multi-stakeholder working group on GDE under the MFA.
- 2) The framework educational programmes, including the cross-cutting subjects, are being revised and will be under revision until 2020-21. The position of cross-cutting subjects in the future revised curricular documents is still unclear. NGOs support preserving cross-cutting subjects as independent part of curricula and refer to risks of integrating particular components of GDE only into selected teaching subjects.
- 3) As the GDE is to some extent divided between MoE and MFA, there are sometimes discrepancies over the GDE agenda between the two institutions. Higher level of coordination between the two institutions in this matter could make the multi stakeholder process already in place stronger and more transparent.
- 4) The Czech Development Agency has been proposing several changes within the grant scheme for GDE and awareness raising, including financial allocations.

HUNGARY

Educational policy framework or recent education reform process which could benefit from the integration of GDE:

The Hungarian Government accepted the GDE concept in mid-December of 2016. This process was initiated approximately 10 years ago by HAND and respective GDE Working Group. Tasks are delegated to Ministry of Human Capacities, Ministry of Foreign Affairs and Trade regarding formal and non-formal educational systems and national curricula, good practices usage and promotion of GDE, developing educational materials. Deadlines are continuous.

Main stakeholders dealing with GDE and levels of coordination between them:

- Ministry of Human Capacities
- Ministry of Foreign Affairs and Trade
- Ministry for National Economy

HAND and its GDE WG are working on involving all NGOs/NGOs dealing with GDE working area (also those which are not HAND members yet).

Among the ministries there is an Intra Committee (IC) on international development.

Overview/update in relation to the seminar workshop topics:

- 1) Policy making and curricula development: the Hungarian Parliament did not vote on the National Core Curriculum in 2018, so we have to start a new advocacy process in 2019 on NCC in order to have GCE integrated in it.
- 2) Professional development of educators and quality support: in the near future it will not be the focus as the most important activities are related to point 1 and 3 although the importance is very clear.
- 3) Awareness raising and pedagogical tools: HAND GCE WG and its members developing a new website (www.globnev.hu) where relevant international and national materials will be available. Also teaching-learning units will be downloadable.

POLAND

Global education as set of issues and related topics was present in formal education system in Poland since 2010 to 2017. In 2017 the structural and content – wise reform of the education system was introduced, and the new curricula do not cover all global issues which were included there before. The main focus of education system is now directed to local issues, connected mostly with the Polish history, society and nation.

Institutions responsible for global education are Ministry of Foreign Affairs and partially Ministry of Education. Grupa Zagranica in cooperation with Ministry of Foreign Affairs, Ministry of Education, Centre for Education Development, Ministry of Environment, Ministry of Science and several academic institutions during a long-term process created an official definition of global education which is still a framework of most activities implemented by institutions and organisations. The process was finalized with the Memorandum of Understanding on promotion of global education in Poland in 2011. Since 2011 there is a stable relation in a multi-stakeholder process, which is focused on promotion of global education in Poland (e.g. cooperation between actors, national call for proposals etc.). Implementation of European strategic documents (such as Paris declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education etc.) on national level is not a part of the multi-stakeholder consultations.

Centre for Education Development under Ministry of Education coordinates the Polish network of teachers implementing global education in their school practice. They cooperate with CSOs to use their knowledge and skills in global education.

SLOVAKIA

Global education has been historically based at the Ministry of Foreign and European Affairs and the Ministry of Education, Science, Research and Sports. A materialization of this has been the National Global Education Strategy 2012 – 2016, which has been developed between these two institutional stakeholders in strong dialogue with civil society organizations.

Currently, however, global education in Slovakia is not supported by a dedicated strategic policy document. However, since 2018 and the last regional meeting in Warsaw, policy debate has gained a momentum, mostly with regards to the following milestones:

- Overall Global Education mapping has been conducted by an alliance of CSOs (all members of PMVRO), universities and state agencies. This mapping has brought in data on global education practice from among CSOs, universities, private actors, youth organizations and most importantly schools on all levels of formal education.
- MESRS has developed and adopted a new National Programme for Development of Education 2018 – 2027, which has become a new framework document for modernization and development of the education system in the country. The document does present Global Citizenship Education as one of the key tools to modernize the current education curricula.
- Multistakeholder dialogue has also gained momentum in the past year in the country. Two high level national events took place in partnership with GENE, MFaEA and MESRS, both opening discussion of Global education systematization as well as funding.