

Primary aim of this thesis is to introduce the concept of global development education and map non-governmental organizations (NGOs) that are active in this field in the Czech Republic. Because the concept is still new, my goal was to find out how is it perceived by those who are putting it into practice, representatives of NGOs. Global development education touches topics that are paid attention on international as well as national levels more and more these days. It brings up to discussion global issues that are concern of each of us in some respect (word trade, globalization, climatic change, development countries, poverty etc.). The importance of the mentioned topics is reflected in new law that was introduced by The Czech Ministry of Education in 2004. It brings more freedom to schools in preparation of their educational programs; on the other hand, it catches them unprepared. NGOs which are more experienced and have direct contact with the field work are becoming sought-after partners for schools. Apart from know how and experience from developing countries, they are also bringing new methods and tools. The NGOs view themselves as the ones who have the ability to press the global issues through to educational system. They are also capable of motivating and activating of the target groups and offering possibilities and ways to include the topics into school curricula. They also prepare methodology and information materials. The range of instruments used in global development education is very varied. According to the respondents of my survey, global development education includes not only work at schools, but work with media, local governments and public, alike. Global development education is truly complex and cross-cutting issue. The interest of schools and wide public is growing bigger. Although most of the NGOs started their work in this field just after stronger need of evaluation of what has been done so far emerging.