



# National Seminar on Global/Development Education in Slovakia

## FINAL REPORT

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## Introduction

The national seminar “Global Development Education in Slovakia” was held on 28-29 May 2010 in Hotel Echo, Bratislava. It was organised by the Slovak NGDO Platform (PMVRO) and supported by the Joint Management Agreement between North-South Centre of the Council of Europe (NSC) and European Commission (EC). The seminar brought together more than 40 representatives from different sectors dealing with global education in Slovakia as well as experts from Austria, the Czech Republic, Ireland, Portugal and the North-South Centre of the Council of Europe.

The meeting was part of a larger consultation process of organising national seminars in all twelve new EU member countries and the purpose of the national meetings is to conduct a needs assessment in these states in order to determine what can be done on the national and regional level to favour positive development of global/development education (G/DE). The outcomes of the seminars are presented in national reports that lay the basis for further enhancement of global/development education and the development of G/DE strategies. The national meetings are followed by sub-regional meeting in the Baltic States, the “Visegrad” countries and in the South East Europe/Mediterranean region in 2010-11. The intention is to bring together key stakeholders such as governments, local authorities and civil society actors to promote dialogue and joint action in the field of G/DE. The Joint Management Agreement will be concluded in 2011 through a pan-European conference on global development education as a follow up of the NSC’s Maastricht Conference in 2002. The result from this three-year consultation process and extensive needs assessment will serve, inter alia, as a basis for identifying new programmes and priorities for the European institutions in supporting national and European actors active in the field of global/development education.

So far seven national seminars in Central and Eastern European have been implemented during 2009-10. The main results of the meetings show the:

- Need for the clarification, understanding and ownership of the concepts of G/DE
- Co-ordination or lack thereof and dialogue between the key players (government, national agencies, NGOs)
- Need for the clarification of different roles and expectations
- Need for the integration of G/DE in formal and non-formal systems
- Need for relevant education material and relevant teacher trainings
- Increased capacity of NGOs and acknowledgement of their work (which is often not the case)
- Impact of financial crisis - cancellation or postponement of education activities

Since the Maastricht Conference in 2002, the North-South Centre of the Council of Europe has developed working definition of global education (GE). **Global Education** shows the global reality and makes people act in favour of justice and human rights for everyone. This education contains development education, education for human rights, education for sustainable development and education in favour of peace and conflict prevention. It is a global dimension of civil education.

There is currently no unified terminology between global education and development education (DE) in Slovakia. In the official published documents of the Ministry of Foreign Affairs (MFA) the term “global/development education” is not recognised and the term “development education” is used in official documents. This report will use primarily the combination of global/development education (G/DE) but will refer sometimes to Development Education when referring directly to policies in Slovakia.

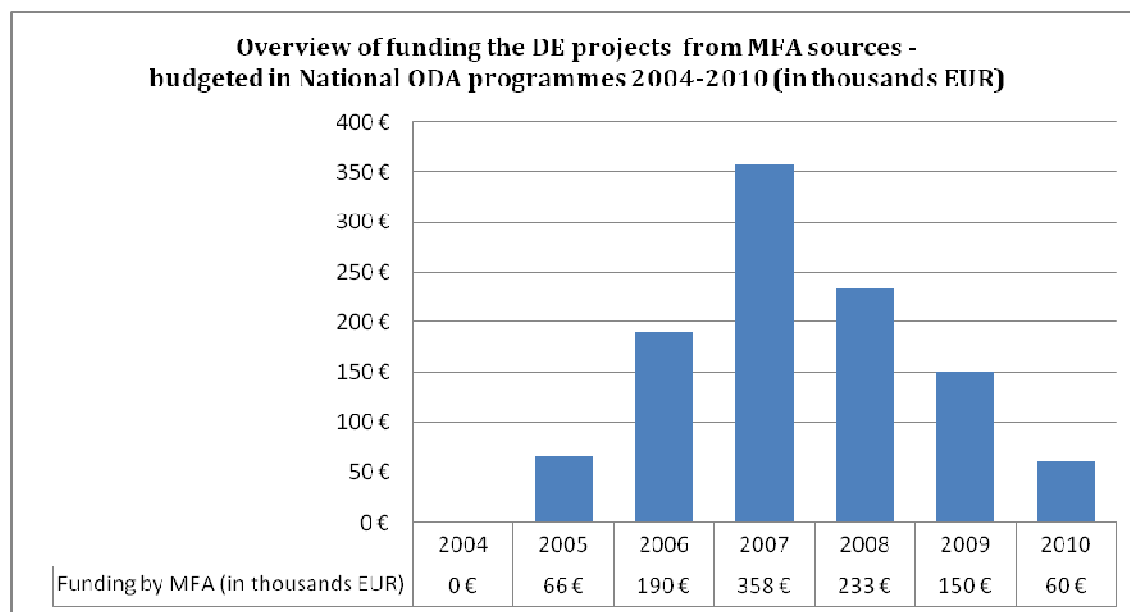
## 1. Short history of Global/Development Education in Slovakia

Global/development education (G/DE) has appeared as a relatively new phenomenon in Slovakia. Its creation stemmed from the initiative of the non-governmental organisations which felt a need to eliminate the minimal knowledge existing on developmental issues and wanted to gain the wide public support and mobilise it to a more active involvement. Despite the initiative of NGOs in Slovakia, there is still not enough information and experience sharing among organisations, state and partner institutions and individuals on the topic. Creating a tradition of mutual information sharing would allow Slovak NGDOs to compare the gained experience and provide space for new ideas, projects, public events and to find new ways of improving the level of public awareness on the issues related to global education.

The national strategy on global education in the framework of the Slovak official development assistance programme is still lacking even if development education is part of a Mid-term strategy for Slovak ODA for 5 years and G/DE has been considered an integral part of Official Development Aid (ODA) in Slovakia from the beginning.

Since the creation of the Slovak International Agency for Development Co-operation (SAMRS) in 2007 a variety of development education projects were supported by pointing to the various topics. Development education in general is devoted to the various target groups and themes. In terms of formal education, the important target groups are primary schools, secondary schools and high schools. Some implementing projects are targeted also at other target groups and other topics such as politicians, the wide public and awareness rising. Nevertheless the financial support for DE projects within the ODA National Programme of the Ministry of Foreign Affairs is influenced by the financial cuts of the total bilateral ODA.

The worst decline in funding for projects G/DE was recorded just this year and forecasts for next year are also not very optimistic. Overview of funding by the MFA for DE projects (budgeted in National ODA programmes):



The two most important strategic documents on development committed the Slovak Republic to implementing development aid also through development education:

In December 2007, Law No. 617 on Official Development Assistance was approved. In this important legislative document, development education was officially recognised as part of Slovak official development assistance. DE is included among the basic forms of assistance, in § 6 g, where it is explicitly stated that the Slovak Republic will “implement development education and raise public awareness”.

Similarly, in the next strategic material in the Mid-term Strategy for Official Development Assistance of the Slovak Republic for 2009 – 2013, it is once again highlighted that DE is considered an integral part of development assistance of the Slovak Republic: “One of the priorities of the MFA’s information policy is to raise public awareness on the importance of providing development assistance, about its significance for developing countries and to contribute to building the knowledge on the problems of the developing world, their possible solutions and also to provide the transparency of the use of public funds for these purposes.”

It may be considered that the history of G/DE in Slovakia started in 2003 when Global Education Week was held under the patronage of the North-South Centre. In 2003, following consultations with national contacts, and taking account the international context, the theme for Global Education Week 2003 focused on human security: “Conflict and Human Security: the world we live in, the world we want”. The event was organised in the East of Slovakia in Kosice and the main co-ordinators were the representatives of the Slovak NGDO Platform – Milan Sindler and Maria Duffincova.

The first G/DE projects in the context of the Slovak ODA started in 2005 and they were implemented mainly in schools - projects funded by SlovakAid through the ACU (Administrative and Contracting Unit) UNDP Trust Fund.

Between 2006-2007 NGDOs started co-operating with the Ministry of Education and the Methodological Pedagogical Centre on G/DE courses for methodologists, principals, teachers and other people involved in education.

The long-term and more strategic projects were supported by EuropeAid and realised since 2006 within the call “Non-State Actors and Local Authorities in Development: Raising Public Awareness of Development Issues and Promoting Development Education in the European Union”.

For two years, between 2007-08, the working group for development education was set up by members of the Slovak NGDO Platform and their partners. In 2009, the working group was more closely specialised to deal with development education for the university students.

Nowadays, two working groups exist with the goal of creating a national G/DE strategy. The first one is focused on primary and secondary schools, the second one works with academic background at universities. Both working groups are co-ordinated by the NGDO Platform (PMVRO).

The public views and current knowledge on global issues and the developing world partly reflect two surveys carried out in Slovakia: “Slovak public and development aid“ made by NGDO IVO - Institute for Public Affairs and the agency Focus in May 2005. The survey was carried out for the Ministry of Foreign Affairs submitted by ACU Trust fund UNDP. ([www.mvro.sk/sk/na-stiahnutie/category/2-publikacie?download=231%3Aprieskum-ivo-rozvojovka](http://www.mvro.sk/sk/na-stiahnutie/category/2-publikacie?download=231%3Aprieskum-ivo-rozvojovka))

The second survey “Development assistance concerns us“ ([www.nadaciapontis.sk/14435](http://www.nadaciapontis.sk/14435)) was carried out within the G/DE project of the NGDO Pontis Foundation in September 2009. The project was supported by the Slovak Agency for International Development Co-operation (SAMRS) in the framework of the programme SlovakAid. Data collection was carried out by Focus agency in early September 2009 on a representative sample of 1039 peoples, aged of 18 years. Opinion polls showed that there are some important fields that should be more focused on and strengthened: to provide more information and transparency at all stages of development aid provided by the Slovak Republic in order to increase confidence in the effectiveness of official development assistance, to explain better the wider context and importance of long-term projects, since the public sees only the more immediate humanitarian assistance and they are less aware of the interconnection of our world with the other parts of the world taking into account the phenomenon of globalisation. The public opinion polls have confirmed the need for global/development education in Slovakia as the wider public need to becomes aware of the need and meaningfulness of the provision of development assistance by the Slovak Republic.

Recent parliamentary elections in 2010 showed that political parties paid minimum attention in their programmes to development assistance and global issues. It turns out that it is necessary to work with this fact in global education as well.

## 2. Key Stakeholders and Current Situation of G/DE in Slovakia

- Ministry of Foreign Affairs (MFA) and Slovak Agency for International Development Co-operation (SAIDC)
- Ministry of Education (MoE)
- State Pedagogical Institute (SPI)
- Methodical-pedagogical centres (MPC)
- The Slovak NGDO Platform
- NGDOs
- primary, secondary schools, universities

### **The Slovak NGDO Platform**

The Slovak NGDO Platform is an association of corporate bodies - the umbrella organisation of the Slovak non-governmental organisations (21 regular members and 8 observers) which deal mainly with foreign development and humanitarian aid. The Platform’s role is to represent the common interests of its member organisations on the domestic as well as foreign scene and to inform member organisations of current development aspects.

The NGDO Platform is also the implementation body which carries out development education projects supported by SlovakAid. As a part of the first call for proposals on development education in 2004, the Platform’s project has been approved under the title: Involvement of Slovak politicians and Euro-politicians in ODA of Slovakia and the EU. This project was carried out in a close co-operation with MFA representatives (Department of development and humanitarian aid). There have been 4 presentations of

the Slovak ODA prepared for members of the following Committees: Foreign Affairs, European Affairs, Human rights, minorities and gender, Finance and Budget. The NGDO Platform has also started a formalised discussion with the representatives of the MFA, the MPs and the Members of European Parliament on the topic of development and humanitarian aid. Between 2007-2008, a Working group for Development Education was set up by members of the Slovak NGDO Platform and their partners. In 2009 the working group was more closely specialised in the development education for the university students.

## **NGDOs**

Development education has appeared as a new phenomenon worldwide and in Slovakia as well. The initiative started from the side of the non-governmental organisations which felt a need to eliminate the limited knowledge existing on developmental issues and wanted to gain wide public support and mobilise it to a more active involvement. The web page <http://www.rozvojevzdelavanie.sk> is an internet information centre for Development Education and Slovakia's only web site of this kind, which strives to provide complex information about Development Education and governmental institutions, foundations and NGOs working in the field of development education in Slovakia and abroad. The web site contains current news and information on events, projects, publications, and campaigns. It offers a chat room for public discussions, methodological material for downloading, opportunity to publish various articles and access to a Virtual School of Development Education, where you can find a terminological glossary and learn about Development Education in Slovakia. The Virtual School offers ideas on theoretical and practical approaches to education by offering selected educational activities and on-line games for students.

## **Ministry of Foreign Affairs (MFA)**

The first call for proposals on development education were announced in 2005. Since then, every year there is call for proposals on DE administered by the Slovak International Agency for Development Co-operation. There is no thematic focus on the calls, all target groups are eligible. NGDOs are also eligible to submit a proposal. The Ministry does not have a written strategy for DE. This year the MFA has announced, under the special subsidies system (beyond the ODA) the call for proposals for the preparation of a DE strategy for Slovakia. The Slovak NGDO Platform managed to succeed in this call of proposals.

One of the main objectives of the strategy will be to introduce topics of global/development education into the national education system, primary schools, secondary schools and universities. In the interest of supporting the field of development assistance in Slovakia, one of the objectives is to prepare young people to understand the principles of development co-operation and to prepare the future professionals in the field of development aid (particularly development education in universities).

Timetable of the process of drafting the G/DE strategy (May-October 2010):

- May 2010 – two working groups were created to work together on the creation of a proposal of a national G/DE strategy. The first group is focused on primary and secondary schools and the second one works with academic background at universities. Both working groups are co-ordinated by the Slovak NGDO Platform (PMVRO). The members of the working groups are the experts from NGDOs, teachers, representatives from State Pedagogical Institute (SPU) for Education and Methodological Pedagogical Centre (MPC). The organisation of the National Seminar on G/DE in Slovakia was an important starting point of the dialogue between relevant stakeholders. In addition, another group also was set up at the MFA in May 2010 as a new inter-ministerial working group on DE. Representatives of PMVRO working groups will regularly attend meetings of the inter-ministerial working group to consult and to inform on the progress of work on the draft of the national G/DE strategy.
- June 2010 – preparation of the analysis of the current situation of G/DE and analysis of the results achieved in the development of education in Slovakia. The survey of 70 elementary and secondary schools, and 10 universities (which have already G/DE incorporated in their educational programmes) was carried out to map their experiences with G/DE. Preparation of the analysis of the strategies for G/DE in other EU countries, such as Portugal, UK, and Austria is underway.
- July – August 2010 – three independent authors will work on writing the draft strategy under the co-ordination of Slovak NGDOs Platform and ongoing consultations will take place with members of the working group established from the initiative of MFA - in particular with the representatives of the Ministry of Education and the State Pedagogical Institute.
- September 2010 - finalisation of the material, proofreading, editing.
- October 2010 - submission of the final document and its presentation to the Ministry of Foreign Affairs.

### **Ministry of Education (MoE)**

Upon the initiative of the MFA, the MoE provided in 2006-2007 the unspent funds from the scholarship programme for students from developing countries (amount of 300.000 EUR) on development education for schools. The funds have been administered by the Methodology Centres (state institutions). The NGOs or other organisations could apply for funding of some activities. The website [www.rozvojevzdelavanie.sk](http://www.rozvojevzdelavanie.sk) (portal on DE in Slovakia) has been created and is still functional. The existing methodological publications of Slovak NGOs on various DE themes has been re-printed in larger amounts and distributed by methodological centres in primary and secondary schools. The centres have organised trainings for teachers and approached trainers from NGOs to provide the training. The funding stopped in 2007. Since then, there is no official communication or co-ordination between the MFA, the MoE and the NGO community.

## 3. Seminar part

### 3.1. Introductory Notes

The seminar was opened by **Ms. Nora Beňáková**, the chairwoman of the Slovak NGDO Platform. Ms. Beňáková remarked the existence of many successful G/DE projects realised by NDGOs in which they have integrated schools, organised campaigns for the public and involved the media. Projects are supported by SlovakAid/EuropeAid and Beňáková emphasised that the seminar was a great opportunity to involve next stakeholders – especially the MoE and its institutions.

The next speaker, **Ms. Ingrid Ružičková** from MFA/ORPO, agreed with this statement as well and said that even though the G/DE working group on MFA co-operates with the MoE (under the terms of conferral of scholarships for foreign students as a part of development aid), the involvement of the MoE in G/DE is not sufficient. In connection with the strategy of G/DE, the MFA will prepare main papers and its effort will be the strategy to become a binding document accepted by the government.

**Ms. Gordana Berjan** from the North-South Centre of Council of Europe started her presentation by introducing shortly the work of NSC, its history, objectives and continued by presenting current activities as well as development of strategies on G/DE in the new member states and the support provided by the NSC in this process. Ms. Berjan mentioned also the Joint Management Agreement 2009-2011 (JMA) between the EC and NSC with the task of supporting G/DE in the 12 new EU member states on the one hand, and on the other to support the co-operation between youth leaders in Africa and Europe and building the capacities of young leaders. The JMA is implemented with and through non-state actors and local authorities and is co-ordinated by the NSC. The objectives of the JMA in the field of promoting global education are: building partnerships between key partners in the field, including and expanding G/DE in formal education (and cultural and social policy lines), supporting European/international co-operation of CSO's and increasing resources and support. The JMA activities revolve around three main areas: policymaking, awareness raising and capacity building.

Ms. Berjan also explained the work of the Council of Europe as an expert organisations providing its 47 member states with European standards through conventions and recommendations (binding and non-binding) in different policy areas such as human rights, culture, education, etc. Currently the NSC is working on introducing a European standard for global education through the drafting of a Committee of Ministers Recommendation on global education for all member states of the Council of Europe. This recommendation would be unique in its kind and would give a formal political framework for this topic. This work is being processed through a formal Council of Europe Steering Committee on Education (CDED) with representatives from all ministries of Education in the 47 member states, but the final decision is taken by the Committee of Ministers with representatives of the MFA's present. The challenge is to co-ordinate the opinions of the MoE and the MFA's in a coherent matter which would lead to an adoption of the Recommendation. In most cases, the MFA's are relatively conversant with the topic but this is not always the case with the representatives from the MoE, whose support is crucial. The process of support from the Steering Committee on Education for a recommendation on global education was given in 2008 and the ongoing process might require another year as it needs to go through many consultations before a common recommendation can be accepted. The civil society actors have a crucial role to play in this regard as one of the strong promoters for global education toward the line ministries. The set up of the NSC structure also brings an added value since it is managed by the co-management principle where key partners in society such as parliamentarians, representatives of governments, local authorities and civil society organisations (quadrilogue) have the opportunity to participate in the dialogue and the decision making of the Centre.

The last part of Ms. Berjan's speech was dedicated to two important processes going on currently at European level. Concord, through its DEEEP Project, has conducted the "Development Educations Study" with the support of the NSC and other member states on how the GE is being implemented in 27 European countries and Norway. The report will be available on DEEEP's website. At the same time the European Commission has initiated a Development Education Awareness Raising Study, the DEAR study, which is an in-depth study on how the funds of the EU for GE have been used in the past. Based on the results of the study the EC will develop their own strategy on development education and awareness raising. There are currently four experts working on the study and they are visiting all countries to make an assessment of the state of the art in each country. Moreover, they are also using the outcomes from the reports from the national seminars for this work. The results of the study will be presented in October 2010 in Brussels.



## 3.2. Situation of G/DE in Slovakia

After the introduction session, the seminar continued with two presentations on G/DE in Slovakia – one part on primary and secondary schools led by **Andrej Návojský** from People in Peril Organisation and the second part on universities by **Ivana Raslavská** from PONTIS. According to this, two working groups were created with the same thematic focus.

While discussing G/DE in Slovakia some of the following key topics were raised:

First, the use of terminology. Different approaches and understanding of the promoted issues among various stakeholders leads also to non-integrated terminology. On the other hand, it creates a space for discussion on the use of terms (but not only). In Slovakia two most of the common terms used are – global education, development education or the conjunction of the two – global/development education. The MFA accentuates the term “development”, “development issues” relating to developing countries. On the contrary, most teachers prefer to use the term “global education”.

The next question raised was the definition of the framework of G/DE in Slovakia, how and when to incorporate G/DE into educational programme and also the G/DE strategy in Slovakia and its advocacy process. Among academics and teachers there is a perception that there is no need to introduce a new subject of global education. The weak point is a lack of skills and materials for teachers for innovative teaching methods for global issues.

Andrej Návojský stressed the need of building a systematic official support for Global Education programmes in Slovakia and briefly presented the objectives and outlines of the forthcoming G/DE strategy which will be drafted by a working team led by the Slovak NGDO Platform within the subsidy programme of the MFA.

It was mentioned that at this stage it is quite difficult to make verifiable analysis of the situation, there are different actors who are currently involved in G/DE in Slovakia who are not working together and since the activities and programmes are often spontaneous and fragmented. For this reason, Návojský prepared a quick overview of the main points to be discussed later during the seminar and during the meetings of the working groups after the seminar.

All the questions together with possible “answers” raised during the seminar as presented by Mr. Návojský are arranged in the table below.

## SWOT Analysis

	STRENGTHS	WEAKNESSES
INTERNAL ORIGIN	<ul style="list-style-type: none"> <li>- G/DE as part of school educational programmes (due to the school reform)</li> <li>- existing materials on G/DE (handbooks, methodologies) for primary/secondary schools covering basic G/DE topics</li> <li>- interest of teachers and students in global issues (although the inquiry does not exist, there is an interest in G/DE projects and courses)</li> <li>- web page <a href="http://www.rozvojovevzdelavanie.sk">www.rozvojovevzdelavanie.sk</a> created in co-operation with Methodical Pedagogical Centre in Prešov</li> <li>- innovative projects and methods – existing projects bring critical thinking and develop key skills to schools</li> <li>- cross-sectionalism of global topics in teaching</li> <li>- projects supported by EC guarantee longer co-operation with the schools</li> </ul>	<ul style="list-style-type: none"> <li>- lack of clear definition of the content, aims and methods of G/DE</li> <li>- lack of G/DE experts</li> <li>- the absence of G/DE in State Educational Programme</li> <li>- resistance to incorporation into schools</li> <li>- insufficient communication among main actors (NGOs, MoE, SPI, MPC...)</li> <li>- non-existent G/DE strategy</li> <li>- almost monopolistic position NGOs in the process of incorporation G/DE into schools</li> <li>- unpreparedness of future pedagogues on G/DE</li> </ul>
	OPPORTUNITIES	THREATS
EXTERNAL ORIGIN	<ul style="list-style-type: none"> <li>- existence of multicultural education (although in unrestrained form as well)</li> <li>- two working groups on G/DE (at the MFA and at the Platform level)</li> <li>- preparation of the draft G/DE strategy for MFA</li> <li>- ability to react to actual educational needs</li> <li>- inspiration by strategies of the other EU countries</li> <li>- possibility to build capacities within international exchange of experience</li> <li>- experience of NGOs from the process of incorporation of related topics (multicultural education)</li> <li>- projects supported by EC</li> <li>- everyday presence and influence of global topics over Slovakia</li> </ul>	<ul style="list-style-type: none"> <li>- low political support for the theme of development aid</li> <li>- school unwillingness to incorporate the new topic in SEP (state educational programmes)</li> <li>- disagreement within the formation of the G/DE strategy among stakeholders</li> </ul>

The overview of the current situation and analysis of needs will be a part of the G/DE strategy which will be presented by the Slovak NGDO Platform and their collaborators for the MFA in October 2010. The proposed outline of G/DE strategy will include three main parts:

- Analytical part :
  - current situation in Slovakia,
  - deeper SWOT analysis,
  - analysis of needs and opportunities,
  - comparative analysis of other EU countries.
- Part dedicated to the definition of terms:
  - especially the concept of DE, use of the equivalent of G/DE,
  - identification of main issues, aims and principals of G/DE,
  - identification of key actors.
- Strategic part:
  - action plan and long-term vision,
  - proposition of concrete steps to be taken,
  - financial frame.

### 3.3. Working group no. 1

## G/DE in curricula of primary and secondary schools in Slovakia

The first working group was set up from participants: NGDO workers, representatives of schools, representatives of the State Pedagogical Institute (SPU) and Methodical pedagogical centres (MPC). This working group will continue the collaboration on drafting one part of G/DE strategy focused on primary and secondary schools.

The content of the working group was defined subsequently:

1. Definition of key actors
2. Discussion on the forms of incorporation of G/DE into schools (*first day*)
3. Definition of key themes and subjects of G/DE - strategy (*second day*)

#### **1. Key Actors**

##### **Ministry of Foreign Affairs (MFA)**

The MFA as a co-ordinator of development aid perceives development education as a part of it. Although the draft of the National G/DE strategy is going to be prepared by the NGDO Platform, the MFA has to adopt it and manage the approval by government. The contact person from the ministry is Ms. Ingrid Ružičková, Department of Development and Humanitarian Aid (ORPO). In response to the question on whether the MFA is open to a wider concept of GE or has an interest in focusing more on DE, Ms Ružičková said that their primary interest was that people would understand development aid, that is why it is important to focus on DE even if the name in curriculum could be GE. This is a personal opinion of Ms. Ružičková, not the official statement of the MFA.

##### **Ministry of Education (MoE)**

In the past, the communication was held with Ms. Augustová. Due to the fluctuation of employees, it is not obvious who is responsible for these topics nowadays, but it is necessary to address the Section of regional education. According to Nora Beňáková (chairwoman of the Slovak NGDO Platform), a good co-operation at the level of state secretaries between MFA and MoE was in 2006-07. It was related to unexpended funds reserved for scholarships for foreign students, which were in the end spent on the creation of new methods through the co-operation with NGOs or MPC.

##### **State pedagogical institute (SPU)**

The SPU is responsible for the state pedagogical programme on the national level. The contact person is Ms. Nogová, the Deputy of the Director. The Institute is managed directly by the organisation of the Ministry of Education of the Slovak Republic. Its main activities include:

- Reforms and adaptations in the contents of education programmes and upbringing background activities,
- Guaranties of the state education programme,
- Departmental research,
- Professional methodical management of schools and school facilities, particularly in developing education programmes,
- Preparation of the training documentation for schools in the field of general education,
- Training of educational staff and teachers.

Its main activities include addressing issues of curriculum changes, applied educational research, professional and methodological advice, experimental verification and pilot training projects.

##### **Methodical pedagogical centres (MPCs)**

MPCs were developed through a transformation process recently and became regional workplaces in the attempt to bring education closer to the teachers. There is a central MPC located in Bratislava, but currently there are MPCs located in every Slovak region. Regional centres profile particular topics, but it is difficult to evaluate if the changes are beneficial. The MPC in Prešov has experience in this area and they will possibly cover it. The co-operation with MPCs represents a way for the NGDO Platform to involve the

G/DE topics into schools, because the public does not understand G/DE yet. The information from one MPC can be exchanged with other working places, especially through monthly conferences in the field of methodologies and education. According to the representatives of MPC Prešov, G/DE should not be centralised, but offered on a voluntary basis.

### **Pedagogical schools/universities**

Slovak universities have autonomy within the educational system, the MoE only gives them a framework. Pedagogical universities are linked to a national education strategy which is why it is meaningful to integrate them into this working group. The importance of these schools is in the preparation of future teachers. Within the preparation, the teachers should be prepared in a more complex way, in connection with skills and knowledge. The co-operation might come in different forms, for example:

- Pre-graduation preparation
- G/DE courses offered
- Enlarging didactics, theories of education (currently existing in various forms, methods, methodologies, sources - materials, DVD, etc.)
- Co-operation with NGOs (through demonstration classes when students get an experience which they can later apply in practice)
- Accreditation of new courses which may exert the pressure on the integration of G/DE into curricula. Within the methodical centre a commission exists, where it is possible to accredit the programme of continuous education. The closest accreditation for universities will be in 2011. All the modules are supposed to be submitted within the implementation of strategy only.

Voluntary subject "Global and European dimensions" already exists on pedagogical schools. Among mandatory subjects Slovak pedagogical schools usually integrate those, which are in State Pedagogical Programme (SPP). That means, if the G/DE would appear in SPP, it could be integrated into mandatory subjects and it would place more weight on G/DE. It is also important to prepare student's perceptive on these topics (although it is not given by SPP yet), but about 20-30% of non-bound teaching space can be filled by the themes of G/DE integrated into the subject.

### **2. Forms of incorporating G/DE into schools**

There are different ways for Slovak NGOs and other institutions to realise their educational programmes:

1. Accreditation of programmes
2. Public procurement – to provide lecturers for the programmes of MPC
3. Directly at the schools

### **Accreditation of educational programmes**

Educational programmes are accredited en bloc. Guarantors, lectors of particular programmes from one region can, through communication, reach other regions as well. On 1 November 2009, the Act on pedagogical employees was approved, which contains Public Notice on Continuous Education. According to the Act, there are five groups of actors who can participate in educational programmes:

1. The Ministry of Education and directly governed organisations (MPCs, which offer its educational programmes to the teachers beneficially, the financial cover is set by state budget money or through EU funds)
2. Schools
3. Universities
4. Legal entities, whose occupation is the realisation of educational programmes
5. Churches

For example, when the MPC has a large-scale programme, the process has to go through public procurement and the MPC cannot set discriminatory conditions, which opens a space for co-operation with NGOs.

The advantage and motivating factor of the offer of accredited educational programme is that a teachers' presence can gain credits, which justifies receiving a financial premium. The presence of teachers in the educational programmes is voluntary. During work hours, the approval of the principal is required to excuse the teacher from school. Gained credits have to relate to her/his specialisation. Besides the

presence on the whole educational programme, the Act also allows for gaining credits by proof of competences and the final certificate is the same.

Every school should have its own educational programme (Eco School, Global school, etc.) and according to it, they should also have the programme of professional education of teachers. Within its budget, schools can use 2% of resources on the education of teachers; however this money is not bound and might also be used for other purposes. The MPC expects that in three years, the offers will be so diverse that the schools can really choose the appropriate one. Important actors are schools themselves, which might apply for accreditation of their own educational programmes and MPCs can help with the methodology.

NGDOs can apply for accreditation of educational programmes directly or in co-operation with MPCs – non-government organisations create educational programme and MPCs will apply for accreditation. For the realisation of the projects, NGDOs will offer the lecturers, who will be paid and the particular programme for teachers will be for free.

NGDOs can enter the process through the education of teachers or through the incorporation of the themes into educational programmes.

In Slovakia there exist different types of educational programmes: updating (20-60 hours), innovative, activating and functional. There are basic and super structural modules. Forms of the education might be: attendance, distance or combined.

Levels of Slovak educational programmes:

1. State educational programme
2. School educational programme (focused on knowledge, cognitive elements) – the most easy, accessible, unobstructed. Schools create them according to their own conditions
3. School extra-curricular educational programme (focused on values, stances, upbringing, personality development) – for spare time activities, school clubs, dormitories, hobby groups and centres

The experience of Špirála (NGO – observer of Slovak NGDO Platform) – managed environmental education and upbringing for primary and secondary schools to be approved as a cross-sectional theme in the State Educational Programme. It is defined in the framework and target level, the content theme is not promulgated. As the theme is not finished yet, there is a possibility to define it concretely as part of G/DE. On the preparation and realisation of the theme, informal interdepartmental and intersection group from the MoE and the Ministry of Environment co-operate with Špirála.

The motivation of the school, which has decided to use G/DE might be very different – it can be initiated by the management of the school, teachers or previous experience of co-operation with NGDO, etc..

### **Educational programmes at the school**

Co-operation is created on the basis of “on demand” oriented projects. The pressure should be exerted so the G/DE topic appears in these types of projects. The calls are announced by The Slovak Agency of International Development Co-operation through the web page of the Ministry. The section of European Affairs runs the operational programme “Education” with about 300 indicators (the choice of indicators is influenced by Ms. Kováčiková). In the past, the calls were realised for vocational secondary schools, grammar schools, marginalised Roma communities and currently for primary schools. G/DE could be under the programme “The change of traditional schools to modern ones”, because within the programme organisations can obtain a grant.

### **Possible ways of integration of G/DE into school curricula:**

1. as an autonomous subject – the worst way, because this education is not integrated
2. through the incorporation of the theme into various subjects – the most complicated way, but the most effective as well. Also the model of key competences, which is already in the Act on pedagogical employees, can be used. The attention is focused on the output of the education and given themes can be integrated into all the subjects.
3. G/DE most concretely fits within the subject ethics/religious education –global education should be integrated here.
4. as cross-sectional topic

### **Discussion on the topic, contributions:**

- Through continuous education of teachers, it is necessary to familiarise them with the wide spectrum of topics

- Not to focus only on DE, but to go deeper into GE
- Our teachers are not ready for key competences – need tools, inspirations, activities
- G/DE should not be subject, neither topics, but some wider global dimension
- A team of people is needed to create concrete thematic activities for subjects – there are a lot of methodical materials, but no integration of them
- The space for NGDOs is created, teachers and schools have a wider space for their own themes, but teachers are not ready for this change
- Teachers need training, methodical materials, and info kits on how to use them
- Use foreign experiences as inspiration

### **Discussion on cross-sectional incorporation**

One of the worked-up cross-sectional themes is multicultural education. Pedagogical universities students are also led to cross-sectional themes such as fundamental ethics, environmental ethics, ethics and politics, etc... However, they are not elaborated sufficiently, sometimes, the content is missing and only the themes are set. It would be appropriate to co-operate with the Department of Pedagogy or the management of the school so the themes would be incorporated into concrete subjects (mathematics, geography, languages, etc.)

People in Peril contacted all the departments of Pedagogical faculty, reactions and interest varied. According to a small research at Pedagogical faculty, teachers would appreciate it if the content of curricula was set from “above”, the reform which gives teachers a space to incorporate own topics, is not as used, mainly due to the age of teachers and teaching routine.

Another possibility is to go through National Educational Programme, because the content of the programme is mandatory for the school. Incorporation of themes into pedagogical-organisational instructions might also help as they are recommended for schools and schools should implement them because of the future feedback. This process needs to be repeated every year.

The Czech experience recommends PEER Review Process and the involvement of State School inspection.

### **3. Definition of key themes (G/DE strategy)**

#### **Suggested content of the draft of the National G/DE strategy:**

1. Definition of key aims and specific aims of G/DE
2. Definition of themes of G/DE.
3. Definition of terminology
4. The form of incorporation
5. Education of teachers and future teachers
6. Identification of key actors
7. National, European and international starting points, with reference to European documents, international connections, national documents and processes
8. Situation analysis – mapping of existing sources and status quo
9. Pedagogical starting points, aims and methods of G/DE
10. Implementation plan
11. Monitoring and evaluation
12. Financial cover

### **Discussion**

The strategy in the Czech Republic contains an analytical and strategic part, every aim has suggested a provision. It is important to not go too in depth and to use more general formulations. It was also important to mention the involvement of publicity of G/DE (examples of good practices, public opinion research) and financial cover. Also it is important to incorporate teachers who can comment on the topics.

### **Definition of key themes**

Within the discussion several key themes were proposed such as:

- UN Millennium Development Goals

- Global topics – globalisation
- Slovak best practices

An example from Great Britain shows 6 big thematic units, which give bigger flexibility to the teachers and schools on how to work with cross-sectional themes and how to fill them with content:

- Globalisation and mutual interconnection
- Identity and cultural diversity
- Human rights and social justice
- Conflicts and peace education
- Environmental topics,
- Sustainable development

To these units were added 8 key concepts, which integrate peace building and other topics.

In Czech Republic these topics and principles were integrated to G/DE:

- Globalisation and mutual interconnection among parts of the world
- Human rights
- Global problems – poverty and inequality, environment, conflicts and violence
- Humanitarian aid and development co-operation

Principles:

- Global responsibility
- Participation
- Solidarity
- Sustainable development

The principles come out of British sources and partly from some others. Towards already existing topics – the Czechs wanted to enlarge them, give them under the cover of global dimension and widen them on development aspect. The strategy is long-term, there is an interest in several topics interfering into all subjects cross-sectionally, themes need to be generated and developed (e.g. environmental education cross to sustainable development education and even sustainable backdown. Although Czechs set the themes, the principles that they wanted to use were important within the evaluation while asking about attitudes and values.

The co-operation needs to be entrenching on the firm basis so it can be systematic; there is also a need for guarantors, trained experts. Monitoring and evaluation are very important so that NDGOs know their strengths and weaknesses, which is missing also in development co-operation. Education is a more qualitative process where it is very difficult to measure the results and achieved changes.

The working group on primary and secondary schools will start the work on the draft of the National G/DE strategy in June 2010 in Bratislava and will be represented by representatives from key actors. The frequency of meeting should be monthly.

The key topics raised within the discussion of this working group during the seminar are summarised in the table. They will be gradually deeply discussed during the next working meetings and the outcomes from the discussions will be incorporated to the draft of G/DE strategy.

Key Topics for Discussion		
Primary and Secondary Schools		
Questions	Proposals	Related themes
<b>1. Which terminology to use?</b>	Global	- Global interconnection, Global North, Globalisation, Development of Critical Thinking, The Awareness of How My Acts Influence the Events in The World
	Development	- Development Issues, Global South, Millennium Development Goals, a Part of Global Education (likewise Multicultural Education or Environmental Education), Support of Development Aid
<b>2. How to define G/DE?</b>	As wider thematic units	- Globalisation and Global Interconnection, Identity and Cultural Diversity, Human Rights and Social Justice, Conflicts and Peace Education, environmental topics, Sustainable Development
	With emphasis on development education	- Development co-operation, Millennium Development Goals, Poverty
	How exactly should these particular themes be defined	- Migration, Human Rights, Fair Trade, Globalisation, World Trade, Conflict Solving and World Peace, Development Aid, Participation and Active Citizenship, Poverty, Environment and Sustainable Development, Intercultural Dialogue, Gender Equality, Health and HIV-AIDS Problems
<b>3. How and when to incorporate G/DE into educational programme?</b>	New cross-sectional theme	
	New subject	
	“Global dimension“ in existing themes and subjects	
	Development education	
	Extracurricular activities	
<b>4. G/DE strategy in Slovakia and advocacy process</b>	Analysis of starting situation	
	Identification of aims and strategies	
	Identification of involved stakeholders	
	Formulation of strategy	
	Action plan	



## 3.4. Working group no. 2

### The situation of G/DE at universities

The second working group was included participants, NGDO workers, representatives of academic sector and universities (on the national and international level). This working group will continue to collaborate on drafting one part of G/DE strategy focused on universities.

The working group was divided into two parts – on the first day the discussions were held through co-operation between the MFA/MoE and NGOs in the context of universities. The topic was firstly presented by **Ivana Raslavská** (Pontis) and the discussion was facilitated by **Ján Mihálik** (PDCS).

The second day of the working group focused on the orientation of G/DE in universities, the experience and building of partnership within G/DE at universities with Ireland, Austria and Portugal. Facilitation was led by **Ján Mihálik** (PDCS), **Ivana Raslavská** (PONTIS) and **Iveta Námerová** (People in Peril).

The content of the working group was defined subsequently:

1. Definition of the terminology and forms of incorporation of G/DE into universities
2. Co-operation between the MFA/MoE and NGOs in the context of universities (*first day*)
3. G/DE at the universities in Slovakia (*second day*)

#### **1. Definition of the terminology and forms of incorporation of G/DE into universities**

The terminological discourse is also present within universities, but in their context, the term development education seems to be clearer. One of the possibilities is to achieve development studies as a specific field of study or programme, which would be devoted to research together with preparation of experts into the practice. This possibility could also create space for the development of science and research, including the preconditions for effective measurement indicators, monitoring of development co-operation, evaluation of development strategies and in particular the creation of efficient and competitive development strategies of the Slovak Republic in the future.

#### **Polemics on how to integrate DE into existing educational programmes involves four possibilities:**

- cross-sectional topic within existing educational programmes
- voluntary subject
- compulsory subject
- accredited field of study

The innovations are needed at universities – the age limitation is currently present in these type of schools, the huge gap exists among older and younger fields of sciences, which lack the experts, who should be the representatives of change. There are experts on global topics from fieldwork, but the representation among academics is lacking. On the assertion of global themes and studies, more intensive co-operation with academics needs to be held (most of the projects were focused on students). Academics can help to exert inner pressure at the schools; the pressure from NGOs seems to be insufficient.

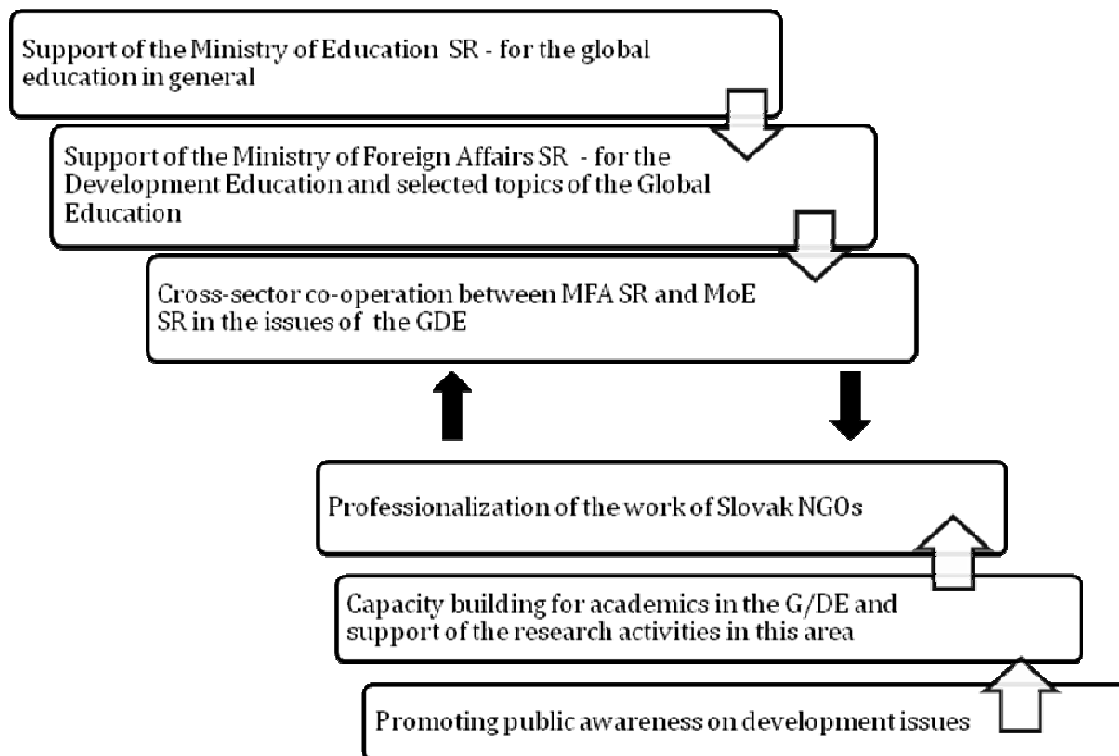
The main problems of integration of DE at universities are: insufficient support of GE at universities from “above”, insufficient capacities of academics, lack of opportunities therefore a visibly lower engagement of students, lack of graduates both in academic field and practice. Among the main obstructions are the accreditation of universities (weakens interest and capacities of universities to be engaged in the projects and co-operation with NGOs), lack of experts, on research and weak co-operation between GE stakeholders.

G/DE as a cross-sectional theme already exists in universities, while talking about global themes. At some universities, themes of G/DE are offered as a voluntary subject and have very positive feedback. The voluntary subject needs a guaranty, experts. The accredited educational field of study, which is already a standard in West-European countries is even one level higher and needs more experts and greater management of this field of study.

ODA has already given 5 grants for DE at universities and some of the schools (FSEV UK, FMV EU, FEP BVŠP, UMB BB) integrated DE into their curricula in the form of voluntary fields of study or the students have a possibility to write their bachelor/diploma thesis. There are also suggestions to have development studies (education of field and theoretical experts), research and scientific activities (qualitative

evaluation of ODA, efficiency of offering development co-operation), build libraries, info-webs, on-line social networks, think-tanks.

Ivan Raslavská outlined the following scheme regarding the possibilities for co-operation and the key aspects which are necessary for long-term and systematic change in development education in higher education.



To improve the situation of G/DE a co-ordination of activities from the "top" and initiatives from the "bottom-up" are recommended. Activities from the "top" mean that through the goodwill of the Ministry of Education, secondary and high schools/universities will be systematically encouraged in order to develop the capacity of teachers, students and academics in this field. Similarly, the MFA, due to the international orientation of this sector should focus on intensive support for schools and educational activities in the selected themes G/DE, which are consistent with the activities of the department (ie, development co-operation, territorial designed courses and programmes based on priority and programming countries of the Slovak ODA, education and training of development and humanitarian aid workers, etc.). To co-ordinate and ensure complementarities of the activities of both departments it is essential to have good interdepartmental co-operation between the MoE and the MFA in order to align capacity building of educational institutions with the needs of the Slovak ODA.

The change from the "bottom-up" means the personal initiative of academics and their interest in capacity building in G/DE (through methodological materials, trainings, visits to projects in developing countries, presentations, libraries), as well as engaging in research and scientific activities in this area. On the other hand, there must be an increase of professionalism of NGOs' work so that they can be a source of data and information of practice for the academic sector. The transfer of practical know-how of NGOs should include close co-operation with students (study internships, transfer of experience in practice) and should promote public awareness of development issues.

In order to have a long-term and effective system of G/DE, it is very important to build up a systematic and co-ordinated co-operation between the government institutions, universities and NGOs.

## **2. Co-operation between the MFA/MoE and NGOs in the context of universities**

The aims of the working group were:

- to share information
- to discuss the possibilities of present organisations in the process of preparation of G/DE strategy in Slovakia

**Key topics to discussion:**

- expert capacities and conditions
- accreditation
- “market demands“

**Discussions**

First national seminar on G/DE in Slovakia took part in May 2005 in Košice with the presence of many representatives. It was organised by the North-South Centre, but the results have not been visible as the co-operation with ministries was mainly held with NGDOs.

The possibilities of G/DE at Slovak universities are currently limited on ad hoc activities during voluntary subjects. The need of integration of this topic emerged as there exists an interest of students and also some activities and initiatives were created. The debater divided the work time into content part and technical part of the discussion.

The important part is that the preparation of future teachers can be supported subsequently:

- Academic co-operation – the possibilities of co-operation, also related to co-operation with nearby countries, motivation of graduates to work in the field of G/DE, pedagogical minimum
- The exercise of students in practice (internships, link between theory and practice, etc.)
- Research – the lack of research, finances, the position of NGDOs

It is necessary to discuss with the representatives of universities, what are their requirements and visions in the field of G/DE. So far the topics are incorporated at level of voluntary subjects which are short-term solutions and suitable more as training for young inceptors. One possibility is to build a space for G/DE at one university and the students from other schools would have an opportunity to take courses there.

Not only are university teachers eligible to teach G/DE, other experts can also be involved – the question is – who are these experts in Slovakia? How can one become an expert? What is the vision of work of experts? The small active group of researchers is in the United Kingdom, so the Slovak researchers could exchange and share of information, methodology if the financial funds would be granted. The possible co-operation could also be with the Slovak Academy of Sciences (Institute of Social Sciences and Institute of Political Sciences).

The research and education are very tightly related. However, if the research is not financially supported, the motivation of universities is low. The considerable part of research is up to the initiative of researchers. The representative of the MoE said that the problem is that G/DE stakeholders have not yet clearly explained what the aim of development education is. The MoE can support concrete activities, but it is necessary to have clear strategies, an indicator according to which it is possible to measure success.

**3.G/DE at the universities in Slovakia**

The aim was to be inspired by foreign guests and to reflect fully on Slovak conditions. The main question is whether there are entering points and what the conditions for establishing G/DE in Slovak universities are?

The first part was presented by Ms. Iveta Námerová who thinks development education/strategy is a useful tool to educate society about global issues, support understanding of global problems and contribute to positive development of countries.

The NGDO Platform is involved in outlining a background paper for the National Strategy on G/DE. The team of experts from different interest groups cooperating with two working groups will prepare the paper. The participatory process based on personal contacts is needed for further co-operation, after the acceptance of the Strategy as well. The output of the process from two working groups will be also incorporated into the GENE Peer Review. The document should be open, vivid; the stakeholders should be ready to enlarge it if necessary in the future.

**Discussions**

The Austrian strategy has a number of strategy groups, universities, NGOs, schools, etc. but universities are the most important target for discussing partners. In Slovakia, Portugal and Ireland the situation is similar.

Su-Ming Khoo added that in Ireland, they emphasise the fact that DE needs universities and vice versa. Universities are facing many challenges – economic, globalisation, knowledge economy, machine-producing answers. Higher education itself is being globalised. Current challenges are marketing,

universities have to become profit making businesses, through commercialisation of knowledge, globalisation in order to have more research outputs, more students and more internationalisation.

However, we are not here to make money but to promote and develop a democratic and a cultural society. University benefit from depending on development and global education. In the past, Irish universities also did not have G/DE subjects in curricula, but nowadays it has become mainstream.

Some important questions raised during this session was the need to identify a contact point, identify a person interested in participating and the possibility of receiving a research grant.

Petra Krylová from the Department of Development Studies, Palacký University in Olomouc, Czech Republic said that the aim of a DE study programme is to educate future practitioners, policy development practitioners. Especially by capacity development, co-operation with foreign G/DE oriented departments, organising the conferences, teaching high school students, use Czech development co-operation in Serbia, Moldova, Mongolia, etc. The study is both set on the interest of students as the reaction of real need – the Czech Republic became a part of interest on development co-operation and there were not sufficient personal capacities. The research grants in the Czech Republic are very low.

There should be research done on demand for this type of study in Slovakia, while it is not necessary to create general curricula, the curricula should be revised at each institution individually. The universities are more willing to co-operate if there a possibility of receiving financial support through grants. A source of interesting inspiration could also be the organisation of a G/DE summer school for universities and the creation of action plan. While it is not necessary to restructure the whole academic sector, co-operation should primarily start with those actors, who have had the closest relations to development co-operation (e.g. St. Elizabeth University of Health and Social Sciences).

The key topics raised within the discussion of this working group during the seminar are summarised in the table below. They will be gradually discussed in more depth during the next working meetings and the outcomes from the discussions will be incorporated into the draft of G/DE strategy.

Key topics for discussion		
Universities		
Question	Proposals	Related themes
<b>1. Which terminology to use?</b>	<b>Global education</b>	<ul style="list-style-type: none"> <li>- understanding mutual interdependence between "South and North" – incorporate development education, environmental education, human rights education, multicultural education, etc.</li> <li>- wide thematic cover (everyone has its own partial aims)</li> <li>- more suitable for primary/sec. schools and public</li> <li>- methods of education – emphasis on informal ed. or integration informal methods into formal ed.</li> </ul>
	<b>Global/Development education</b>	
	<b>Development education</b>	<ul style="list-style-type: none"> <li>- raising the awareness on development issues, building of solidarity with developing countries</li> <li>- target groups: academic sector (universities), private sector, government representatives, public</li> <li>- methods of ed.: formal, integration of interactive methods in formal ed., scientific and research activities</li> </ul>
	<b>Development studies</b>	<ul style="list-style-type: none"> <li>- aim is to educate experts in DS (at theoretical level – academics, in practice – NGO, field workers)</li> </ul>
<b>2. How to define G/DE?</b>	<b>As wider thematic units</b>	<ul style="list-style-type: none"> <li>- Globalisation and global interconnection, Identity and cultural diversity, Human rights and Social justice, Conflicts and peace education, Environmental topics, Sustainable Development</li> </ul>
	<b>With emphasis on development education</b>	<ul style="list-style-type: none"> <li>- Development Cooperation, Millennium Development Goals, Poverty</li> </ul>
	<b>How exactly should be defined these particular themes?</b>	<ul style="list-style-type: none"> <li>- Migration, Human Rights, Fair Trade, Globalisation, World Trade, Conflict Solving and World Peace, Development Aid, Participation and Active Citizenship, Poverty, Environment and Sustainable Development, Intercultural Dialogue, Gender Equality, Health and HIV-AIDS Problems</li> </ul>
<b>3. How to incorporate DE into educational programme?</b>	<b>Cross-sectional topic within existing study subjects</b>	
	<b>Voluntary subject</b>	
	<b>Compulsory subject</b>	
	<b>Accredited field of study</b>	

### 3.5. Foreign experts' presentations and comments

#### **Petra Skalická, Člověk v tísní (People in Need), Czech Republic**

The national programme on the development of education (The White Book) was finished in 2001, but it is still in being modified. This concept has two levels: state level (National Educational Programme, Framework Educational Programme, which is different for different levels – preschool, primary schools, grammar schools and vocational schools) and school level (school educational programme).

Framework educational programmes contain three main units: key competences, educational fields (languages, mathematics, etc.) and cross-sectional topics, which are specifically defined for all types of schools. As the cross-sectional topics were created in 2004 when the Czech Republic entered the EU, the content is adjusted to the context of the current period and is more focused on a European rather than global level. The issues of G/DE are integrated directly into the subjects, or they are treated in separate curriculum subject or within school projects.

According to Petra Skalická, among the most frequent obstacles during the quality realisation of cross-sectional themes belongs insufficient competencies of teachers, lack of educational materials, lack of pre-gradual preparation of teachers (G/DE or critical thinking education are not present at the universities) and insufficient support of the schools (excuses of teachers from the school for the trainings) and the whole “climate” at the schools. The questionnaire based analysis of the Research Pedagogical Institute on the sample of 50 teachers shows teachers do not have enough time to integrate cross-sectional topics into education because their perception is still more focused on knowledge.

The research on intensity and form of implementation of cross-sectional topics is not available. According to estimates cross-sectional topics range from 80% integrated into the subjects and 20% are realised through school projects or autonomous subject. In the future there will be probably less topics and the emphasis will be given to personal and social education. Skalická thinks that the best way is to integrate G/DE into existing subjects.

Among key events of G/DE in the Czech Republic belongs the GENE Peer Review – National Report on G/DE in the Czech Republic in 2008, which helped stimulate co-operation between MoEs and MPCs and improve the co-operation with schools. A national strategy on G/DE was prepared between 2009–2010 in tight co-operation with the MFA. The effort to find appropriate terminology which will be understandable for teachers and acceptable for the MFA in the context of the development dimension led to using the term global/development education.

Among the recommendations Ms. Skalická would like to emphasise the co-operation among stakeholders in the national or international level, the sharing of experience among NGOs (although they compete with each others as they are demanding the same funds, but the list of shared publications is available on the web page of the Czech Platform - FORS), tight co-operation with schools (a contract with schools obtaining their feedback, their opinions and experiences is recommended), the education of project co-ordinators (not only in themes, but in pedagogy, methodologies too) and she emphasised the importance of monitoring and evaluating.

#### **Helmuth Hartmeyer, Austrian Development Agency, Global Education Network Europe (GENE), Austria**

Mr. Hartmeyer is in favour of global education as development education is more concerned about what is happening in the South<sup>1</sup> and what we need to do to achieve change in the South (such as changing our trade, our systems, etc.). Global education is more about noticing globalisation (bananas, coffee, t-shirts, computers, music, films we watch – all of these and many more come from the “outside”) which brings challenge for education and for our work.

Global education is a pedagogical concept not a political instrument to achieve a better world. It attempts to change the framework to allow people to see them as subjects not as objects of education in line with Paulo Freire.<sup>2</sup> Our global vision is sustainable development and a world that is more just. Even in our times hunger, wars, climate change, etc. are a part of reality. We live in a complex fast changing world which represents another challenge. What should we teach young people to prepare them to face these changes?

The process of the creation of a national strategy in Austria started in 2006 based on the recommendations of the Peer Review Process. The strategy group (consisting of MoE, NGOs, private sector, local authorities, university representatives) was mandated to steer the process. It took four years

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<sup>1</sup> South as a term used for the countries of global South, or developing countries

<sup>2</sup> Paulo Reglus Neves Freire - Brazilian educator and influential theorist of critical pedagogy

(2006-2009) to develop the strategy in formal education system. Now the process of strategy development continues with adult and youth education in the non-formal sector. In the process, the group looked also at experience and strategies of other countries; international co-operation usually brings a win-win situation.

Mr. Hartmeyer also spoke about the strategy creation in Ireland and Finland as well as about GENE (Global Education Network Europe): The tasks of GENE are: networking, comparative research (there is co-operation with an institute in London), facilitation of and support for policy development processes, peer review and peer learning (a very useful tool between countries) and support for the development and quality of funding budgets, structures, mechanisms, and policies. Some of the aims of GENE are sharing of experience and strategies among existing and emerging national structures, in order to inform best practice nationally and provide mutual support and learning, disseminate learning from the participating countries to other countries in Europe and develop and pursue a common European agenda on strengthening global/development education

The key act in this is European Global Education Peer Review Process, whose overall aim is to improve and increase GE in European countries. The immediate purpose is to provide a peer learning process, resulting in National Global Education Reports and takes three steps: analysis of the situation in the country, bringing international experts in the field of global education and reflecting the overarching aim of the process. There will be a meeting of all countries that already have a global education strategy in place. The objective of the meeting will be to discuss the process, the stakeholders, and the owners (they vary from country to country) and to gather the lessons learned. The initiative has to come from the public partner in the country (SlovakAid) as it needs to have national co-ordination behind it.

In Austria the perspectives in this field are the following: need for more conceptual debate (Global Education-Development Education-Ecologically Sustainable Development)

) and to work on quality standards and competencies, need for more academic research, clarify the roles of public institutions and NGOs and building the global learning as a network (co-ordination, coherence).

#### **Pedro Cruz, Ana Teresa Santos, Portuguese NGDO Platform (PONGD), Portugal**

In 2005, the "Strategic Vision for Portuguese Development Co-operation" established DE as a political priority for the next four years in Portugal. In May 2008, the process for the creation of the National Strategy for DE was formally launched in Lisbon and signed by representatives of the MFA and the MoE in September 2009. From the beginning, the representatives of both ministries worked together. Next year in April the Action Plan of the strategy was endorsed by 14 organisations (CSO's and government institutions) which signed collaboration protocol during the 3<sup>rd</sup> edition of the National Development days.

The main goal in this process was to build a strategy for 5 years (2010-2015) with clear monitoring and evaluation mechanisms and the possibility for a mid-term review. It was also important to involve as many organisations with DE experience as possible, with a clear objective to incorporate the strategy into their annual planning. The concern was strategy should be understandable not only for GE experts and to find the appropriate compilation of DE definitions, as there is not only one right.

The overall aim was to promote global citizenship through learning processes and by raising awareness of development-related issues among Portuguese society, in a context of growing interdependence, and focusing on actions leading to social change. The strategy has also 4 specific aims:

1. Promoting capacity building among relevant public bodies and civil society organisations as DE actors, and creating dynamics and mechanisms of dialogue and institutional co-operation.
2. Promoting the advancement of DE within the formal education sector at all levels of education
3. Promoting the strengthening of DE in non-formal education
4. Awareness raising and political influence

The most important part of the process is the yearly creation of an Action Plan for GE. The Action Plan defines a coherent set of different types of activities with linked goals (to be achieved until 2015), that will be implemented with annual plans where each organisation inserts the activities they think are in line with the objectives and methodologies defined by the National Strategy Document. The challenge is also to prolong the five-year activities and continue building on achieved outcomes.

#### **Su-Ming Khoo, Development Education and Research network, National University of Galway, Ireland (NUIG)**

Su-Ming Khoo, as a representative of NUIG, spoke about DE integration into universities and linking theory with practice.

In Ireland the official DE strategy was created between 2003-2007 and the White Paper on Development was approved in 2006. Several roles for universities rose from the strategy such as: critical role in strengthening the interface between development studies and DE, building a deeper understanding of the causes and complexities of poverty and underdevelopment and in contributing to public debate and activism, research and its priorities, etc. The interest of the students in DE issues, activism as well as volunteering, volunteerism was meanwhile growing. Likewise, the profile of DE increased and researches were made and new opportunities for medical, nursing and engineering students appeared. NUIG strategy emphasised on civic engagement, enabled DE to connect with research, advocacy and professional training.

From a theoretical point of view, DE is understood as an educational response to issues of development, human rights, justice and world citizenship and focuses on voices of the excluded. DE is critical and reflexive, links local justice, equality issues with global issues, challenges. DE gives an opportunity for people to reflect, connect local and international roles, responsibilities and to be active, participatory and transformative by creating a new story of the human condition and a new direction for the future.

While linking theory to practice, DE is challenged by many question such as 1. What happens when informal DE moves to the mainstream? 2. Is the educational response to issues of development, human rights, justice and world citizenship a matter of curriculum or life world? 3. Do universities reflect traditional privileges or voices of the excluded – which speaks, benefits, decides?

According to Ms. Khoo, universities are important for DE for this reasons: possibility to bridge development studies and DE, train educators, but also many other professionals, research and capacity building, convening power of the university – a space for independent critical reflection, inputs and collaboration, space where government and NGO policy priorities can be discussed, make connections between DE and related fields, space for critical reflection on policy, practice, evaluation and move conversation beyond a narrow view of evaluation and towards broader questions about research, knowledge and social learning processes.

DE is also important for universities for several reasons, as: knowledge economy/knowledge society debates, emphasis on internationalisation strategies (ethical and collaborative or unethical and exploitative?), engaging with a "development" agenda (development studies/aid policy: ODA and NGO). Contributing to these reasons are also the questions of active/global citizenship discourse and part of universities responses to crisis of economy, society and equality.



## Summary

### **Slovak national seminar on Global/Development Education**

The Slovak national seminar on Global/Development Education, organised by the Slovak NGDO Platform in co-operation with the North-South Centre (NSC) of the Council of Europe and the European Commission (EC), took place in Bratislava on 27-28 May 2010. The seminar was part of meetings organised in the framework of the Joint Management Agreement signed between the NSC and the EC for the promotion of Global/Development education in new EU member states.

Nearly 50 representatives of different stakeholders in the field of Global/Development education had a possibility to meet and share information and practices on G/DE and discuss the content of an upcoming Strategy on Global/Development Education in Slovakia.

The presence of the representatives of the Ministry of Education, Ministry of Foreign Affairs, pedagogical representatives, teachers and representatives of NGOs brought a very interesting and important view into the field of G/DE and the challenges and problems which are related to its themes.

A very inspiring contribution were the presentations and comments from foreign guests from Austria, the Czech Republic, Ireland, Portugal and North-South Centre of the Council of Europe.

The main topics discussed were the clarification of the G/DE aims, G/DE terminology, the process of incorporation of G/DE into schools and also how to co-operate between stakeholders. Particular topics such as informal education and media co-operation were not very deeply analysed, but there is a space for these themes in the future within the meeting of working groups.

Two working groups – one on G/DE in primary and secondary schools and one on universities are going to continue in the process of creation of the National Strategy on G/DE. Their representatives can use the outcomes of the seminar, also in the form of this report as a basis for the process.

### **G/DE in Slovakia – needs and opportunities**

Within the discussion during the seminar the main needs were identified:

- to have a clear and unified definition of the content, aims and methods of G/DE,
- to create a pool of G/DE experts,
- to prepare a national G/DE strategy,
- to incorporate G/DE in State Educational Programme,
- to reinforce the communication between main actors (NGOs, MoE, MFA, SPU, MPC,...).

All these needs should be given due consideration, however, the main stakeholders have to struggle with low political support to the theme of development aid and with an insufficient interest of schools to incorporate a new topic in SEP (state educational programme). At the same time the discussions during the seminar confirmed that there is an interest among teachers and students in G/DE (projects, courses, trainings) and the existing materials on G/DE (handbooks, methodologies) for primary/secondary schools covering basic G/DE topics are highly demanded.

It should be noted that Slovakia in the field of development education is not a newcomer and the first results are already visible. The following link [www.rozvojovyzdelavanie.sk/organizacie.html](http://www.rozvojovyzdelavanie.sk/organizacie.html) offers many other links to Slovak websites of organisations, education and information centres, electronic publications, statistics, articles, campaigns and education projects regarding the topic of G/DE, humanitarian aid, human rights, fair trade, etc.

As a conclusion from the working groups' discussions during the seminar the main opportunities were outlined:

- two working groups on G/DE (at MFA and at the Platform level) should continue their systematic collaboration
- all efforts in the next months should be focused on the preparation of the draft G/DE strategy for MFA
- existence of multicultural education (although in unrestrained form as well) is a good opportunity to incorporate a global dimension through G/DE issues
- ability to react to actual educational needs
- inspiration by strategies of the other EU countries is a good way to create useful strategic material and to avoid mistakes in the very beginning

- possibility to built capacities within international exchange of experience
- experience of NGOs from the process of incorporation of related topics (multicultural education) within different projects and programmes (on national and EC level)
- everyday presence and influence of global topics over Slovakia

### **Conclusion and recommendations**

The organisation of the Slovak national seminar on G/DE confirmed the importance of the initial idea of increasing a pool of collaborators in the area of G/DE on the national and international level. The seminar led to reinforcement of the existing collaboration between the Ministries of Education, Foreign Affairs and a third sector. Working together within two specialised working groups flowed into the establishment of an action plan of collaboration and moved the process of building a National Strategy of G/DE in Slovakia forward.

A variety of development education projects were already implemented and supported by the programme SlovakAid, European Commission or other donors. Recently, significant support for development education is a success of projects financed by the European Commission. Slovak NGOs have managed to prepare project plans and work with other European organisations. European projects have higher financial allocations and the opportunity to work on multi-annual projects with greater impact on beneficiaries. Partial drawback of such projects from the perspective of Slovakia is that the Slovak partners have to adapt their activities to the intention of international partners, but trying to work on the necessary specific topics for Slovakia.

In the future, important projects (programmes) have to be prepared in accordance with the strategic focus of the main needs of Slovakia.

The long-term impacts of development education and the methodological guides for teachers are very important and can be used multiannually and long-term. In the frame of projects implemented by NGOs the guidance materials for each project goals have been developed. It should be mentioned that so far supported projects have not been focused on long-term global content. The projects responded to the broader themes of the calls of proposals of SAMRS and focuses were different. The various materials and documents were created in limited numbers thus it was not possible to assure nationwide distribution. Similarly, training of teachers in development education has been not carried out systematically.

The projects in the future should be more focused on a long-term usefulness of outcomes. Project plans should aim to meet high demand for methodological materials and simple “ready-to-use” training materials for teachers. Organisation of seminars, workshops, trainings with the guests from developing countries or with experts who have direct experience with less developed countries is a highly desired educational tool and also has a long term impact on enforcement intentions of G/DE.

G/DE is a lifelong learning process, which informs about the lives of people in both - developing and developed countries and also helps people to understand the connection between their lives and the lives of people around the world. The aim is to make people realise that everything is linked with all the problems that people in the world far away are related to us and can affect us, and we can affect the solution of these problems. Most teachers consider G/DE a greatly needed level of knowledge for young people. It is important to teach people not to think only of themselves and their needs, but to learn how to think about solidarity and responsible behaviour.

### **Appendices**

Programme of the Seminar

List of Participants

Photos from the seminar

**National Seminar**  
**“Global/Development Education in Slovakia“**

**27- 28 May 2010**

Hotel Echo, Prešovská 39, 821 01 Bratislava

**Programme:**

<b>Thursday 27 May 2010 (13.00-17.00) – National Part of the Seminar</b>
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**12h30** Registration of the Participants

**13h00** Opening of the Seminar, Introduction into the programme and aims of the day

*(Nora Beňáková – The Slovak NGDO Platform, (PMVRO), Ingrid Ružičková - MFA/ORPO, Gordana Berjan - NSC of the Council of Europe)*

**13h30** Analysis of The Current Situation of G/DE in Slovakia

*(Andrej Návojský – Človek v ohrození, Ivana Raslavská – PONTIS)*

**14h30** Break

**14h45** Discussion Working Groups

1) G/DE in the Curricula in Slovakia

*(facilitation: A. Návojský - Človek v ohrození)*

2) Co-operation of MoE / MFA and NGO sector

*(facilitation: Ján Mihálik, PDCS)*

**15h45** Resumé of the outputs – working groups, collection of the suggestions on the themes integrated into the next's day discussion

*(facilitation: A. Návojský - Človek v ohrození)*

**16h00** “The NGDO Market Place” – presentation of existing practical materials of NGDOs, film projection, gathering of contacts, informal Exchange of experience

**17h00** Closing of the Day

**09h00** Registration of the Participants

**09h30** Opening of the Seminar, Introduction into the programme and aims of the day

*(representatives of PMVRO, NSC)*

**09h45** G/DE in the Czech Republic Curricula

*(Petra Skalická, Člověk v tísni, ČR)*

**10h15** Co-operation between the MoE/MFA and the NGDO sector – the process of the Creation of a National Strategy on G/DE, involvement of particular actors into the process of creation, opportunities and obstacles

*(Pedro Cruz, Ana Teresa Santos – PONGD - Portuguese NGDO Platform, Portugal)*

**10h45** Break

**11h00** Co-operation between the MoE/MFA and the NGDO sector – intersection co-operation and funding of G/DE (national and European funding)

*(Helmuth Hartmeyer, Director for Development Communication and Education in Austria, Austrian Development Agency, Austria)*

**11h30** G/DE at the Universities – linking the theory and the practice

*(Su-Ming Khoo, National University of Galway, Project Leader, Development Education and Research Network, Ireland)*

**12h00** Lunch Break

**13h15** Working Groups

1) Topics of G/DE in the Curricula – primary and secondary schools in Slovakia

*(facilitation: A. Návojský - Človek v ohrození)*

2) G/DE at the Universities in Slovakia – direction of G/DE at the Universities, experience and building of national partnerships within G/DE at the Universities in Ireland, Austria and Portugal

*(facilitation: Ján Mihálik - PDCS, Ivana Raslavská – PONTIS, Iveta Námerová – Človek v ohrození)*

**15h15** Break

**15h30** Resumé of the Seminar *(A. Návojský - Človek v ohrození, Ivana Raslavská – PONTIS, PMVRO)*

**16h00** Closing of the Seminar

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## Photographs from the Seminar





