

# Global Education in Slovakia



The European Global Education  
Peer Review Process  
National Report on Slovakia

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**The European Global Education Peer Review Process  
National Report on Global Education in Slovakia**

GENE  
GLOBAL EDUCATION NETWORK EUROPE



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# Abbreviations & Acronyms

|                         |  |
|-------------------------|--|
| ADA                     | Austrian Development Agency                                      |
| COE                     | Council of Europe  |
| CIDA                    | Canadian International Development Agency                        |
| CPD                     | Continuous Professional Development                              |
| DAC                     | Development Assistance Committee - of the OECD                   |
| DE                      | Development Education  |
| DEAR                    | Development Education & Awareness-Raising                        |
| DEEEP                   | Development Education Exchange in Europe Project                 |
| ESD                     | Education for Sustainable Development                            |
| GE                      | Global Education   |
| GDE                     | Global Development Education                                     |
| GENE                    | Global Education Network Europe                                  |
| GNI                     | Gross National Income  |
| GNP                     | Gross National Product   |
| IBE                     | International Bureau of Education (UNESCO)                       |
| IUVENTA                 | Slovak Youth Institute   |
| KEGA                    | KEGA Grant Agency  |
| LRA                     | Local and Regional Authorities                                   |
| MDGs                    | Millennium Development Goals                                     |
| MESRS                   | Ministry of Education, Science, Research and Sport               |
| MFEA                    | Ministry of Foreign and European Affairs                         |
| MPC                     | Methodological and Pedagogical Centre                            |
| NGDO                    | Non-governmental Development Organisation                        |
| NGO                     | Non-governmental Organisation                                    |
| NIE                     | National Institute for Education                                 |
| NSC                     | North-South Centre (Council of Europe)                           |
| ODA                     | Official Development Assistance                                  |
| OECD                    | Organisation for Economic Cooperation and Development            |
| SAIDC                   | Slovak Agency for International Development Cooperation          |
| SIPE                    | State Institute of Professional Education                        |
| Slovak NGDO<br>Platform | Platform Slovak Non-Governmental Development Organisations       |
| SSI                     | State School Inspection  |
| UN                      | United Nations   |
| UNDP                    | United Nations Development Programme                             |
| UNESCO                  | United Nations Educational, Scientific and Cultural Organisation |
| VEGA                    | VEGA Grant Agency  |



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This Peer Review Report on Global Education (GE) in Slovakia would not have been possible without the contribution of a broad range of individuals and organisations who gave generously of their time and expertise. The Peer Review Secretariat would like to thank all those concerned.

In naming a number of individuals, we would first like to thank the International Team in the Peer Review Process, notably – Dr. Helmuth Hartmeyer, Austrian Development Agency (Austria) (chair); and Ms. Inka Lilja, Ministry of Foreign Affairs, Finland.

The Secretariat would also like to express thanks and appreciation to the Ministry of Foreign and European Affairs; the Ministry of Education, Science, Research and Sport; the Slovak Agency for International Development Cooperation; the Slovak NGDO Platform; and indeed to all those who met with the Peer Review Team and provided valuable information and insight. A list of the organisations which the Peer Review Team met with, in the course of the process, is given in Appendix 1.

Furthermore, we wish to acknowledge and thank in particular the following individuals from Slovakia, Ms. Sona Casnochova from the MFEA, and Ms. Beata Zpevakova from SAIDC for their support, insights and work with the process and for sharing their experiences with the GENE Roundtable. A special thanks also to Mr. Rastislav Malachovsky (formerly of SAIDC) who was involved in the early planning for this peer review process).

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Eddie O’Loughlin  
Liam Wegimont

*Report Editors and Secretariat,  
European Global Education Peer Review Process, GENE.*



# Executive Summary

This National Report on Global Education in Slovakia is part of the European Global Education Peer Review Process, which was initiated in 2002 with the purpose of increasing and improving Global Education in Europe. This report is the culmination of a Peer Review Process led by an International Peer Review Team. Through research and interviews with key stakeholders, information was gathered and critical perspectives developed about the current state of Global Education in Slovakia, and about future prospects for further development. This process, facilitated by GENE (Global Education Network Europe), was developed in cooperation with the Ministry of Foreign and European Affairs; the Ministry of Education, Science, Research and Sport; the Slovak Agency for International Development Cooperation; and the Slovak NGDO Platform, as the national counterparts in the process.

The Peer Review team recognises the significant progress and achievements made in the field of Global Education in Slovakia over the past decade. The level of growth, the quality of engagement, and the speed of progress, as Global Education in Slovakia has developed from a series of isolated projects to a focus on system-wide reform, and to a commitment to access for all to quality Global Education, are all to be commended.

The development of the National Strategy on Global Education, adopted in 2012 is a very significant achievement. With it Slovakia joins the ranks of those countries at the forefront of Global Education policy in Europe – those with a clear, quality national policy, strategy or strategic approaches. The process, focus and comparative quality of the Slovak national strategy is to be highly commended. Through this strategy key stakeholders – building on existing practice, theory and policy; engaging in consensus; and sharing learning with European counterparts - have created the strong potential for the exponential integration, growth and improvement of Global Education throughout the Slovak education system, over the coming years.

The strong commitment of the key stakeholders in Slovakia was noted and is appreciated and applauded by this Peer Review. The process of development and adoption of the National Strategy is a clear reflection of this. However, the key national stakeholders involved in developing the strategy should not underestimate the challenge of now implementing the strategy together. Other national experiences in Europe often show that so much energy is needed to develop and adopt the strategy that, once adopted, the challenge of ongoing implementation can be underestimated.

A significant recommendation of the Peer Review is that the key stakeholders should consider moving from an informal GE working group to the establishment of a more formal and strengthened National Committee with the aim of driving the strategy forward, and broadening the ownership of the strategy.

A further recommendation is that key stakeholders should consider the establishment of a regular National Forum to strengthen ownership and awareness of the national Strategy on Global Education among relevant stakeholders (perhaps biennially), with possibly supporting preparatory seminars in the 8 regions.

In line with the National Strategy, and with ongoing educational reform, it is recommended that the integration of Global Education into curricula at all levels, including as a cross-cutting theme, should be vigorously pursued.

While recognising the current economic and financial constraints facing countries in Europe, given the strong progress to date concerning Global Education in Slovakia, and also recognising international interest in this progress, the Peer Review suggests that the Slovak Republic might take a leading position in this regard, and commit to a staged series of increases, towards an adequate and internationally recognised target.

These and other key observations and recommendations of the Peer Review Process are contained in Chapter 4 of the report.

It is intended that the Peer Review recommendations contained in this report (along with others that national stakeholders might develop in response), will stimulate further debate and critical reflection on the development of Global Education in Slovakia, as similar Peer Reviews have done in other countries. The Peer Review team believes that there are very real challenges, but also opportunities ahead for Global Education in Slovakia. The Secretariat and the Peer Review Team will continue to be available to the national partners in the process, to assist with advice and support in follow-up initiatives which may arise as a result of the Peer Review and its recommendations. It is also apparent that the experience of Global Education in Slovakia, as highlighted in this report, will provide examples of innovation and possibilities for learning for others involved in Global Education in Europe, in particular with regard to national strategy development and implementation.

The Peer Review report is structured as follows. Chapter 1 below provides an introduction to the report and the process generally. Chapter 2 outlines the context of Global Education in Slovakia. Chapter 3 examines the National Strategy for Global Education in Slovakia 2012-16. Chapter 4 provides, in summary fashion, an outline of the key observations and recommendations of the Peer Review.

**GENE** – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe - in solidarity with people globally - will have access to quality Global Education.



*Chapter 1*

**Introduction**



# Chapter 1

## Introduction

### 1.1 The National Report on Global Education in Slovakia: An Introduction

This National Report on Global Education (GE) in Slovakia is part of the European Global Education Peer Review process initiated at the Maastricht Congress on Global Education in 2002 and facilitated by GENE.<sup>1</sup> This report follows previous reports on Poland, Norway, the Czech Republic, Austria, the Netherlands, Finland and Cyprus<sup>2</sup>.

The report gives an overview of the current state of Global Education in Slovakia<sup>3</sup> and provides perspectives on the prospects for increased and improved Global Education. It outlines key observations and recommendations for the future.

This first chapter provides an introduction to the National Report, along with background information about the European Global Education Peer Review Process, and about the methodology of the process with Slovakia. Chapter 2 situates Global Education in the contexts of Slovak institutional, global development cooperation, funding, public awareness and educational realities. It also outlines the roles of key ministries, agencies and national coordinating bodies. The third chapter examines the development of the Slovak National Strategy on Global Education and considers the implications of the strategy. The concluding chapter details the main observations and recommendations of the Peer Review.

The Slovak National Report has been produced with the involvement of a number of Slovak national partners in the process:

- The key partners to the Peer Review process were the Slovak Agency for International Development Cooperation, Slovakia (SAIDC), together with the MFEA. As members of GENE, they were the first reference point;
- Broader Reference Group for the Process: the Reference Group of the Slovak National Strategy (which includes the Ministry of Foreign and European Affairs (MFEA), the Ministry of National Education, Science, Research and Sport (MESRS), the Slovak Agency for International Development Cooperation, Slovakia (SAIDC), and the Slovak NGDO Platform.

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1 GENE has provided the secretariat and expertise for the Peer Review process since 2006, from 2003-2005 the North-South Centre facilitated the secretariat of the Peer Review process, with support from GENE.

2 Copies of these national reports are available at the GENE website [www.gene.eu](http://www.gene.eu).

3 The GENE Peer Reviews use the definition of the Maastricht Declaration on Global Education in Europe: Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship. See also sub section 1.5.

The Peer Review team comprised reviewers from Austria and Finland, along with the Peer Review process secretariat.<sup>4</sup>

## 1.2 The European Global Education Peer Review Process

The European Global Education Peer Review Process was inspired by the Maastricht Declaration. The Maastricht Global Education Declaration was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15<sup>th</sup> – 17<sup>th</sup> November 2002. It outlines a number of ways in which Global Education can be improved and increased throughout Europe. The Declaration, among other policy recommendations, called on the delegates to:

*“test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews...”*<sup>5</sup>.

In 2003 a study was carried out<sup>6</sup> to test the feasibility of developing a European global education peer review process. The study began with a reflection on international country review processes in related or comparable fields<sup>7</sup>. Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003 concluded that the setting up of a Europe-wide Global Education Peer Review process could be an effective mechanism for the further improvement and increase of Global Education in Europe.

Since then, this has proved to be the case. Global Education Peer Review processes have been carried out and national reports published on Finland, the Netherlands, Austria, the Czech Republic, Norway, Poland and now with this report, on Slovakia.<sup>8</sup> Peer Review processes have, according to stakeholders, led to the development, strengthening or growth of national structures, strategies and coordination in the countries reviewed. A national process is currently ongoing with Portugal. Further national reports are planned in the coming period 2014-2017, along with continued follow-up to existing processes<sup>9</sup>.

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4 The international team which visited in April 2012 was composed of Dr. Helmuth Hartmeyer, Austrian Development Agency, Austria; Ms. Inka Lilja, MFA, Finland; Mr. Liam Wegimont, Adviser to GENE; and Eddie O’Loughlin, Coordinator GENE.

5 The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see Appendix 2, for the report on the Congress see O’Loughlin, E. and Wegimont, L. (eds) Global Education in Europe to 2015: Strategy, Policies and Perspectives. Lisbon: North-South Centre, 2003. Available at [www.gene.eu](http://www.gene.eu) or [www.nscentre.org](http://www.nscentre.org)

6 Eddie O’Loughlin, Coordinator GENE, carried out this feasibility study on behalf of the North-South Centre in 2003, concluding by recommending the development of a European Global Education Peer Review Process.

7 These included Peer Review processes facilitated by other international organisations such as the OECD DAC peer review of development assistance and the Council of Europe country review mechanisms such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also considered independent consultant and NGDO reviews such as The Reality of Aid review mechanism.

8 For an overview of the European Global Education Peer Review Process, see article, O’Loughlin, E., “On the Road from Maastricht: Ten Years of Global Learning in Europe”. ZEP Journal, Issue 12, 2012, Waxmann, Munchen and Vienna.

Commitment to the European Global Education Peer Review Process as a mechanism for improving the quality of Global Education has been reaffirmed at a number of international gatherings over the past decade and in numerous international documents, including the Hanasaari Conclusions (2011), the Lisbon 2<sup>nd</sup> European Congress (2012) and the Hague Symposium (2012)<sup>10</sup>.

### 1.3 Aims of the European Process

The overall aim of the Peer Review process is to improve and increase Global Education in European countries. The immediate purpose of each national Peer Review process is to provide international peer review, support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of Global Education in the country, highlights good practice for national and international learning, and reflects critically in a comparative frame on the issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision.

National reports, and the peer review processes leading to them, act as tools for national actors to enhance quality and impact nationally. They also act as a source for international learning, comparative analysis, benchmarking, policymaking and improvement<sup>11</sup>.

### 1.4 Methodology & Terms of Reference of the Slovak Peer Review Process

The methodology used in the Global Education Peer Review of Slovakia involved both desk research and country visits. Each visit involved a series of consultations with national stakeholders. The Global Education Peer Review secretariat consulted stakeholders and made a preparatory visit to Slovakia, in 2011. The main aim of this visit was to gather information and documentation, agree method and process with key stakeholders (through agreed terms of reference), develop key questions, and develop contacts in advance of the main international Peer Review visit. This visit took place in April 2012. The Terms of Reference for the process were prepared in keeping with the key aims of the process as outlined in section 1.3 above.

The key objectives of the Global Education Peer Review of Slovakia, as outlined in the agreed Terms of Reference were:

- To highlight examples of good practice of Global Education.

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<sup>9</sup> On the latter, see, for example O'Loughlin, E. and Wegimont, L. eds. GENE Follow-up Review 2010/2011 to the Peer Review of Global Education in Finland 2004. GENE, Amsterdam, February 2011. Available at [www.gene.eu](http://www.gene.eu)

<sup>10</sup> For example in the Hague Conclusions, the key output from the Hague Symposium 2012 on Global Education, which brought Ministries and Agencies from across Europe together, participants wished to commit to: "Continued development of the GENE peer review process, including new country reviews."

<sup>11</sup> The European Global Education Peer Review process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than development or Global Education).



- To assess the state of Global Education and Awareness-Raising in terms of provision, structures, strategies and results.
- To provide an international comparative perspective on the strengths and areas of potential strategic development of Global Education.
- To make recommendations for the further improvement of Global Education in Slovakia.

The International Peer Review visit in April 2012 involved further meetings with key stakeholders to gather additional information, to clarify key questions, test perspectives and engage in dialogue regarding initial observations and recommendations. This visit concluded with the development of draft observations and recommendations.

A draft of this report, and/or the sections pertaining to their own work, was circulated to key partners, for comment, prior to publication. Comments from these stakeholders have been taken into account in concluding this report.

It is intended that the launch of this National Report on Global Education in Slovakia will stimulate further debate, as well as critical reflection on the issues dealt with in the report.

## 1.5 Key Concepts

### Global Education Definition and Terminology

GENE and the Peer Review Process use the term “Global Education” (GE). The definition of Global Education used is taken from the Maastricht Declaration on Global Education in Europe.

*“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.”*

GENE pays particular attention to development education. While GENE and the Peer Review use the term Global Education, GENE also welcomes the use of specific national terms.

**Source:** *The Maastricht Declaration (2003). Available at [www.gene.eu](http://www.gene.eu)*

### Global Education and the Slovak National Strategy on GE for 2012-2016

In the context of the Slovak National Strategy on Global Education, the term Global Education is used.

*“For the purposes of the national strategy, the term ‘Global Education’ will be used and perceived as an overarching principle. It includes development education (education concerning developing countries and poverty in the world), environmental education, multicultural education, peace studies, and education relating to the development and maintenance of human rights in the global context.”*

**Source:** *Slovak National Strategy (2012), Section 1.1.*

In the National Strategy there is also reference made to the term ‘**Global Development Education (GDE)**’.

*“Global Development Education (GDE) is an educational approach leading to a deeper understanding of diversity and inequality in the world. It allows us to better understand the roots and causes of such inequalities, as well as the opportunity to search for and identify possible solutions....”*

**Source:** *Slovak National Strategy (2012), Section 1.1.*

In this report the above terms are used interchangeably, as appropriate to the specific context.



## *Chapter 2*

# The Context of Global Education in Slovakia



## Chapter 2

# The Context of Global Education in Slovakia

### 2.1 Introduction

This chapter gives some perspectives on the context of Global Education in Slovakia. It does so by first presenting the institutional context, then outlining the development cooperation, funding, public opinion and educational contexts. Slovakia over the past decades has seen very significant social, cultural, political and economic change. Having joined the EU in 2004, Slovakia has moved steadily towards strengthening institutional support structures for development cooperation, and significant progress is being made to support the development of Global Education.

### 2.2 Institutional Context: Key Institutions and Stakeholders

There are a number of key institutions involved in supporting and facilitating Global Education in Slovakia at a national level. These include the Ministry of Foreign and European Affairs; the Ministry of National Education, Science, Research and Sport; the Slovak Agency for International Development Cooperation; and the NGDO Platform. These institutions and stakeholders have played key roles in the initiation, growth and support of Global Education in Slovakia over the past decade, and have also been involved more recently in the development of the Slovak National Strategy on GE for 2012-2016, where they have played a steering role. See Table 1 below for a summary list of these key bodies and their areas of involvement concerning facilitating Global Education in Slovakia.<sup>12</sup>

Table 1. Key Institutions involved in Global Education in Slovakia

| Organisations                                   | Summary of GE Activities   |
|---|--|
| Ministry of Foreign and European Affairs (MFEA) | The MFEA plays a leadership role concerning GE. It also promotes awareness of development issues, and provides funding support for GE initiatives of civil society organisations, through SAIDC. It played a crucial role in initiating and supporting GE over the past decade, and by initiating and endorsing the national strategy, along with the MESRS. |

<sup>12</sup> There are of course many additional bodies, including Ministries, civil society organisations and academic bodies that do play and/or can potentially play an important role in strengthening Global Education in Slovakia, especially now in the context of building on the National Strategy.

|   |  |
|---|--|
| Ministry of Education, Science, Research and Sports (MESRS)     | The MESRS also plays a very important role along with the MFEA in this field. Its endorsement of the National Strategy and continued support for it are essential, if there is to be a meaningful process for integration into the education system, and proper follow-through.  |
| Slovak Agency for International Development Cooperation (SAIDC) | SAIDC implements the development cooperation programme of the MFEA. It has also played a crucial role in initiating and supporting Global Education in Slovakia, providing the funding programme for civil society organisations, and supporting the development of a national strategy.   |
| NGDO Platform   | It plays an important leadership role among development NGOs concerning the initiation, support, training and quality-assurance of GE. Some NGDO Platform members have played key roles in implementing Global Education in Slovakia, in particular through the SAIDC supported projects in this field. The platform provided crucial expertise and support to the development of the National Strategy on Global Education. |

### Ministry of Foreign and European Affairs of the Slovak Republic (MFEA)

The recent history of Global Education in Slovakia has been marked by the keen involvement of the Ministry of Foreign and European Affairs – even during the period of a nascent ODA programme, there was strong commitment by the Ministry for the integration of support for Global Education within the emerging programme.

The Ministry of Foreign and European Affairs is responsible for coordination of and for the international development cooperation programme of the Slovak Republic. Within the MFEA there is a specific department which deals with development and humanitarian aid. Significantly, the MFEA strongly supports increasing public awareness on global and development issues.<sup>13</sup>

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<sup>13</sup> See Chapter VIII. Development Education and Public Awareness, in MFA, Slovak Aid: Medium Term Strategy for Development Assistance of the Slovak Republic for the Years 2009-2013, Bratislava, 2009.

In cooperation with the Ministry of Education, Science, Research and Sport, it wishes to promote the concept of Global Development Education (GDE)<sup>14</sup>, and decides about the allocation of certain funds under the ODA programme<sup>15</sup> (Slovak Aid). This programme is directly implemented by the Slovak Agency for International Development Cooperation, and includes support for Global Education projects.

The MFEA established a working group for GDE in 2010, in which there are two representatives from the Ministry of Education, Science, Research and Sport, representatives of the SAIDC agency, representatives of educational institutions, government, the academic community and NGOs. The objective of this working group was to draw up a National Strategy for Global Education.

The MFEA's commitment to strengthening GE in Slovakia, is clearly emphasised on its website:

*“Development education and public awareness is an integral component of Slovak development assistance. Public awareness-raising activities focused on the importance and relevance of ODA for developing countries are among the priorities of the Foreign Affairs Ministry's information policy. They help to better know the problems of the developing world, identify possible solutions, and enhance transparent use of public funds for this purpose.*

*Cooperation will intensify among the Foreign Affairs Ministry, Slovak Aid, which is responsible for development education, the Ministry of Education of the Slovak Republic and its organisations, as well as other central government bodies engaged in ODA efforts, non-governmental organisations, academic circles and other relevant institutions in order to find room for development education both within the education system and life-long learning, and to define a basic strategy for development education and public awareness-raising that will facilitate coordination of efforts made by all stakeholders.*

*In this context, cooperation with other donors will be encouraged and intensified, with the focus given to the exchange of experience, information and education practices.”<sup>16</sup>*

For further information on the MFEA see: <http://www.foreign.gov.sk/en/home>

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14 See Section 1.5 above

15 Programme number 05ToA (Slovak Aid Programme),

16 Ministry of Foreign and European Affairs of the Slovak Republic: Development Education and Public Awareness. Available at: [http://www.foreign.gov.sk/en/foreign\\_policy/slovak\\_aid](http://www.foreign.gov.sk/en/foreign_policy/slovak_aid) . Last accessed, 9.7.2013.



## Ministry of Education, Science, Research and Sport (MESRS)

The Ministry of Education, Science, Research and Sport, is responsible for the education system in Slovakia. Under the approved National Strategy on GE for 2012-2016, the Ministry works in collaboration with state pedagogical and methodological institutions, towards the implementation of the Strategy on GE in the formal educational system. Thus ongoing support for the strategy by the MESRS is very important to ensure its proper implementation within the formal education system in particular.

Important partners within the ministry include - Section of Regional Education, Colleges and Section of Science and Technology (research support). The MESRS also has control of sub-programme 05T08, under which it provides scholarships for foreign students, primarily for students from the priority countries of the Slovak ODA programme.

*For further information on the Ministry of Education, Science, Research, and Sport, see: <http://www.minedu.sk/index.php?lang=en>*

## Slovak Agency for International Development Cooperation (SAIDC)

SAIDC is the implementing agency for the Ministry of Foreign and European Affairs, concerning the Slovak Aid programme, and as such is an administrative unit of the Ministry of Foreign and European Affairs of the Slovak Republic. SAIDC was established by and dependent on the MFEA in terms of political priorities, its director is appointed by the Deputy Prime Minister and Minister of Foreign and European Affairs, and its budget is covered by the Ministry. It helps to develop and implement aspects of the official Slovak development cooperation programme. In practice this involves facilitating calls for proposals, and administering and evaluating the same in the development and humanitarian fields in particular.

The Agency has also recognized the importance of Global Education and has a particular focus on this field. It declares open calls for project proposals in GE, administers and monitors projects and communicates with applicants. As part of its activities, SAIDC ensures communication of the results of Slovak development assistance by working with the media, through its website (see below) and publishes annual reports and other information materials. SAIDC is a member of Global Education Network Europe (GENE), and through this network is connected with the contemporary trends and issues of quality in the field of Global Education in other European countries and with peer government and agency officials.

*For further information see: [www.slovakaid.sk](http://www.slovakaid.sk)*

## The Slovak NGDO Platform

The Slovak NGDO Platform is an association of organisations – it is an umbrella body of the Slovak non-governmental organisations which deal mainly with international development and humanitarian assistance. There are 25 full members and 8 observers. As part of its activities, the Platform seeks to enhance the interest of politicians, decision-makers, media and the general public about development assistance. It also publishes the regular bulletin Development Assistance, along with other information and analytical materials. It cooperates with journalists in putting forward a message in support of development solidarity. Through the website [www.mvro.sk](http://www.mvro.sk) and social network Facebook, it further raises public awareness about development issues.

Many member organisations are committed to the implementation of projects and activities in the field of Global Education. The NGDO Platform develops advocacy activities related to GE themes and works to incorporate GE themes into formal education. At a European level it is a member of CONCORD.

The NGDO Platform played an important role in assisting with the process of developing a National Strategy for Global Education, in particular bringing both essential expertise and on the ground experience to the whole process.

*For further information on the Slovak NGDO Platform, see: [www.mvro.sk/en](http://www.mvro.sk/en)*

## Other Key Bodies with regard to GDE

The bodies briefly described below play an important role with regard to education generally in the Slovak Republic, and thus are relevant to this Peer Review, and to the implementation of the National Strategy on Global Education for 2012-2016.

### National Institute for Education (NIE)

The National Institute for Education comes under the authority of the MESRS. It is responsible for curriculum development for general education and for defining the framework curricular documents. Its task is to ensure the professional and methodological management of schools and school facilities as well as educational activities for teachers. Curriculum development in favour of GDE is dependent, therefore, on the strong engagement of the NIE.

*For further information, see: <http://www.statpedu.sk/en/Home.alej>*

## Methodological and Pedagogical Centre (MPC)

The main activity of the MPC is focused on the further education of pedagogical and non-pedagogical staff (i.e. teacher education and training; and the education and training of school management, etc.). MPC provides accredited education under the national project entitled “The Professional and Career Development of Teachers”. It does this through a number of offices throughout the regions of Slovakia. Its remit includes a competence for schools and school facilities, which are under the auspices of both the municipalities and regions as well as regional school offices of the Slovak Republic. MPC has also within its competence professional, methodical, publishing and research activities.

Clearly the MPC, as the national body responsible for the quality of in-service, post-qualification teacher education and training, is crucially placed to ensure the successful implementation of a national strategy for GE within general education.

*For further information, see: <http://www.mpc-edu.sk/o-nas/english>*

## State Institute of Vocational Education (SIOV)

The SIOV is an Institute under the direct auspices of the MESRS. The mission of the SIOV is the methodical and technical guidance of vocational high schools, educational projects (in cooperation with foreign participation), the creation and innovation of State education programmes, textbooks and educational and teaching facilities for vocational education and training. It also has responsibility for the governance of secondary vocational schools, particularly in the development of school educational programmes. The SIOV provides professional, educational and training activities to address issues of secondary vocational education and training in the context of lifelong learning in the Slovak Republic, including the training of teaching staff. The organisation serves as the Secretariat of the Government Council for Vocational Education and Training. So, along with the important role of the MPC in regard to general education, the engagement of the SIOV is clearly crucial to the implementation of Global Education within all programmes related to vocational, further and ongoing education in the Slovak Republic.

*For further information, see: <http://www.siov.sk/>*

## State School Inspection (SSI)

For a clear and thorough integration of GE within the education system at all levels in Slovakia, the role of the Inspectorate (SSI) is crucial. As in other countries, a strong commitment within the processes and by the personnel involved in school evaluation, quality enhancement, and inspection, can ensure that the integration of GE within the education system is planned, implemented, monitored and evaluated.

*For further information, see: <http://www.ssiba.sk/Default.aspx?text=g&id=1&lang=e>*

## Slovak Youth Institute (IUVENTA)

The Slovak Youth Institute facilitates non-formal education for youth leaders (youth workers, trainers etc). It is a state body under the authority of the Ministry of Education, Science, Research, and Sport. It supports the education and training of youth through for example focusing on analytical and research activities, and through administering grant and donation programmes (both Slovak and EC programmes). It has played, and can continue to play an important role in promoting Global Education through its work.

*For further information, see: <http://www.iuventa.sk/en/IUVENTA/Slovak-youth-iustitute-short-introduction.alej>*

### CASE STUDY Examples

Below we look in a little more detail at the work of two organisations – the People in Peril Association and the Pontis Foundation, and examine how they help support and further Global Education in Slovakia.<sup>17</sup>

#### People in Peril Association

The People in Peril Association facilitates development and humanitarian projects and programmes around the world, but also takes a particular interest in Global Education and awareness raising issues in Slovakia. It plays an important role in providing and updating the Slovak Global Education portal website [www.globalnevzdelavanie.sk](http://www.globalnevzdelavanie.sk).<sup>18</sup> This is a very important GE internet source for stakeholders and others interested in this field. It aims to provide information about Global Education, and about governmental institutions, foundations and NGOs working in the field of GE, development aid, human rights, civil society and civic participation in Slovakia and abroad.

The web site carries current news and information on events, projects, partnership project possibilities, publications, and campaigns. It also provides a chat-room for public discussions on global and development issues. It offers the opportunity to publish articles and access to a Virtual School of Development Education, where readers can learn about Global Development Education and what it means in Slovakia. As well as online activities, the site also provides Global Education methodologies, toolkits and other publications which can be used in educational settings. Some of these have been published by Slovak NGOs, others are from the Czech Republic and other countries, or resources from international organisations. The site also offers a gallery of photos for educational use, and a video collection.

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<sup>17</sup> There are many other active stakeholders that a reader interested in GE in Slovakia might wish to follow-up such as: The Slovak Centre for Communication and Development (<http://www.sccd-sk.org/en/>); UNICEF Slovakia (<http://www.unicef.sk/sk/skoly>); and The Environmental Education Centre zivica (<http://www.zivica.sk/en>).

<sup>18</sup> This portal is part funded by SAIDC.

*For Further Information on the People in Peril Association see: (<http://www.clovekvohrozeni.sk/en/education-and-awareness-raising-activities-en>)*

## The Pontis Foundation

The Pontis Foundation was established in 1997 as the successor to the Foundation for a Civil Society. It is a member of the Slovak NGDO Platform. As a granting organisation, it supports the development and work of civil society organisations in Slovakia, and globally in countries in transition and in those facing democratic challenges.

Its stated mission is:

*“To motivate individuals, communities and companies to be responsible for themselves and the wider world.”*

It undertakes research projects and organises educational events. It supports the development of a foreign policy for Slovakia and the EU that is based on values of democracy, respect for human rights, and solidarity. One of its stated roles is to raise public awareness about the situation and needs of developing countries. With this aim, it pursues Global Development Education with Slovak universities and engages in advocacy activities in Bratislava and Brussels. Among other activities the Pontis Foundation organises regular meetings of academic representatives and manages an information portal dedicated to development education and research (see [www.rozvojevzdelavanie.sk](http://www.rozvojevzdelavanie.sk)).

*For further information see the Pontis Foundation website: [www.pontisfoundation.sk](http://www.pontisfoundation.sk)*

## 2.3 Development Cooperation Context

The Ministry of Foreign and European Affairs is responsible for ODA within the Slovak government system, and other ministries look to it for leadership in this field. Over a dozen Ministries and state authorities have some role in ODA, but in particular the Ministries of Finance (mainly multi-lateral funding support) and Education (scholarships). The Slovak Agency for International Development Cooperation is mainly responsible for implementation of bilateral development co-operation policy.

The Medium-Term Strategy for Official Development Assistance of Slovakia for 2009-2013 was adopted in 2009. This document is an important instrument for the planning of Slovak ODA. Along with the Act on Official Development Assistance, the Strategy serves as the basis of further planning and programming over this five year period (in particular, for annual national programmes, bilateral agreements with developing countries and country strategy papers for individual priority countries). Slovakia's key priority in the area of development cooperation during this period is to provide more effective development assistance and humanitarian aid and increase the volume of bilateral assistance. The Medium-Term Strategy is supposed to facilitate the accomplishment of these goals.

Up until 1989 the former Czechoslovakia Socialist Republic provided aid in line with communist principles and solidarity towards socialist countries. Between 1989 and 2000 the Slovak Republic became a recipient country in transition and since 2000, Slovakia is an emerging donor country.

Important milestones for Slovak ODA since 1989 are:

- Integration of the Slovak development policy in foreign policy activities,
- Establishment of the bilateral system of ODA,
- Cooperation experience with “old” donors (trilateral projects),
- Development Education became a part of Slovak Aid programming, in response to such cooperation, including with CIDA and through the Visegrad-4 programme.
- Institutionalisation of the Slovak ODA system,
- Preparation of the Law on Slovak ODA - Act No. 617/2007 Coll,
- Increase in the competitiveness of the Slovak organisations when applying for Europe Aid support,
- Increase of ODA in nominal terms.

Significant institutional changes have included the termination of the service of the UNDP Trust Fund 2006 – which had administered Slovak Aid during the previous years - and the establishment of the Slovak Agency for International Development Cooperation (SAIDC) in 2007. This saw further development of the ODA programme and further strategic planning.

### Geographical priorities according to Medium-term ODA strategy for 2009 – 2013<sup>19</sup>:

The geographical priorities of the programme were identified as follows:

- Programme countries - Afghanistan, Kenya and Serbia.
- Project countries - Albania, Belarus, Bosnia and Herzegovina, Montenegro, Ethiopia, Georgia, Kazakhstan, Kirgizstan, Macedonia (FYR), Moldova, Mongolia, Sudan, Tajikistan, Ukraine, Uzbekistan and Vietnam

### Sectoral priorities 2009 – 2013:

The sectoral priorities were identified as follows:

- Developing democratic institutions: The promotion of good governance.
- Social Development: Awareness-raising activities, prevention and treatment of HIV AIDS, and through child and adult education programmes.
- Infrastructure/social infrastructure: Health care, and education.

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<sup>19</sup> Medium term strategy for ODA 2009 - 2013: <http://eng.slovakaid.sk/?p=5389>

- Economic Development: Market economies, reforms in the public sector and public administration.

## ODA in Numbers

While still relatively small in comparative OECD - DAC terms, the Slovak ODA budget has increased significantly over the past decade. Starting with 8.6m Euro in 2002, this had risen to over 60m Euro by 2013, as the table below shows.<sup>20</sup>

Table 2. ODA in Numbers

| Year                     | Absolute numbers in mil. Eur |
|--------------------------|------------------------------|
| 2002                     | 8.551                        |
| 2003                     | 18.373                       |
| 2004                     | 30.223                       |
| 2005                     | 57.425                       |
| 2006                     | 54.376                       |
| 2007                     | 54.849                       |
| 2008                     | 65.392                       |
| 2009                     | 54.352                       |
| 2010                     | 55.800                       |
| 2011                     | 61.915                       |
| 2012 (provisional)       | 68.810                       |
| 2013 (indicative budget) | 64.610                       |
| 2014 (indicative budget) | 59.092                       |
| 2015 (indicative budget) | 68.524                       |

### Sources<sup>21</sup>

In 2013, Slovakia aims to continue to increase the quality and effectiveness of its development cooperation, and will focus on the following goals<sup>22</sup>:

- Setting a comprehensive approach to development assistance with the Slovak ODA Programme countries;
- Improving the mechanism of selecting projects and awarding grants;
- Strengthening the monitoring and evaluation system of Slovak ODA;
- Supporting the participation of Slovak business entities in development cooperation

<sup>20</sup> Slovak ODA, has increased significantly over the past decade, and is committed to significant targets such as reaching an ODA/GNI ratio of 0.33% by 2015, in an EC context.

<sup>21</sup> Sources: Informácia o ODA za rok 2011 (Information on ODA, MFEA, 2012) <http://www.slovakaid.sk/?p=8277> 2003-2011; Slovak ODA 2012 and 2013, MFEA documents for 2012-2015.

<sup>22</sup> These stated goals are contained in the National Programme of ODA of the Slovak Republic for 2013, MFEA Bratislava, January 2013.

- projects, based on the concept approved by MFEA, and in cooperation with the Ministry of Finance as part of international financial institutions;
- Supporting the participation of Slovak entities in public calls for proposals by EU and international financial institutions;
  - Systematically working with professionals and the general public, in order to achieve a better understanding of Slovak development activities and national solidarity;
  - Building and launching an information system, which will enable better ODA recording and statistical reporting, as well as strengthening ODA transparency.

So, some current policy challenges under consideration and discussion concerning Slovak ODA include: ODA effectiveness, monitoring and evaluation of ODA, policy coherence, and significantly, the GDE National Strategy and its implementation. The MFEA will also in 2013 face the task of developing a Medium-term Strategy for 2014–2018, including the final evaluation of the current strategy (2009–2013).

## In Summation

Slovakia, in a short few years, has made a successful transition from being a recipient of aid to being a donor.<sup>23</sup> The capacity of Slovakia to facilitate a development cooperation programme has been built up over this period, including with the creation of SAIDC in 2007, the adoption of an Act in 2008 on the “Official Development Assistance of the Slovak Republic”, and a Mid-Term Strategy for ODA for the period 2009–2013. The OECD DAC Special Review on the Slovak Development Cooperation Programme, came to positive and supportive conclusions:

*“The special review concludes that the Slovak Republic has put in place many of the legislative, strategic and institutional building blocks for its development co-operation. Slovakia now has scope to strengthen its development co-operation system so that it can achieve its development objectives more efficiently, effectively and transparently for the benefit of poor people in its partner countries. Slovakia’s development co-operation faces several challenges, but the Review considers that solutions to these are available.”<sup>24</sup>*

It is to be strongly commended that during this period, key stakeholders in Slovakia also moved to develop and strengthen education and public awareness on global issues, leading eventually to the adoption of a Slovak National Strategy on GE for 2012–2016 (adopted in January 2012).

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<sup>23</sup> For an interesting overview and analysis of this transition, see Vittek, M., and Lightfoot, S. The Europeanisation of Slovak Development Cooperation? In *Contemporary European Studies* 1/2009. <http://www.ces.upol.cz/pic/item/pdf/45.pdf>

<sup>24</sup> OECD DAC Special Review of Slovakia. Paris, 2012, P. 5.



## 2.4 Global Education Funding Context

As outlined in the preceding section, in a short few years, Slovakia grew from being an aid recipient, to being a donor. Almost in parallel, Global Education and awareness raising were nurtured over these years from small beginnings.

The 2003 National ODA Programme initiated two calls for project proposals – one through the Belgrade-Bratislava Fund and the other through the UNDP Trust Fund. After some initial obstacles, a first call for projects on development education was also set up with a deadline for proposals in June 2003.

The NGDO platform contributed to the development of the criteria of the call, the main condition being a one year implementation period and a focus on Slovak target groups. The call was open for NGOs, other non profit organisations, universities, professional organisations and the private sector. Out of the 16 applicants (11 submitted by NGOs, three private organisations, and two academic proposals), 8 projects were selected, all of them NGOs (out of which six were members of the NGDO platform). The overall budget of development education was 3 million SVK in 2003, which represented approximately 104,000 USD; or a maximum of 15,000 USD per project. In addition, 10% of self financing was expected

In 2004, Slovak NGDOs participated for the first time in the EC call for proposals under the then budget line 21-02-03 on public awareness. Some submitted projects either on their own or in cooperation with other organisations from the EU.

In January 2005, the NSC, the MFEA and UNDP Regional Centre Bratislava signed a Memorandum of Understanding on the Programme for Strengthening Global Development Education in Slovakia. The agreement was to engage in consultation processes on Global Development Education in Slovakia and included programme elements such as: the organisation of a National Seminar on Global Development Education; and support for strengthening funding and support structures in Slovakia through a Global Education seed fund and by participating in Global Education Network Europe (GENE). This programme, part of a larger programme known as the V-4 (Visegrad 4) programme, supported the development of funding in countries in the region, and established a tradition of Slovak engagement in international sharing of policy learning and good practice in funding disbursement in the field.

In January 2007, the Slovak Agency for International Development Cooperation (SAIDC) was established and since then calls for proposals were announced in the years 2007, 2008, 2010, 2011, 2012 and now in 2013. A total amount of approximately 1m Euro has been allocated in grants for Global Education from 2005-2010.

Many NGOs over the past decade have implemented related educational activities in schools and universities with the assistance of the financial support programme of Slovak Aid. In addition, in more recent years, significant support for the introduction of GE topics have been received by Slovak NGOs from and in cooperation with foreign partners, through the co-financing of the European Commission (Europe Aid).

Support for Global Education projects came to a total of approximately 183,000 Euro in 2011. This was composed of ODA projects at approximately 126,600 Euro, with EC co-financing at approximately 56,600 Euro, implemented by the Slovak NGOs.<sup>25</sup>

European projects have higher financial allocations and give the opportunity to work on multi-annual projects with, it may be argued, a greater impact on target groups. On the other hand, according to stakeholders European projects tend to be less tailor-made and tend not to reflect so precisely current needs in Slovakia.

The call for project proposals for development education, public awareness and capacity building for 2013 was announced in Spring 2013 by SAIDC with the deadline of 7th May 2013. The maximum duration for these development education projects is 19 months and maximum budget is 35,000 euro per project. The overall budget will be approximately 100,000 Euro.

These projects are intended to mainly focus on:

- Inclusion of topics on global development into primary and secondary schools curriculum, especially creation of methodical proposals, source school-books and teaching aids for particular subjects.
- Inclusion of development education into university study programmes by building internal capacities, exchange study programmes for academic staff, creation of study programmes and plans as well as educational materials.

A further approximately 50,000 Euro will be available in 2013 for public awareness projects in line with the Slovak ODA Communication Strategy (2009).

Since around 2003, NGOs and in some cases also universities, have been implementing GE activities directly in schools. NGOs helped bring to the schools and universities several topics such as issues of poverty, fair trade, development cooperation, climate change, sustainable development, and children's rights. They focused on teacher training, preparation of methodological manuals, teaching materials, videos, and interactive exhibitions, workshops with students, but also on organizing lectures, training for students and various public events and academic conferences. Secondary school teachers applied

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<sup>25</sup> Source: Bilateral Development Aid of the SR in 2011 (evaluation report), Platform NGDO, 2012, <http://www.mvro.sk/sk/e-kniznica/category/2-publikacie>

GE topics in particular within subjects such as civics, ethics, geography, as well as art. At some schools GE has been implemented through extra-curricular activities. In universities these were implemented via elective courses. It has been estimated that the teachers from more than 1,000 primary and secondary schools, and around 5,000 university students from more than 10 Slovak universities, have become familiar with the methodologies and topics of GE as a result of activities over recent years.

## In Summation

From small and ad-hoc beginnings, support for GE has grown considerably both in terms of the levels of financial support, and also with regard to organisational structures and predictability. However, as GE in Slovakia moves from the preserve of a small number of NGOs, and involving a small number of projects, to a situation where all teachers, all schools, and all universities can become involved, there is a challenge concerning levels of funding. In order to match the quality, scope and universal reach envisioned in the Slovak National Strategy funding will, in time, need to increase considerably.<sup>26</sup>

## 2.5 Public Opinion Context

According to a nationally representative public opinion poll<sup>27</sup> carried out in September 2009, 44% of those polled agreed that Slovakia's official development assistance budget should increase, while approximately 29% of respondents considered it to be too large. In the previous six months, just one fifth (20%) of those polled had heard something about the country's development assistance programme. These respondents declared that they had most frequently heard about aid to developing countries in Africa, Afghanistan, etc. The most common source of information about development assistance for the respondents was television (80%).

Seven out of ten of those polled (70%) thought that Slovakia should offer its help to people in developing countries; this figure is down from 83 percent in 2005. The vast majority of respondents seemed to be aware of the moral responsibility of developed countries to help developing countries; with 84 percent considering this assistance to be necessary.<sup>28</sup> While 60 percent of those polled agreed with the notion that negative consequences of the global economic crisis will affect mainly poorer countries and that this is a reason as to why it is necessary to increase development assistance.

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26 The OECD DAC Special Review of Slovakia 2012, also concurred with this point of the need for increased funding for GE – "Activities in awareness-raising and development education are therefore of crucial importance and should receive the necessary investments of human and financial resources." P. 6.

27 This public opinion poll on the topic of development assistance was carried out by Focus agency, within the project Development Assistance Concerns Us, implemented by the Pontis Foundation. The poll was carried out between 2nd and 8th September 2009 on a representative sample of 1039 individuals from the Slovak population. All those polled were above the age of 18 yrs. ONLINE SOURCE: <http://www.nadaciapontis.sk/en/index.php?s-cv-contentID=14435&s-search-query=Public+opinion+poll&s-cv-assign=link>

28 This supportive figure of 84% reflects a Eurobarometer figure from a year later, for in a Special Eurobarometer survey 352 from 2010, 87% of Slovak respondents replied that it is important or fairly important to help people in developing countries (though also showing slippage from a previous survey of 4% on this question).

On the other hand, those surveyed expressed certain scepticism on a number of fronts. Respondents question whether Slovakia can afford this aid, and also question whether the financial resources really arrive to the places where they are needed most and also, to what extent these resources are distributed in a transparent manner. In comparison to 2005, the opinion that “*Corruption in developing countries is the main reason why aid does not arrive to those who need it most*” increased by 17 percent (73% agreed in 2009 in comparison with 56% in 2005).

Among the most important motivations identified by respondents for carrying out development assistance, the general desire “*to help people in need*” and then specifically “*to help children*”, was uppermost. In regard to the priority areas in which the people polled thought that their country can help developing countries, improving health care and education systems were most often identified. Concerning the most efficient way in which Slovakia could distribute their assistance to developing countries, a significant majority of respondents still preferred “*transferring financial resources to the big international organisations like UNICEF, Red Cross, etc.*” (72%). This represented a decrease of 16 points in comparison to the 2005 poll. Respondents believe the second most efficient way is to provide small grants to Slovak non-governmental organisations to implement concrete projects within developing countries (53%).

According to most respondents, African countries in particular should be recipients of development assistance. This was the opinion of 78% of respondents, which is similar to the 2005 figure of 77%. Support for assistance to be granted to other regions diminished. In the case of Asia the figure fell to 46% and for Afghanistan, the number decreased to 43%. Similar opinions are held regarding support for Slovakia’s neighbouring regions: support for assisting the Western Balkans dropped and now stands at 36%, whilst those who felt that the former soviet republics of Eastern Europe should be helped fell to 31%.

As is mentioned above, the doubts of those polled concern the usefulness of the assistance which Slovakia offers to developing countries. Approximately half of the respondents (49%) think that this assistance is not used well, which represents an increase of 9 percent compared to 2005. This uneasiness also affects the perception regarding the amount of money that Slovakia offers developing countries. Only 14% of respondents think that the amount of money should be higher. 39% consider it sufficient whilst 29% believe the amount is too much. On the other hand, 44% of respondents stated that they agree this contribution should increase.

28% of respondents stated that they had made individual donations and contributions to public collections for developing countries, which represents a decrease of 3 percent compared to 2005. Those responding identified their contributions as financial donations (public collections, transferring part of their salary, etc.) rather than volunteering or other means.

It is clear from the polls that public support for development co-operation remains strong. There is still strong support for development cooperation among the public; and significantly more people are in favour of increased rather than decreased ODA. However, it is also clear that there is a growing critical perspective in regard to the efficacy of aid, and a clear need for greater information and education regarding the actual causes of global poverty. There is also, it appears, an emerging change of public opinion regarding the geographical and historical priorities of the ODA programme.

## In Summation

These public polling findings provide interesting hints towards possible directions for Global Education policy in Slovakia in the coming decades. It would also suggest the desirability of continued systematic opinion polling concerning Global development issues.

### 2.6 Educational Context<sup>29</sup>

Education administration is jointly guaranteed by the national Ministry and by the relevant local and regional authorities. The central body responsible is the Ministry for Education, Science, Research and Sport of the Slovak Republic. The Ministry oversees the aims, content and methods of education, as well as being responsible for national policy and international engagement. The municipalities are responsible for local administration, and provide early-childhood, primary and lower secondary education. Public education is free.

Early childhood or pre-primary education is supported by the state and attended by children from two and a half or three years of age to six years and provided by kindergartens; with the earlier years being partially subsidized and the final year being provided free of charge. Slovakia differs from many other European countries in that there is a unified/continual system of Primary and lower secondary education, which is organised as a single structure system. This starts at the age of six and consists of nine years of schooling.

Compulsory schooling lasts ten years and pupils complete it by finishing the first year of upper secondary education. Those completing this acquire a Basic Education leaving Certificate.

There are a number of types of upper secondary education. Within the General Education provision there are Grammar schools (Gymnasium), which generally provide a 4 year course of study; and Specialist Grammar Schools (e.g Bilingual schools, Sports schools, etc –this may have 4, 5 or 8 year courses of study). In both cases this leads to the acquisition of a General Leaving Certificate. Within Vocational Education provision, there are also a number of possibilities. Vocational secondary schools provide 4-year long courses of

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<sup>29</sup> General Sources: Slovakia in Eurydice/Eurypedia available at: [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Slovakia:Overview\\_Auxtova\\_Lucia](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Slovakia:Overview_Auxtova_Lucia), "The Education System in the Slovak Republic" presentation April 2012 to the GENE Peer Review team.

study in particular vocational fields of study; while “Conservatories” or Artistic Schools provide a 6 year course of study in a particular field of music, arts, etc. In both these cases a Vocational leaving certificate is awarded. There is also the possibility of pursuing a Certificate of Apprenticeship, at an Apprentice Training Centre, for a two or three year course of study.<sup>30</sup>

**Higher education** is provided by 20 public, 3 state and 10 private higher education institutions; and at the three levels - Bachelor, Master and PhD study programmes – in autonomous universities and higher education institutions. There have been enormous changes in this system in line with the adoption of the Bologna process, since 1999.

**Adult education** includes further professional education, special-interest education and civic education. The Act on Lifelong Learning (No. 568, 2009) has as its aim “to create the conditions which enable citizens to acquire and deepen qualifications during their lifetime”. This provides a clear basis for further education, and also for Global Education.

### ***Ongoing Reforms and Policy Developments – General Education System***

The 2012 Programme Declaration has been adopted for the period 2012-2016. The key objectives in the field of education and training are the development of the knowledge society, informatisation and digitalisation. Emphasis will also be placed on the continuous development of the whole education system with orientation on the system of lifelong learning.

In view of the high rate of long-term unemployment, as well as youth unemployment, the linking of labour market to education is a priority. The point at question is, in particular, the legislative approach to participation of employers in defining requirements for the education system, and creation of the area for providing professional practice of students by employers.

At the same time, considering the structure of the Slovak economy and industry, arrangements will be implemented to increase the interest of students in technical education, teaching mathematics and science. These measures have been partially implemented by the Act No. 184/2009 on vocational education and training. The adopted provisions allow the self-governance to determine the student limits for individual fields of study in accordance with regional needs, employment structure and so one.

*Source: Eurydice/ Eurypedia Report on Education in Slovakia [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Slovakia:Ongoing\\_Reforms\\_and\\_Policy\\_Developments](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Slovakia:Ongoing_Reforms_and_Policy_Developments) Last accessed 1/7/2013*

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<sup>30</sup> During the Peer Review Team visit to Slovakia, the team met with pupils and teachers from the primary and second level vocational schools in the Slovak city of Nitra. As well as discussing aspects of how GE is facilitated through the Slovak Education system, the team also experienced a practical classroom situation demonstrating how global issues can be integrated into everyday classroom activity.

## Education Reform, Policy Development and Global Education

One measure of policy reform priority is the way in which national Ministries relate their policy change agenda within international comparative analysis. It is an admirable measure of the commitment of the Ministry of Education to the National Strategy on Global Education that, within a EURYDICE comparative framework, in the focus on policy development for Slovakia, the first priority for policy change and reform mentioned relates to the changes in the education system arising from the adoption of the National Strategy, under the heading Specific Policy Developments and ongoing Reforms at National Level; sub-heading: School Education.

*“The Government of the Slovak Republic has approved on 18 January 2012 the National Strategy for Global Education for the period 2012 – 2016 (hereinafter referred to as “Strategy“). The global education emphasises the global context in education. The aim is to increase the awareness of global topics concerned with each individual, to develop critical thinking and understanding of challenges and problems of this area, and thus to motivate the people towards responsibility and adoption of values of active global citizen. To meet the aims of global education, the Action Plan for Completing the Tasks Arising from the National Strategy for Global Education for 2012 has been developed (tasks for 2013 were identified by the GE working group in January 2013). Within the framework of the school education the aims will be achieved in a form of reflecting the global dimension – by directing the attention towards global coherences in the education content (within the framework of relevant subjects, cross-sectional topics)”.*

Source:[https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Slovakia:Specific\\_Ongoing\\_Reforms\\_and\\_Policy\\_Developments\\_at\\_National\\_Level](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Slovakia:Specific_Ongoing_Reforms_and_Policy_Developments_at_National_Level) Last accessed 1/7/2013.

### In Summation:

It is clear that ongoing and current reform of the education system at all levels in Slovakia, provides a clear and current vista of vast opportunity for moving Global Education from the margins to a central, integrated and universalist position within Slovak education.

## *Chapter 3*

# The Slovak National Strategy on Global Education





## Chapter 3

# The Slovak National Strategy on Global Education

### 3.1 Introduction

This chapter provides an overview of the development of the Slovak National Strategy on Global Education for 2012-2016, and its implications for the future of Global Education in Slovakia. It identifies a broad range of initiatives that are undertaken, or planned under the strategy, and identifies a number of challenges and opportunities.

### 3.2 Development of the National Strategy

The Ministry of Foreign and European Affairs (MFEA), initiated the creation of the National Strategy on Global Education, together with the Ministry of Education, Science, Research and Sport. This initiative was undertaken based on a clear analysis of the national situation. It also considered the experience of other countries with national strategies for Global Education in Europe, and the recommendations of international organisations. As outlined in the National Strategy document, the strategy takes into account the international context of Global Education, making references to perspectives from, for example, the UN, EC, CoE, GENE, CONCORD and others.<sup>31</sup>

Background and support material for the National Strategy on Global Education was prepared by the Slovak NGDO Platform, with the support of a grant from the MFEA. This draft led to a consultation process with experts from government, educational institutions, primary and secondary schools, universities and colleges, and of non-governmental organisations (NGOs).

The support material for the National Strategy had two objectives. The first part focused on the background and current situation, giving analysis, and reviewing and considering definitions, objectives, themes, and principles of Global Education. The second part was devoted to strategic objectives and actions which it was proposed would be implemented between 2012 and 2016.

A number of recommendations for the inclusion of topics of GE into the formal education system are proposed, based on the results of a research questionnaire. This survey focused on a sample of 100 primary and secondary schools, which have prior experience with GE themes; it also sought the views of a sample of academics from eight colleges and universities.<sup>32</sup>

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<sup>31</sup> See Slovak National Strategy on GE (2012), Section 1.2.

<sup>32</sup> Supportive material for Slovak GE Strategy development, 2010-11.

In 2010, a GE working group was established by the MFEA and got an official mandate from the Minister of Foreign and European Affairs to develop and finalise the GE strategy. This working group was composed of representatives from: the Ministry of Foreign Affairs, Ministry of Education, Science, Research and Sport, the Slovak Agency for International Development Cooperation, the National Institute for Education, the Methodological and Pedagogical Centre, the Slovak NGDO Platform, IUVENTA and the Government Office of the Slovak Republic. This working group took forward the process of developing a National Strategy on Global Education, and prepared a final set of the following documents:

1. Submission Report,
2. National Strategy on Global Education
3. Action Plan for the Strategy

The Strategy was agreed by the Slovak Government in January 2012. The adoption of this strategy was a very significant achievement by the stakeholders in Slovakia. With it they have put Global Education policy in the country on another level, with good potential to bring about greater access to quality GE for all in Slovakia.

### **Summary Development of the Slovak National Strategy on Global Education**

#### **2010**

The Slovak NGDO Platform developed background support material for a GE National Strategy. A stakeholder consultation process and survey was carried out. A Global Education working group was established by the MFEA, with a mandate to develop and finalise the GE National Strategy for the period 2012-2016. The working group was composed of the MFEA, the Ministry of Education, Science, Research and Sports, SAIDC, the NGDO Platform, and a range of other stakeholders.

#### **2011**

Throughout 2011 the working group developed and finalised the GE National Strategy.

#### **2012**

The Slovak National Strategy on GE for 2012-2016, was ratified by the Government of the Slovak Republic on 18<sup>th</sup> January 2012.

### 3.3 Content and Implications of the National Strategy

The main goal of the Slovak National Strategy on Global Education for 2012-2016, was identified as follows:

*“The main goal of the National Strategy for GE is to ensure that citizens of Slovakia have access to information about global problems; problems faced by developing countries. And that these motivate them to actively approach such issues and seek out solutions.”<sup>33</sup>*

This framing of the main goal of the strategy has much to commend it to those implementing the strategy, and these elements are welcomed by the Peer Review team. It is clear and concise. It focuses on access to information, and, in line with the best of national strategies, it takes a universal, rights-based approach – thus providing the overarching framework and scaffolding for quality criteria. If the main aim of the strategy is about ensuring access for all to the necessary information, then it follows that the tactics and policies ensuing need to focus on enabling access for all to quality Global Education.

To sound a more critical note, the Peer Review team would also encourage a further reflection on the main aim of the strategy – so that the focus on global problems might be nuanced by a similar focus on global realities, challenges and analyses; and that the focus on information, active engagement and solutions might similarly be nuanced by a further, stronger focus on the complexities of understanding, learning and educational change (*see also chapter 4 for observations and recommendations concerning the strategy*).

The strategy then goes on, in a very clear and precise fashion, to list eight partial goals or objectives in Section 2, as outlined below:

- 2.1. Incorporation of goals, topics, principles of GE into state education programmes.
- 2.2. Continuous training of teaching staff to reflect the principles, objectives and GE topics. And to develop knowledge, skills and attitudes necessary for teachers to integrate GE into teaching.
- 2.3. Preparation of future teachers at pedagogical faculties to better represent GE principles, goals and topics and to develop the knowledge, skills and attitudes of future teachers necessary for incorporation of GE goals into the education process.
- 2.4. Incorporation of GE topics to non-curricular activities of education programmes on school campuses.
- 2.5. To create the conditions for incorporation of development topics to study programmes of non-pedagogical faculties.
- 2.6. Support of science and research at universities in the development cooperation field.
- 2.7. Support of informal education of youth in the field of global topics.

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33 See Slovak National Strategy on Global Education for 2012-16, Section 2.

- 2.8. Ensure public access for public servants, politicians and the media to be able to inform the public on global issues and problems faced by developing countries so as to be able to take a proactive approach when dealing with these issues.

As the above outline shows, this strategy provides a very comprehensive and ambitious list of goals for the stakeholders. The strategy is accompanied by a detailed Action Plan, which identifies tasks and which stakeholders should be responsible for facilitating these tasks. The tasks in the Action Plan largely follow the above eight objectives (For example see Appendix 2 for the actions planned for 2013).

While very comprehensive, it was pointed out to the Peer Review team that the tasks identified for the stakeholders were intended to be carried out largely within the limit of existing resources. In an era of increasing austerity across Europe, such an approach is understandable and clearly considered a necessity. However, all stakeholders concerned should consider how the level of funding for Global Education can be increased in the coming years so as to be commensurate with the quality and reach of the National Strategy. If this is not planned for, and implemented, the promise of the National Strategy may not be realised. Such a significant strategy requires additional funding in order to achieve its stated goals.

It is evident that the Slovak National Strategy is comparatively of high quality, and is nationally realisable, given the quality of engagement of the key stakeholders and the leadership of the relevant Ministries. Nevertheless, the main challenge for the stakeholders in Slovakia now is how to ensure its implementation. In particular it is essential that more awareness and support for this strategy is mobilised by the key partners involved in developing the initial strategy. The recommendations in the following chapter give a number of practical suggestions in this regard.

## *Chapter 4*

# Key Observations & Recommendations



# Chapter 4

## Key Observations and Recommendations

### *Key Observations*

#### 1. General Overview and Context

The Peer Review team recognises the significant progress and achievements made in the field of Global Education in Slovakia over the past decade. The level of growth, the quality of engagement, and the speed of progress, from a series of isolated projects to a focus on system-wide reform, and to a commitment to access for all to quality Global Education, is truly remarkable, and to be commended.

A combination of growing strong policy engagement by a number of relevant Ministries and Agencies, clear structures of support, and practical cooperation between NGOs and the education system, means that the potential for the further growth and development of Global Education in Slovakia is there.

#### 2. Education Context

The education system in the Slovak Republic has undergone much change in the past decade; and continues to undergo significant changes. In regard to pre-school, primary and second-level education, ongoing changes provide widespread opportunities for Global Education. The National Strategy on Global Education provides an important, recognised framework within which to develop a complex and strategic approach to the integration of Global Education at all levels. Curriculum reform, pre-service and in-service teacher training requirements, whole-school approaches, along with inspection and quality assurance, all provide good opportunities for Global Education integration. Those leading Global Education strategising are well placed to ensure quality results.

At the same time, the level, scope and demands of multiple-level change also provide a challenge to the integration of Global Education at all levels. Given also the combination of devolved regional-level and national-level responsibilities, it is important to recognise that change processes in favour of Global Education must be integrated with other ongoing change processes if they are to succeed. The National Strategy on Global Education provides a useful framework in this regard.

Meanwhile, changes at third level also provide immense opportunities for greater integration of Global Education, and there is strong evidence of the openness of some third-level institutions to these possibilities, with the introduction of development studies, global issues, and the integration of global dimensions into existing programmes and syllabi.



### 3. Public Support and Public Opinion Context

There is strong evidence from available public opinion surveying and research that the Slovak public remains committed to engagement with global issues. Even when framed in the context of development aid, it is also clear that the Slovak public are critically engaged, and are perhaps becoming more critical. There is also, however, a deficit of information, awareness and education in this regard. The Slovak public require greater information about the causes and effects of global poverty and injustice. It is also clear that it is an ongoing challenge to link the causes and effects of local and national issues of poverty and injustice, with the more global dimensions of these issues, in the public mind, and in public awareness and education.

### 4. The National Strategy on Global Education

The development of the National Strategy on Global Education, adopted in 2012 is a very significant achievement. With it Slovakia joins the ranks of those countries at the forefront of Global Education policy in Europe – those with a clear, quality national policy, strategy or strategic approaches. The process, focus and comparative quality of the Slovak national strategy is to be highly commended. Through this strategy key stakeholders – building on existing practice, theory and policy; engaging in consensus; and sharing learning with European counterparts - have created the strong potential for the exponential integration, growth and improvement of Global Education throughout the Slovak education system, over the coming years. The process of development of the strategy – with clear conceptual and research foundations, a broad consultation process, the recognition of the differing roles and responsibilities of the differing Ministries involved, and the clear engagement of, and reporting to, Government level – are all to be commended. This Peer Review recommends the study of this process to other countries considering embarking on the development of a national strategy in this field.

At the same time, one of the challenges here (and one that other countries have also encountered), is the need to steer the national strategy, beyond its adoption, and to recognise the need for clear leadership and distinct roles of various stakeholders in the implementation, monitoring, review and evaluation of the strategy. The Peer Review makes some recommendations in this regard below.

### 5. Committed Stakeholders

The strong commitment of the key stakeholders in Slovakia was noted and is appreciated and applauded by this Peer Review. In particular the Ministry of Foreign and European Affairs; the Ministry of Education, Science, Research and Sport and its associated Agencies; the Slovak Agency for International Development Cooperation (SAIDC); and the NGDO Platform and its members, express strong commitment to the growth and improvement of Global Education. The process of development and adoption of the National Strategy is a clear reflection of this. The political identification with, ownership and support of

the National Strategy and process, is also very significant and welcome. The strong and strategic work of NGOs is particularly recognised by all actors.

However, the key national stakeholders involved in developing the strategy should not underestimate the challenges of now implementing the strategy together. Other national experiences in Europe often show that so much energy is required to develop and adopt the strategy, that, once adopted, the challenge of ongoing implementation can be underestimated.

Such implementation needs clear Ministry/Agency leadership if it is to be sustained and integrated. Clarity regarding which Ministry or Ministries might take the lead and when, is paramount to success. The MFEA, through and with SAIDC, took the lead in the development of the Strategy, which was adopted by the Government. Given the cross-cutting nature of the strategy and its implications for education at all levels, this Peer Review observes that the Ministry of Education, Science, Research and Sport (and the agencies under its auspices) is particularly well placed to take a key role in moving forward the implementation process of the strategy. The continued involvement of MFEA and SAIDC (with their particular emphasis on development education) is also crucial to the success of the implementation of the strategy.

## 6. Funding Challenges

The potential of the national strategy is applauded. It is, however, the clear experience of both the European Global Education Peer Review Process, and indeed also one of the lessons learnt from the past decade of strategic support for Global Education in Slovakia, that strong plans and admirable aspirations in this field require adequate resources. While some of the plans envisaged by the National Strategy may be cost-neutral (see below) it is also clear that the National Strategy requires funding which is commensurate with the scope, reach and admirable ambition of the National Strategy. This will, of course, be a challenge, in the current economic climate, but one worth facing.

## 7. International Learning

The growth of Global Education in Slovakia over the past two decades has been marked by a clear commitment to both learn from, and share policy learning with, European and global partners. The inspiring work of Global Education week in Kosice; of the CIDA, UNDP; V-4; Slovak Aid supported programmes; and more recent initiatives, have all shown a remarkable willingness to both learn from, and to sharing learning with, comparable structures, projects and programmes across Europe. This was noted, and is admired and appreciated by this Peer Review.

## *Key Recommendations*

### 1. Steering the National Strategy forward - the GE working group or National Committee

Following the adoption and promulgation of the National Strategy, a challenge for all stakeholders is to agree how to drive the implementation of the National Strategy forward. This work has already begun. The key stakeholders should consider moving from an informal GE working group to the establishment of a more formal and strengthened National Committee with the aim of driving the strategy forward, and broadening the ownership of the strategy.

Such a National Committee could be run by the MFEA and MESRS in partnership; or with one or the other taking the lead Ministry role. If the latter option is chosen, it is crucial that the other Ministry is also centrally involved. The involvement of others – other relevant Ministries, Agencies, NGDOs, Civil Society structures, academia, etc. - is of course also crucial to successful implementation. The Peer Review is aware that this group has already emerged and is working; the point is not to in any way supplant this existing group, but simply to suggest that learning from success and failure in similar situations in other countries, should be taken into account in the work of this structure. For the success of the strategy, it is also crucial that each of the Ministries, Agencies and other bodies involved, identify focal-point personnel with specific responsibility for the strategy.

The National Committee or working group should drive the implementation, agree annual and multi-annual sectoral and cross-sectoral priorities, establish appropriate monitoring and review mechanisms, and also guide evaluation and updating of the strategy in a timely manner. It might also be responsible for a programme of necessary research, for coordination of strategic initiatives, for funding policy and the strategic use of funding, and for public promotion of the strategy.

One priority suggested by this Peer Review - for a time in the future deemed appropriate by the group/Committee - is to focus on increased intra-sectoral coordination within civil society sectors including youth, trade unions, other Civil Society sectors, etc.

The National Committee may also wish to consider revisiting the definition of Global Education underpinning the strategy, to ensure that it is both reflective of the reality of educational change, and recognises the need to engage in dialogue in regard to the linkages between local, regional, national and global issues of poverty, human rights, social justice and sustainability.

## 2. National Forum

The Peer Review wishes to make a number of suggestions regarding the establishment of a National Forum on Global Education:

- Key stakeholders should consider the establishment of a regular National Forum to strengthen ownership and awareness of the national Strategy on Global Education among relevant stakeholders (perhaps biennially).
- Regional Fora might also be organised in the 8 regions in advance of each National Forum to strengthen Global Education in the regions, as well as to feed into the programme of the National Forum.
- Guest peers from abroad could be involved in the National Forum, to act as critical friends to the process, and to increase the sharing of learning from and with other National Strategy experiences.

## 3. Education – Pre-school, Primary and post-Primary

- In line with the National Strategy, and with ongoing educational reform, the integration of Global Education into curricula at all levels, including as a cross-cutting theme, should be vigorously pursued.
- This curricular reform should be accompanied by the continued – and more coordinated - development of suitable methodological and pedagogical materials.
- National strategic initiatives should, as a matter of course, be accompanied by appropriate regionally-based initiatives, in keeping with the nature and structure of the education system of the Slovak Republic.

## 4. Teacher Education and Training

- Given the current regulatory, legal and continuous professional development (CPD) requirements for teachers in the Slovak Republic, the space is immense for the development of strategic approaches for widespread, and even for universal initial teacher education and also for universal, ongoing in-service teacher education and training in the field of Global Education. The relevant agencies of the Ministry of Education, Science Research and Sport (MESRS), and other relevant institutions and providers are well placed to provide such training, in cooperation with relevant civil society bodies and research institutions – but strategic coordination is required if the provision is to be quality assured.
- There is a distinct possibility at the present time for greater coordination among providers of Initial Teacher Education in the field of Global Education. This should be pursued, but cannot be simply left to those providers to ensure. External leverage or brokerage may be required, as has been seen in other countries with successful experience in this regard.
- The strong strategic intent of the relevant Agencies under the auspices of the MESRS, to move from individual teacher education and training for committed teachers, to whole staff training, training for educational management, and whole-school processes;

also provides an important opportunity to move Global Education towards a system wide integration.

- Within the context of the National Strategy, there is a need for a strong, adequately resourced, sub-strategy in the area of teacher education and training, that might be informed by international examples of good practice, in order to move from the current situation which involves training a significant number of teachers annually, to the foreseen situation, of providing all teachers in Slovakia with adequate training and education in the field of Global Education.

## 5. Universities and other Third-level Institutions

- The opportunity to introduce global issues and development studies into the curricula of Universities, through the recognition and accreditation of new courses, should be pursued.
- In the context of the Bologna process, the realities of globalisation and the focus of university review, a possible pilot on Global Education in this regard might be pursued.
- There are a number of existing research and support funding mechanisms such as VEGA. Without requiring additional resources, it would be possible to substantially strengthen the national strategy for Global Education, by ensuring that VEGA and similar funding mechanisms contain within their existing schemes, a strengthened priority for Global Education research, etc.;
- Given that the Slovak Republic has now developed a strong practice of Global Education, a strong international reputation, and an admirable national strategy, it may be timely for the Slovak Republic to consider the establishment of a Chair of Global Education Learning in one of its leading universities. This could be accompanied by the establishment of a centre for Global Education; and/or the development of a network of academics in the field in Slovakia.

## 6. Funding

- The level of funding for Global Education should be increased so as to be commensurate with the quality and reach of the National Strategy.
- Recognising the current economic and financial constraints facing countries in Europe, nevertheless, this Peer Review suggests that the Slovak Republic might take a leading position in this regard, and commit to a staged series of increases, towards an adequate and internationally recognised target.
- The nature of the funding also needs to be considered; EC co-financing should be maintained, and additional monies targeted strategically; while civil society and other organisations should also consider developing own-fund targets in support of the National Strategy and agreed priorities.

## 7. International Engagement

Strong international cooperation is reflected in the strategy, demonstrating learning from good practice. Slovakia should continue to engage strongly internationally, sharing policy learning with others, including through GENE. Others in Europe can learn from Slovak practice, policy, strategy and innovations in the field of Global Education. The forthcoming Slovak Presidency of the Council of the EU, could provide an opportunity for further Slovak leadership in this field.



# Appendices



## APPENDIX 1

### Peer Review Process Meetings (Slovakia)

***As part of the process of the Peer Review of Global Education in Slovakia, meetings and presentations with the following groups and organisations took place in 2011 and 2012.***

1. Comenius University, Bratislava, Faculty of Pedagogy
2. Comenius University, Bratislava, Faculty of Social and Economic Sciences
3. Methodology and Pedagogy Centre, Bratislava
4. Ministry of Education, Science, Research and Sports
5. Ministry of Foreign and European Affairs, Department of Humanitarian Aid and Development Assistance.
6. Nitra Primary School
7. Nitra Secondary Technical School
8. Slovak NGDO Platform
9. Slovak Agency for International Development Cooperation (SAIDC)
10. Trnava University, Faculty of Health Care and Social Work

## APPENDIX II Action Plan 2013 (Slovak National Strategy on GE for 2012-2016)

*Goal 1: Incorporate the goals, principles and issues of global education (GE) into the state education curricula.*

### **Tasks:**

- Maintain continuity in ensuring information awareness of schools and school facilities about current opportunities for helping fulfil the National Strategy for GE, and in emphasising this topic within School Organisation Instructions for the relevant academic year.

Responsible for the task: MESRS SR / National Institute for Education (NIE)

- Professionally evaluate and subsequently publish on the NIE website the available verified methodological procedures and methodological publications, reflecting the themes of global education for use in education at schools.

Responsible for the task: MESRS SR / NIE, in cooperation with the Platform of Non Governmental Development Organisations (PNGDO)

- Publish and update database of schools that participated in various trainings – accredited as well as unaccredited in the area of global education.

Responsible for the task: MESRS SR / NIE, in cooperation with PNGDO

- Provide information about financial and further opportunities for supporting global education application in schools, to the education community – grants, calls for tender, activities and offers of courses by non-governmental organisations (NGO).

Responsible for the task: MESRS SR / NIE, in cooperation with PNGDO

- Ensure the sustainability of the current portal [www.rozvojovevzdelavanie.sk](http://www.rozvojovevzdelavanie.sk) (renamed to [www.globalnevzdelavanie.sk](http://www.globalnevzdelavanie.sk)), where education materials about GE for teachers will be updated, including a link to other portals related to development assistance.

Responsible for the task: PNGDO in cooperation with MFEA SR and SAIDC

*Goal 2: Continuous education of teachers, so that they reflect the principles, goals and issues of GE, and develop the knowledge, skills and attitudes of teachers necessary for integrating GE into instruction.*

### **Tasks:**

- Continue preparation of the accredited programme of continuous education on the issue of GE for teachers, in cooperation with NGOs. Responsible for the task: MESRS SR / NIE, in cooperation with NGO

2. Continue the preparation of resource teaching materials on the issue of GE for the needs of teachers, participating in education programmes.

Responsible for the task: MESRS SR / NIE, in cooperation with NGO

*Goal 3: Deepen issues of global education in the preparation of future teachers.*

**Task:**

- Recommend to faculties, offering study programmes in teaching study fields, to continue establishing the goals and issues of global education in the preparation of future teachers.

Responsible for the task: MESRS SR

*Goal 4: Integrate issues of GE within extracurricular activities into the education programmes of school facilities.*

**Task:**

- Include goals of global education when creating the goals of education programmes of school facilities, and integrate global education as another thematic area into the education plans of school facilities.

Responsible for the task: MESRS SR and IUVENTA

*Goal 5: Support integration of development issues into study programmes at universities with non-pedagogical specialisations.*

**Task:**

- Set aside financial resources for capacity building at universities to support the introduction of development education issues into instruction.

Responsible for the task: MFEA SR / SAIDC Financing: MFEA SR – National Programme of Official Development Assistance – calls for tender for university projects, within the line of development education.

*Goal 6: Support science and research at universities in the area of development issues.*

**Task:**

- Support science and research in the field of development issues, as part of the system of standard scientific research financial stimuli, such as VEGA and KEGA.

Responsible for the task: MESRS SR

Financing: Existing financial resources as part of the subsidy programmes of VEGA and KEGA.

*Goal 7: Ensure non-formal education of youth in the field of global issues.*

**Task:**

1. Initiate the creation and accreditation of education programmes focusing on GE issues for administrators and trainers for work with children and youth in their leisure time, as part of the KomPrax project.

Responsible for the task: MESRS SR / IUVENTA

Financing: Existing sources as part of the KomPrax project.

2. Ensure GE development issues in work with youth, through Programmes of Financial Support for Activities of Children and Youth ADAM and Communitarian Programme EU Youth in Action – including GE issues as part of the challenges in the ADAM Programme.

Responsible for the task: MESRS SR / IUVENTA

Financing: Programme of Financial Support for Activities of Children and Youth ADAM, and existing sources within the communitarian programme EU Youth in Action.

*Goal 8: Continue creating conditions for access of the public, public administration employees, politicians and media to information on global problems.*

**Tasks:**

3. Set aside financial resources for public information awareness as part of NP ODA.

Responsible for the task: MFEA SR / SAIDC

Financing: MFEA SR – National Programme of Official Development Assistance, budget item for public information awareness and UNDP Trust Fund.

4. Initiate cooperation with the media for covering the issue of development cooperation and humanitarian assistance.

Responsible for the task: MFEA SR / SAIDC

5. Update the website *www.slovakaid.sk* with information about projects and results of the official development cooperation.

Responsible for the task: SAIDC / MFEA SR

Financial challenge: Operating costs of SAIDC

*Goal 9. Deepening cooperation between ministries and other relevant players*

**Task:**

1. Deepening cooperation of departments responsible for the issue of global development education and other relevant players, with the goal of strengthening the institutional ownership of the implementation processes and increasing the quality and coherence of realisation of the global development education strategy.

Responsible for the task: MFEA SR, MESRS SR / MED, DDHA, SAIDC, PNGDO, NG

## APPENDIX III

### MAASTRICHT GLOBAL EDUCATION DECLARATION

#### *A European Strategy Framework*

*For Improving and Increasing Global Education in Europe  
to the Year 2015*

*We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15<sup>th</sup>–17<sup>th</sup> 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.*

#### 1. Recalling:

- **International commitments to global sustainable development** made at the recent *World Summit on Sustainable Development*, **and to the development of a global partnership for the reduction of global poverty** as outlined in the *UN Millennium Development Goals*.
- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe's North-South Centre definitions of Global Education** (2002)
  - Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.
  - Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

#### 2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;

- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;
- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

### 3. Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation.
- All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

#### 4. Agreeing that....

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the on going useful political discussion in the framework of the North-South Centre.
- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

#### 5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...

- 5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.

- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.
- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

***We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15<sup>th</sup>–17<sup>th</sup> 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.***



## APPENDIX IV

### THE ESPOO FINLAND CONCLUSIONS ON GLOBAL EDUCATION IN CURRICULUM CHANGE (2011)

*Meeting in the Hanasaari Centre, at Espoo, outside Helsinki, Finland, in October 2011, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE).*

*The Symposium “Becoming a Global Citizen” led to the **Espoo (Hanasaari) Finland Conclusions:***

Building on the Maastricht Congress and Declaration 2002, on GENE Peer Review processes, on the development of quality national strategies, and drawing on Finnish and other national experiences:

1. Education must put Global Education at the heart of learning, if it is to be considered quality education.
2. Global Education has a crucial role to play in all national education system improvement, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes.
3. The conceptual development of Global Education has journeyed far in the past decade and must travel further. Broader conceptual debates, a clearer ethical perspective, wider understandings of identity, and deeper philosophical foundations have emerged and continue to emerge, to provide stronger theoretical frameworks for Global Education.
4. Curriculum development or reform is best understood as a critical, participatory learning process. Global Education is at the heart of ongoing and forthcoming Finnish curriculum reform. Other national curriculum development processes might also consider putting Global Education at the heart of their endeavours.
5. Global Learning is primarily about the formation of key competencies for global citizens. Our understandings of the key competencies for global citizens should continue to be clarified, contested, debated and mainstreamed.
6. There are many examples in European countries of good practice in national, strategic, co-ordinating, sectoral, cross-sectoral, critical and integrative approaches. These approaches are shared effectively at European level through coordination and cooperating networks such as GENE. There is also a need for greater European, and global networking of Ministries, Agencies, civil society, teacher educators and researchers in this field.
7. GENE and Finnish partners – FNBE, MFA and MoE - along with other participating

national Ministries and Agencies will take these conclusions to its Roundtables, and to its Maastricht +10 process, to promote learning among other European countries. GENE will also work with regional partners – the European Union, the Council of Europe and the OECD – and global partners to encourage consensus, dissensus and further debate on these conclusions.

## APPENDIX V

### THE HAGUE CONCLUSIONS ON GLOBAL EDUCATION TO 2020

**We, the participants of The Hague International Symposium on Global Education in Europe, being representatives of Ministries and Agencies responsible for the support, funding and coordination of Global Education at national level in European countries, gathering in The Hague in November 2012, 10 years after the Maastricht Congress, under the auspices of Global Education Network Europe (GENE), at the invitation of the NCDO, and with the logistical support of the European Commission.**

#### **I. Recalling**

- The Maastricht Declaration and the outcomes of the Maastricht Congress in 2002;
- Further European commitments and processes in Global Education since Maastricht including: the Brussels Conference Conclusions 2005, the Helsinki Conference Conclusions 2006, the European Consensus document on Development Education and Awareness Raising 2007, various European Commission evaluative initiatives 2008 2012, the Espoo Finland 2011 Conclusions on Competences for Global Citizens in Curriculum Development, the European Parliament written declaration on development education and global active citizenship in 2012 and the Lisbon Global Education Congress in 2012;
- Policy learning from twenty seven GENE roundtables, peer review mechanism reports etc.;
- The Millennium Declaration;
- Commitment to Global Education, and development education within development cooperation commitments and frameworks;
- Vast global inequalities persist and basic human needs are not yet met for all people.

#### **II. Recognising**

That Global Education is a shared responsibility and

Inspired by the Maastricht declaration, which provided a framework for the development of many streams now constituting Global Education, while providing a vision, a reference point and clear goals, we have made progress over a decade in:

- Conception: with clarity and increased refinement of the concept;
- Awareness: that global education is an urgent necessity for democratic, sustainable societies.
- Policy commitments: both at national level, with increased quality national strategies, and at European level, with the European Commission more involved in policy dialogue and more committed;
- Funding: both government and civil society funding, including new funding lines;

- Structures: new agencies and the stronger involvement of civil society, local authorities and institutional support;
- Coordination of Ministries and Agencies; in the involvement of civil society, and in the sharing of international experience;
- Sectoral spread: in formal education, non-formal education and informal learning;
- Reach: in the number and type of schools and other learning settings, various curricula involved, more involvement of regional and local level (federal states, municipalities), included in teacher education and training;
- Quality: with enhanced support, evaluation, definition of quality criteria, and dissemination of learning;
- Research and academic practice, and the growth of academic centres and networks in the field;
- Paradigms: with shifts from target to partnership approaches, from top-down to more participatory and mixed strategies; and with the move from issue-knowledge to a focus on competencies.

Also recognizing the importance of engaging the public towards increased understanding of persisting global inequalities, and understanding of and participation in Global Education.

### III. Aware of

- The changed political, economic and social context due to the multiple crises of today;
- The changed and changing education context;
- Changes in Global Education;
- Growing recognition of the importance of Global Education;
- Emerging questions in education theory, practice and reform that recognize the convergence of education and Global Education and call for the centrality of Global Education within education.

### IV. Interested to pursue greater complementarity, cooperation, cohesion, coherence and subsidiarity in the field of global education through the following:

- Enhancing support for experimentation, innovation, flexibility and creativity for new projects, new features, social media where relevant - including within European partnerships;
- Supporting the development, implementation, monitoring and evaluation of global education strategies or other strategic approaches, based on transparent and participatory processes, political commitment, sufficient time and other resources allocated;
- Developing seed-funding mechanisms to initiate Global Education activities;
- Continued support for bilateral and plurilateral policy learning in Global Education, including through GENE;
- Continued importance of quality processes and procedures (including continued definition of quality criteria, quantitative, qualitative and mixed evaluative processes);
- Greater complementarity in Global Education funding, policy, support and provision

- between EU and national levels and between different types of actors;
- Greater cohesion across EU Member States in the field of Global Education;
- Increased coordination between European Commission and Member States provision while recognizing subsidiarity.

#### Reaffirming, agreeing and looking forward to

- Strengthened support for Global Education by all appropriate actors at various levels;
- Strengthened structures at various levels to increase policy learning across Europe and beyond;
- Depending on national context, to sustain, strengthen and increase support for Global Education;
- Enhanced synergies regarding funding from all relevant Ministries;
- Funding guided by quality strategies and evaluation mechanisms, well-targeted and clearly appropriately communicated;
- Within funding support mechanisms increased opportunity for experimentation, innovation and research;
- Intensified policy learning among GENE participants;
- Cooperation between various actors at local, regional, national and international level is key to enhance Global Education;
- Enhanced cooperation between Ministries and their related Agencies and regular inter ministerial mechanisms, including support of the Ministries of Finance;
- Stimulate single-stakeholder approaches and multi-stakeholder dialogue involving government, parliamentarians, civil society, local authorities, private sector, academia and education sectors.

#### Wish to commit to

- Enhanced sharing of knowledge, analysis and policy learning in Global Education among the GENE members and beyond;
- Continued development of the GENE peer review process, including new country reviews;
- Broadening understanding and deepening cooperation between actors in Global Education at local, national and international level;
- Exploring the possibilities of replicating successful approaches to funding and other support mechanisms, such as seed-funding mechanisms;
- Contributing to international coherence in the field of Global Education through moving forward this agenda within international policy processes (under auspices of the OECD, European Commission, Council of Europe, UN system etc.);
- Continued focus on the quality of Global Education;
- Openness to enlarging the scope and reach of networking for policy learning in Global Education;
- Continued work in the spirit of the conclusions.

**The Hague, the Netherlands, 17 November 2012**

### *Select List of Web Sources<sup>34</sup>*

|   |  |
|---|--|
| Ministry of Foreign and European Affairs                    | <i><a href="http://www.foreign.gov.sk/en/home">http://www.foreign.gov.sk/en/home</a></i>           |
| Ministry of Education, Science,<br>Research, and Sport      | <i><a href="http://www.minedu.sk/index.php?lang=en">http://www.minedu.sk/index.php?lang=en</a></i> |
| Slovak Agency for International<br>Development Cooperation: | <i><a href="http://www.slovakaid.sk">www.slovakaid.sk</a></i>                                      |
| Slovak NGDO Platform:                                       | <i><a href="http://www.mvro.sk/en">www.mvro.sk/en</a></i>  |
| Slovak GE Portal Website                                    | <i><a href="http://www.globalnevzdelavanie.sk">www.globalnevzdelavanie.sk</a></i>                  |

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<sup>34</sup> Note most of the organisations referred to in the text of the report, have their website address listed for further information at the end of their particular section or overview.

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## The European Global Education Peer Review Process

The European Global Education Peer Review process was initiated in the framework of the Maastricht Declaration on Global Education in Europe. This process highlights good practice and engages in critical review of Global Education policy and provision in countries throughout Europe. This process is facilitated by Global Education Network Europe (GENE).

This Peer Review Process on Global Education in Slovakia consulted and involved Slovak ministries, agencies, non-governmental organisations, civil society and other sectors. The international Peer Review of Slovakia included reviewers from Austria and Finland, along with the Peer Review process secretariat.

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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates, and provides the secretariat, for the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.



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