

PALACKÝ UNIVERSITY, OLOMOUC

DEVELOPMENT EDUCATION

IN AUSTRIA
CZECH REPUBLIC
HUNGARY
SLOVAK REPUBLIC
AND SLOVENIA

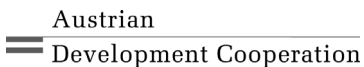


OLOMOUC 2008

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The project is supported by the Austrian Development Cooperation and the Czech ODA programme.



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Content

Foreword	5
Global education in Austria	7
Concept of Global Education	7
Funding Schemes	8
Organisations dealing with Global Education.....	10
Specific Experiences	15
Global Development Education in the Czech Republic	16
Concept of Development Education	16
Reform of national school curricula.....	19
Funding Schemes	20
Further financing opportunities	21
Organizations working on Global Development Education.....	22
Global Education in Hungary	26
Concept of Development Education	26
National platform	28
Reform of national school curricula.....	31
Co-operation.....	31
Organizations dealing with Global Education.....	34
Plans for the future	37
Contacts.....	39
Development Education in the Slovak Republic	40
Concept of Development Education	40
Development Education and public awareness within ODA system	41

Funding schemes	42
Organizations dealing with Development education.....	44
Specifics	49
Global Education in Slovenia.....	50
Concept of Development Education	50
Funding schemes	53
Organizations dealing with global education	53

Foreword

“We are each born as a stack of unwritten pages, but we are also each gifted with an unknown mission... And that is what we bring to life and to school: an absolutely unexplored and unpredictable identity. Teaching means to develop that identity – to carefully uncover it because it is humanity’s most valuable resource and the greatest wealth a nation can have.” Pike, Selby

The New Member States (NMS) of the European Union belong to the 50 wealthiest countries in the world. Most of them have gone through many changes and reforms over the past 15 years as they had to quickly adjust to the fast changing world and integrate into the global society. In a very short period of time, they have become part of international structures such as the EU, NATO, OECD etc. These changes are quite apparent not only on the “outside”, but also on the “inside”. These countries are slowly becoming multicultural states with an increase in the presence of people from various religious and cultural backgrounds. As a result, NMS are realizing the importance of respect and tolerance.

In a very short period of time, these countries have shifted from being the recipients of foreign aid to becoming so called “re-emerging donors” providing official development assistance (ODA). Being part of the EU the NMS have a set target of allotting 0,17% of their GNI for ODA by 2010 and 0,33% GNI by 2015.

In the face of these changes it has been necessary to rethink the educational curricula and make it more globally focused. There is not a one-size-fits-all method for integrating the so called global education or development education and each country deals with it individually. This publication looks at five countries from the Central European region, four of them being NMS, while the fifth, Austria, provides a model of a well experienced “global development educator”.

This publication also highlights the proceedings from a conference on Global Development Education held in April 2008 in Olomouc, Czech Republic where the representatives of NGOs from the respective countries met to share their views and learn from each other's experiences with development education. The publication presents the current state of development education in the respective countries by examining various aspects such as national strategy, support, and organisations active in the field.

Hopefully, this publication will serve as a source of information, ideas and inspiration for further work. This publication is one of the outcomes of the Development Education without Borders project supported by the Austrian Development Cooperation and the Czech ODA programme.

Global education in Austria

Franz Halbartschlager, Südwind Agentur, franz.halbartschlager@suedwind.at

Concept of Global Education

Terminology

“Development Education” as term and as a concept is no longer used in Austria. Since 1992 GLOBAL EDUCATION started to be used as an alternative term and as a concept for the further evolution of traditional Development Education. In recent years, the concept of “Education for Sustainable Development” started to play an important role in the debate. Both terms (GE and EfSD) are currently used more or less interchangeably and there is a kind of competition between the different actors using the different terms and concepts.

Definition

There is no general definition of Global Education used in Austria.

Concerning the concept approach there is a strong link to the debates in Germany (Scheunpflug, Seitz) and in the UK (“Global Citizenship Education”).

Moreover the Maastricht Definition of Global Education is quite often used:
Global Education is Education that opens people's eyes and minds to the realities of the globalised 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 dimension of Education for Citizenship.

National Strategy

At the moment, a National Global Education Strategy is being developed by the Austrian Strategy Group for Global Education.

This group was founded in 2003 in order to implement in Austria the results of the European Congress on Global Education held in Maastricht, the Netherlands in 2002. This includes the strengthening of Global Education at national level and the networking of those organisations active in this field.

The Austrian Strategy Group for Global Education is made up of members from both Ministries and non-governmental organisations and institutions. At present, the Strategy Group is composed of people from the following organisations:

- ADA – Austrian Development Agency;
- BAOBAB – Global Education Resource Centre;
- Cooperative Secondary School, Vienna;
- Department for International Educational Affairs, Federal Ministry for Education, Arts and Culture;
- Federal Pedagogical High school, Salzburg.
- FORUM Environmental Education;
- Institute for School-practical Training, University of Vienna;
- KommEnt – Society for Communication and Development;
- Südwind Agentur – Southwind Agency.

The group is a forum for policy-focused discussion; it advises Global Education programmes, projects and activities in Austria and in particular it contributes to networking in the field of Global Education. The Strategy Group makes no decisions on public funding. It follows the international and national institutional discussions in the field and reflects on their relevance for Austria.

Since 2007 the group received a mandate from the Ministry of Education, Arts and Culture to develop a Global Education Strategy in a very transparent and participatory (inviting different stakeholders) process. A final Strategy Paper should be published and implemented in 2009.

Funding Schemes

Ministry of Foreign Affairs/Austria Development Agency (ADA)

The Ministry of Foreign Affairs is by far the most substantial funding source of GE activities in Austria, with a budget of approximately €4.00m in 2007.

The Department of Development Education and Communication within ADA is in charge of this budget line. A three-year funding program (2004–2006, 2007–2009) sets the strategic framework for the content and methodology of GE program and projects.

The coordination and administration of funding for civil society GE initiatives had been mandated by ADA, and before ADA by MFA, to KommEnt (Society Communication and Development). However, from 1st of October 2005 the Austrian Development Agency integrated KommEnt's main tasks (appraisal of applications, issuing of contracts and control of reports) into the Agency. ADA has made this decision for strategic, logistical and economic reasons.

Ministry of Education, Arts and Culture

Over recent decades, education in Austrian schools has taken on a more international and intercultural outlook. This has been encouraged and supported especially by the Department for International Relations in the Ministry of Education, Arts and Culture. This Department includes Global Education (in German 'Globales Lernen') in its work programme.

The MoE supports GE through a broad range of outside organizations. The Ministry funds the Intercultural Centre, which supports international school-linking/twinning. It supports the work of the over 40 UNESCO schools, and supports the annual North-South Centre Global Education Week.

A number of organizations suggest that while the Department for International Relations within the Ministry of Education, Arts and Culture, is supportive of GE, this is not the case with all departments within the ministry and that there needs to be greater coordination within the ministry concerning GE.

Related to this complexity of financing structures and different projects it is not possible to establish a clear amount of money that the MoE is spending for GE in Austria.

Ministry of the Environment

The Ministry of the Environment is responsible for the Austrian strategy on sustainability. It funds, together with the Ministry for Education, Arts and Culture, the Forum for Environmental Education, which is active in implementing educational programmes on sustainability, including activities in the framework of the Decade for Education for Sustainable Development.

The Ministry also supports and funds the Climate Alliance, which among other programs runs the educational projects on Global Environmental Protection in local communities and schools.

Moreover other ministries, regional governments and local communities are supporting GE projects with smaller amounts. The Catholic and the Protestant Church are quite important donors for Global Education activities as well. There is no general figure existing, pointing out the total amount from these sources.

Organisations dealing with Global Education

BAOBAB (Global Education Resource Centre)

BAOBAB is essentially a Global Education information and media centre. It was established in 1993 by ÖIE (Austrian Information Service for Development Policy, which later became the Südwind Agency), the Austrian Development Service (ÖED) and the Development Cooperation Agency of the Catholic Children's Movement (DKA) – as a common education and school information centre. It is now the main global education (GE) resource pool in Vienna.

BAOBAB lends development materials to teachers, pupils, students, NGOs and other interested people. It aims at stimulating open communication and debate on global development and development cooperation issues. The staff gives advice concerning Global Education and, for example, on the choice of topics and material for the accomplishment of GE projects and events. BAOBAB also supports other resource centres throughout Austria with its materials.

Examples of key services of the centre include the provision of a common database on development materials and a newsletter three times per year to 13,000 subscribers (mostly teachers). Approximately 40 workshops per year are given to teachers in the Vienna area. BAOBAB also supports the development of films on development issues especially films produced by filmmakers from the South, and has an extensive video library.

The Baobab Resource data are:

- 5,800 didactical materials in the library;
- 800–1000 video-copies produced and distributed per annum;
- 3,000 materials out on loan from library per annum;
- 30–40 workshops on GE for teachers, students and others per annum;
- Information publication on GE produced 3 times per annum, 13,000 circulations.

For further information on the activities of BAOBAB, see: www.baobab.at.

SÜDWIND Agency

The Südwind Agency was initially founded in 1978 as the Austrian Information Service for Development Policy (ÖIE). It sees itself as a platform for people that want to highlight global interrelations and issues of global justice: *‘The aim of our work is the examination of the consequences of globalization, as well as to encourage the contact with life-style, art and culture of people of the southern region and countries of our world. In our Medias, campaigns and projects we transmit the whole colourful image of those continents.’*

Südwind has made Global Education the core element of its education work, and contributes strongly to the promotion and implementation of the concept in Austria. It provides teacher-training programmes in GE (including on-line material), is involved in campaigns, organizes exhibitions in schools and libraries and coordinates networks and platforms. It supports ten regional information/training centres throughout Austria. It develops and maintains contacts with immigrant communities and has a network of 100 experts for regional activities. It produces a magazine on GE issues ten times per year with a regular readership of 6,000. In Austria it also coordinates Global Education Week.¹

The award winning project *‘Education for Global Citizenship: New Ways to learn for our Future’*, is being coordinated by Südwind Agency and the Intercultural Centre. The project set up an international learning and development partnership of NGO’s and schools from Austria, Cameroon, Chile, Italy and the Netherlands.

For further information see the Südwind website: www.suedwind-agentur.at.

Church-based NGO-sector

There is strong church involvement in development issues and GE activities in Austria.

¹ Global Education Week is a Europe-wide initiative and is coordinated at a European level by the North-South Centre of the Council of Europe. Südwind has a website dedicated to Global Education Week in Austria – www.globaleducationweek.at.

DKA: The Development Cooperation Agency of the Catholic Children's Movement (Katholische Jungschar) is one of the most successful fundraising organizations in the development field.

In 2005, DKA raised over €15m for development initiatives. Approximately 5% of the funds are allocated to GE and information projects in Austria. There are plans to raise the percentage spent on GE to 10%. Key GE activities include youth programmes in parishes throughout Austria which organize visits of young people from the South to Austria, and in turn visits by young people from Austria to development projects in the South.

DKA funds also contribute to another important network of organisations – Welthaus Austria (see below).

For further information see the DKA website: www.dka.at.

EAEZ: The Protestant Development Cooperation is also active in supporting development cooperation and global education initiatives. Through a platform of like-minded organisations, awareness raising initiatives are carried out focusing on issues such as sustainable development, HIV-AIDS and Fair trade.

For further information see the EAEZ website: www.evang-eza.at.

Welthaus: Is the Diocesan Development Agency. There are six Welthaus organisations in Austria – which play an important role concerning GE in six Austrian dioceses in the federal states of Tyrol, Salzburg, Styria, Upper Austria, Lower Austria and the city of Vienna.

Approximately 20% of the budget of all Welthaus organisations is spent on Global Education. Examples of their education work are the provision of a GE resource centre for educators, which operates a well structured outreach programme (including public libraries); seminars and meetings with people involved in development projects overseas; thematic events on development themes and campaigns (for example on fair-trade, nutrition, and child labour.).

Welthaus is keen to maintain and strengthen the link between development and GE and thus educators are regularly going on field trips to projects overseas. Welthaus Graz places great importance on quality in GE and has recently produced an internal handbook on the subject.

For further information see the Welthaus website: www.welthaus.at.

Intercultural Centre

The Intercultural Centre is an independent non-profit association. It carries out intercultural projects and collaborates with a network of social scientists, pedagogues and activists in many countries around the world. It has a staff of ten and can draw on support from an international network of about 50 experts: *‘We promote the development of relations between people of different cultural origin and train people to carry out practical intercultural work. For more than 15 years we have supported cross-border co-operation between schools, international youth work, as well as intercultural education and diversity management in Austria.’*

Since 1990 the Intercultural Centre offers consultation and support to school partnerships/twinning with countries all over the world. It is an active member of the directorate of the UNESCO/EURED teacher-training course on peace and human rights education. It also participates together with the Südwind Agency in the project ‘Education for Global Citizenship: New Ways to learn for our Future’.

The Centre makes a contribution to integration on the community level with its educational and development projects in Austria. It does so by offering various seminars on integration politics and a training course on ‘Intercultural Education’.

While the Intercultural Centre is very active in facilitating school twinning between Austrian schools and schools abroad, this is also one of the areas where the global dimension could be strengthened. It provides this school linking service to the Ministry of Education, Culture and Arts. But while funding is available for linking with schools in Europe, there is none available from the Ministry of Education, Science and Culture, for linking with schools from the South. Thus the vast majority of linking is done with schools in Europe. However, the centre has facilitated linking with a small number of schools from Africa. It estimates that there are probably active twinning links between about 30 Austrian and African schools.

For further information see the Interkulturelles Zentrum website: www.welthaus.at.

AAI – African-Asian Institute

The African-Asian Institute is represented in Graz, Salzburg and Vienna. It was founded to support international understanding and provides popular intercultural and inter-religious meeting places in these cities, for young people in particular.

It is affiliated with the Catholic Church. As a social and development institution it undertakes a range of cultural, scientific, and religious activities that bring together people of all backgrounds and cultures.

The AAI Graz and AAI Salzburg have education departments, which aim to promote knowledge about African and Asian cultures in Austrian society. They provide a broad range of support services to foreign students studying in Austria, including intercultural hostels, composed of students from Africa, Asia, Latin America and Austria. They are also involved in awareness raising and global education (GE). They provide an education programme for scholarship holders covering issues such as the MDGs, gender issues and empowerment. They hold annual seminars on relevant issues with a global dimension and hold intercultural evenings.

AAI Salzburg has supported projects abroad, for example in Peru, through former students of the institute. AAI, Graz, is one of the partners in the Alam project which assists in providing experts from the South who carry out workshops on GE in schools and other educational institutions in Austria (see Box 8 above on the Alam project).

For further information see the AAI websites: www.aai-wien.at; www.aai-graz.at; www.aai-salzburg.at.

VIDC – The Vienna Institute for Development Cooperation

The Vienna Institute for Development and Cooperation was founded in 1987. It operates in the areas of development cooperation, Global Education, intercultural work and public relations, the main focus being on development research and intercultural work. Two departments operate in the field of intercultural work – ‘moving cultures’ which fosters cultural relations with countries of the South, and the department for ‘fair play’, which focuses on anti-discriminatory activities in and outside the world of sports.

VIDC combines exchange programs for artists who contribute to festivals and other cultural events in Austria with presentations to schools and other audiences. In addition, artists from the South living in Austria are trained to offer workshops in schools and youth-centres, creating opportunities for pupils and students to familiarize themselves with cultures from the developing world through various artistic approaches.

The youth sector is also a target group of another project of VIDC – ‘FairPlay’ – which used the European Year of Education through Sports as an opportunity to call for a school and youth contest about discrimination and racism in football. All Viennese 10 to 14year olds were invited to participate. They received free background material and access to a workshop on sensitivity to discrimination. The aim of the project was an active examination of the problem of racism and discrimination.

For further information see the VIDC Website: www.vidc.org.

Specific Experiences

1. Training Program

Many GE activities in Austria have a specific focus on training programs. Not only are daily GE seminars organized, but in service training programs for educators, as well as training programs for students.

The Pedagogical High Schools (teachers’ education and training) are in that context quite important logistical supporters of Global Education as well.

2. Material Production

The GE-Material (especially print material) production plays a minor role in Austria. Most of the educational materials used in Austria come from Germany and Switzerland. Interactive materials (e.g. Learning Stations for school workshops or exhibitions) are produced primarily in Austria.

3. Campaigning

The Campaigning for development issues (e.g. topics like Fair Trade, Workers Rights etc.) is gaining importance in the Global Education scene in Austria.

Global Development Education in the Czech Republic

Lenka Dudková, ARPOK, lenka.dudkova@arpok.cz

Petra Krylová, ARPOK, petra.krylova@arpok.cz

Concept of Development Education

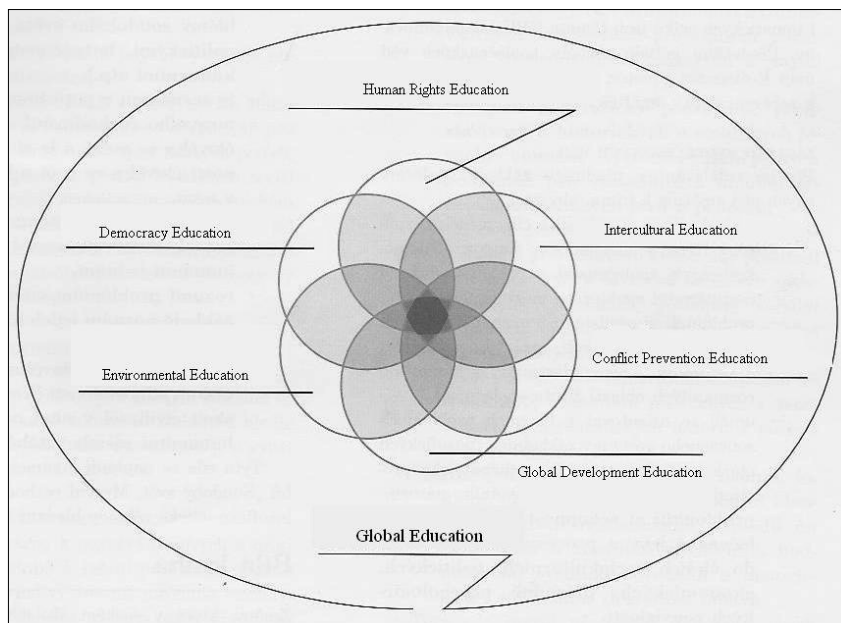
Terminology

The Czech Republic uses the concept of Global Education as developed by the North-South Centre of the Council of Europe and also from the Canadian educators Graham Pike and David Selby. This concept envisages global education as an umbrella for a variety of subjects in education. These educational subjects overlap in certain issues (as you can see in the graph below) and they also require similar teaching methods.

Thus development education represents only one part of global education. In the Czech Republic, the term “global development education” is used instead of “development education”. As the Ministry of Foreign Affairs of the Czech Republic uses the term “development education” and the Ministry of Education, Youth and Sports uses the term “global education” these two terms were incorporated into “global development education”.

Definition

Global development education (GDE) is promoted and executed primarily by individual non-governmental organisations, which is the main reason why there is not a unified definition of GDE for the whole country. Each organisation has its own definition.



source: Nádvořník, O., Volfová, A. *Společný svět*

Definition of GDE by People in Need

Global Development Education focuses on the problems of long term poverty and the lives of people in “developed” and “developing” countries. It develops knowledge and supports values and attitudes which enable people to participate in solving problems on the local, regional, national and international levels. One of the intentions of GDE is also to accept responsibility for forming a world where everyone has the opportunity to live a worthy life according to their own ideas. The objectives of Global Development Education corresponds with the national objectives of the cross-curricular subjects, in particular ‘Thinking in European and Global Relations’, at the primary and high school levels. (People in Need, 2008)

Definition of GDE by ARPOK

Global development education helps students reach an understanding of current problems such as global changes in contemporary society, poverty, migra-

tion and the differences between various cultures and religions. It deepens an understanding of the connections between these problems and helps in finding possibilities for solutions. A central part of global development education is the active involvement of students in the learning process.

The goals of global development education:

- developing an understanding of contemporary problems;
- comprehending differences in the economic and social situations of people in various parts of the world;
- respecting different opinions and overcoming prejudices (racial, religious, xenophobia, etc.);
- developing critical thinking, an ability to make arguments and to participate in discussions;
- accepting responsibility for one's actions;
- active participation in solving local problems, as well as contributing to solving problems on regional, national and international levels.

Although different, these definitions have a lot in common: it is a learning process based on understanding, solidarity and cooperation which allows the students to comprehend the interconnections in the world. It focuses on global problems, development and multicultural issues.

In the Czech Republic there is a joint budget line for development education and awareness raising although there is a difference between the terms as the target group and the methods of work differ.

National Strategy

The Czech Republic does not yet have a national strategy on global development education. There is a national strategy on education for sustainable development – which includes development education. However, there is not an individual strategy focusing primarily on development education. Also there is not a central institution coordinating global development education. The main actors in global development education are the NGOs. The Czech national platform of NGDOs – FoRS has organized a working group on development education. The working group started in 2007 and meets on an ad hoc basis. Currently, the group is preparing activities for the Czech Presidency in 2009.

Reform of national school curricula

Currently, the Czech educational system has been going through reform. The school curricula are being replaced by the so called Framework Education Programmes. Unlike the curricula, the FEP gives teachers much more freedom to decide what to teach and when, what methods to use, and if they want to link more than one subject. The FEPs also include global development education topics and methods. GDE is included in the so called cross-curricular subjects which “focus on contemporary problems and they are slowly becoming an important and integral part of the Czech basic education. They represent an important formative element of basic education, offering pupils the opportunity for individual engagement and teamwork and promote their personal development especially their positions and values”. (VÚP; 2007: 91)

Cross-curricular subjects include a wide range of educational areas allowing interconnection between different subjects and issues. By doing so, they contribute to a more complex educational process and positively influence the process of developing and cultivating students’ key competences. Students are provided with the opportunity to develop an integrated view on a specific subject and use a wider spectrum of skills.

The cross-curricular subjects on the level of basic education include:

1. Personal and Social Education;
2. Democratic Citizenship;
3. Thinking within European and Global Contexts;
4. Multicultural education;
5. Environmental education;
6. Media Education. (VÚP; 2007: 91)

Global and development issues are mostly included in the cross-curricular subjects: Thinking within European and Global Contexts and Multicultural education.

“The thematic areas of the cross-curricular subject Thinking within European and Global Contexts stimulate pupils’ interest in Europe and the world and help them to get to know Europe and the world as an organized environment which changes over time and in which people meet, solve problems together and form their lives. Through thematic areas, pupils gain a clearer image of Europe, become aware of the relationship between everyday situations and global issues and the possibility of shaping their own life in Europe and the world.” (VÚP; 2007: 98)

The thematic areas of the cross-curricular subject include: Our Interest in Europe and the World; Let's Discover Europe and the World and We are Europeans. (VÚP; 2007: 98)

The thematic areas of Multicultural education “are based on the current situation at school and reflect every-day events in the local community and the current state of society”. (VÚP; 2007: 100) This cross-cutting subject has five thematic areas: Cultural differences; Human relations; Ethnic origin; Multiculturalism and Principles of social reconciliation and solidarity. (VÚP; 2007: 100)

The concept of Global Development Education is based on the state educational programme which “defines the general goals of education and general key competences focusing mainly on personal development, civic education and preparation for further education or for future work”. (Bílá kniha; 2001: 37)

This concept is then “based on the goals of the educational system published in the Bílá kniha (White Book); mainly based on the goals of education that include partnerships, cooperation and solidarity among the European as well as in the globalising society”. (Dlouhá; 2004: 2)

Funding Schemes

Global development education activities are supported by different financing schemes mainly coming from the Ministry of Foreign Affairs and Ministry of Education, Youth and Sports. The MFA launches calls for proposals for development education and awareness raising every year. Projects funded under this scheme last only one year.

MFA funding for GDE

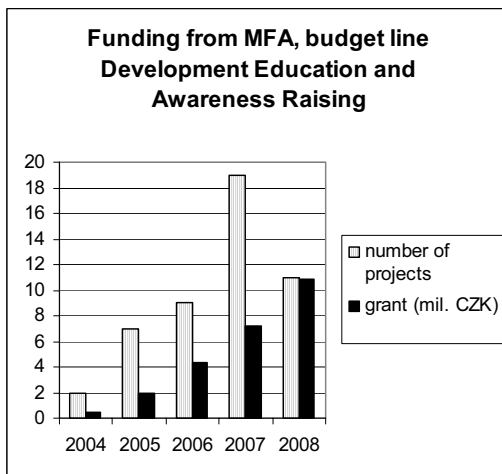
year	number of projects	grant (mil. CZK)
2004	2	0,5
2005	7	2
2006	9	4,4
2007	19	7,2
2008	11	10,9

2006 – 2 trilateral projects (1,5 mil. CZK)

2007 – 9 trilateral projects (3,66 mil. CZK)

2003–2006 – support to People in Need for DE activities (7,5 mil. CZK)

source: MFA



source: MFA

The Ministry of Education, Youth and Sports launches calls for proposals in Education for National Minorities and Multicultural Education. This budget line focuses on multicultural education as one part of global development education. Over the past two years, the budget for this area (both National Minorities and Multicultural Education) increased more than eight fold, being at 1,1 mil. CZK in 2006, 8,8 mil. CZK in 2007 and reaching almost 13 mil. CZK in 2008.

Further financing opportunities

Czech NGOs also have the opportunity to apply for funding from some of the European Commission call for proposals. Other sources include NROS (Nadace rozvoje občanské společnosti) supported by the EEA grants (Iceland, Norway, Lichtenstein), the Regional Partnership Programme supported by the Austrian Development Cooperation and the governments of Czech Republic, Hungary, Slovakia and Slovenia respectively.

Some regional authorities provide financing for global development education e.g. the Olomouc Region, South Moravian Region, Zlín Region and others.

Organizations working on Global Development Education

ADRA

PRVák

The development education project PRVák evolved out of the drawing contest entitled “Kam patřím” (Where I belong) organized by ADRA Czech Republic in 2006. Over the last two years, ADRA has received financial support for the project PRVák from the Czech MFA, thus the concept of the drawing contest has been further developed. The main aim of the project is to raise awareness of development and intercultural issues among children and youth in the Czech Republic.

The project consists of three modules:

- Pomáháme si (We help each other);
- Kam patřím (Where I belong);
- Potřebujeme jeden druhého (We need each other).

www.adra.cz

www.adra.cz/prvak

Agency for development Assistance and Humanitarian Aid of the Olomouc Region, o. p. s. (ARPOK)

People for People

The People for People project focuses on the topics of Global Development Education. The project consists of five two-hour workshops focusing on global problems, world trade, multicultural issues, etc. The target group is secondary school and high school students.

World in the Classroom

The World in the Classroom project is aimed at raising awareness of global and multicultural issues at the primary school level. It consists of two 2 hour long workshops.

Jug Full of Cultures

Jug Full of Cultures is a new project aiming at introducing the priority countries of Czech development assistance to secondary school students. It consists of eight project days, each being 4–6 hours long. It is completely up to the school to decide which country they choose. The project days can be either carried out by the school or by the ARPOK.

Anyana – children of the world

The project Anyana was launched in 2008. The main aim of the project is to prepare methodological materials on global development education for preschool teachers.

The materials are based on stories of eight children from the priority countries of Czech development assistance and one child living in the Vietnamese community in the Czech Republic.

Multicultural Education in the Olomouc region

The project Multicultural Education in the Olomouc region aims to raise awareness on seven minorities living in the area of the region. The target groups are elementary and high school students and teachers.

The organisation holds seminars accredited by the Ministry of Education, Youth and Sports for teachers, organizes exhibitions and international conferences on global development education.

www.arpok.cz

Člověk v tísní (People in Need)

One World in Schools

The One World in Schools project is part of the One World international festival of human rights films. One World in Schools is a continuing educational project which uses documentary films and other audio-visual materials to teach at elementary, secondary and third-level schools.

Variants

The Variants educational program aims at bringing Intercultural Education (IE) and Global Development Education (GDE) into practice in the Czech curriculum.

Both IE and GDE are part of the cross-sectional issues that will become mandatory parts of high school and primary school education and which will integrate various subjects. The practical inclusion of IE and GDE is currently inadequate. Variants provides resources for teachers that enable them to include these issues.

Rozvojovka

Web page www.Rozvojovka.cz is an extensive source of information about development assistance and global problems.

www.clovekvtisni.cz
www.varianty.cz
www.jedensvetnaskolach.cz
www.rozvojevka.cz

Inex-Sdružení dobrovolných aktivit (Inex – Association for voluntary activities)

GLEN (Global Education Network of Young Europeans)

GLEN – Global Education Network of Young Europeans – is a joint non-profit, politically independent initiative of twelve organisations from old and new member states of the European Union: Austria, Czech Republic, Estonia, France, Germany, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia. GLEN qualifies multipliers in global education. Its uniqueness lies in combining seminars/trainings with practice/experience and in combining North-South exchange with inner-European exchange.

Fotbal pro rozvoj

The aim of the project is to contribute to a better understanding of global interdependencies in the European and Southern countries, to strengthen a fair and sustainable way of living, and to encourage responsible development policy.

The project is organised in cooperation with the Kenyan organisation MYSA and a wide network of Czech organisations. The main activities include football matches of Czech students, sportsmen, politicians and others with football players from the Kenyan slum Mathare. The team also participates in discussions for students, exhibitions etc.

www.inexsda.cz
www.inexsda.cz/fotbalprorozvoj

Nadace Divoké husy (Wild Geese Foundation)

Change the game

The Change the Game project is an international educational program in which Todos (Netherlands), Divoke Husy (Czech Republic) and Vredeseilanden (Belgium) participate.

The aim of the project is to show youth from Belgium, Holland and the Czech Republic that sports and games are powerful instruments for giving young peo-

ple in developing countries a chance for a better future. The project also aims to encourage European youth to become active for their age-group in the South. The target groups of the Change the Game project are schools, festivals and sport clubs.

www.divokehusy.cz

ctg.divokehusy.cz

Společnost pro Fairtrade a rozvojové vzdělávání (Society for Fairtrade and Development Education)

World in a Shopping Cart

The World in a Shopping Cart project is an education programme consisting of a set of six interactive workshops being carried out in schools. In addition, the project produces educational materials and multiplication via teacher and other NGOs. The purpose of the project is to create and enhance awareness about the impact of our consumption patterns on people in the developing countries and to introduce Fair Trade as a positive alternative. The project is the first of its kind in the Czech Republic.

www.fairtrade.cz

www.svetvnakupnimkosiku.cz

Biography

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Global Education in Hungary

Szilárd Strenner – HAND Association

Balázs Frida, Anthropolis Association, balazs.frida@anthropolis.hu

In cooperation with

Julia Vincz – Hungarian Volunteer Sending Foundation (HVSF)

Katalin Czippán – Society of Organisational Learning, Hungary

Gyula Simonyi – BOCS Foundation

Concept of Development Education

History, national features

In the late 1970's numerous community movements began to discuss global issues throughout Hungary. Environmentalists, social scientists, and, among others, the BOCS Foundation, started to get involved in such processes.

During the 90-s the most substantial GE issue was the environment. **The Hungarian Society for Environmental Education** was established in March 1992 by 53 devoted environmental educators. By the year 2008, the Society has grown to nearly 1 000 members.

Goals and Mission of the Society for Environmental Education (EE)

- Increase environmental awareness, knowledge and responsibility of those who regard EE as a mission for themselves, and – through them – for the entire Hungarian society.
- Collect and disseminate knowledge and methods of EE; help environmental educators, encourage and organise their co-operation.
- Improve the personal effectiveness of environmental educators, develop their ability to make contacts with other people.

- Study, understand and improve personal relationships for creating harmony amongst people and between people and environment.
- Develop an ethics based on the respect of nature and man; develop responsible thinking on a planetary and century scale; improve cooperation and patience.
- Identify, train and practice skills and competencies needed for the ecological sustainability of the Earth.

Two main support systems help Hungarian schools in their efforts to implement Education for Sustainable Development (ESD): the **Ecoschool Network** and the **Open-Air or Forest School System**:

- The Ecoschool Network is a network of schools that are committed to the whole-school approach in regards to the development of ESD work in schools.
- The Open-Air or Forest School System helps schools to organize week-long field programmes, which focus sustainability.
- More information is available at: www.okoiskola.hu/english and www.mkne.hu.

Many small non-profit organisations were active in recent decades. Some of them were active in humanitarian aid, and a few explicitly targeted global issues in educational activities, but primarily in non-formal/extracurricular settings. The Forest School Projects became widely known and a massive network and supporting system was established.

The BOCS Foundation had a close relation with CLONG (the predecessor of CONCORD). In 1997, they created a substantial webography on European organisations active in Development Education: www.bocs.hu/devedu/ecmem/.

KÖN-KOMP (EECPO – Environmental Education and Communication Program Office)

Since the movement of environmental NGOs became increasingly strong, the Hungarian government created an inter-ministerial body that supported environmental issues. The so called KÖN-Komp (Environmental Education and Communication Program Office) was established in 1999 by the Ministry of Education and the Ministry of Environmental Protection.

Besides creating a framework for and maintaining Environmental Education programmes, KÖN-Komp also supported Education for Sustainable Development (ESD) Programmes. KÖN-Komp was involved in international Global Education

processes from the governmental side: the definition procedure of the Maastricht Declaration, etc. The institute worked on mainstreaming the environmental and sustainability approach into the public education governance at a national level, through consulting ministries, and decision makers. In 2003, two other ministries joined the cooperation – to support the Forest School Program (as a successful practice of experiential learning for sustainability) and other actions.

The KöN-KomP and the Hungarian Environmental Education Association also benefited and created successful programmes and publications with the Ministry of Foreign Affairs – budget line Official Development Assistance/Awareness Raising grants. By the end of the year 2005 the KöN-KomP office was closed due to lack of financial support.

National platform

HAND Association (Hungarian Association of NGOs for Development and Humanitarian Aid) – The Hungarian NGDO Platform

Hungary's accession to the European Union and OECD membership have heightened the urgency for the development of the institutions, structures and mechanisms of an effective international development co-operation policy. While the Hungarian Ministry of Foreign Affairs won Cabinet approval for a concept paper to develop an ODA mechanism, Hungarian NGOs working abroad on humanitarian and development issues recognised the need for establishing a Hungarian NGDO Association. It was legally registered on the 7th November 2003. Since that time, the number of the member organisations has increased to 25.

The principal mission of the Hungarian Association of NGOs for Development and Humanitarian Aid (HAND Association) is to contribute to the formulation of an effective, transparent and sustainable development cooperation policy, based on years of professional experience of the member organisations. In this process the Association aims at becoming a co-operative partner with the Hungarian governmental bodies.

The Association has the following set of objectives:

- It aims at consolidating the new Hungarian NGDO Association as a valuable stakeholder in the national ODA system.
- The Association intends to promote common interests, active cooperation, communication and partnership with governmental bodies, the European

Union and international and foreign institutions involved in the area of development cooperation and humanitarian aid.

- It aims at raising public awareness on humanitarian issues, sustainable development and on the promotion of volunteer participation in the civil society.
- It has the objective of partnership assistance (intermediation) and of ensuring an appropriate flow of information.

HAND structure – working groups

HAND has 3 full time employees, to coordinate all projects and initiatives of the Association. One of them is responsible for all the working groups.

With the support of the MFA Global Education project a contractual colleague is employed part time.

The working groups of HAND:

- ODA Working Group
- Awareness Raising
- Global Education Working Group
- EU Integration and Neighbourhood Policy
- Aid Watch Working Group
- Africa Working Group

Global Education Working Group (GE WG)

Global Education Working Group meets regularly each month. A consultative expert body supporting the functioning of the WG, and an expert group of researchers from the “GE Research in the Public Education System” project used to meet regularly parallel to the GE WG meetings.

In our understanding, development/global education is to contribute to the eradication of poverty and to the promotion of sustainable development. The aim of global education “is to enable every person in Europe to have life-long access to opportunities to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world”. (See: 12. and 13 point of The European Consensus on Development: the contribution of Development Education & Awareness Raising)

Because of this, in January 2007, amongst other HAND working groups GE WG was established within HAND with the participation of 12 member organisations.

The mission of the GE WG is that Hungarian youth grow up to recognise the global challenges of the 21st century, and develop the capacity to respond to them.

The main goal of the GE WG is to incorporate Global education into public education. The GE WG aims to reach that relevant competence-development, which is strengthening global responsibility and solidarity in every age group in the Hungarian public education system.

In order to reach this goal the GE WG focuses on the following activities on the national and international level:

- initiate dialogue between GE stakeholders,
- formulates consensual opinion,
- conducts lobbying and advocacy activities,
- maps challenges and best practices,
- supports cooperation among the member organisations,
- ensures information flow concerning GE issues.

Its activities are based on global needs, its working method is open, dialogue based and cross-sectoral (involves youth, NGOs, teachers, educational institutes, Ministry of Education, Ministry of Foreign Affairs, Corporate sector and media).

In 2008, the GE WG won project approval from the MFA to implement its project: “Preparing for a National Global Education Strategy and creation of national cooperative network”.

This financial support enables the GE WG to initiate a longer term project that will take it closer to its goals, and to stabilize the functioning.

Member organisations of the HAND GE WG

Artemisszio Foundation: www.artemisszio.hu

Anthropolis Anthropological Public Benefit Association: www.anthropolis.hu

BOCS Foundation: www.bocs.hu

Caritas Hungarica: www.caritas.org.hu

Foundation for Africa: www.afrikaert.hu

Foundation for Development of Democratic Rights: www.demnet.org.hu

ÖKOTÁRS – Hungarian Environmental Partnership Foundation: www.okotars.hu

Hungarian Interchurch Aid: www.hia.hu

Hungarian Volunteersending Foundation: www.hvsf.hu

UNICEF Hungarian Committee: www.unicef.hu

Foundation for Democratic Youth: www.i-dia.org

Hungarian Young Greens Association: www.zofi.hu

Association of Conscious Consumers: www.tve.hu

Amnesty International Hungary: www.amnesty.hu

VÉDEGYLET – Protect the future! www.vedegylet.hu

Green-Bridge Foundation: www.zold-hid.hu

Kikötő Association: www.kikoto.hu

Reform of national school curricula

In 2003, Hungary passed a conceptual reform of the school curricula at all levels of primary and secondary education that includes global education as a cross-cutting issue. These cross-cutting issues include 10 content areas, which address the role of an individual in society – democracy and citizenship, human rights, the lives and situations of different people around the globe, solidarity, the role of civil society, diversity and culture, inequality, barriers to communication, environment, and sustainable development. Challenges remain in the specific implementation, including the updating of educational materials and strengthening of teacher training in this field.

Co-operation

International co-operation among the North-South Centre of the Council of Europe, the MFA, the HUN-IDA and the MOBILITAS

In 2003, the **Hungarian MFA** contracted a coordinating body to develop calls for ODA projects, to monitor and evaluate proposals and tenders, and to make recommendations to Hungarian governments to allocate funding. **HUN-IDA**, a non-profit company established in 2000, is cooperating with World Bank, and UN agencies.

The **North-South Centre of the Council of Europe** approached Hungary within its V4 programme in 2004 in order to involve Hungary in its Global Education Week programme.

The concept of Development and Global Education has become an issue amongst and within ministries, and a dialog among the different actors has begun. Thanks

to the support of the MFA of the Netherlands several activities were implemented in Hungary:

- Consultations with GE Actors,
- National Seminar on GE,
- Hungarian involvement within the GENE network,
- Implementation of Global Education Seed Fund,
- Consultation on Peer review process in Hungary and
- Youth Workshop on Global Education.

In 2005 and 2006, Hungary joined the Global Education Week programme and network of the North-South Centre under the coordination of Mobilitás. Mobilitás, an institutional body and resource centre for youth-work, is active on Human rights education – using the Compass as a manual on Human Rights Education. Within Mobilitás, Global Education lost its importance, and not much has been done since 2006.

Hungarian Ministry of Foreign Affairs (www.kulugyminiszterium.hu/kum/en/bal/)

HUN-IDA (Hungarian International Development Agency) (en.hunida.hu/)

MOBILITAS (www.mobilitas.hu/; www.eurodesk.hu/)

North-South Centre of the Council of Europe Global Education Programme – North-South Centre of the Council of Europe (www.nscentre.org)

Relevant players (MFA, Educational Ministry, NGDO Platform, NGOs, etc.) and the cooperation among them

So far only two ministries have been involved in the GE network: the Ministry of Foreign Affairs, and the Ministry of Education. We would like to integrate more governmental partners: the Ministries of Environmental, Consumption, and Youth Affairs.

There is no communication among the Ministries, not even among the offices and secretariats of a certain ministry, so to reach this next step will be a great achievement.

So far there is only limited cooperation amongst the members of the HAND, and some are also involved in lobbying activities, but it is not well coordinated. Some experts are involved in co-work with the GE WG, to reach a high level of quality in the projects and the greatest possible impact.

Europe-wide co-operations

NS CENTRE – Global Education Week programme

www.nscentre.org

In 2008 – the HAND Association – Global Education Working Group is joining the European Global Education Week network and is going to represent the Hungarian GE activities for the Centre. The GE WG shall be responsible for the coordination of the Hungarian GEW.

CONCORD – Development Education Forum

www.concordeurope.org

The HAND Association – GE WG is cooperating with the School Curriculum Working Group of the CONCORD DEF. This working group supports the exchange of best practice, the sharing of experience, and helps to improve advocacy and lobbying at the European level for GE. In 2007, the HAND Association GE WG invited Rilli Lappalainen, the former chair of the CONCORD DEF, to a meeting addressing several issues: the definitions of Global Education/Development Education/Awareness Raising, the European policies for GE, and the relevance of a national GE Strategy.

DEEEP (Development Education Exchange Programme in Europe)

www.deeep.org

HAND Staff members and representatives of the member organisations are regularly taking part in the DEEEP Summer schools within the last three years (3–4 people per year). HAND Association often consult DEEEP GE experts and also use their Publications. DEEEP gave financial support for the 2007 GE national workshop.

Südwind Agentur

www.oneworld.at and www.suedwind-agentur.at

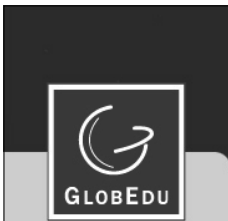
Several members of the GE WG maintain significant professional cooperation with the Austrian Südwind Agentur. Through the representation of Franz Halbart-schlager, the organisation is a member of the Global Education Week network and supports the building capacity of Hungarian and other Central-European initiatives in the field of Development Education.

Organizations dealing with Global Education

The HAND Association – GE WG currently maintains the following projects:

- Stabilization of group membership, functioning of group communication, motivation, engagement, regulations, representations, professionalism, co-operation, commitment, etc. In practical terms, this means strengthening the national GE platform.
- Within the MFA project:
 - Conduct GE Research in the Public Education System and compile of a National GE study:
 - representation of GE in Public Education System,
 - The possibilities of incorporation GE into the Hungarian Public Education System, and
 - National, international best practices, strategies.
 - Create a recommendation for a National GE Strategy based research findings.
 - Build a National GE Network.
 - Organize a National GE Conference to launch the first draft of the National GE strategy.
 - Create a national GE Lobby and Advocacy Strategy.
 - Cooperate with international organisations.
 - Establish an expert pool for strategy planning of mainstreaming global education.
 - Lobby, advocate with the government.
 - Consult with different Educational institutions.
 - Harmonise the national GE websites.
 - Other GE WG project:
 - Take part in the NGO Village of the Sziget International Music Festival in cooperation with the MFA.

Anthropolis – GlobEdu: Global Education Knowledge Centre The 1st Development Education Resource Centre



Online database, information centre, community center and library supporting teachers, educators, NGOs' experts, educational professionals and students by making available background materials, lecture books, pictures, games, films and DVDs for their daily work. The Centre is dedicated to building capacities, increasing practical and theoretical knowledge, helping educators by ensuring

accession of basic tools, methodologies and materials of Development Education in Hungary (in partnership with Südwind Agentur, Austria).

Contact details: GlobEdu – Global Education Resource Centre (Budapest VII. Marek J. street 28, postal address: H-1381 Budapest, P. O. Box 1222. e-mail: globedu@anthropolis.hu.

www.globedu.hu and www.anthropolis.hu

Anthropolis – Globalizációs Túlélőkönyv (Globalization Survival Toolkit for Secondary School Students)

Edited by Géza Barta and Gyorgyi Blahó, 2007



One of the first systematic Hungarian global education lecture-books for formal and curricular education of secondary school students and teachers. The book written by mostly cultural anthropologists concentrates on 5 topics in 5 interesting chapters (with several exercises, interactive games and stories), such as 1. World poverty, 2. Intercultural relations and conflicts, 3. Overpopulation, 4. Migration, 5. Sustainable development and Fair Trade. A map and a tutorial CD-ROM are attached to the lecture-book in order to help teachers

with practical guidelines, extra activities and background information on each issue.

HAND – Anthropolis: A világ 12 problémája (12 Challenges of the World and What You Can Do!)

Author: Balazs Frida



This colourful thirty two page Hungarian brochure concentrates on the most important global challenges, such as 1. extreme poverty and hunger, 2. lack of clean water, 3. epidemics, especially HIV/AIDS, 4. overpopulation, 5. climate change and environmental disasters, 6. access to basic human rights, 7. aggression, especially discrimination of women and children, 8. armed conflicts, warfare, armament and militarism, 9. migration, 10. racism

and racial discrimination, 11. illiteration, analfabetism, 12. drugs. The publication's main target group is secondary school pupils.

Download from: www.anthropolis.hu/_doc/vilag12prob_FINAL_preview.pdf.

HAND Association Global Education Working Group: Global Education – As We Do It



An introduction to the Global Education Working Group of the HAND Association 2008. 24 pages 4 colour brochure 20×20 cm 1000 pc partly bilingual.

Content: the HAND Association, and its GE Working Group, mission, goals, activities, about Global education, and the GE activities and contacts of its member organisations.

ISBN: 978-963-87836-1-5

BOCS Foundation

Global Education tools: poster-folder, books, calendar, posters, cards, daily email newsletter, educational computer animations mainly about cross-related issues of ecological footprint and overpopulation, poverty and culture, peace and security, religions and human rights, future generations and gender, reproductive health and rights, climate change and MDGs, etc.

www.bocs.eu

Hungarian Interchurch Aid – HIA: Shape Your World!

www.segelyszervezet.hu

An educational brochure about the Development Education and Global Education activities of the HIA, and about the Millennium Development Goals and the possible actions that young people can do.

Zöld-Híd: Global Education Handbook

Author: Ágnes Berecz, 2006

Theory and practice of Global Education, especially for secondary school teachers and educators.

www.zold-hid.hu

Zöld-Híd: Curricular and Extra-Curricular Global Education

Author: Fonyódi Szabolcs, 2008



Global Education activities in school-projects, summary of potential formal and non-formal methods for teachers. Bilingual book 18 pages, full colour.

www.zold-hid.hu

VÉDEGYLET Protect the future!

Védegylet has been dealing with the phenomenon, challenges and alternatives of globalisation, (like Fair Trade) since 2004 in its “alterglob” working group.

The group organises:

- Fair trade Workshops,
- Teacher trainings on Fair trade,
- Educational curricula on Fair trade,
- Summer schools and
- Fair trade campaigning on festivals during the whole summer.

www.vedegylet.hu and www.fairvilag.hu

Plans for the future

The goals below are planned to be achieved in 2008 with the kind support of the MFA, from ODA – Awareness raising budget line.

Main goals: to strengthen global responsibility and to raise awareness of MDGs through incorporating a dimension into public education

Project goals:

1. Facilitate a wide public discussion with involvement of experts to prepare the first National Global Education Strategy.

2. Initiate a cross-sectoral strategy planning, which aims to establish sustainable cooperation between different institutions and integrate a “global dimension” in public education.
3. Contribute to effective Development Education in Hungary within the framework of the International Development activities of Hungary (as part of ODA).

Expected results of the GE project in 2008:

1. Study:
 - a) possibilities for integrating global education into public education,
 - b) international experiences.
2. Strategy for cross-sectoral cooperation as a multi-stakeholder policy
3. Recommendation how to integrate a global dimension to the National Core Curricula – with participation in the revising process of NCC until 2010.
4. Widened and strengthened national global educational network.
5. A sustainable and functioning GE WG.
6. Lobby letters – recommendations toward different ministries.
7. Global Education Conference, to launch the first draft of the National Global Education Strategy with participant from NGOs, Ministries and researchers, experts, practitioners.
8. Publications:
 - a) The results of the GE Survey in public education.
 - b) The first draft of the National Global Education Strategy.
9. Harmonisation of the existing Hungarian GE web pages, in order to update and avoid overlapping.
10. Creation of database and expert network.
11. Media-presence.

In the following years we plan the following activities:

- To create a National GE network/with regional centres working groups.
- To train GE trainers, to create a group of GE experts, who have shared knowledge, a global approach, knowledge of the Hungarian educational system, and a wide range of knowledge about global issues, challenges and educational methods.
- To conduct teacher trainings.
- To take part in and maintain a wide range of Global Education Week activities during the third week of November each year.

Plans of the member organisations of the HAND GE WG: Hungarian Volunteer Sending Foundation

The GLEN (Global Education Network of Young Europeans – <http://www.glen-europe.org/>) has won project approval at the Europe for Citizens Programme, so the following plan will be realised:

GLEN is organizing a European Global Education event. It will consist of

1. global education activities carried out in the 12 GLEN countries in the first half of November and
2. the “European Global Education Days”, a glenergetic seminar, taking place from 13 to 17 November 2008. Twelve GLEN Partner organisations are co-operating in this project, and they have just now begun the preparations.

The Hungarian GLEN partner is: **Hungarian Volunteer Sending Foundation** (www.hvsf.hu).

Contacts

Hungarian Association of NGOs for Development and Humanitarian Aid (HAND)

Global Education Working Group

Address: 1052 Budapest, Apáczai Csere János u. 1. IV./40. HUNGARY

Office: +36-1/328-0873

Fax: +36-1/328-0874

E-mail: office@hand.org.hu

Web: www.hand.org.hu

GE project coordinator: Mr. Szilard Strenner

E-mail: strenner.szilard@hand.org.hu

Mobile: +36-30/271-30-53

Skype: [strenner.szilard](https://www.skype.com/people/strenner.szilard)

HAND Working Groups coordinator: Ms. Györgyi Blahó

E-mail: gyorgyi.blaho@hand.org.hu

Skype: [gyorgyi_blaho_hand](https://www.skype.com/people/gyorgyi_blaho_hand)

Development Education in the Slovak Republic

Zuzana Nemčeková, People in Peril Association, nemcekova@changenet.sk

Concept of Development Education

In Slovakia, Development Education and awareness raising is still considered as a whole. This is influenced also by call for proposals, where both, DE and awareness raising are almost always mentioned together (Slovakaid, RPP program, EC 21-02-03).

Definition

Development education and public awareness is an active process of learning based on the values of solidarity, equity, convergence and co-operation. It enables people to evolve from a basic awareness of international development priorities and sustainable human development through to a more complex understanding of global problems, the reasons for and consequences there of, towards greater individual involvement and action.

Development education and public awareness supports the overall participation of all citizens in a worldwide fight against poverty and marginalisation. It endeavours to affect the observance of economic, social, environmental, and human rights within national and international policy.

Development education and public awareness:

- increases public awareness on mutual dependency and inequality in the world,
- facilitates personal engagement and analysis by targeting specific activities at a local as well as global level and enables people to be direct participants and world citizens,

- encourages people to educate themselves and specifically act and change the social, cultural, political and economic backgrounds that affect their lives and the lives of others at personal, community, national and international levels.

Terminology

The primary term used in Slovakia is development education (rozvojové vzdelávanie). But it is not fixed. Some organizations also use global education and sometimes global development education.

National strategy

Slovakia has not yet developed a national strategy on development education.

Development Education and public awareness within ODA system

Development education and public awareness are an integral part of the official development aid of each donor country. The European Commission has placed a strong emphasis on DE and public awareness and has itself created programmes for this purpose. (It is the first time that Slovak non-governmental organisations are also interested in grants from the EC development education programmes).

DE as a new issue is continually playing a bigger role in education in Slovakia, but is still marginal.

Mechanism

A mechanism developed for Official Development Aid described in part 1 is used for the assessment, selection, endorsement and monitoring of development education and public awareness projects. Calls for grant proposals are announced by MoFA SR (Ministry of Foreign Affairs, Slovak republic) through TF ACU (Trust fund – *Administrative and Contracting Unit*) and projects are selected and approved by the Trust Fund Steering Committee. Development education has its particularities (the projects are usually short-term and are implemented always just in Slovakia). These particularities are taken into account by the mechanism.

Funding schemes

Ministry of Foreign affairs of the Slovak Republic – Official development assistance, through the official “*Slovakaid*” programme, financed 199 development projects in the period 2004–2007 with the total sum of 667 mil. Slovak Koruna. – cca 22 mil. Euro.

In the same period, another 34 projects were implemented with a focus on development education, public awareness and capacity building, totalling 11 mil. Slovak Koruna – cca 365.000 Euro. Development education is supported on a regular basis, but the total amount, not just from ODA, but also from call for proposals is almost negligible.

Since the year 2008, the maximal sum for one approved project was SKK 500,000 (cca Euro 15,000) and had to be implemented within max. 12 months. That means DE projects in Slovakia supported by *Slovakaid* could not really make any significant change within Slovak schools and among the public. On the other hand, because of the regularity of the programme it was a good starting point for a few NGOs to work on DE regularly. This was an important kick-off position for NGOs to focus on long-term DE projects within European Commission (and to be “eligible”).

Ministry of Education

There is almost absolute lack of support from the Ministry of Education for DE projects in Slovakia. The only exception was in 2007 when there was allocated sum of cca SKK 7 million (cca EUR 200,000) for DE. These finances were transferred to regional Methodological centres – institutions under MoE, which aim is in particular the life-long education of Slovak teachers. This money originated from unspent scholarships for university students from “developing” countries – part of Slovak ODA.

The aim of the Methodological centres was mainly to train teachers how to implement DE into school curricula. The efficiency and transparency of this process was disputable. There was some cooperation within Methodological centres and NGOs, but a real “partnership” was never established (mostly due to lack of understanding, capacity and communication from MoE and the Methodological centres.)

RPP – The Regional Partnership Program is a project of the EU-Platform, funded by ADA – Austrian Development Agency (67 %). It is co-financed by MFA of the New Member States (23 %) and by 10% NGO contribution.

The overall goal of the Regional Partnership Programme is to strengthen the capacities and the visibility of development cooperation in the states of central Europe. One of its objectives and also one of its specific calls for proposals is focused on “Implementation of pilot projects in the fields of Development Cooperation and Awareness/Education in cooperation with NGOs of the new member states and NGOs from Austria”.

There is not a plan to open another calls for proposals and it seems that RPP program will not continue. But, in fact, it has helped a few NGOs in Slovakia, as well as in other neighbouring New Member States, to establish cooperation with Austrian partners in the field of DE.

The Norway grants – one part of the program is focused on the strengthening of the multicultural environment.

Structural funds of EU (for example European Social Fund)

Although structural funds offer great potential for getting support for DE projects, this opportunity is not very well used by NGOs in Slovakia. The biggest obstacles are the extremely high level of bureaucracy, problems with money transfer, communication etc.

The Slovak Governmental Office – offers small grants as part of the Action plan to prevent all forms of discrimination, racism, xenophobia, anti-Semitism and other expressions of intolerance.

European Commission (21-02-03) – just a few NGOs in Slovakia are eligible to take part in the EC projects (capacities, audit, experience). For a few Slovak NGOs, the EC is already the most important donor for implementing DE projects. The importance of the EC will likely rise in the future because of the existing lack of opportunities to secure support for long-term projects which need larger budgets.

Other – in particular private sources

A few private foundations provide grants for Development Education. One example is Nadácia SPP (Foundation of Slovak Gas Industry) which donated cca 15,000 Euro for a project implemented by People in Peril Association in 150 Slovak schools.

Another example is the Foundation of Slovak Children and a few other Slovak foundations.

Some NGOs have been supported by different programmes and foundations from EU countries, for example from Germany, the Netherlands or Austria.

Organizations dealing with Development education

Človek v ohrození (People in Peril Association)

website: www.clovekvohrozeni.sk

eRko – Hnutie kresťanských spoločností detí

website: www.erko.sk

FAIRTRADE Slovakia

website: www.fairtrade.sk

mainly focused on fair trade awareness raising

Nadácia INTEGRA (Integra group)

website: www.integra.sk

mainly focused on fair trade awareness raising

Nadácia Milana Šimečku (Milan Šimečka Foundation)

website: www.nadaciamilanasimecku.sk

mainly focused on multicultural education and human rights education

Slovenský výbor pre UNICEF

website: www.unicef.sk

Tabita

website: www.tabita.sk

member of GLEN (Global Education Network of Young Europeans) in Slovakia

Živica

website: www.zivica.sk

UNICEF

The Child Friendly School project as a part of Education for Development activities

Implementation of the Convention the rights of a child (CRC) into schools

Main type of activities:

- Cooperation with educational institutions (meth.centres, ped.-psych. centres).
- Child Friendly School.
- University – Pedagogical Faculty UK.
- Special schools (cooperation with school for mentally, physically disabled children).

Child Friendly School

- Close cooperation with schools (workshops as well as materials for their teachers: translation of Talking rights, taking responsibility kit).
- Workshops, presentations – different topic every semester (topics of the last 5 years: Child labour, Child soldiers, Domestic violence, Participation of children, Poverty, Girls education, Water and sanitation-Week of the Blue Button campaign and general discussions on child rights).
- CFS – a school where children help children /child to child/.

Živica

Project: Wealth of developing countries:

- The aim of the project is to show developing countries in a different light than they are usually presented. Not in the position of paupers, economically undeveloped and begging for help, but in the light their riches which can inspire and benefit developed countries. We take development education as a partnership and not as a compassion for the poor. Wealth does not necessarily mean greatness of economic strength but also cultural, spiritual, scientific

and artistic riches. A lot of developing countries dispose with these things to a considerable extent. Economically developed countries can draw a great inspiration from this wealth.

- Project consists of four partial targets:
 - Enhancement of awareness of I. grade primary school pupils about life in the developing countries with emphasis on Amazonian, their culture, traditions and workday life.
 - Enrich development education with new views on the developing world. Focus attention of pupils on spiritual, cultural, scientific and artistic riches of these countries.
 - Enhancement of knowledge, competences and skills of teachers as multipliers in the field of global development education.
 - Enhancement of awareness of broad public about a Fair Trade program as an effective form of development cooperation and building partnership between developing and developed countries.

Project: Flap of a Butterfly's Wing:

- The intention of the project is to bring students as well as educators to understanding the mutual interconnection of all phenomenon and activities on this Earth. The project focuses on building an awareness of the way that a situation in developing countries touches us directly in environmental, economic and also social levels. "The flap of butterfly's wing, which will cause a hurricane" is not just a poetic metaphor, but a reality. Environmental, economic and also social conditions in developing countries touch us more than we usually realise. The destruction of rainforests, climate change, lack of drinking water and food, migration – are all interconnected phenomenon which influence the entire global society.
- Project consists of 3 partial targets:
 - Enhancement of pupil's awareness in the field of problems of developing countries and interconnection with Slovakia with the aim to enhance a feeling of global responsibility and solidarity with developing countries.
 - Enhancement of knowledge, competences and skills of teachers and future pedagogues as multipliers in the field of global development education.
 - Enhancement of awareness of pupils and teachers, as well as broad public about a Fair Trade program as an effective form of development cooperation.

People in Peril Association

Primary schools:

- Raising awareness about Millennium development goals with children in Slovakia and Austria. (2006) The project was realised in the period of November 2006–January 2007 with 137 teachers in 73 primary schools. The teachers realised 389 class activities for more than 7 395 pupils. The aim of the project is awareness raising and support of Millennium development goals within pupils at the primary schools in Slovakia and Austria.
- “Panáčik” for refugees (2005)
 - More than 17.000 pupils from 550 primary and secondary schools in Slovakia in 2005 were involved in an educational project about learning tolerance towards refugees – with the name “Panáčik” used for refugees. Pupils were informed in an interesting way why some people are forced to escape from their home and become refugees. The aim of the project was to raise awareness for pupils about difficulties of refugees in an interactive format and to make them realise the problems of developing countries, to accept differences, and to raise solidarity with other countries.
- “Panáčik” for Afghanistan (2004)
 - The project “Panáčik” for Afghanistan was realised in 2004 with the alternative 2 hours class bloc for more the 15.000 pupils in 230 primary and secondary schools. With the help of methodological material, teachers could explain in an interesting and interactive way the history of Afghanistan, the traditional culture and current country problems, as well as the reasons why it is important to help people in developing countries, particularly getting children into the educational process.

Secondary schools:

- MulticulturART – learn to know the culture of minorities
 - The aim of the project MulticulturART-learn to know the culture of minorities is to support multicultural understanding in regions of Slovakia and raise the tolerance community towards minorities living in surrounding areas (Romanise, migrants, refugees, ethnic minorities). Project will be realised in 9 pilot schools with the form of multicultural and multimedia education for teachers and pupils.
- Project Watch and Change – One World at schools (2008–2011)
 - The aim of the project is to provide information about themes which young people need to think about including the values of an open, tolerant

- and democratic society with a focus on the social and political processes in developing countries. The project encourages young people to think critically, engage in discussions, form their own opinions, raise their social and cultural awareness, connect the reasons and consequences of issues and problems, and learn empathy and responsibility.
- 8 goals 4 future – 8 schools 4 change (2007)
 - The aim of the international project 8 goals 4 future – 8 schools 4 change is to build an active network of 4 Slovak schools and 4 Austrian secondary schools which are going to systematically work on themes connect to Millennium development goals (MDG).
 - Global dimension at schools (2007)
 - The main object of this project was to participate in a higher quality of education for the young generation through a network of secondary schools which are interested in regular and systematic work in the educational areas of human rights, tolerance, awareness raising, and understanding the interrelatedness of global problems.
 - Global Action Schools (2006-2009)
 - International project Global Action Schools gives the opportunities to primary and secondary schools in Slovakia, UK, Poland, Czech Republic, Malta, Austria and Thailand to integrate global development education into their national curriculum and to create positive change in school culture and atmosphere towards creating active solutions for local and global problems.
 - One world at schools (2005, 2007)
 - The project One World at schools is orientated towards pupils of secondary schools and introduces a documentary film about global problems into education. The films are usually foreign productions and they come from the archive of the International festival of documentary films One World, which we organise every year.
 - The main objective is to open discussion in an innovative and attractive form for pupils, to encourage them to talk about the hottest global issues, to make them realise their interdependency, and to look for solutions.
 - Film clubs One World at schools 2007
 - The follow up of the project for pupils in secondary schools is Film Clubs One World at schools which follow the activity of film festival One World. The main objective is to motivate pupils to build a network of school film clubs with the possibility to educate and screen films for their fellow students. The project offers documentary films from the film

festival archives which tackles mainly these themes: Romanise Racism and xenophobia, refugees, migration and women rights in Slovakia and in the developing world. The objective is to educate youth on preserving human rights and understanding people from different ethnic, race and religions. The project contributes to a decrease in xenophobia, discrimination, prejudice and apathy of young people towards suffering people.

Specifics

- There is a lack of communication between NGOs (platform) and the Ministry of Education. Within the Ministry, there is not any contact person for the platform.
- The Working Group on Development Education is being created very slowly. In the Working Group there are NGOs represented in MVRO and representatives of ODA/Slovakaid.
- In 2008, school curricula are being replaced with the reform and in the reform there is space for development education in Slovakia.

Global Education in Slovenia

Maja Pipan, UNICEF Slovenia, maja.pipan@unicef.si

Rebecca Krebs, Zavod Voluntariat, rebecca.krebs@web.de

Katja Mrak, Humanitas, katja.mrak@gmail.com

Concept of Development Education

Current situation and perspectives for development education in Slovenia

SLOGA development education group is dealing with development education and development processes and questions. The group is cooperating on national and European level and is active in many campaigns, CONCORD workshops and projects organized by DEEEP (Development education forum and Development education exchange in Europe Project). Based on its own research activities, the group is also organizing events and publications.

The issue of global development and the specific development questions is highly complex. For this reason, in order to understand and successfully address development processes and questions, it is necessary to adopt a multi-layered approach that takes into account all the connections between different factors that, nevertheless, form an indivisible whole. Thus all elements emphasized in this project – climate change, economic migration, unaccompanied children, trafficking of women and girls, intergenerational dialogue – have different parts to play in the search for effective solutions to both development issues and the question of global development in general.

It is extremely important that the wider public understands what is going on in the world – the causes and effects behind abstract concept such as poverty and economic underdevelopment-and is aware of its own dependence on world events. That is why development education is crucial: for concerned as it is with education and awareness-raising among different sectors of society, it empha-

sizes global themes that are of vital importance to us all. Unfortunately, we are often insufficiently aware of them and, even less, understand their background and complexity. The essence of development education is to draw attention to precisely these global connections and to facilitate understanding of the causes and consequences of specific development problems. In this way, it strengthens feelings of global solidarity and helps create an environment which encourages intercultural dialogue and the appearance of an intercultural society.

The main problem with regard to teaching and informing the public about development issues is the lack of awareness of the links between areas and the absence of projects that would draw attention to these links. The project 'In diversity is strength' emphasizes through different themes how we are linked to global development and how particular problems impact others.

At the European Development Days in Lisbon in November 2007 there was also presented the European Strategy for Development Education and Awareness Raising, which is concerned with the implementation of the Consensus. The strategy it offers is the fruit of cooperation between various European Organizations and institutions, including Slovene NGOs and the Slovene Ministry of Foreign Affairs. During the Slovene presidency, the successful implementation of the strategy, at both the European and the national level, will be dependant above all upon groundwork that has yet to be established in Slovenia and in the majority of new member states – for Slovenia is still without a national strategy for development education.¹

Recommendations from the European Strategy for Development Education and Awareness Raising, to which both SLOGA and the Slovene Ministry of Foreign Affairs have contributed.

Recommendations for governments, regional and local authorities:

- Pay particular attention to development education and awareness raising within development and in (formal) education policies, programs and budgets.

¹ Now this period of European presidency is finished. It was concluded by SLOGA with the European Conference "Intercultural Dialogue in Development Education" – the way towards the implementation of the European consensus on development – the contribution of development education and awareness raising", to be held on 9th–10th June 2008, Cankarjev dom in Ljubljana (Slovenia).

The event was the main and final event of the SLOGA presidency program. It was organised in cooperation with the European NGO Confederation for Relief and Development, CONCORD, the Ministry of Foreign Affairs of the Republic of Slovenia and the European Commission.

- Put in place and support structured, sustainable programs involving ministries and civil society that encourage development education and awareness raising.
- Facilitate political, financial and organizational support for the integration of development education and awareness raising into the educational system, curricula and programs, as well as media action, and encourage the active participation of stakeholders in this area.

Recommendations for civil society organizations:

- Pay particular attention to development education and awareness raising within organization strategies, budgets and public relations.
- Develop and implement strategies and resources for effective and directed promotion of development education and awareness raising.
- Establish partnership and cooperation with experts and decision makers within education and the media in order to integrate development education and awareness raising into existing policy and practice.
- Enable structured cooperation between people and organizations in the South and educators, researchers, and the media in Europe.
- Carry out and publicly present evaluations of the influence of strategies, programmes and projects for development education and awareness raising, incorporating standards of quality, success, transparency and the value of money.
- Encourage and support critical and academic aspects of research into development education in EU member states, as well as the sharing of experience through studies, academic processes and ‘think tanks’ (text: by SLOGA, <http://tuditi.si/main/show/43>).

Terminology

In Slovenia, the term “globalno učenje” is used for global education. But there are still other terms used as well: education for development, development education and education for sustainable development. The term “global education” is most widely used.

There does not exist any final definition of global education in Slovenia. However, a preliminary definition was developed at a global education workshop in March 2008, where all NGOs were invited to participate:

“Global education (Education for global balanced coexistence) is a life-long learning process of learning and working where interdependencies and active inclusion of individuals in global education are stressed. The goal of such a learning process is globally responsible and active individuals and societies.”

Funding schemes

Development Education is funded by:

- Ministry of Foreign Affairs (100.000 € in 2008 – it was the first tender).
- Ministry of Labor, Family and Social Affairs (no special tender – it was in the context of some tenders).
- Ministry of Education and Sport (no special tender – it was in the context of some tenders).
- Sponsors and donators.

Organizations dealing with global education

More than 40 organization applied for funds from the Ministry of foreign affairs, which were intended for development aid (and development education), which means that in Slovenia there are at least 40 active organization working in this field.

As we do not have a specific definition, we never know if these organizations actually work in this field or they just applied for a project as they saw an opportunity to get funds out of this source.

Otherwise, in Slovenia we do not have any specific register of these organizations. SLOGA (Platform of Slovenian Development Organization) co-operates with at least 50 organizations. Most of them work also in the field of education (informal).

Akcijska mreža za otrokove pravice – SEECRAN
Metalkova 6, 1000 Ljubljana
website: <http://www.seecran.org>

Axiom – mednarodno razvojno združenje
Cesta na Markovec 47, 6000 Koper
e-mail: Goran@pina.info

Društvo Afriški Center
Trubarjeva 39, 1000 Ljubljana
website: max@hermes.si

Društvo bosansko hercegovskih študentov Slovenije – BH4
Mednarodna pisarna ŠOU, Kersnikova 4, 1001 Ljubljana
website: www.bh4.si

Društvo mladinski ceh
Rakovniška 6, p.p. 2404, 1001 Ljubljana
website: <http://www.mladinski-ceh.si>

Društvo prijateljev zmerne napredka
Gregorčičeva 4, 5000 Koper
website: <http://www.dodogovor.org>

Društvo za miselno rekreacijo Povod
Prešernova ulica 27, 2250 Ptuj
website: <http://www.odprtimesto.com/>

Društvo za razvoj socialnih programov in socialnega podjetništva, DSP Center
Vojkova cesta 18, 1000 Ljubljana
website: www.dspscenter.si

Humanitas, društvo za človekove pravice in človeku prijazne dejavnosti
Resljeva ulica 48, 1000 Ljubljana
website: www.humanitas.si

Društvo Interes; kulturno, umetniško, športno in izobraževalno društvo
Ob Ljubljani 42, 1000 Ljubljana
website: <http://www.drustvo-interes.si>

Društvo SOS telefon
P. p. 2726, 1001 Ljubljana
website: <http://www.drustvo-sos.si/>

Focus, društvo za sonaraven razvoj
Maurerjeva 7, 1000 Ljubljana
website: <http://www.focus.si>

Inštitut za afriške študije
Novo polje XVI/11, p. p. 1260, 1000 Ljubljana
E-mail: info@institute-IAS.org or eyachew@yahoo.com

Mirovni inštitut
Metelkova ulica 6, 1000 Ljubljana
website: <http://www.mirovni-institut.si>

Naš Laz, Zavod za razvoj podeželja
Vrhniška cesta 1, 1351 Lukovica pri Brezovici
E-mail: stefan.skledar1@guest.arnes.si

Novi Paradoks, Slovensko društvo za kakovost življenja
Vrhovci cesta XVII/40, 1000 Ljubljana
website: <http://www.društvo-paradoks.si>

Pravno-informacijski center nevladnih organizacij – PIC
Povšetova 37, 1000 Ljubljana
website: <http://www.pic.si>

Slovenska filantropija, združenje za promocijo prostovoljstva
Poljanska 12, 1000 Ljubljana
website: <http://www.filantropija.org>

Umanotera – Slovenska fundacija za trajnostni razvoj
Metelkova 6, 1000 Ljubljana
website: <http://www.umanotera.org>

Ustanova Skupaj – Regionalni center za psihosocialno dobrobit otrok
Župančičeva ulica 10, 1000 Ljubljana
website: <http://www.ims-info.si/together/>

Vitra, Center za uravnotežen razvoj Cerknica
Cesta 4. maja 51, 1380 Cerknica
website: www.vitra.si

Zavod EKO – globalna partnerstva in izmenjava izkušenj
Novo Polje, c. XVI/11, p. p. 1260, 1000 Ljubljana
website: <http://www.z-egp.si>

Zavod Ekvilib
Celovška cesta 43, 1000 Ljubljana
website: <http://www.zavodekvilib.si>

Združenje Krščanskih Poslovnežev Slovenije
Rožna dolina, Cesta XVII/22b, 1000 Ljubljana
website: <http://www.zdruzenje-zkps.si>

Zavod Voluntariat, SCI Slovenia
Resljeva 20, 1000 Ljubljana
website: <http://www.zavod-voluntariat.si>

Zveza društev upokojencev Slovenije – ZDUS
Kebetova 9, 1000 Ljubljana
website: <http://www.zdus.zveza.si>

Društvo UNICEF Slovenia and education for development program

Eleven years ago, the Slovenian chapter of UNICEF began to conduct a project called UNICEF workshops in primary schools. The workshops are carried out by young volunteers and teachers. With the help of educational seminars organized by UNICEF Slovenia, pupils acquired practical information and theoretical knowledge needed for performing activities.

A further upgrading of this project resulted in UNICEF clubs. They are led by teachers and mentors, for which UNICEF carries out educational seminars and regularly provides them with information, films, posters and other necessary material for their work. UNICEF Slovenia tries, with workshops integrated into regular lessons, to implement the content missing in formal education (education for peace, children's rights, general solidarity, etc.).

UNICEF clubs are constant "partners" transferring the UNICEF mission into schools and the domestic environment through their regular activities, and in this way rallying support for it. After a few years of successful cooperation with primary schools, UNICEF Slovenia decided to include preschool children in the project as well. In cooperation with preschool teachers, handbooks were designed in 2001. In this way, educational workshops with UNICEF themes adapted for young children were born. In 2005, UNICEF Slovenia also invited students from secondary schools to cooperate. The publication *Do Something More* was designed for the students.

Zavod Volontariat

Zavod Volontariat is the Slovene branch of the international Voluntary organisation Service Civil International founded after the 1st World War as an Anti-War-Movement. Service Civil International (SCI) is a peace organisation that co-ordinates international voluntary projects for people of all ages, cultures, religious and economic backgrounds. Its' work is based on the belief that all people are capable of living together and co-operating with mutual respect and without recourse to violence to solve conflict. Through international voluntary work SCI aims to give people the chance to experience this way of living whilst contributing in a useful manner to the community.

In recent years, Zavod Volontariat has started to promote the idea of development resp. global education through volunteering. With the growing globalization phenomena Volontariat has perceived a growing need among (potential) volunteers

to raise awareness on interdependencies in the world, to challenge disadvantage by helping to build a fairer global society. These can be stimulated and achieved through establishing and strengthening partnerships with similar NGOs in other parts of the world, i.e. in Africa, Asia, Middle East, but also in places closer by, such as South-East Europe.

The core of the activities of Voluntariat is the sending of short term and in the future also long term volunteers to the global South. We consider volunteering as a constructive way in contributing to a stronger global solidarity and peace. The idea of sending volunteers is connected to us with the idea of Global education and learning to enhance solidarity and raise awareness on global issues in the hosting and sending communities.

For us, the specific characteristics of voluntary work are:

- volunteers live and work within the community,
- volunteers want to share their learning and learn from others,
- volunteers focus their work on requests voiced by the local community.

We perceive volunteering experience as part of a continuum in which awareness within ourselves is developed, in the institution or organisation volunteers are working in, and at home upon return. We believe that by doing this, and by seeing the volunteering experience personally in a long-term context, can slowly but surely effect change on the global scale.

Part of the work for global education and raising awareness is placing the volunteering experience in the wider context of development concepts and processes. To bring a global development perspective to the work as a volunteer, it is vital to have some knowledge of the concepts of development, including the Millennium Development Goals, examining the relationship between globalisation and development. For example this could include looking at who the major international institutions are and at the links between the debt crisis and trade. They form the wider context within which the volunteering experience will take place. Having some knowledge of the wider picture helps volunteers to understand the forces that might shape events at the local level of the placement.

Društvo Humanitas

Humanitas was founded in March 2000. It is a society for human rights and supportive action, a voluntary, non-governmental and non-profit organization of people working for the good of both children and adults.

The principal aims of Humanitas are: to offer assistance and protection to less privileged members of society at home and around the world; to represent their interests, especially those of children; and to promote and provide education and advice on basic human rights as defined in international conventions on human rights, the rights of children, women and others.

Humanitas thus has three main activities:

- Sponsoring children in Africa and Slovenia
 - Sponsoring is one of the forms of assistance that the developed world can offer to the underdeveloped. Sponsoring is not about unconditional provision of financial or material help without supervision and selection, but about raising children's fundamental standard of living and, above all, about providing them with education.
 - Each project must include local representatives, who are acquainted with the needs of the community and know how to make our assistance compatible with their culture and beliefs. In other words, each project is defined in close co-operation with local people. A sponsor helps to provide for a child and agrees to regularly contribute a certain sum of money for that purpose.
- Fair Trade promotion
 - Humanitas is a member of Slovene consortium for Fair Trade (FT). Together with NGO Umanotera it started the first FT shop in Slovenia. Humanitas acts as a link between producers in Africa and the shop. Another role of the society is to promote FT through awareness raising projects and through the workshops on development education.
- The House of Worlds: Workshops and other activities in order to promote intercultural dialogue and development education
 - House of Worlds is an intercultural centre, designed as a meeting place for different cultures. Within it, we learn more about cultural diversity and how to overcome intolerance towards those that our society sees as 'different'. We present and exchange ideas and views, break down stereotypical images and counter the xenophobia that arises from these.
 - The main activities are workshops on intercultural dialogue, as well as workshops on development education. The events take place in schools, libraries, youth centres, as well as on the Humanitas premises. In the summer, we organise the "School Under Sun" festival in Ljubljana streets, a one-day event with exhibitions, workshops and other activities.

Development Education in Austria, Czech Republic, Hungary, Slovak Republic and Slovenia

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e-mail: vup@upol.cz

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