

GLOBAL EDUCATION IN SLOVAKIA

THE MAPPING OF GLOBAL EDUCATION IN SLOVAKIA IN KINDERGARTENS AND IN NON-FORMAL EDUCATION WAS CARRIED OUT BY THE SLOVAK NON-GOVERNMENTAL DEVELOPMENT ORGANIZATIONS PLATFORM THANKS TO THE SLOVAK AGENCY FOR INTERNATIONAL DEVELOPMENT COOPERATION AND THE GLOBAL EDUCATION NETWORK EUROPE, WHICH FUNDED THE MAPPING FROM THE EUROPEAN COMMISSION FUNDS.



Mapping partners:



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INTRODUCTION

The presented study, mapping the state of global education (GE) in Slovak kindergartens and non-formal education implemented by various participants, responds to the fact that in Slovakia there is a lack of a current comprehensive analysis of GE, on which a systematic approach to further GE development at all levels of formal and non-formal education in Slovakia could be based.

The mapping was carried out by the Slovak Non-Governmental Development Organizations Platform (NGDO) from January to November 2018 under the GENE Increase project: Development of Global Education Programmes in Slovakia through the Slovak Agency for International Development Cooperation (SAIDC) and Global Education Network Europe (GENE), which provided funding from the European Commission grant, in cooperation with its member/observer organizations: civic associations - Academia Istropolitana Nova, ADRA- Slovakia, eRko- Christian Children Communities Movement, Faculty of Social and Economic Sciences of Comenius University and Pontis Foundation.

The findings of this study are complementary to the findings on GE status at other levels of formal education in Slovakia that will emerge from the consortium project of the NGO People in need Slovakia Development of Global Education Programmes at Universities of Pedagogical and Non-pedagogical Focus financed from SlovakAid funds. On the basis of this, recommendations will be given to improve and increase GE in Slovakia at all levels of both formal and non-formal education. The ambition is for these recommendations to be reflected in the new GE National Strategy, which will replace the National Strategy for Global Education from 2012 to 2016, but in particular to be applied in practice at all levels of formal education as well as by non-formal education actors.

OVERVIEW

Kindergartens

Out of a total of 3,057 kindergartens (state, private, and church) that were active in Slovakia in the school year 2017/2018, we managed to get e-mail contacts to send out a survey questionnaire to 3,000 of them (98.14%). **The questionnaire was completed by 341 kindergartens (11.37%)**, mainly from Košice, Trenčín and Prešov regions. Nearly half of them are attended by 31 to 100 children, one third is located in a municipality with a population of up to 999 and one third with 1,000 to 4,999 inhabitants. Another 110 questionnaires contained answers only to the first three (some of them) general questions. The fact that they did not continue filling in the questionnaire with the answer to whether they considered themselves to be global citizens leads to doubts as to whether they are familiar with the terminology used in the questionnaire.

Only female teachers filled in the questionnaire, which suggests that they do not have male colleagues. More than a fifth of them are on average satisfied with the way their kindergarten is focused on GE, while another nearly half of them is satisfied to 70-80%. In most kindergartens, GE is a part of selected educational areas and it is implemented in the form of own school projects.

Almost half of them believe that **children will be able to take responsibility for nature conservation in the future**, and even more of them believe that they will certainly acquire competences in the field of the so called digital citizenship. According to more than a half of them, they will very likely acquire competencies for the so-called democratic citizenship and will respect diversity/multiculturalism and inclusion.

The female teachers (more than a half) evaluated the interest and curiosity of children with the highest grade possible, the third of them their creativity.

The **most dominant topics are the environmental education and human rights education**, which the kindergartens address regularly, on ad hoc basis these are development and peace education. **The kindergartens address the topic of migration and integration of migrants the least of all. At the same time, GE is designed for almost all children attending kindergarten**, and around one third of all kindergartens have been addressing this issue for more than 10 years;

Methods of more than a half of kindergartens include **methods of experiential learning, directed conversation based on children's experience and didactic play**. In particular, they use **cultural events, methodical materials on the topic and finances from the Association of Parents and Friends of the School (APFS) and sponsors of kindergartens to implement GE. According to almost three quarters of respondents, they need, in particular, an accredited teacher training programme, funds under grant schemes, and methodologies and guides, lesson plans, and activities to integrate GE into teaching prepared by Methodology and Education/Special Education Centres and NGOs dealing with GE.**

Some kindergartens already cooperate with NGOs active in the field of GE, but there are also those that have not heard about them and would appreciate them to be better known. They would need guidance from NGO employees without financial burdens regarding GE to provide them with know-how, valuable advice, ideas and inspiration, demonstrations through school visits, provide them with methodical materials and teaching aids free of charge, and such NGO employees to cooperate with Methodology and Education Centre.

Non-formal education

Out of a total of 9,960 potential participants in GE - non-profit organizations, foundations, civic

associations, interest groups of legal entities, organizations with an international element, church organizations and institutions, political parties, think tanks, social enterprises and responsible businesses - **we sent the questionnaire to 2,576 (25.86%) of them**, to the email addresses that we found by searching the Internet. **311 of them (12.07%) completed** the questionnaire partially or completely. In particular, they were **civic associations, non-profit organizations, church institutions, limited liability companies and foundations with national, regional and international competences, located mainly in the Bratislava region, in Bratislava I district. The size of their target groups is above 1,000 and they are mainly the public, their own members, youth and adults in a particular profession.**

In all 4 surveyed groups (1. non-governmental organizations and entities providing leisure activities, 2. church organizations/institutions and organizations working with disadvantaged groups and minorities, 3. organizations focused on non-formal education of youth, 4. political parties, think tanks, social enterprises and companies active in the area of corporate social responsibility), around a half of them is **engaged regularly in activities towards a more globally equitable and sustainable society, around a quarter of respondents is engaged occasionally, for about a sixth of them, this topic is out of their focus, and there were organizations in each group, which do not address this topic, but it is of interest to them.**

Through these activities, they prepare their target groups for life in a global, increasingly interconnected and rapidly changing society **certainly by developing competences important for personal and social development and the ability to find meaning in their lives and engage in an interconnected world and rather (than not) develop interest in getting to know "other" groups of people and culture and finding a way of peaceful coexistence and cooperation with them, and competences enabling people to work together to achieve change and gain control over their lives. They rather do not deal with the so-called digital citizenship** (participation in discussions, debates and intercultural interactions through computerized communication, e. g. on-line social networks, forums, blogs, e-voting).

Among the values of their target groups, they mainly **develop democracy, justice, fairness, equality and legality, and human dignity and human rights, attitudes such as responsibility and respect for others, the ability to collaborate, to think analytically and critically, self-awareness and self-understanding and critical understanding of the world.**

According to respondents, **target groups are/will be certainly/more likely interested in all five submitted tasks/expectations:** interest in the world and solving the problems of people around them; protection of human and cultural values; pursuing their own personal interests in a balanced way to the interests of a wider group/society; responsibility for the state of the planet and protection of life on earth; responsibility for the world we live in. The most doubtful are the responsibility for the state of the planet and the protection of life on earth (most of the choices were "rather not").

Regarding the topics, **they regularly address in particular environmental, civic and multicultural education, education of sustainable development and human rights. Occasionally/ad hoc, they deal with environmental and multicultural education, education of human rights, decent work and reducing social differences. They do not particularly address humanitarian crises, development education and climate change.** Most of them have been dealing with GE topics for **more than 5 years.**

In preparing and evaluating GE activities, they are particularly interested in **feedback from activity participants on the content and form of the activity and on the process they have undergone - whether they are aware of change, whether and how the change occurred, or how they evaluate a change according to their own attitudes.**

When explaining GE topics, discussion, narration/story-telling, lecture/presentation and practical demonstrations are used the most, and the least used are experiment, critical analysis, case study analysis and role plays, life stories and their dramatization.

They use their own staffing capacities and expertise, their own methodical materials and their own finances the most when implementing GE. They would need/welcome funding under the Slovak and European grant schemes, thematic e-learning and on-line education, funds from donors, sponsors, experts & NGO expertise. In particular, they are not familiar with the educational portal www.globalnevezdelavanie.sk, methodologies, guides and proposals of activities prepared by Methodology and Education Centre/National Institute for Education.

Comparison of global education in kindergartens with non-formal education

Topics covered in their activities:

Participants in non-formal education	Kindergartens
1. Environmental education	1. Environmental education
2. Civic education	2. Peace education
3. Education of sustainable development	
4. Human rights education	

Topics not covered in their activities:

Participants in non-formal education	Kindergartens
1. Humanitarian crises	1. Migration and integration of migrants
2. Development education	
3. Climate change	

Regarding the topics, both groups of participants are regularly engaged mainly in environmental education, education of sustainable development and human rights. On the other hand, less attention is paid to humanitarian crises, development education, and migration and migrant integration topic in both groups. That is why it is important that the GE strategy is developed in cooperation with the Ministry of Education, Science, Research and Sport and the Ministry of Foreign and European Affairs of the Slovak Republic and with the involvement of other relevant ministries, such as Ministry of Environment of SR, and to coordinate the support of individual topics within GE. The GE topic should also be discussed more in the Co-ordination Committee for Development Cooperation of the SR.

Methods used as part of their GE activities:

Participants in non-formal education	Kindergartens
1. Discussion	1. Experiential learning
2. Storytelling, stories	2. Guided discussion based on children's experience
3. Lecture/presentation and practical	3. Didactic play

Both groups of participants use different methods in their work, which results from focusing on different age groups.

When implementing GE activities, they use mainly the following:

Participants in non-formal education	Kindergartens
1. Own personnel capacity and expertise	1. Own personnel capacity and expertise
2. Own methodical materials	2. Own methodical materials
3. Own finances	3. Own finances

When implementing GE activities, they would appreciate mainly the following:

Participants in non-formal education	Kindergartens
1. Funding under the Slovak and European grant schemes	1. Accredited GE continuous education programme for teachers

2. Thematic e-learning and on-line learning	2. Project cooperation with NGOs
3. Funding from donors and sponsors	3. Funding within grant schemes
4. Experts and expertise of non-governmental and educational	4. Thematic e-learning and on-line learning

Both groups of participants mainly use their own capacities in their work, as well as resources that are insufficient for the effective implementation of GE. This is corroborated by a comparison of what they would welcome when carrying out the activities. Kindergartens would particularly welcome an accredited programme and project collaboration with NGOs, for which additional funding is needed, which in turn is lacking in non-formal education. Joint projects and the interconnection of formal and non-formal education should allow for a more grant calls and grant schemes so that this cooperation is functional for both sides, without unnecessary administrative burdens.

When performing GE activities, they are in particular not familiar with the following:

Participants in non-formal education	Kindergartens
1. Educational portal www.globalnevezdelavanie.sk	1. Experts and expertise from NGOs and educational organizations
2. Methodologies, guides and proposals of activities prepared by	2. Educational portal www.globalnevezdelavanie.sk

A simple way to streamline GE implementation is to better promote existing materials available on the GE website so that they are known in all regions and at all levels of education.

Regional meetings of (potential) GE actors with decision makers

Meetings in four regional capitals, Prešov, Trenčín, Bratislava and Banská Bystrica, were attended by representatives of NGDO, GENE, mapping partner organizations, mapping target groups and decision makers from Ministry of Foreign and European Affairs of SR, SAIDC, education trade unions of self-governing regions, education departments of local authorities, Ministry of Education, Science, Research and Sport of SR, UIVENTs, National Institute for Education and Methodology and Education Centre.

The discussions at the meetings revealed that one of the barriers that prevent Slovakia from expanding GE and increasing its quality is an inconsistent understanding of the meaning and purpose of GE. It is often confused with the promotion of globalization, which also brings negative phenomena, and for this reason GE is often perceived negatively and associated with the fear that it will lead to the disappearance of national values, cultures, traditions, i. e. the loss of national identity. Many of the issues that need to be discussed today as far as GE is concerned leads to an incorrect conclusion that GE is just some of the topical issues that the general public should know in today's increasingly globalised world, and that its introduction will lead to more increased volume of curricula in schools.

In Slovakia, GE is also prevented by the system of allocating funds in education according to the number of children, pupils or students. Therefore, secondary and higher education pedagogical schools are not interested in recruiting students with the best learning outcomes, but to have as many students as possible. This reduces the quality of future educators and forces schools to submit to the wishes of parents even in areas they should not have an impact on.

The social status of teachers and their resulting wages are also bad. Although the need for lifelong learning of educators is generally considered to be necessary, they do not choose their educational programmes according to their focus, but according to the number of credits they receive in order to increase their wages. In the area of GE, future educators are not prepared as well. These are generally not prepared sufficiently for their future occupation, are unable to communicate with the parents, and especially lack experience. The emphasis is still on expertise, not on learning methods.

Funding is lacking not only in schools that struggle with the lack of teaching materials and aids, but also in organizations that have been engaged in GE for a long time. They are losing their workers who have become experts and are unable to continue building the organization's expertise in this area.

Another barrier in schools is a lack of time. The large volume of teaching material that the curriculum determines to take over is a major challenge. The cooperation between schools and parents is also not good. In addition to the different opinions of parents, the use of technical terms that parents do not understand also plays a role. Education at home therefore does not go hand in hand with education at school, which confuses children. The same is true for the media, which are particularly negative and promote other values as those the children are being led to at school.

GE should therefore have a much greater space in non-formal education and reach as many adults as possible, including politicians and journalists. This is also due to the formation of new attitudes due to the current negative manifestations, e. g. extremism. Working with entire communities should also play an important role.

Recommendations

In order to improve the scope and quality of GE in Slovakia, it is essential that a new national global education strategy or other strategic document is developed that clearly defines global education and its implementation in all forms of education and finally replaces a strategy that became invalid two years ago. In addition to the need for a new definition of global education, it is essential to ensure that the definition is equally understood by all formal and non-formal education actors and that the current situation will not reoccur when there is a well-prepared National Global Education Strategy for 2012-2016 and a clear definition of GE, but there is no uniformity in its understanding and that a new national strategy formulated verbally is implemented thoroughly in practice and its implementation is regularly evaluated.

This will not be possible without allocating sufficient funds not only within the framework of Slovak but also European schemes.

We recommend focusing on the following steps:

- **To define global education clearly, comprehensibly while taking the national context into account.**
- **When creating the implementation plan of the National Education and Training Development Programme, to establish global education mainly in the context of:**
 - **quality education and training,**
 - **education and training responding to current expectations and practice needs.**
- **To make use of EU funds for global education activities in non-formal education and create a working group to set up a funding system involving global education experts.**
- **Not to forget to educate politicians and journalists who have a great impact on forming opinions and public opinion.**
- **To increase promotion and support of the portal www.globálnevedelavanie.sk.**

METHODOLOGY

The mapping of GE in Slovak kindergartens and in non-formal education implemented by various participants was carried out by NGDO in cooperation with partner organizations that were established from its member and observer organizations based on the internal NGDO call in January 2018.

These organizations applied to map the GE implemented by NGOs and other subjects providing leisure activities (except church and youth organizations): Civic association (c. a.) AINova; church organizations/institutions and organizations working with disadvantaged groups and minorities c. a. eRko-HKSD; through non-formal youth education Faculty of Social and Economic Sciences of Comenius University in Bratislava (FSES CU) and political parties, think tanks, social enterprises and social responsibility firms Pontis Foundation.

The Mapping Working Group consisted of representatives of the above-mentioned organizations and the NGDO and members of the NGDO GE Working Group, which consists of experts in this field. In the period from February to August 2018, the group met four times in total. In addition, the mapping steps were planned, communicated and coordinated by NGDO with individual partners as required by e-mail or telephone.

We were looking for potential GE participants in non-formal education:

1. In the registers of Ministry of Interior SR (<http://ives.minv.sk/rez/registre>), where we found them among:

- non-profit organizations with the stated purpose: complementary education of children and youth, humanitarian care, protection of human rights and fundamental values, creation and protection of the environment and education, training and development of physical culture 1 295,
- foundations with the stated purpose: ecology, school, student, training, educational, youth, university, Hungarian, German, religious/church, national, Roma, disabled, humanity and charity 359
- civic associations with the stated purpose: charity, human rights, youth, development of democracy, high school, student, educational, university youth, university, education, educative, education and training, environment, church/religious, other national, Christian, Hungarian, mentally disabled, disabled, Roma, physically disabled, Ukrainian and Ruthenian, Asian, Czech and Moravian 7 126,
- interest groups of legal entities with the stated purpose: church/religious, humanity, charity/humanity/church, charitable, other educational, Christian, human rights, mentally disabled, youth, disabled, Roma, democracy development, physically disabled, university youth, university, education, educational, education/training, environment 131,
- organizations with an international element 34 and
- registered political parties and movements 58.

2. In the registers of Ministry of Education, Science, Research and Sport of SR (<http://www.culture.gov.sk/posobnost-ministerstva/cirkvi-a-nabozenske-spolocnosti-evidencia-cirkevnych-pravnicky-osob-1a0.html>), we found 380 church legal entities.

3. On the Internet, we found 24 think tanks, 445 sheltered workshops, registered social enterprises and organizations that combine a social and business dimension.

4. In the database of companies, which have applied since 2010 and were awarded by Via Bona Slovakia, we found 108 companies doing responsible business.

We searched for a list of Slovak kindergartens in the register of Ministry of Education, Science, Research

and Sport of SR. According to the register, there were 3,057 kindergartens (KG) in Slovakia in the 2017/2018 school year, of which 2,818 were public (92.18%), 155 private (5.07%) and 84 church (2.75%) and we managed to get e-mail contacts of 3,000 (98.14%) of them.

When preparing the survey questionnaire, the basis for our work was the so-called expert questionnaire for teachers of primary and secondary schools within the consortium project, which is currently implemented by the non-profit organization People in Need Slovakia from SlovakAid funds. The wording of the text was adjusted for the kindergartens in view of the very low age of children attending kindergartens compared to pupils or students of primary and secondary schools, based on a consultation with a kindergarten teacher Katarína Britaňáková.

The questions in the questionnaire for (potential) GE participants in the field of non-formal education were also based on the expert questionnaire. Among them, we excluded questions relevant only to educational institutions, simplified the wording of questions, expanded the number of GE topics and the number of methods to approach them, added questions aimed at identifying the type of organizations involved in the survey, and what target groups they are focused on. The respondents were also given the opportunity to sign up for regional meetings of (potential) GE participants. The questionnaire was anonymous and the organizations involved could voluntarily indicate their name and did not have to answer all questionnaire questions. For a better understanding of the survey, we provided a definition of GE from the National Global Education Strategy for 2012-2016 in the introductory text while asking respondents to fill in the questionnaire. .

In order to gain a deeper insight into the areas surveyed and to improve the quality and scope of GE through cross-linking and the co-operation of relevant participants, we organized regional meetings of (potential) GE participants with decision makers relevant for support of GE activities. Four meetings were held in September 2018, namely in Prešov (for Košice and Prešov regions), Trenčín (for Trenčín and Žilina regions), Bratislava (for Bratislava and Trnava regions) and Banská Bystrica (for Banská Bystrica and Nitra regions). In the meetings, the discussion focused mainly on understanding the concept of GE, the reason why it should be part of non-formal education, the barriers that prevent GE from implementation on a larger scale and in better quality, and how to weaken/remove these barriers.

FINDINGS IN INDIVIDUAL TARGET GROUPS OF MAPPING

Kindergartens

The situation in GE for children in Slovak kindergartens was mapped by the civic association ADRA Slovakia.

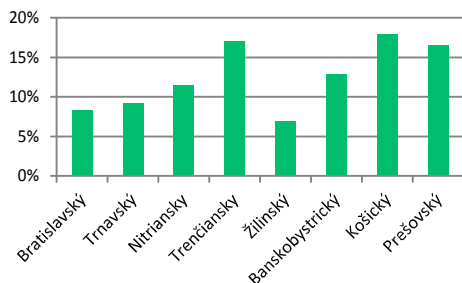
In the school year 2017/2018, there were 3,057 kindergartens in Slovakia, of which 2,818 were public (92.18%), 155 private (5.07%) and 84 church (2.75%).

Of the total of 3,000 addressed kindergartens, to whom we received an e-mail contact, 454 (15.13%) mainly headmasters or their representatives opened the questionnaire. Out of these, 24.89% responded only to the first three/some of the first three questions to determine whether they taught children aged 5-7 in the 2017/2018 school year, whether they were in kindergarten management and at what position. They did not answer the following questions, starting from the question whether they considered themselves to be global citizens.

The remaining 341 kindergartens (11.37%), which continued to fill in the questionnaire, were located mainly in Košice (17.89%), Trenčín (16.97%) and Prešov (16.51%) regions. These included public (92.20%), private (3.21%) and church (4.59%) kindergartens. 44.95% of them are attended by 31-100 children; 32.11% of kindergartens are located in municipalities with 1,000-4,999 inhabitants and 30.73% with up to 999 inhabitants:

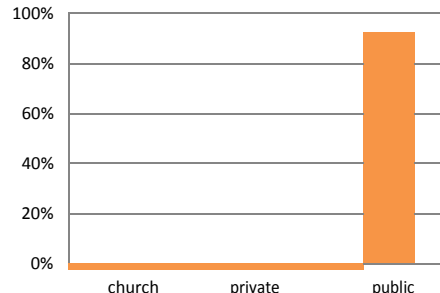
In which region is your kindergarten located?

responded: 218; did not respond: 228



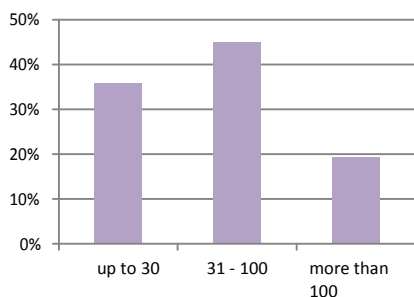
According to the founder, your kindergarten is:

responded: 218; did not respond: 228



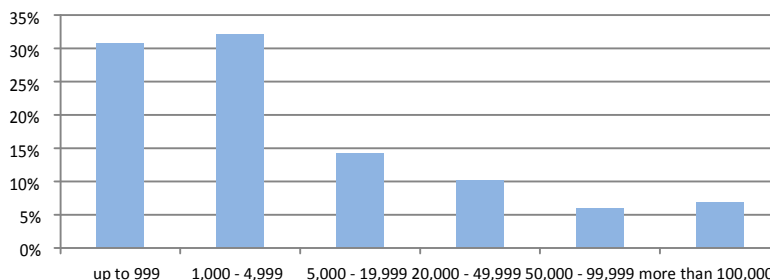
How many pupils are attending your kindergarten?

responded: 218; did not respond: 228



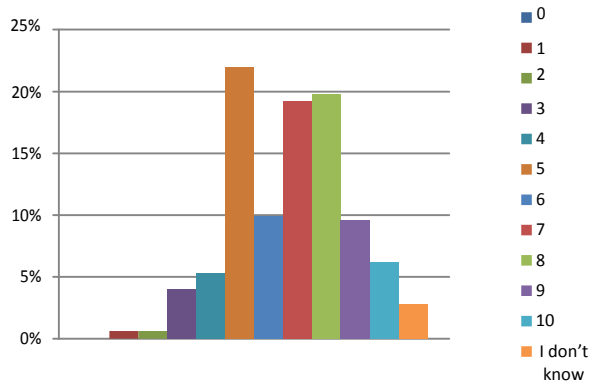
How many inhabitants does the municipality/city have, in which your kindergarten is located?

responded: 218; did not respond: 228



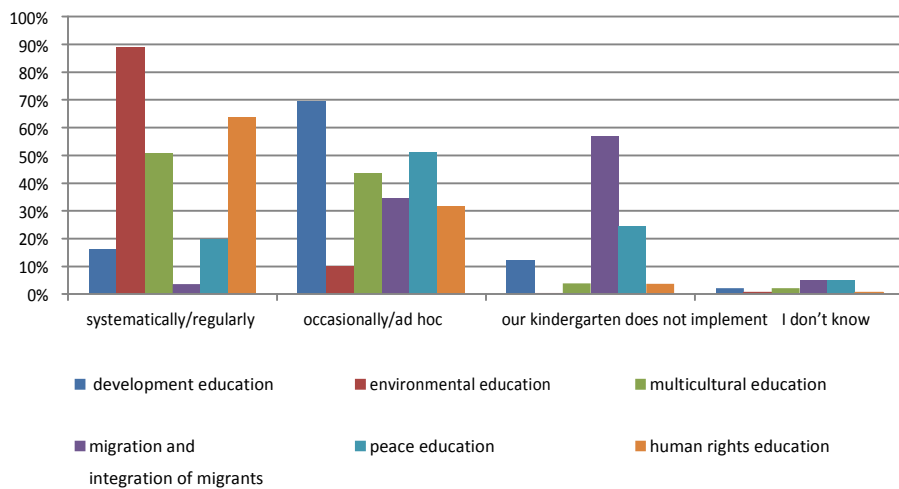
More than 21.98% of respondents stated that on an average they were satisfied with a way their kindergarten focused on GE, about 6.19% are satisfied to a maximum, and about 20% of them are satisfied with the situation to 70% and 80%:

Do you feel that you are focused enough on GE of children in your kindergarten?
 (We mean overall satisfaction: with content/form, meaning of such education, utilizing your expertise/interests in your kindergarten.)
 responded: 323; did not respond: 123
 scale: 0- not satisfied at all, 10- more than satisfied



Most kindergartens (88.98%) are systemically/regularly addressing environmental education and occasionally/ad hoc (69.57%) peace education. Most (56.95%) kindergartens stated they were not dealing with migration and integration of migrants:

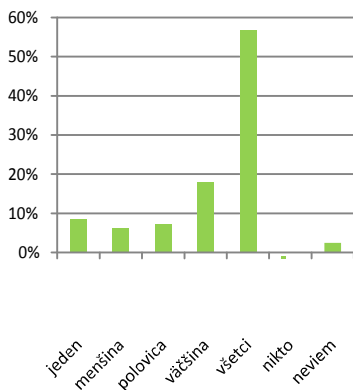
Which topics do you address during this school year in your kindergarten?
 responded: 246; did not respond: 200



GE or its integration into education is addressed by all teachers in 56.73% of kindergartens, in the school year 2017/2018 there were 86.59% kindergartens where GE was intended for the whole kindergarten, while 29.71% of kindergartens have been engaged in GE for more than 10 years and 28.03% for 3-5 years:

How many teachers are involved in integrating or implementing GE in teaching at your kindergarten?

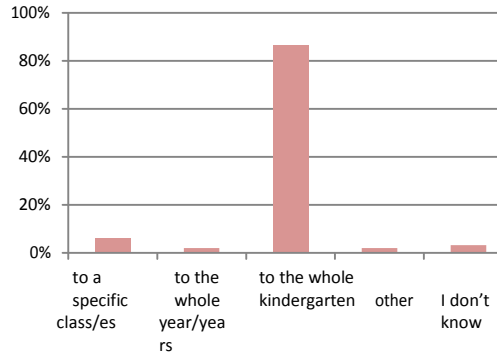
responded: 245; did not respond: 201



one, minority, half, majority, all, no one, I don't know

Who is the GE in your kindergarten designed for this school year 2017/2018?

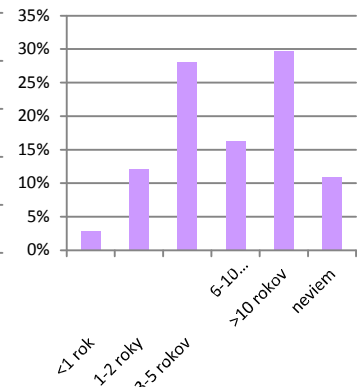
responded: 246; did not respond: 200



less than 1 year, 1-2 years, 3-5 years, 5-10 years, more than 10 years, I don't know

How many years has your kindergarten been implementing GE?

responded: 239; did not respond: 207

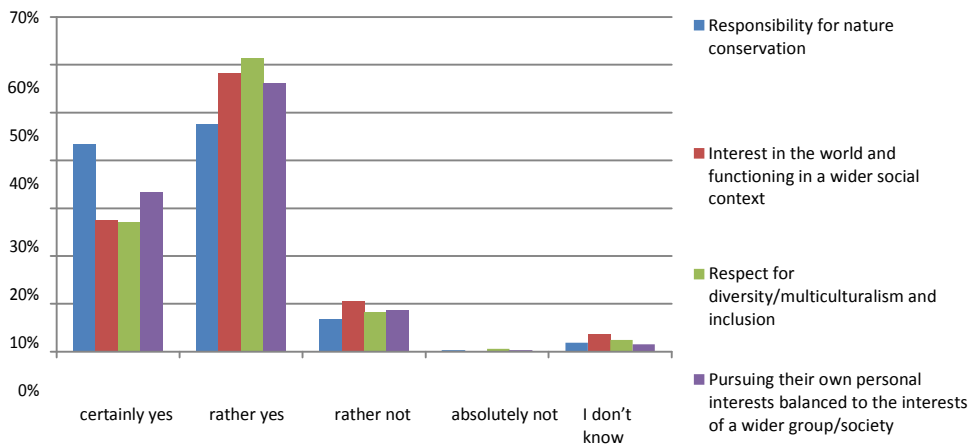


82.59% of respondents stated that GE is a part of selected educational areas and 86.23% of kindergartens address it in form of their own school projects and it is part of the teaching in 50.49% cases on an average.

According to 43.52% of kindergarten teachers, children will surely be able to take on the responsibility for nature conservation in the future and will more likely (than not) have respect for diversity/multiculturalism and inclusion (61.42%), interest in the world and functioning in a wider social context (58.20%) and will pursue their own personal interests in a balanced way to the interests of a wider group/society (56.17%):

To what extent do you think children will be able to take on the following challenges/expectations associated with their place in a global society in the future?

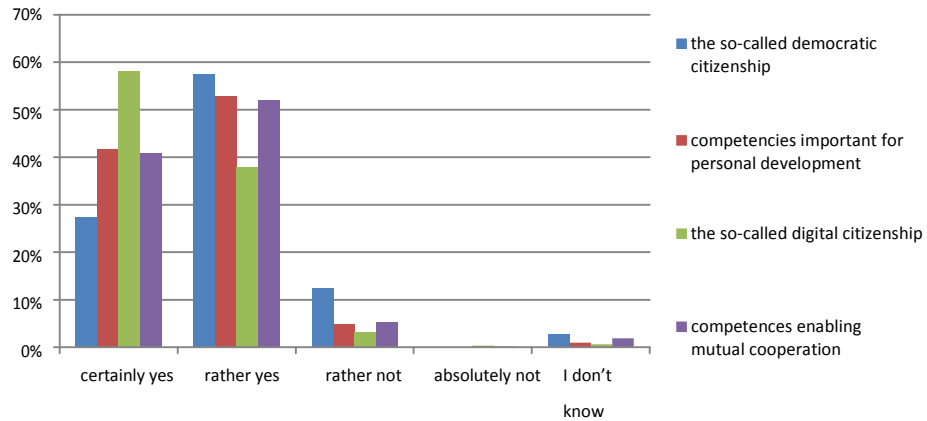
responded: 325; did not respond: 121



At the same time, according to them, the Slovak kindergartens are preparing children for life in a global, increasingly interconnected and rapidly changing society certainly in the area of the so-called digital citizenship: working with information, communicating through digital devices (58.15%), and more likely with regard to the so-called democratic citizenship: at an elementary level, such as respect for rules, a sense of equality and justice, and intercultural dialogue and competences important for personal development and enabling mutual cooperation (over 50%):

Consider whether children will be ready to acquire/gain competences in the following areas in the future:

responded: 325; did not respond: 121

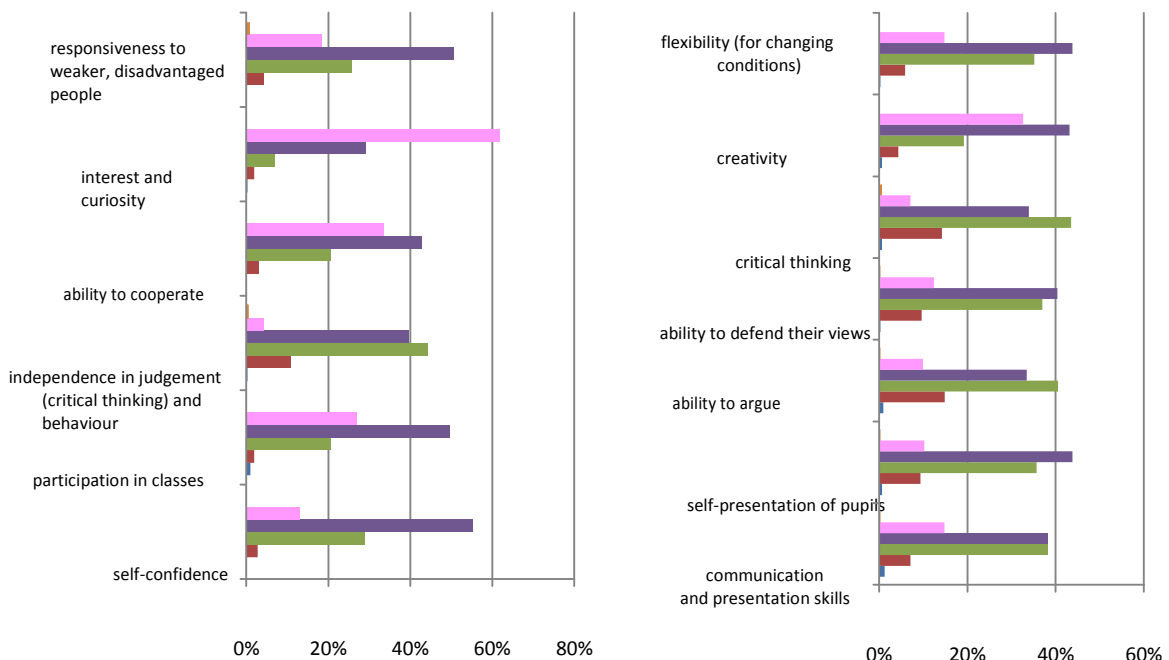


Kindergarten teachers particularly considered the interest and curiosity of children (61.88%) and their creativity (32.61%) as excellent; they considered their confidence (55.28%) and flexibility for changing conditions (43.83%) as very good. They consider children's independence in judgement and behaviour (44.31%) and their critical thinking (43.52%) as good:

How do you perceive the following characteristics of children in your kindergarten?

responded: 325; did not respond: 121

responded: 324; did not respond: 122



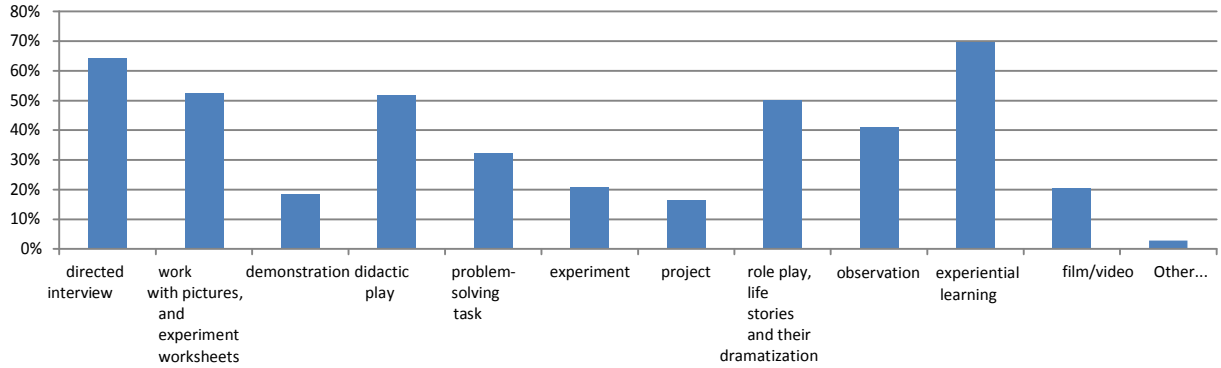
■ I can't judge ■ 1-excellent ■ 2-very good ■ I can't judge ■ 1-excellent ■ 2-very good
■ 3-good ■ 4- sufficient ■ 5- insufficient ■ 3-good ■ 4- sufficient ■ 5- insufficient

The most prevalent methods in kindergartens regarding GE - experiential learning (69.51%), directed interview based on children's experience (64.23%) and didactic play (51.63%).

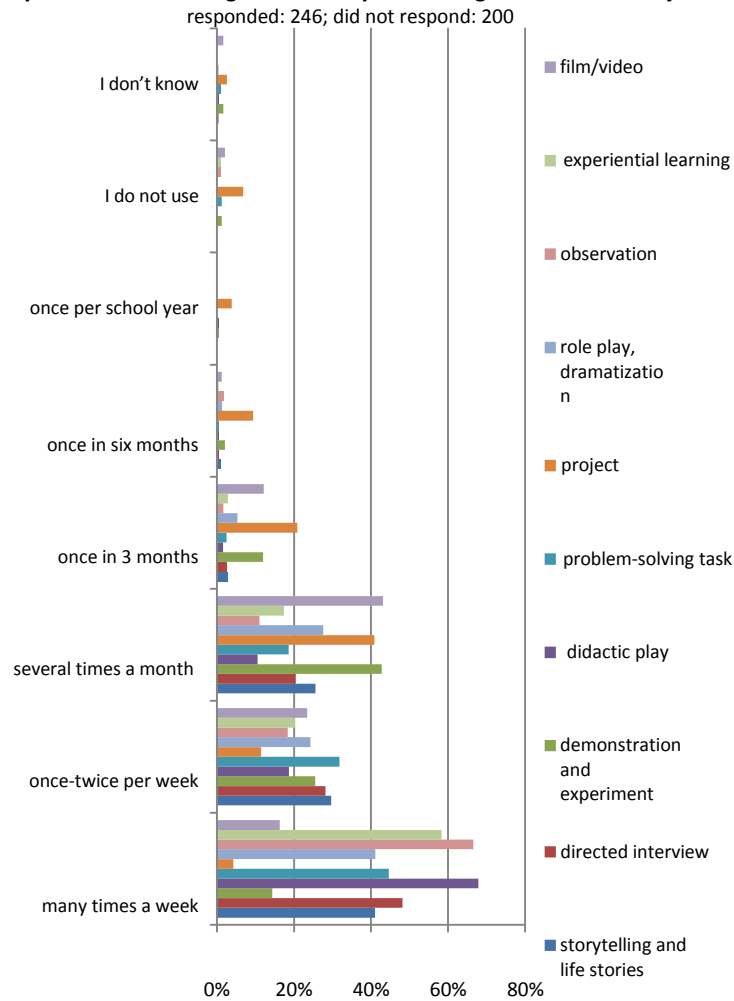
Most often they use didactic play (67.89%) and observation (66.53%) several times a week, 1-2 times a week a problem-solving exercise (31.82%) and several times per month a film/video (43.10%), demonstration and experiment (42,80%) and project (40,85%):

Which 3 of the above methods prevail in implementing GE in your kindergarten?

responded: 246; did not respond: 200



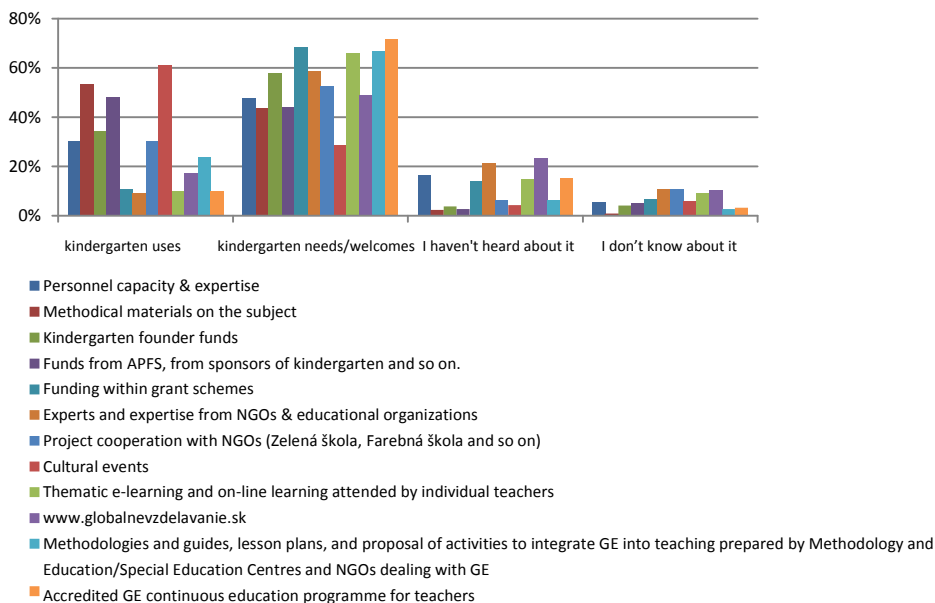
How often do you use the following methods in your kindergarten to teach subjects or topics?



The kindergartens use mainly cultural events (61.17%), methodical materials on the topic (53.24%) and finances from APFS, kindergarten sponsors (48.15%) to implement GE. They would need, in particular, an accredited teacher training programme (71.70%), funds under grant schemes (68.42%), and methodologies and guides, lesson plans, and activities to integrate GE into teaching prepared by Methodology and Education/Special Education Centres and NGOs dealing with GE (66.82%):

What do you already use and what else do you need to implement GE in your kindergarten?

responded: 222; did not respond: 224



In answering the question of how NGOs addressing the GE could help kindergartens, some kindergartens mentioned already existing co-operation, but some of them have not yet heard about these organizations and would appreciate them to be better known. They would need guidance from NGO employees without financial burdens regarding GE to provide them with know-how, valuable advice, ideas and inspiration, demonstrations through school visits and provide them with methodical materials and teaching aids free of charge, and such NGO employees to cooperate with Methodology and Education Centre.

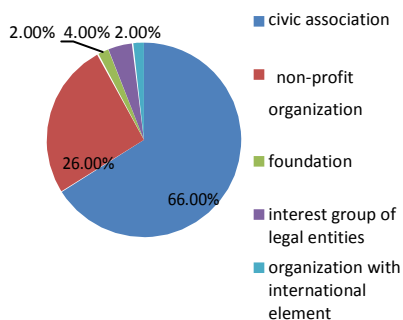
Non-governmental organizations and other entities providing leisure activities

GE implemented by non-governmental organizations and other subjects providing leisure activities (excluding church and youth organizations) was mapped by the civic association Academia Istropolitana Nova.

From 963 recipients of the questionnaire, 71 (7.37%) participated in the survey. They were mostly civic associations (66.00%), which mainly have national (38.46%) and regional competence (28.85%) and are located in the Bratislava region (42.31%), mainly in the Bratislava I district (13.46%):

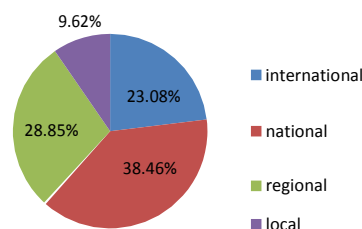
What type of NGO are you?

responded: 50; did not respond: 21



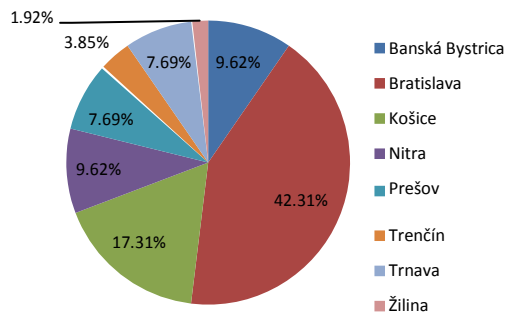
What is the competence of your organization?

responded: 50; did not respond: 21



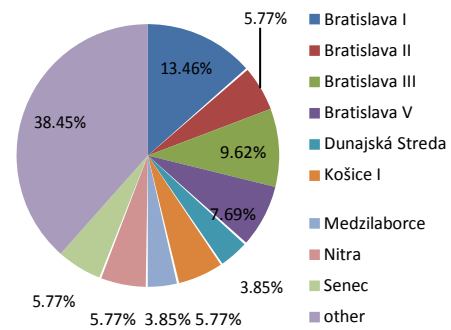
In which region is your organization/institution located?

responded: 52; did not respond: 19



In which district is your organization/institution located?

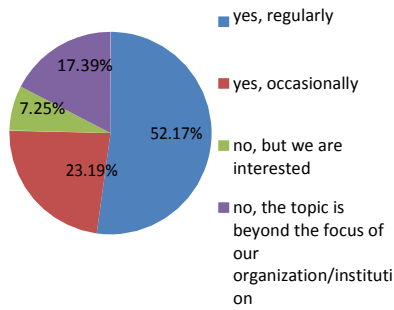
responded: 52; did not respond: 19



52.17% of them regularly implement activities towards a more equitable and sustainable society, and 23.19% of them occasionally. They are mainly focused on the public (47.37%) and on adults in a particular profession (43.86%). The target group size is by 62.75% of respondents over 1,000 persons:

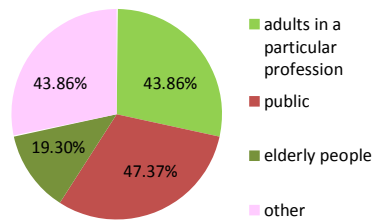
Is your organization/institution dedicated to learning, enlightening, publishing, or other activities that aim to contribute to building a globally fairer and more sustainable society?

responded: 69 did not respond: 2



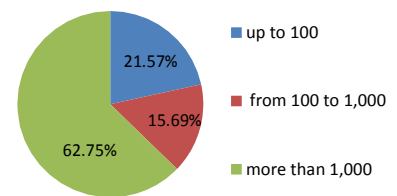
What target group are the activities focused on?

responded: 69 did not respond: 2



Estimate the size of your target group.

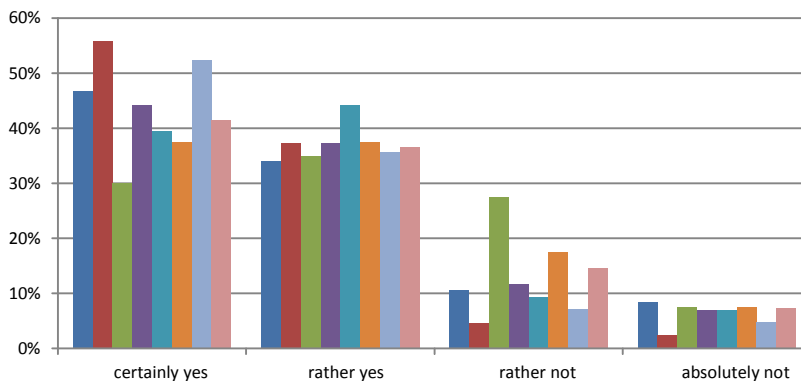
responded: 51 did not respond: 20



Through these activities, they are preparing their target groups to live in a global, increasingly interconnected and rapidly changing society, particularly in terms of competences important for personal and social development (55.81%), the interest to participate in creating fair and sustainable world (52.38%) and in the so-called democratic citizenship (46.81%):

To what extent do you prepare your target group through your activities to live in a global, increasingly interconnected and rapidly changing society in the areas listed below?

responded: 52 did not respond: 19

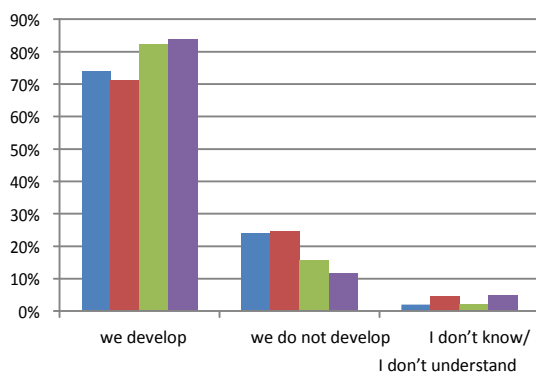


- the so-called democratic citizenship: active participation in society, respect for human rights and laws, a sense of equality and justice, an understanding of intercultural dialogue within the SR, the EU and globally
- competencies important for personal and social development
- the so-called digital citizenship: participation in discussions, debates and intercultural interactions through computer communication, e. g. on-line social networks, forums, blogs, e-voting
- competences enabling people to work together to achieve change and gain control over their lives
- the ability to find the meaning of their lives and their place in an interconnected world
- the ability to understand the global economic, social, political and environmental forces that affect our lives
- interest in creating a fair and sustainable world
- interest in getting to know "other" groups of people and cultures and finding the way of co-existence and cooperation with them

In doing so, they develop their self-knowledge, self-understanding and critical understanding of the world: politics, laws, human rights, culture and cultures, religions, history, media, economies, environment and sustainability (83.72%) and ability to: self-educate, develop analytical and critical thinking, empathy, listen and observe, be flexible and adaptive, communicate in other languages, collaborate and resolve conflicts (82.22%):

To what extent do you develop the following in your target group?

responded: 51; did not respond: 20

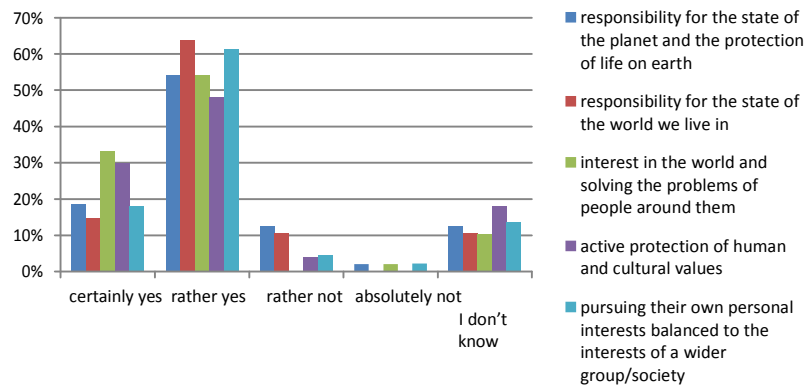


- Values: human dignity and human rights; cultural diversity; democracy, justice, fairness, equality and legality
- Attitudes: openness to cultural differences - world-view and customs of the world; openness to cultural differences - the world-view and customs of the world; respect for the views of others; civic awareness; responsibility; belief in one's own ability to achieve results
- Abilities: self-educating; analytical and critical thinking; empathy; listening and observing; being flexible and adaptable; communicating in other languages; cooperating; resolving conflicts
- Knowledge and/or critical understanding: self-knowledge and self-understanding; critical understanding of the world: politics, laws, human rights, culture and cultures, religions, history, media, economies, environment, sustainability;

Target groups are certainly interested in the world and solving the problems of people around them (33.3% of respondents), are ready to actively protect human rights and cultural values (30.00%) and are rather (rather than not) ready to take responsibility for the state of the world we live in (63.83%), and pursue their own personal interests in a balanced way to the interests of a wider group/society (61.36%):

Assess the extent to which your target group is/will be ready to take on the following roles or expectations:

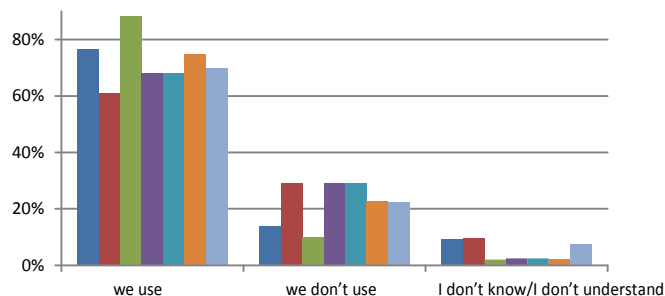
responded: 54; did not respond: 17



When compiling and evaluating these activities, respondents stated that they were particularly interested in feedback from activity/activities participants to its content and form (88.24%), activities include the stage of approaching the problem and evocation, getting to know the problem, and reflecting on one's own role and position (76.74%) and activating interest and engagement with the participants in the activity (75.00%):

Do you use the following methods, forms or approaches to compile and evaluate your GE activities?

responded: 54; did not respond: 17

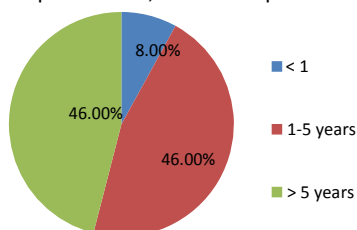


- The activity includes the following stages: -describing the problem and evocation (reflecting in mind) - getting to know the problem and realizing it - reflecting their own role and position
- Impact measurement after activity (for example, changes in attitudes of participants in an activity)
- Feedback from activity participants on content and form of the activity
- Feedback from activity participants on the process they have undergone - whether they are aware of the change, whether or how it has occurred, or how they assess their change
- Lecturer evaluation (what did the lecturer achieve)?
- Activating interest and engagement with activity participants
- Local-global links (from life)

Regarding GE topics, on average, they represent 58% by the respondents compared to other topics. They have been addressing them for 1-5 years (46%) or over 5 years (46%):

How many years has your organization/institution been addressing GE topics?

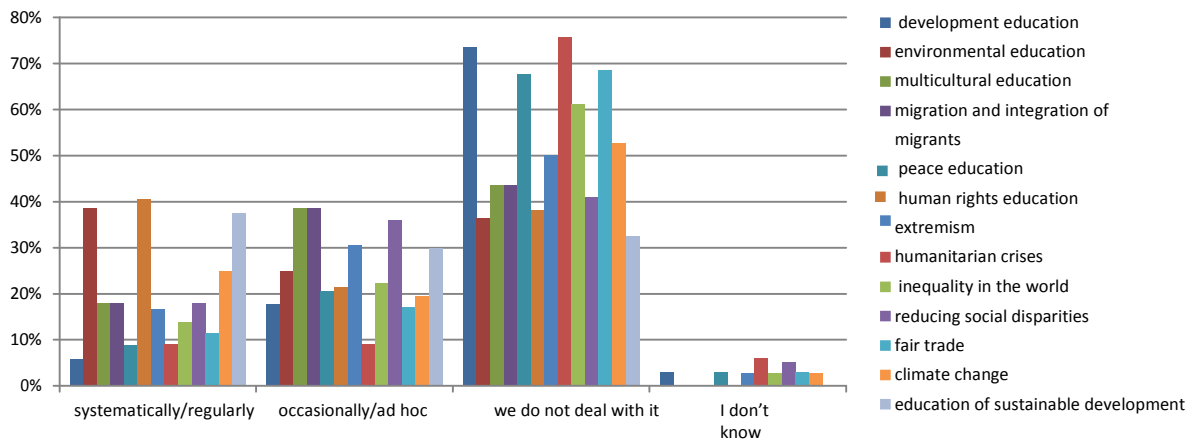
responded: 54; did not respond: 17



In particular, human rights education (40.48%), environmental education (38.64%) and education of sustainable development (37.50%) are regular topics. They deal occasionally/ad hoc with multicultural education (38.46%) and with the topic of reducing social differences (35.90%). In particular, they do not pay attention to humanitarian crises (75.76%) and development education (73.53%):

Which of the following topics do you deal with in your activities?

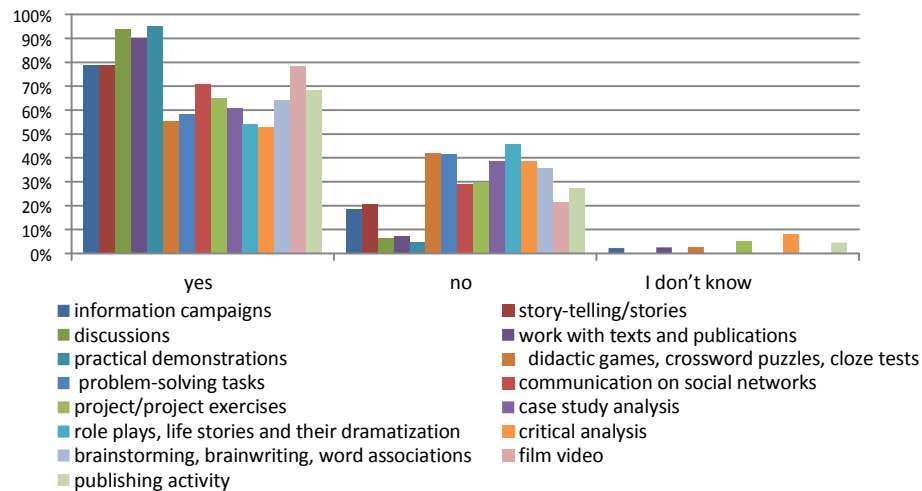
responded: 54; did not respond: 17



Practical examples (95.24%), discussions (93.75%) and work with texts and publications (90.00%) are the most used methods by these organizations. In particular, they do not use role plays, life stories/their dramatization (45.95%), didactic games, crossword puzzles, cloze tests (42.11%) and problem-solving tasks (41.67%):

What methods do you use when approaching the above topics?

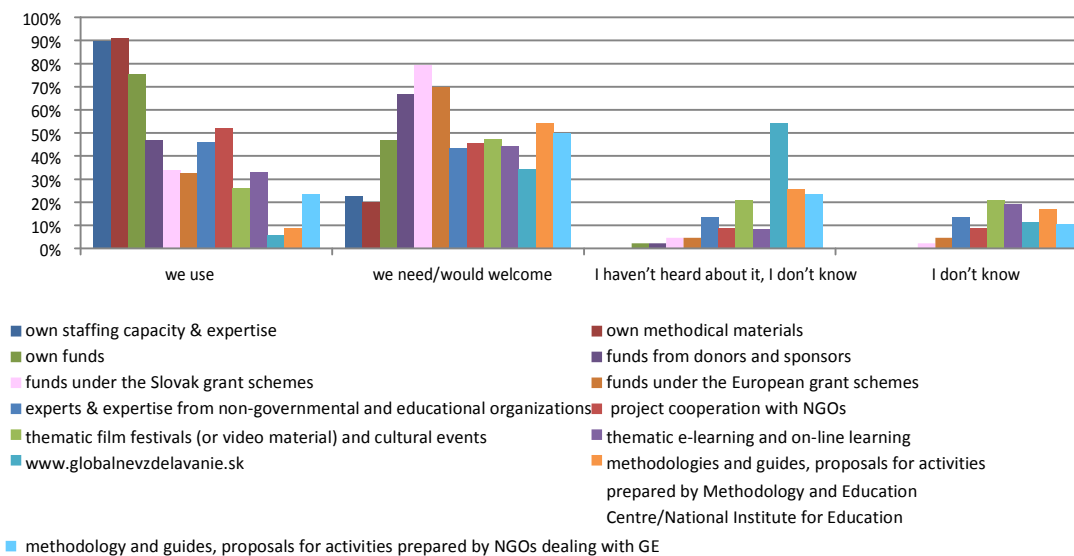
responded: 55; did not respond: 16



They mainly use their own methodical materials (91.11%), their own staffing and their own expertise (89.80%) and their own finances (75.56%) to implement GE and need/would welcome mainly funding from Slovak (79.55%) and European grant schemes (69.77%) and donor and sponsor funding (66.67%):

What do you already use and what else do you need to implement GE?

responded: 54; did not respond: 17



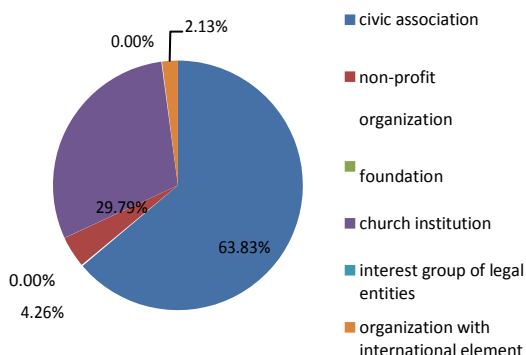
Church organizations/institutions, organizations targeting disadvantaged groups of citizens and minorities.

GE implemented by church organizations/institutions and organizations working with disadvantaged groups of people and with minorities was mapped by the civic association eRko-HKSD.

Out of 841 recipients of the questionnaire, 137 (16.29%) participated in the survey. They were mostly civic associations (63.83%) and church institutions (29.79%), which are mainly regional and national (31.37% each) and are located in the Bratislava region (48.98%), mainly in the district of Bratislava I (20,83%):

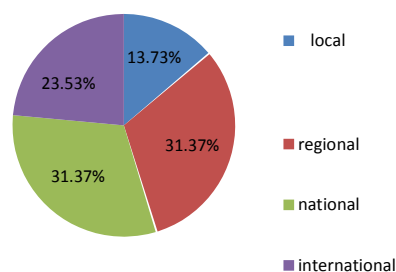
What type of organization are you?

responded: 47; did not respond: 90



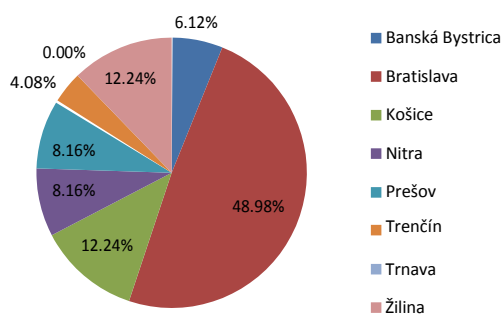
What is the competence of your organization?

responded: 51; did not respond: 86



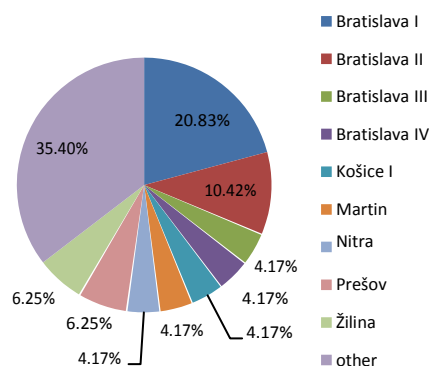
In which region is your organization/institution located?

responded: 47; did not respond: 90



In which district is your organization/institution located?

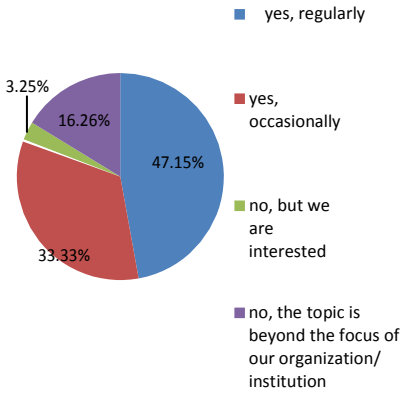
responded: 48; did not respond: 89



47.15% of them implement activities towards a more equitable and sustainable society regularly, and 33.33% of them occasionally. They are targeted at the public (97.83%) and their own members (91.84%). The target group size is by 36.0% of respondents equally up to 100 and from 100 to 1,000 persons:

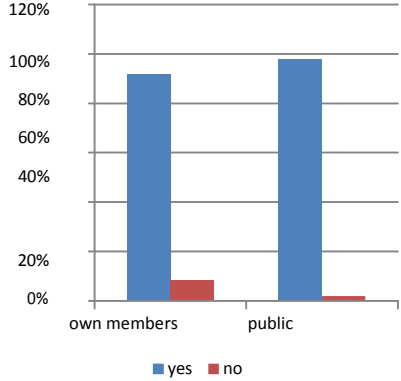
Is your organization/institution dedicated to learning, enlightening, publishing, or other activities that aim to contribute to building a globally fairer and more sustainable society?

responded: 123; did not respond: 14



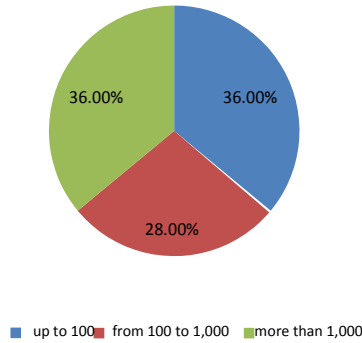
What target group are the activities targeted at?

responded: 55; did not respond: 82



State the size of your target group.

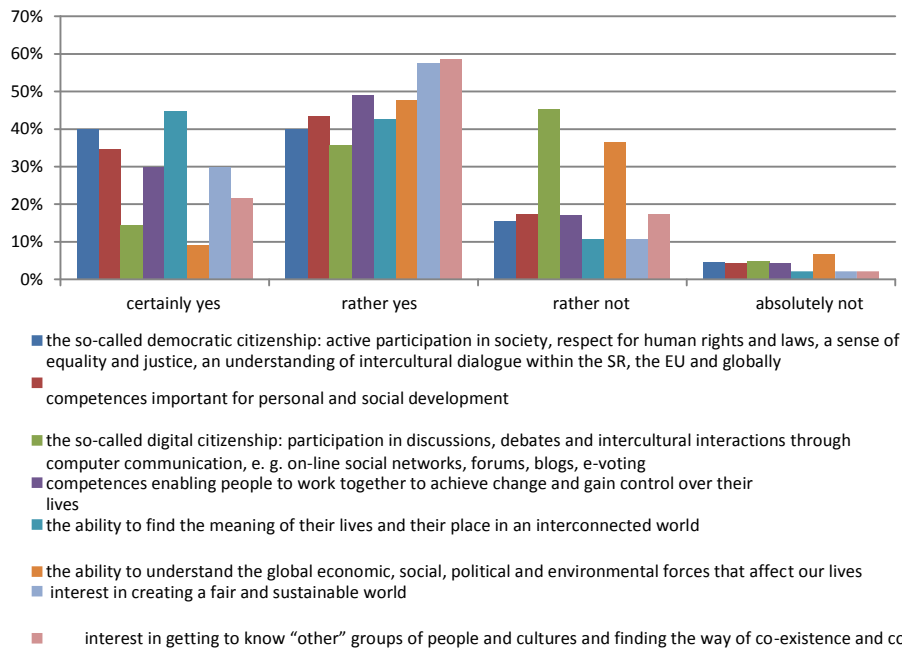
responded: 50; did not respond: 87



Through these activities, they are preparing their target groups to live in a global, increasingly interconnected and rapidly changing society, especially when it comes to finding the meaning of their lives and their place in an interconnected world (44.68%) and, rather yes, regarding getting to know “other” groups of people and cultures better and finding a way of co-existence and cooperation with them (58.70%):

To what extent do you prepare your target group through your activities to live in a global, increasingly interconnected and rapidly changing society in the areas listed below?

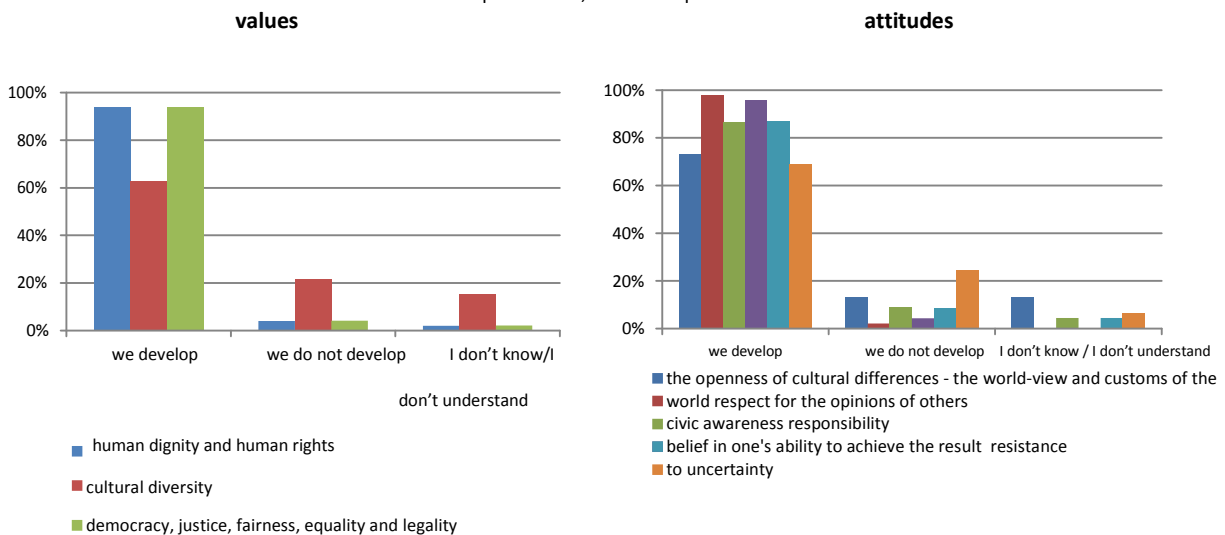
responded: 50; did not respond: 87

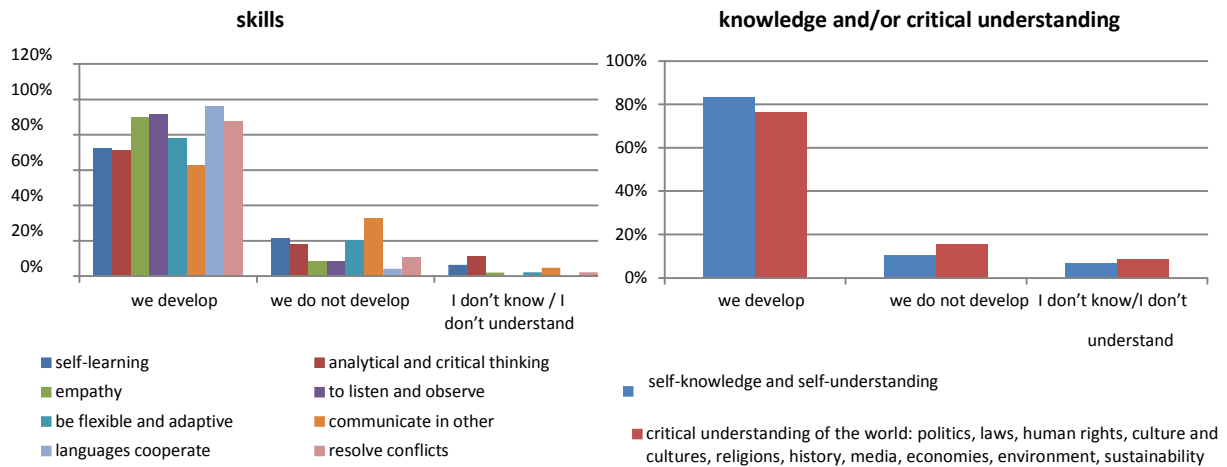


In doing so, they develop values of human dignity and human rights (94.12%) and democracy, justice, fairness, equality and legality (93.75%); attitudes to and respect for others' opinions (97.83%) and responsibility (95.74%); ability to cooperate (95.74%), listen and observe (91.67%) and self-knowledge and self-understanding (82.98%):

To what extent do you develop the following in your target group?

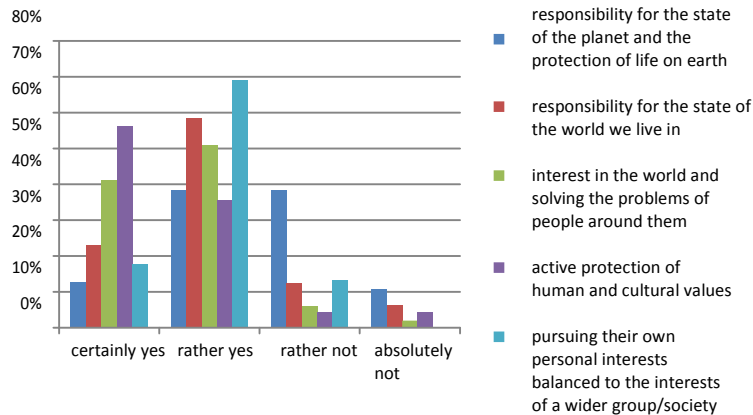
responded: 51; did not respond: 86





Target groups are certainly interested in protecting human rights and cultural values (56.25%) and are rather (than not) prepared to pursue their own personal interests in a balanced way to the interests of a wider group/society (68.89%):

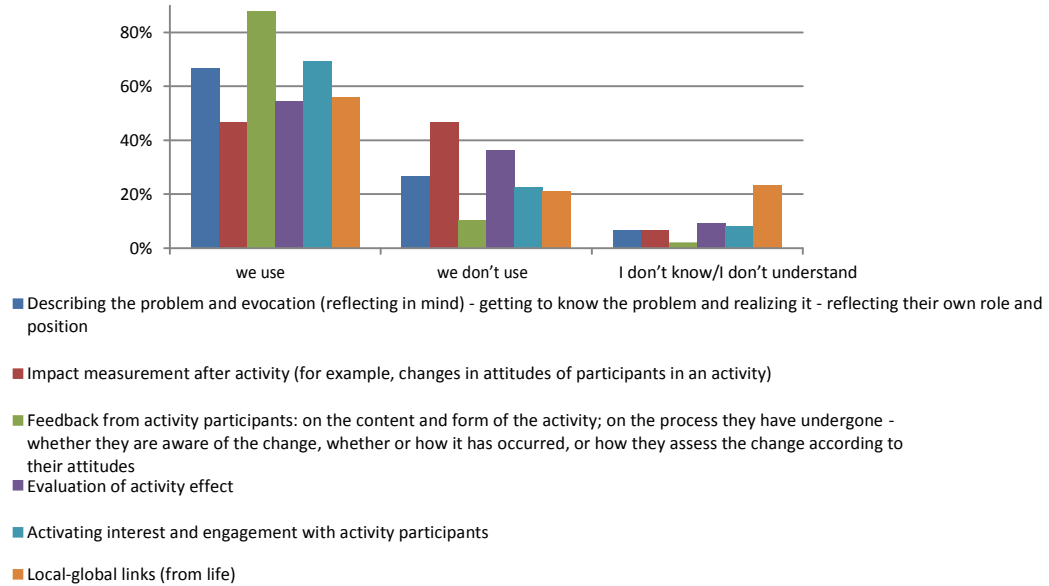
Assess the extent to which your target group is/will be ready to take on the following roles or expectations:
 responded: 51; did not respond: 86



In preparing and evaluating GE activities, respondents stated they were particularly interested in feedback from the participants of the activity (on the content and form of the activity; the process they underwent; whether they are aware of the change, whether and how it occurred, or how they assess some change according to their own attitudes) (87.76%); they do not use (46.67%) the measurement of the impact after the end of the activity (for example, changes in attitudes among participants in the activity):

Do you use the following methods, forms or approaches to compile and evaluate your GE activities?

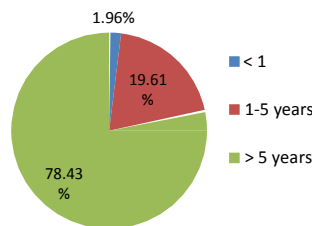
responded: 51; did not respond: 86



Of all the subjects addressed by the respondents, GE topics represent 58% of the respondents' subjects on average; 78.43% of them have been addressing them for more than 5 years (78.43%):

How many years has your organization/institution been addressing the GE topics?

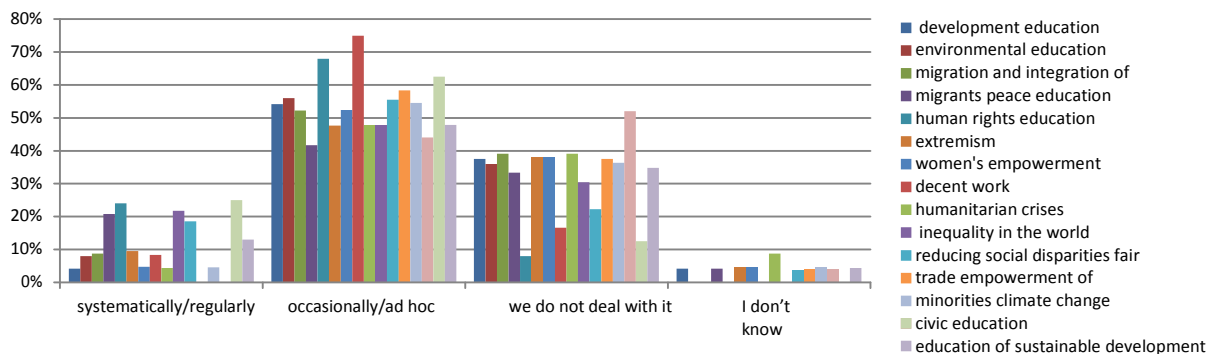
responded: 51; did not respond: 86



They regularly deal with civic education (25.00%) and human rights education (24.00%). Occasional topics are decent work (75.00%) and human rights (68.00%). They do not deal with, in particular, climate change (52.00%):

Which of the following topics do you deal with in your activities?

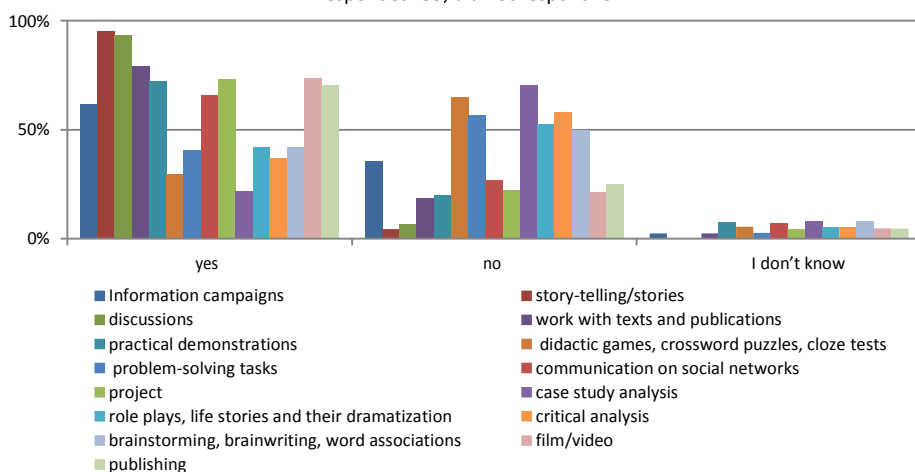
responded: 28; did not respond: 39



Storytelling/stories (95.56%) and discussions (93.48%) are the most used methods by these organizations. In particular, they do not use case study analyses (70.27%):

What methods do you use when approaching the above topics?

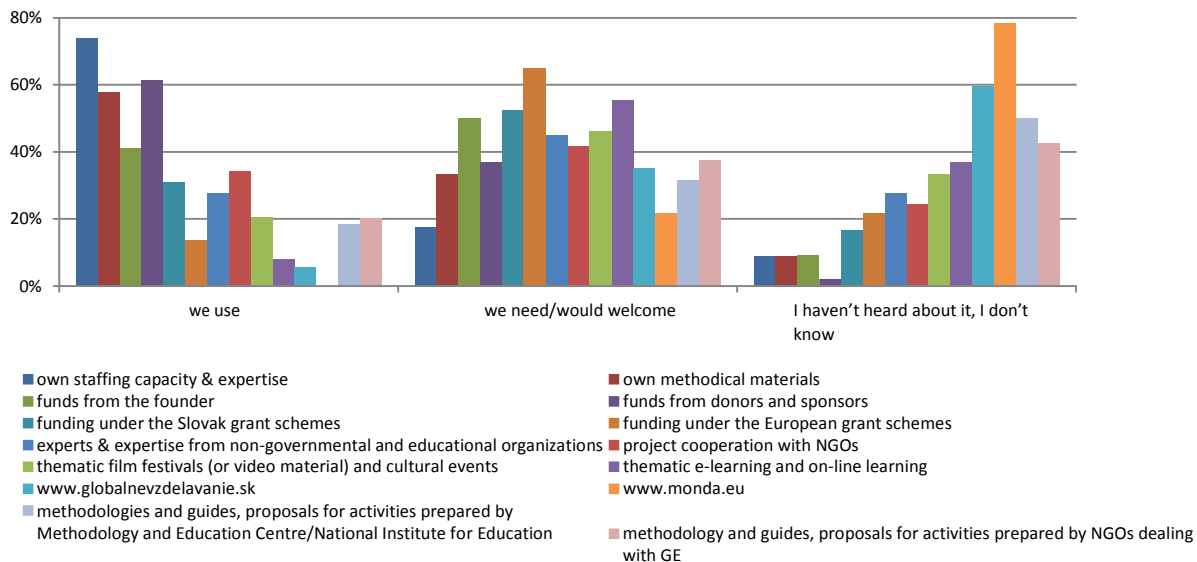
responded: 53; did not respond: 84



They mainly use their own methodical materials (91.11%), their own staffing and their own expertise (89.80%) and their own finances (75.56%) to implement GE and need/would welcome mainly funding from Slovak (79.55%) and European grant schemes (69.77%) and donor and sponsor funding (66.67%):

What do you already use and what else do you need to implement the above-mentioned activities?

responded: 51; did not respond: 86



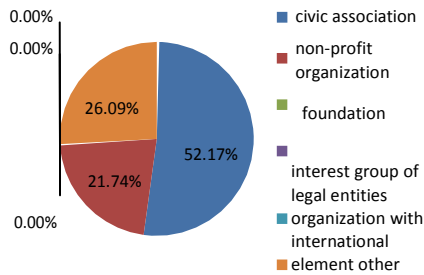
Non-formal education of youth

GE in non-formal youth education was mapped by the **Faculty of Social and Economic Sciences of the Comenius University in Bratislava**.

Of the 272 recipients of the questionnaire, 53 (19.49%) participated in the survey. They were mostly civic associations (52.17%) which have national (30.43%) and regional competence (28.85%) and are located in the Bratislava region (42.31%), mainly in the Bratislava I district (13.46%):

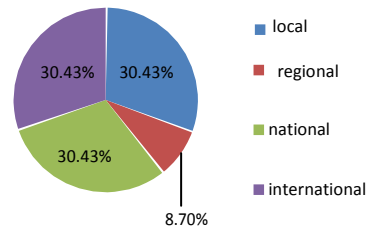
What type of NGO are you?

responded: 23; did not respond: 30



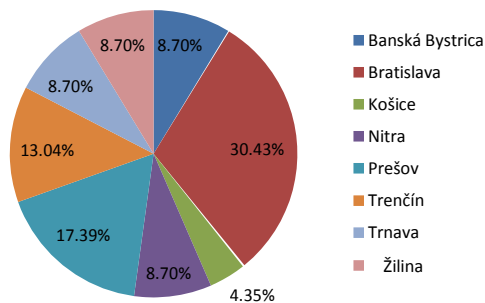
What is the competence of your organization?

responded: 23; did not respond: 30



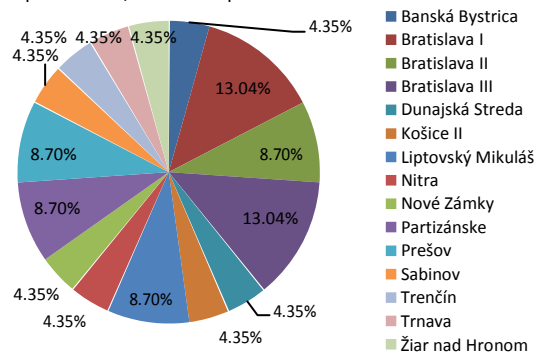
In which region is your organization/institution located?

responded: 23; did not respond: 30



In which district is your organization/institution located?

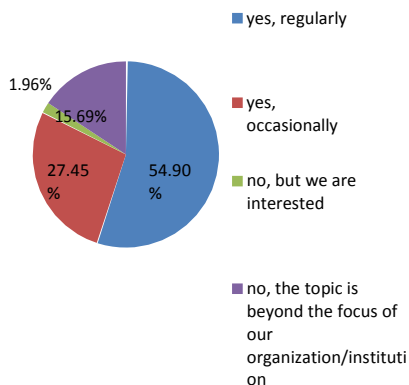
responded: 23; did not respond: 30



54.90% of them regularly implement activities towards a more equitable and sustainable society, and 27.45% of them occasionally. They are mainly targeted at young people (under 26) (82.61%) and other groups (26.09%). The target group size is by 60.87% of respondents over 1,000 persons:

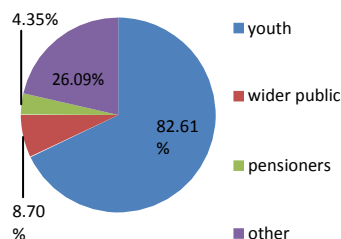
Is your organization/institution dedicated to learning, enlightening, publishing, or other activities that aim to contribute to building a globally fairer and more sustainable society?

responded: 51; did not respond: 2



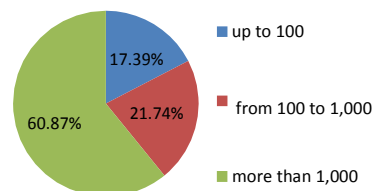
What target group are the activities targeted at?

responded: 23; did not respond: 30



Estimate the size of your target group.

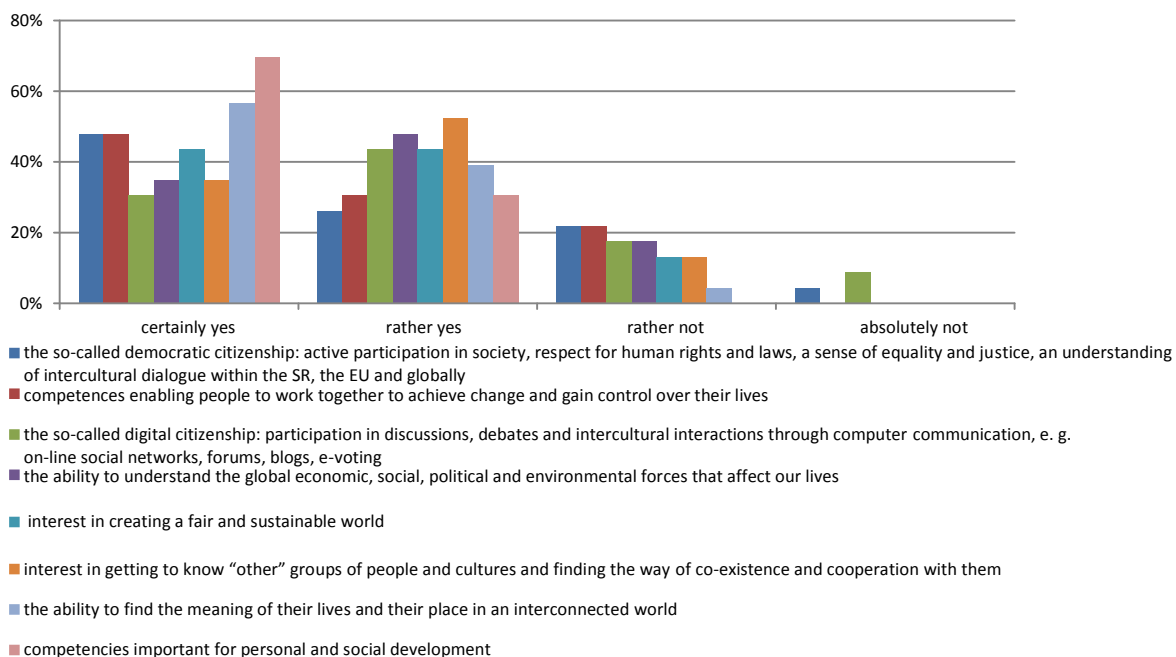
responded: 23; did not respond: 30



Through these activities, they develop in the target groups the competences important for personal and social development (69.57%) and more likely the interest in getting to know “other” groups of people and cultures and finding the way of peaceful coexistence and collaboration with them (52.17%):

To what extent do you prepare your target group through your activities to live in a global, increasingly interconnected and rapidly changing society in the areas listed below?

responded: 23; did not respond: 30

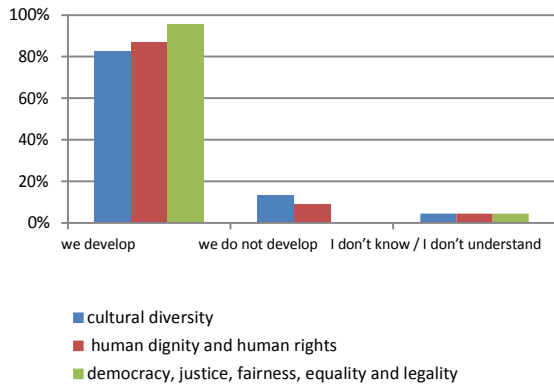


In doing so, they develop the values of democracy, justice, fairness, equality and legality (95.65%); out of attitudes mainly responsibility (100.00%); ability to cooperate (100.0%) and self-understanding and self-knowledge (73.91%):

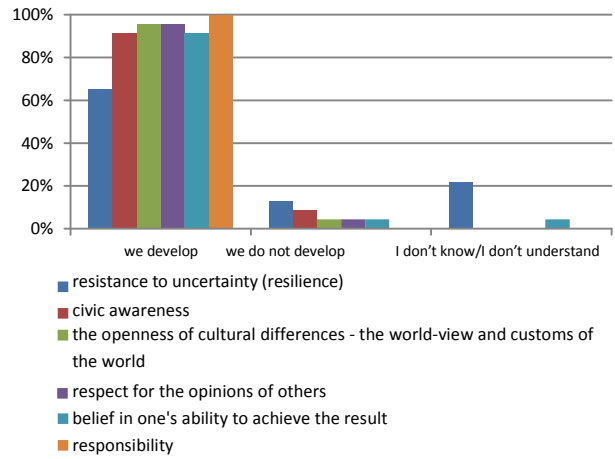
To what extent do you develop the following in your target group?

responded: 23; did not respond: 30

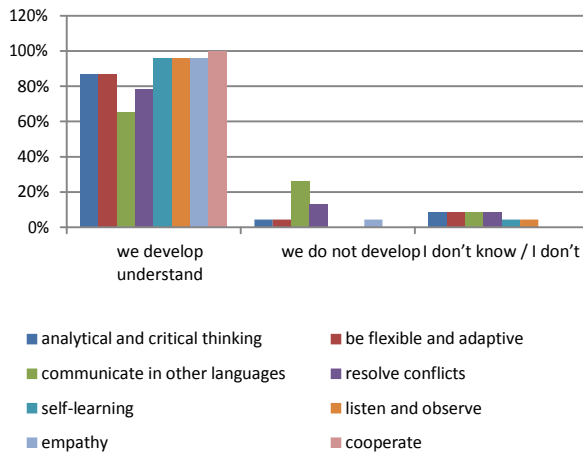
values



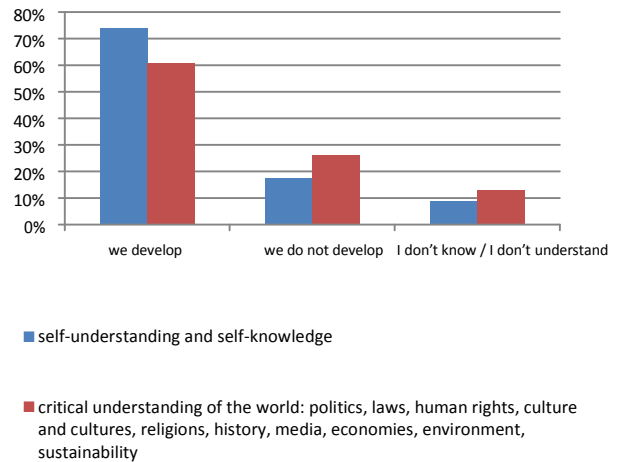
attitudes



skills



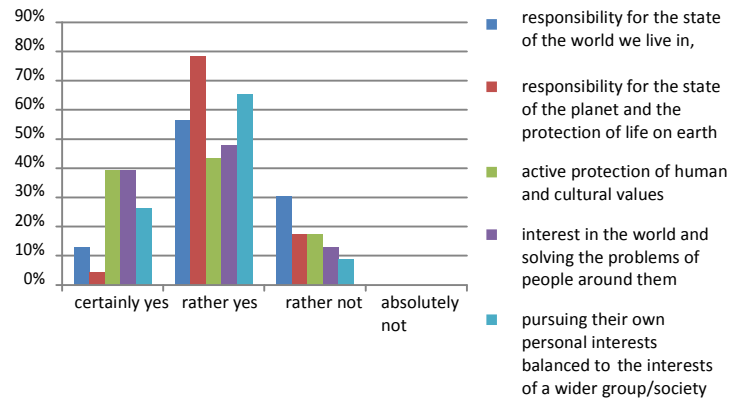
knowledge and/or critical understanding



Target groups are/will certainly be interested in protecting human rights and cultural values (39.13%) and are interested in the world and solving the problems of people around them (39.13%). They are/will more likely be ready to assume responsibility for the state of the planet and the protection of life on earth (78.26%):

Assess the extent to which your target group is ready to take on the following roles or expectations:

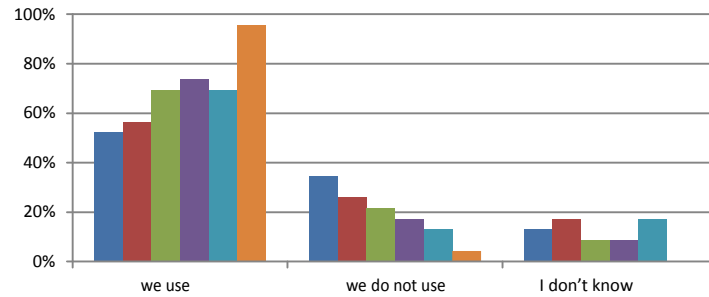
responded: 23; did not respond: 30



In preparing and evaluating GE activities, respondents stated they were particularly interested in feedback from activity participants (on the content and form of the activity; on the process they underwent; whether they know about the change, whether and how it occurred or how they evaluate a change according to their attitudes) (95.65%); they do not use (34.78%) measurement of the impact after the end of the activity (for example, changes in attitudes among participants in the activity):

Do you use the following methods, forms or approaches to compile and evaluate your GE activities?

responded: 23; did not respond: 30

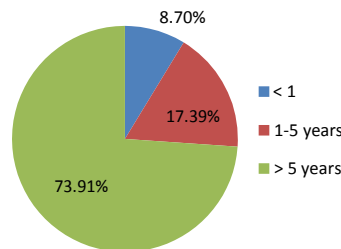


- Impact measurement after activity (for example, changes in attitudes of participants in an activity)
- Local-global links (from life)
- Evaluation of activity effect
- Activating interest and engagement with activity participants
- The activity includes the following stages: -describing the problem and evocation (reflecting in mind) - getting to know the problem and realizing it - reflecting their own role and position
- Feedback from activity participants: -on the content and form of the activity; on the process they have undergone - whether they are aware of the change, whether or how it has occurred, or how they assess the change according to their attitudes

Out of all the subjects addressed by the respondents, GE topics represent 46% of the respondents' subjects on average. 73.91% of them have been addressing them for more than 5 years:

How many years has your organization/institution been addressing the GE topics?

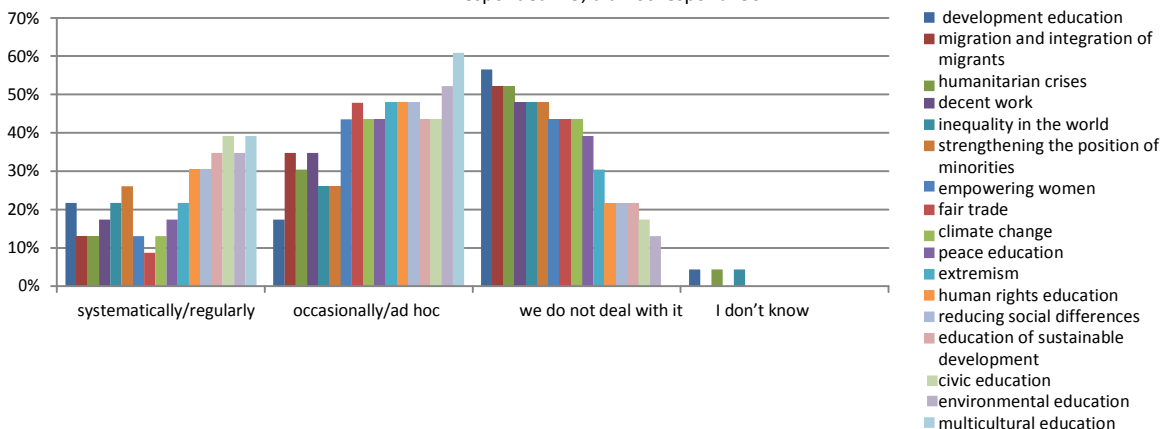
responded: 23; did not respond: 30



They regularly focus on civic (39.13%) and multicultural education (39.13%). Occasionally, these are multicultural (60.87%) and environmental education (52.17%). They do not deal with development education (56.52%):

Which of the following topics do you deal with in your activities?

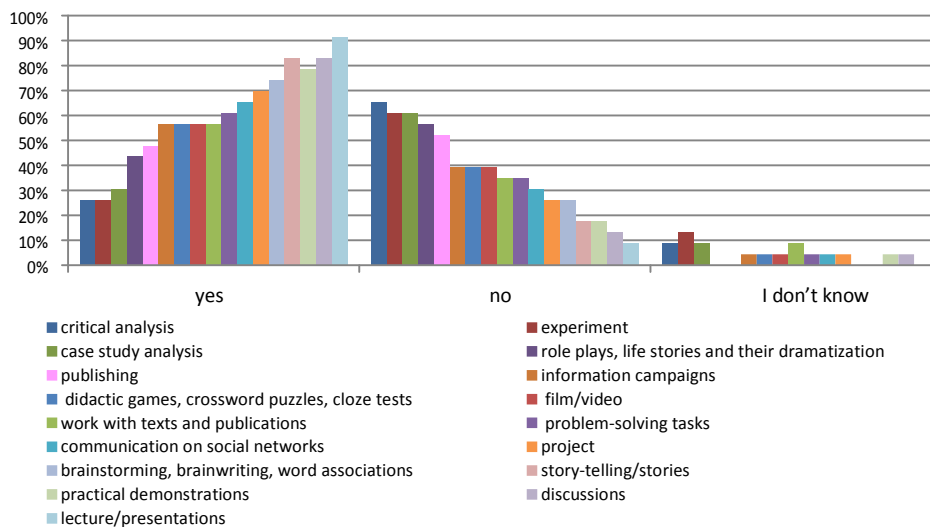
responded: 23; did not respond: 30



Lecture/presentation (91.30%), discussions (82.61%) and story-telling/stories (82.61%) are the most commonly used methods by these organizations. In particular, they do not use critical analysis (65.22%):

What methods do you use when approaching the above topics?

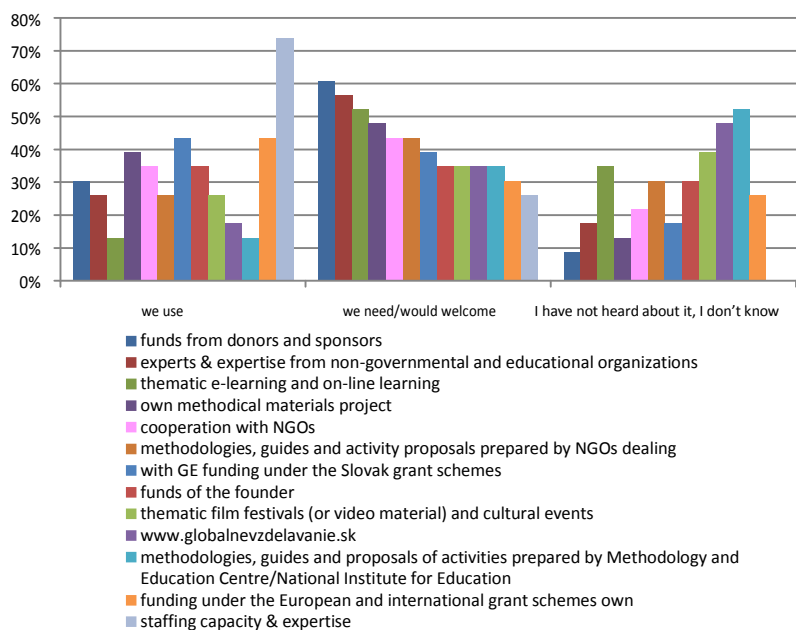
responded: 23; did not respond: 30



In particular, they use their own staffing and expertise to implement GE (73.91%) and use the portal www.globálnevzdelavanie.sk the least often (13,04%). In particular, they need/would welcome funding from donors and sponsors (60.87%):

What do you already use and what else do you need to implement GE?

responded: 54; did not respond: 17



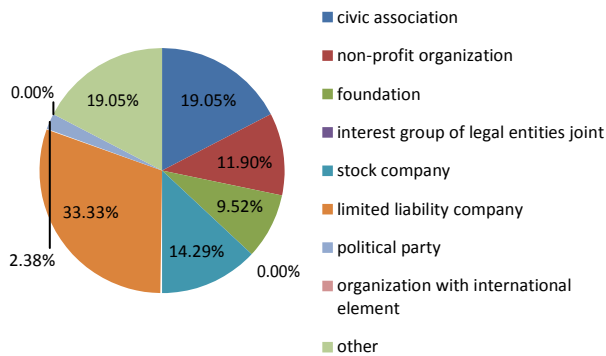
Political parties, think tanks, social enterprises and companies active in responsible business

The GE implemented by political parties, think tanks, social enterprises and companies active in the field of corporate responsibility was mapped by the **Pontis Foundation**.

Out of the 500 recipients of the questionnaire, 50 (10.00%) participated in the survey. They were mostly limited liability companies (33.33%), which mainly have national (47.62%) and international competence (30.95%) and are located in the Bratislava region (61.90%), mainly in the district of Bratislava I (38.10%):

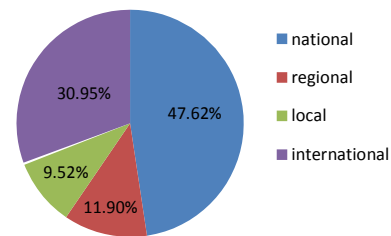
What type of organization are you?

responded: 42; did not respond: 8



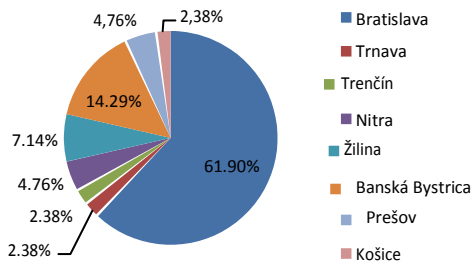
What is the competence of your organization?

responded: 42; did not respond: 8



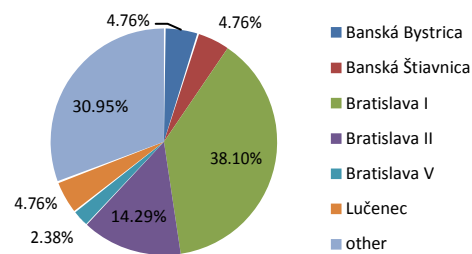
In which region is your organization/institution located?

responded: 42; did not respond: 8



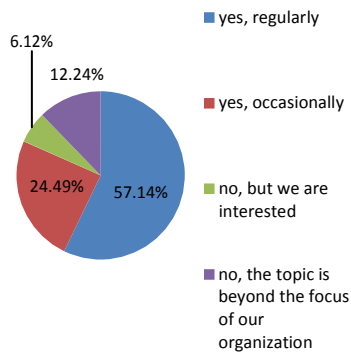
In which district is your organization/institution located?

responded: 42; did not respond: 8

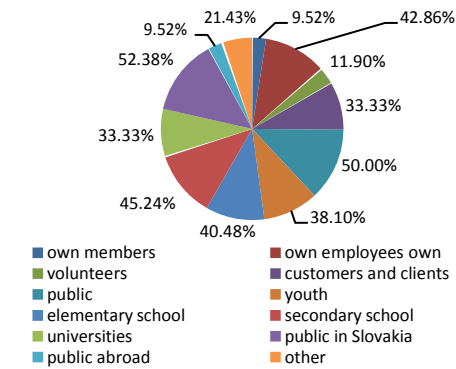


57.14% of them regularly implement activities towards a more equitable and sustainable society, and 24.49% of them occasionally. They are mainly aimed at the public in Slovakia (52.38%). The target group size is by 63.41% of respondents over 1,000 persons:

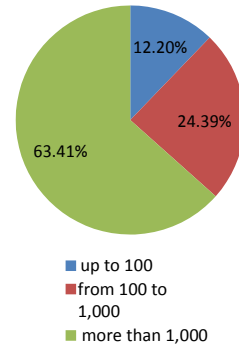
Is your organization dedicated to learning, enlightening, publishing or other activities that aim to contribute to building a globally fairer and more sustainable society?
 responded: 49; did not respond: 1



What target group are the activities targeted at?
 responded: 42; did not respond: 8



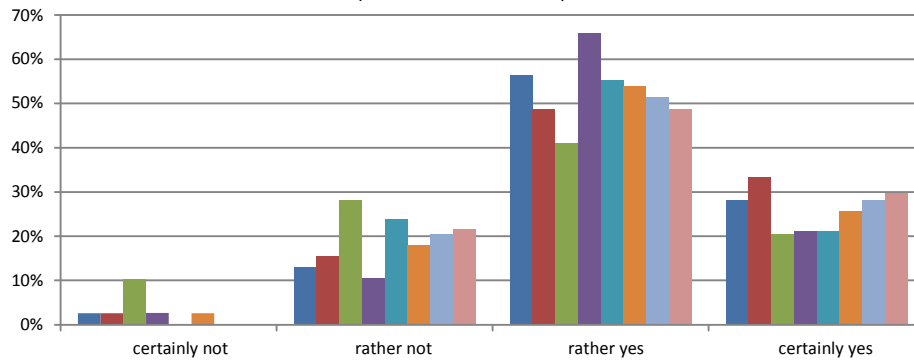
Estimate the size of your target group.
 responded: 41; did not respond: 9



Through these activities, they develop in the target groups the competences important for personal and social development (33.33%) and more likely in terms of competences enabling people to work together to achieve change and gain control over their lives (65.79%):

To what extent do you prepare your target group through your activities to live in a global, increasingly interconnected and rapidly changing society in the areas listed below?

responded: 42; did not respond: 8

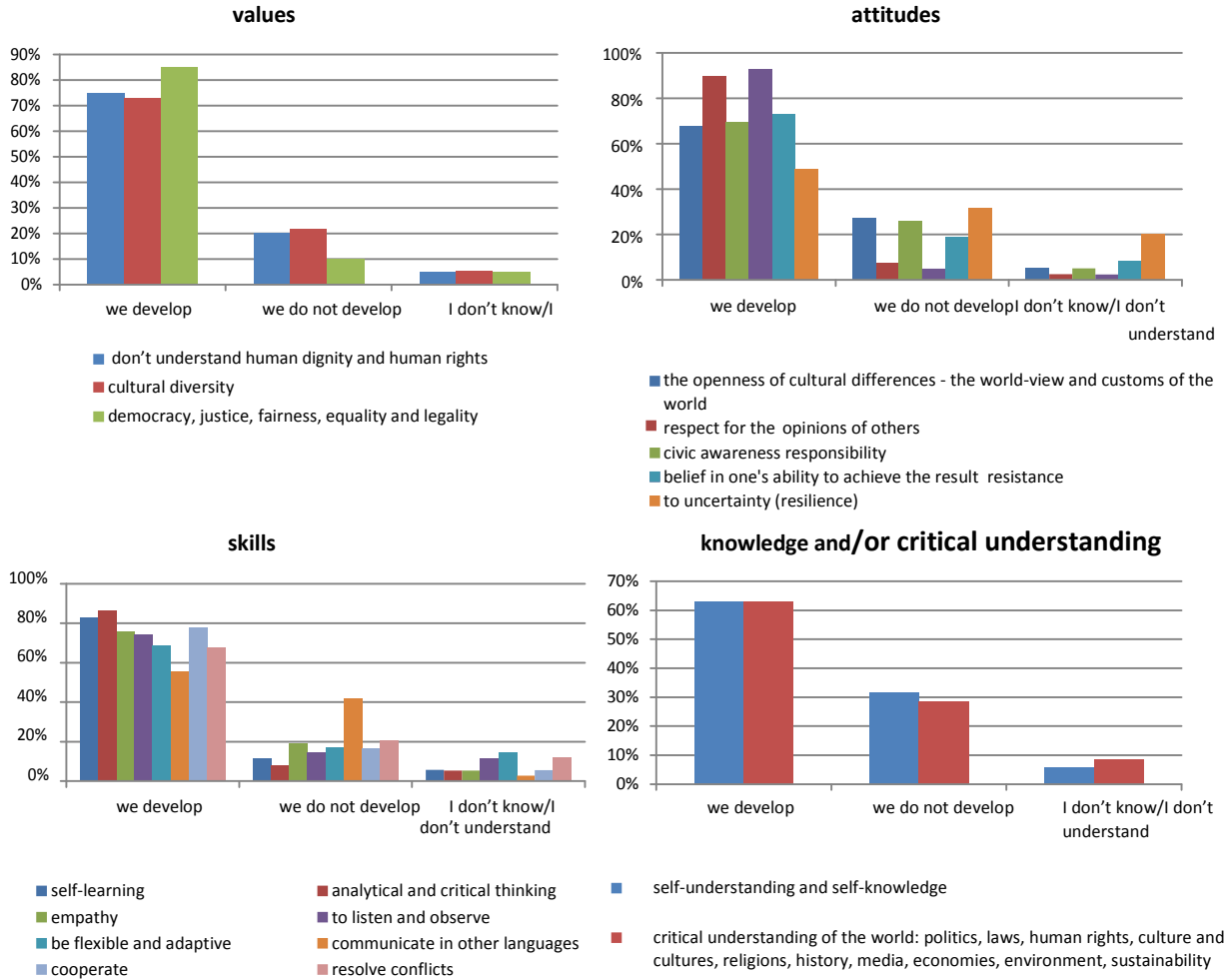


- the so-called democratic citizenship: active participation in society, respect for human rights and laws, a sense of equality and justice, an understanding of intercultural dialogue within the SR, the EU and globally
- competencies important for personal and social development
- the so-called digital citizenship: participation in discussions, debates and intercultural interactions through computer communication, e. g. on-line social networks, forums, blogs, e-voting
- competences enabling people to work together to achieve change and gain control over their lives
- the ability to find the meaning of their lives and their place in an interconnected world
- the ability to understand the global economic, social, political and environmental forces that affect our lives
- interest in creating a fair and sustainable world
- interest in getting to know "other" groups of people and cultures and finding the way of co-existence and cooperation with them

In doing so, they mainly develop the values of democracy, justice, fairness, equality and legality (85.00%); out of attitudes mainly responsibility (92.00%); the ability of analytical and critical thinking (86.49%), as well as self-understanding and self-knowledge critical understanding of the world: politics, laws, human rights, culture and cultures, religions, history, media, economies, environment, sustainability (each 62.86%):

To what extent do you develop the following in your target group?

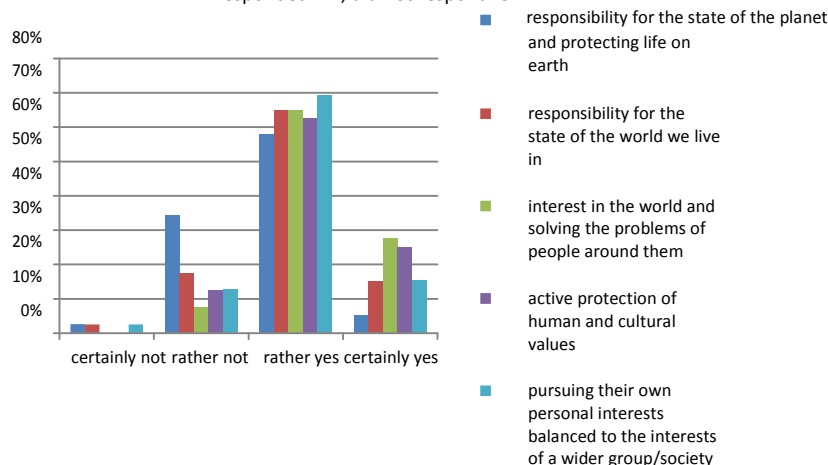
responded: 42; did not respond: 8



Target groups are/will certainly be interested in the world and solving the problems of people around them (27.50%), and they rather pursue/will pursue their own personal interests in a balanced way to the interests of the wider group, society (69.23%):

Assess the extent to which your target group is/will be ready to take on the following roles or expectations.

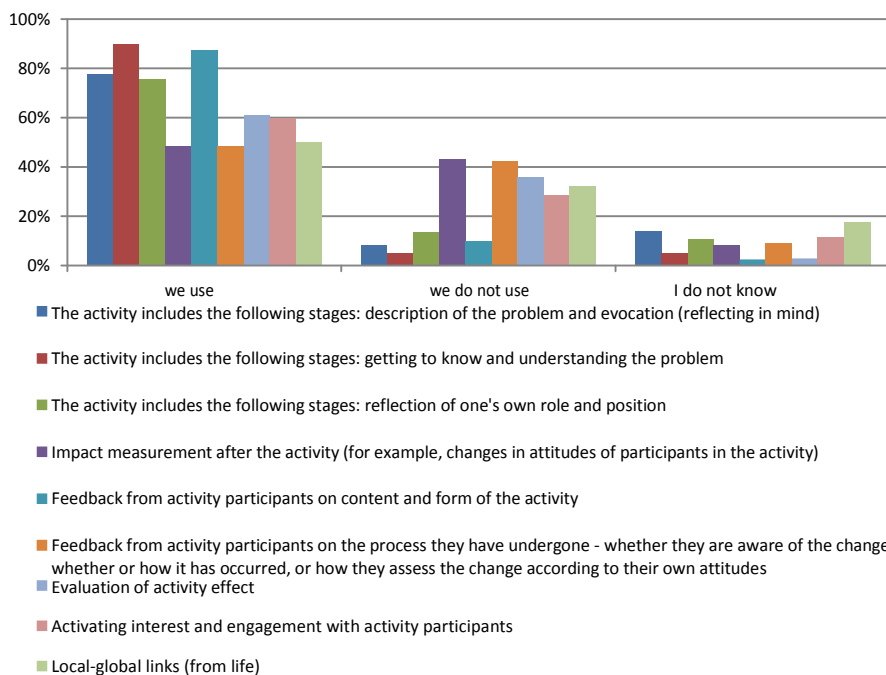
responded: 42; did not respond: 8



In the preparation and evaluation of GE activities, respondents are wondering if their participants have recognized and realized the problem (89.74%) and their feedback on the content and form of the activity (87.50%):

Do you use the following methods, forms or approaches to compile and evaluate your GE activities?

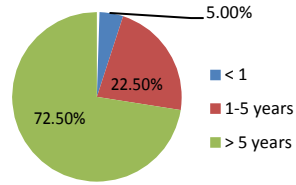
responded: 42; did not respond: 8



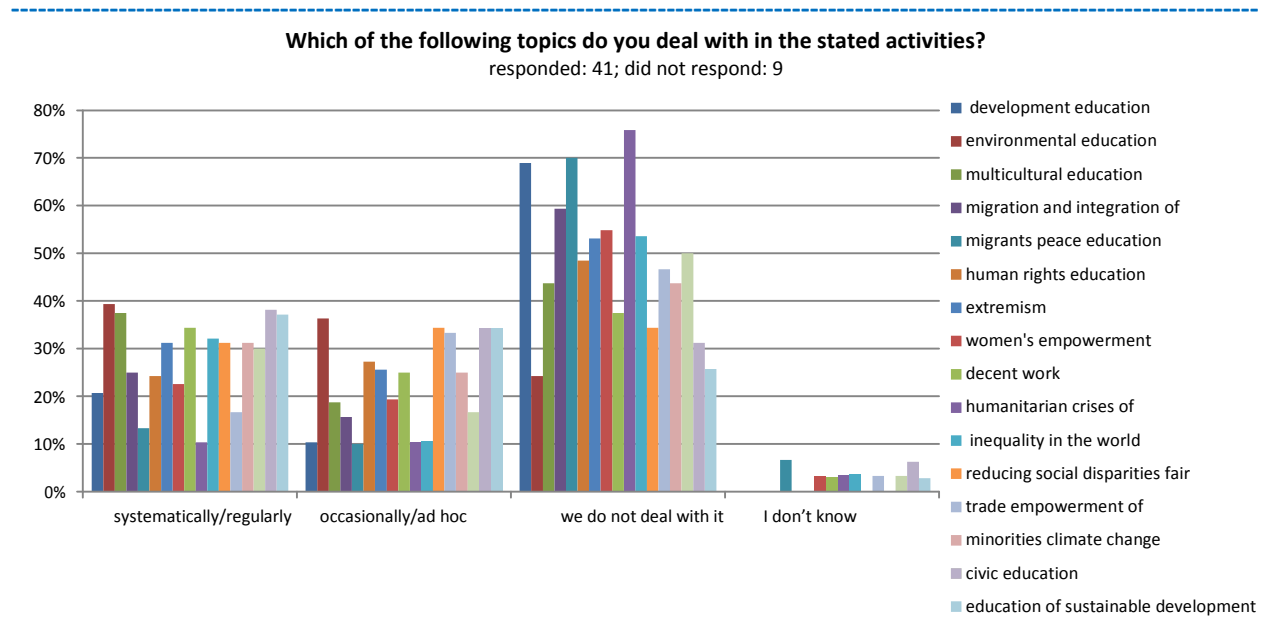
72.50% have been dealing with GE topics for more than 5 years.

How many years has your organization been addressing the GE topics?

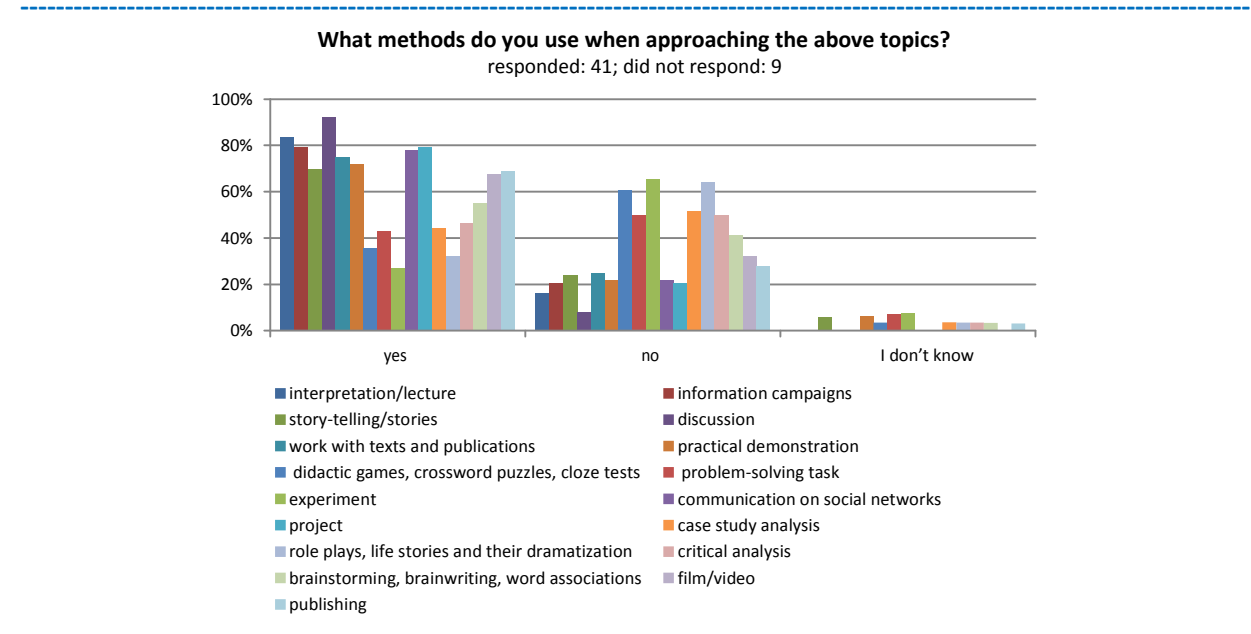
responded: 40; did not respond: 10



They regularly focus on environmental (36.36%), civic (34.38%) and sustainable development (34.29%) education. Occasionally on environmental education (39.39%) as well. In particular, they do not pay attention to humanitarian crises (75.86%):



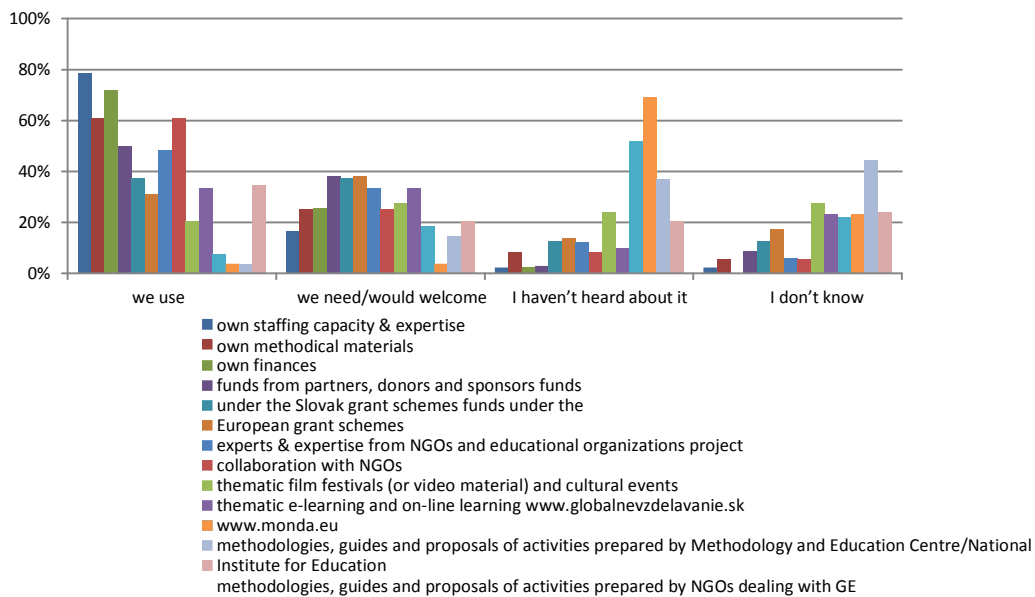
Out of the methods, these organizations use discussion (92.11%) and story-telling/stories (82.61%) the most. They do not use mainly the experiment (65.38%):



In particular, they use their own staffing and expertise (78.57%) and their own finances (71.79%) to implement the GE, using methodologies, guides and activity proposals prepared by the Methodology and Education Centre/National Institute for Education the least often (3.70%). In particular, they need/would welcome funding from partners, donors and sponsors (38.24%), European (37.93%) and Slovak grant schemes (37.50%):

What do you already use and what else do you need to implement GE?

responded: 42; did not respond: 8



REGIONAL MEETINGS OF (POTENTIAL) PARTICIPANTS IN GLOBAL EDUCATION

1. Prešov

The direction of discussion at the meeting in **Prešov** was determined mainly by the large presence of kindergarten teachers from the Košice and Prešov regions, who had experience with discrimination against Roma children and prejudices against them.

Children are taught mainly by imitation in pre-school age. This is how their attitude towards differences begins to form. Roma children are the same friends to them as other children, because teachers treat all children the same way. However, the attitude of parents is different in many cases, which confuses children. They forbid them (especially after entering elementary school) to play, make friends, meet them, or even sit next to them at school. According to the present participants, this barrier of family/community impact on the dissemination and improvement of GE quality can be weakened or overcome by non-formal education as it is the only way to educate adults, for whom formal education has ended. GE should be presented to adults in a form that is attractive enough for them to pursue in their limited free time.

Interpersonal relations have also deteriorated, “people have hardened”, value education is very much needed - to be able to **face the conflict of values**.

Other barriers in schools were the lack of funding to buy school supplies or the organization of joint cultural events for children and families to learn about other cultures with the goal of breaking prejudices arising from fear of the unknown and being able to critically evaluate them (and themselves); a small amount of time given the amount of curriculum needed, the lack of interest and ignorance of schools, what GE is, and the lack of importance of socio-scientific subjects, which is why it is “not taught as it should be”. The structure of teaching should be changed, methods of education are important - didactics, but the emphasis is still on expertise. Therefore, the training of future educators should also be changed and they should be put into practice from the beginning.

In general, a barrier for developing GE is a **misunderstanding of what GE is** and the **fear** that it will lead to **the disappearance of national values, cultures, traditions**. GE is confused with globalization, or its aim is understood as the promotion of globalization, which is perceived negatively, as it brings negative phenomena as well.

The importance of GE in relation to foreigners who are coming here more and more to live, to study at secondary schools or universities, or to work was also seen by those present. Those who disagree with this trend do not realize that Slovaks are studying and working abroad, too. According to the seminar participants, it is important to understand that we live in a global world and that more and more members of other nationalities, races and cultures will also become Slovak citizens. At the same time, it is important for the improvement of the mutual relationships on which everything depends: the interaction between children and teachers, between pupils, between teachers, interaction between teachers and parents, interaction between parents and institutions.

2. Trenčín

Attendees at the meeting in Trenčín see the **meaning of the GE** outside the education and training institutions in **creating an atmosphere throughout society, that we are all responsible for the world**. Without GE outside schools, the theoretical knowledge acquired during their studies will not be consistent with the real world after their completion. They consider this important also because of the **labour market** and new technologies, which require the ability to understand the interrelationships, to think critically and to be culturally sensitive in international work teams.

Parents rely on schools not only to educate but also to raise their children. And if school education is not hand in hand with family upbringing, it is a huge mistake because then it is not possible to raise serious and responsible people.

There is no GE establishment in the new GE national strategy and there is no new GE definition. Therefore, not everyone understands it the same way, sometimes it is a very narrow perception, for example, by environmentalists or human rights organizations. The ability to perceive responsibility not only for themselves but also for the whole world is not emphasized, that is, building a citizen's awareness. The attendees did not agree on which ministry should be the leader in creating a new national GE strategy. As the Ministry of Education, Science, Research and Sport of SR has a national and local perspective and the Ministry of Foreign and European Affairs of the Slovak Republic has an international perspective, new national strategy should come from this Ministry. On the other hand, the main bearer of the education process as such is mainly the Ministry of Education, Science, Research and Sport of SR, not only in terms of competences, but also, for example, the credit system of paying teachers, so it should play a much more active role. The Ministry of Foreign and European Affairs of the Slovak Republic is ready for a dialogue with the Ministry of Education, Science, Research and Sport of the Slovak Republic and the opening of a new strategy topic.

The situation of GE in Slovakia would be made better by the profile of positive examples and models, professionals, and personalities from different cultures. Likewise, environmental issues seem to have a monopoly, and our conservative society avoids topics that might be controversial, such as other religions, other cultures, or other sexual orientation.

Another barrier is a poorly set up school system in which teacher motivation fails. Under the credit system, teachers are educated on topics that will give them the most credits. This system should be changed because it does not bring quality in line with the inevitable and lack of lifelong learning of educators, and it is considered a pursuit of money. For example, they are not interested in multicultural education, because it will bring them fewer credits. This is due to their position in society, their low wages, especially of those starting, leading to an increase in the average age of teaching staff and the persisting low number of male educators. The education of future teachers should also be changed. Beginning educators are not sufficiently prepared for their profession, they do not know what the teaching entails, they lack experience, especially those who have studied remotely. It is often the case that they leave after three months of taking up employment because they cannot handle either children or teaching or administrative work.

Schools are also overloaded, their curriculum requires a large amount of learning, so they have to choose which of the many interesting public events to accept. This barrier of lack of time was also confirmed by a representative from the field of social entrepreneurship, who has experience in organizing leisure activities for pupils.

Educational institutions are distrustful of NGOs dealing with GE, so they worry about working with them. It would help, if they were networked like environmental organizations to make them more visible. Schools perceive activities organized by the MEC otherwise.

3. Bratislava

The GE should enter from school desks into non-formal education to shape new attitudes, especially of young people, in the face of current negative manifestations, such as extremism. The generation of today's 30-year-old and older people does not understand what GE is, the pupils understand it more. Slovaks have a conservative attitude to GE, generally they have prejudices, are indifferent and do not trust something unknown, new and do not want to let it into their lives, to our culture. This attitude is supported under the influence of politicians - populists, who, on the one hand, support projects aimed at reducing prejudices, but, on the other, they fuel mistrust and

negative suspicions of NGOs by labelling them as Soros agents.

The use of terminology that is not understood by an ordinary adult population also plays a role as a barrier to GE, and should be simplified. This is probably one of the reasons why **parents do not cooperate with schools** in GE-related activities, which then do not continue in a family environment. **Future teachers are not prepared** at the faculties of education **either in terms of content or methodology; they do not know how to develop critical thinking and perception of connections.** Schools are struggling with overpressure of content, there is still concern that GE will increase it, and misunderstanding that it is just “doing things differently”.

There is no new national GE strategy to strengthen what good has already been done regarding GE to make it better and through more participants. The strategy should bring approaches at different levels according to the nature of GE perception - 1. how to start a dialogue with those who reject the GE agenda; 2. how to capture those who are not yet engaged in GE, but would be interested; 3. how to continue developing the expertise of those organizations that have long been addressing GE.

In formal education, there is a lack of experiential methods of non-formal education, mainly implemented by NGOs, which have been dealing with GE for a long time, they know a lot about it and have experience gained by travelling. Schools should cooperate with NGOs regarding GE. But there is mutual mistrust. Increased awareness among actors could help to build trust and seeking opportunities for collaboration by using specific tools, such as an educational fair where organizations would show teachers their learning activities, and better collaboration between local authorities and civic organizations and communities.

Missing funds are also a barrier. Many organizations that have been engaged in GE for a long time are currently lacking in their professional staff due to lack of funding. The availability of funds would help them stabilize their personnel situation.

4. Banská Bystrica

Even at a meeting in Banská Bystrica, a barrier to the development of GE in Slovakia was stated namely to be the lack of understanding what it really means. The large number of topics that are currently up to date in GE are wrong to conclude that GE is causing further increases in curriculum in schools, or the need for the general public to know these topics in an increasingly globalized world.

Terminology is also incomprehensible, there is a lack of a national framework, a new national strategy to establish what GE is about, but especially to put it into practice.

According to the present participants, the system of funding the education should also be changed. Allocation of funds by number of children/pupils/students leads schools to accept excessive interference by their parents in the work of the school and to let them decide so that their numbers, and hence their finances, do not fall. Parents bring their children to other schools so that they do not go to classes with Roma children, (Poltár and Revúca regions have difficulty maintaining schools), or they ask educators to follow their requests, with whom their children cannot sit at their desks, they do not wish for their child to deal with the topic of multiculturalism, next to whom he or she cannot sleep in a kindergarten or hold his or her hand, and so on. The funding system also affects the preparation of future teachers. Weak criteria for their admission to secondary or higher education schools reduce the quality of those who can apply for these schools.

Future educators are not **sufficiently prepared** for their future occupation. Even if they have theoretical knowledge, **they are lacking in practice**, they are not ready for it, nor are they ready for the communication with parents. They are not even ready for GE, they have a lack of expertise in this area. In order for them to teach through the development of skills, attitudes, competences, etc.,

they need to be motivated by higher wages. They lack the time to develop GE within subjects.

School cooperation with founders should also be improved so that schools receive funding for methodical materials to work with.

The barrier to GE is also the lack of school and parent cooperation. Parents do not know what the goal of the educational process is, they do not know the terminology used, they have prejudices and fear of the new, so they reject what they do not understand. It is also necessary to educate them, preferably through working with the community in cooperation with the non-governmental sector in order to achieve multidimensional cooperation.

ABBREVIATIONS USED

ADRA Slovakia - Adventist Agency for Assistance and Development, civic association
AlNova - Academia Istropolitana Nova
eRko-HKSD - eRko-Christian Children Communities Movement
FSES CU - Faculty of Social and Economic Sciences of Comenius University
GENE - Global Education Network Europe
GE - global education
MoC SR - Ministry of Culture of the Slovak Republic
MEC - Methodology and Education Centre
KG - kindergarten
MoESRaS SR - Ministry of Education, Science, Research and Sport of the Slovak Republic
MO - Municipal office
MoI SR - Ministry of Interior of the Slovak republic
NGOs - non-governmental organizations
MoFaEA SR - Ministry of Foreign and European Affairs of the Slovak Republic
n. o. - non-profit organization
c. a. - civic association
NGDO - Non-Governmental Development Organizations Platform
SAIDC - Slovak Agency for International Development Cooperation
ltd - limited liability company
SS - secondary school
NIE - National Institute for Education
HTU - higher territorial unit
ES - elementary school