



## **Excerpts from the**

## **FINAL EVALUATION REPORT**

SlovakAid projects in the field of global development education approved in 2016 – 2018 and implemented within the framework of the official development cooperation in Slovakia

28 January 2021

This evaluation report was prepared by the following team of evaluators of Consulting Associates, Ltd.: Martin Obuch, Milan Gál and Robert Horínek.

The Development Cooperation and Humanitarian Aid Department of the Ministry of Foreign and European Affairs of the Slovak Republic provides normative tools, regulations, manuals and forms to be used in the evaluation process.

You can contact the Development Cooperation and Humanitarian Aid Department of the Ministry of Foreign and European Affairs of the Slovak Republic at: [orpo@mzv.sk](mailto:orpo@mzv.sk); +421 2 5978 3641.

The views expressed in this document are those of the authors and do not necessarily reflect the views of the Development Cooperation and Humanitarian Aid Department of the Ministry of Foreign and European Affairs or the SlovakAid authorities.

## SUMMARY

The starting point for the support of the GDE (global development education) in the framework of development cooperation was the adoption of the National Strategy for Global Education (NSGE) for the years 2012–2016 and the Medium-Term Strategy for Development Cooperation for the years 2014–2018. The Ministry of Foreign and European Affairs of the Slovak Republic signed up to promote the GDE in the formal education system through announced calls. **Fourteen projects supported in the calls in the years 2016–2018 represent a non-systemic, but in relation to the objectives of the National Strategy for Global Education one of the few available sources of funding. Implemented projects must be understood as initiatives for the integration of the GDE principles and themes into formal education, which needs to be developed in the long term.**

The composition of project partnerships in support of the GDE reflected the state of expertise of key actors to address the GDE-related themes. On the one hand, there were non-governmental organizations (NGOs) with long-term experience and expertise in the field of the GDE. On the other hand, there were universities where the GDE principles and themes were to be incorporated into educational programmes, but often with only a few enthusiastic teachers. Six NGOs were responsible for the implementation of 11 projects (out of a total of 14) as the main beneficiary. **A typical GDE support project approved in the years 2016–2018 was led by a non-governmental organization that cooperated with departments/faculties of 2 universities in the position of project partners.**

An important finding is that **personal contacts were essential for building partnerships and initiating formal cooperation between NGOs and colleges/universities.** Without active teachers with a strong personal belief in the importance of raising awareness of the goals, principles and themes of the GDE, it would often not be possible to overcome obstacles to starting cooperation. **The closed nature of colleges and universities and their primary focus on the outputs taken into account in the evaluation of schools can be considered as an obstacle to closer cooperation.** Reluctance to cooperate with the non-governmental sector on projects often stemmed from that which, moreover, did not produce the evaluated outputs.

The calls clearly defined the objectives and priority areas for support. **In terms of outputs and results, the projects represent a very homogeneous group of interventions focused on the integration of the GDE at colleges/universities. The main output of the projects submitted in the calls in the years 2016 and 2017<sup>1</sup> was the incorporation of the GDE principles and themes into higher education study programmes or the creation of a new study programme at universities.** The aim of the supported activities was expertise building and the integration of development topics into study programmes specifically at universities. The calls in 2018 were aimed at supporting the integration of development topics into the educational process, but also already at primary and secondary schools. **Despite the expansion of the range of priority activities (outputs) and levels of education in the calls in 2018, the supported projects focused almost exclusively on colleges and universities.**

**We consider the focus of the calls, despite the relatively narrow range of mandatory activities, to be relevant to the key needs of formal education in the field of the GDE in Slovakia.** The narrow thematic focus led to the standardization of the main outputs and results of the projects, but did not have a negative effect on the ability of the projects to respond to the key needs of the target groups. **Incorporating the GDE principles and themes into higher education programmes has proven to**

---

<sup>1</sup> Except for the call SAIDC/2017/RV/2

**be a sufficiently flexible approach that is applicable in the context of colleges and universities.** Global and development topics are highly relevant to a wide range of educational programmes.

**We consider the number of university subjects into which the GDE principles and themes have been integrated to be the main (required) output of projects. Based on the available data, a total of 74 subjects taught at colleges and universities were modified in the implemented projects.** The incorporation of the GDE principles and themes into the subjects respected the existing expertise at the departments/faculties and proceeded gradually. In connection with the integration of the GDE principles and themes into teaching at colleges and universities, an important output of the projects were monographs, publications, adapted syllabi, audiovisual and teaching materials. Expertise building in the field of the GDE was intensively supported not only in terms of content, but also in terms of methodology. For this reason, the projects paid significant attention just to raising the level of skills of teachers through training, seminars, workshops, internships and consultations. A significant part of the activities focused on the organization of lectures and discussions on global and development topics. The projects created enough space to build networks of experts dealing with the GDE issues. Activities for the general (lay) public took various forms and were often associated with events, such as festivals.

**The teachers who participated in the project activities, as well as other teachers working at the cooperating departments and faculties, gained important knowledge and experience. The integration of global and development topics into the educational programmes of colleges and universities has clearly contributed to increasing the quality, relevance and attractiveness of teaching.** Most of the teachers who participated in the projects acquired skills for the content integration of the GDE principles and themes into subjects and the application of appropriate teaching methods. The projects had a multiplier effect when more experienced colleagues sold the knowledge gained to other collaborators. Furthermore, the projects contributed to the creation of formal and informal networks of experts actively dealing with global and development topics. In this way, the GDP principles and themes were embodied in the teaching process.

**The projects provided students with access to up-to-date information on global and development topics. This has contributed to a better understanding of the context of today's globalized world and to gaining new perspectives on current development issues.** Through innovated and new subjects, college and university students have gradually acquired skills and competencies for discussion, argumentation and critical thinking. Some of the supported projects focused their activities on raising awareness of the general public about global and development topics.

**Based on the available information, we consider the benefits achieved by the implementation of projects to be highly sustainable. Teachers confirmed that they continue using the outputs of the projects (monographs, syllabi, teaching materials) as part of their work at departments and faculties.** Almost all colleges/universities continue teaching subjects into which the GDE principles and themes were incorporated, or teaching new GDE subjects. Some optional courses have become elective courses. Teachers apply appropriate methods for the GDE in the teaching process. Through selected subjects, students have access to current global and development topics.

Teachers from colleges and universities continue in their professional cooperation, most often in the form of lectures and consultations. Colleges and universities continue communicating with NGOs, some trying to obtain internal resources to ensure cooperation, albeit to a lesser extent. **With a certain time lag, it is evident that the GDE principles and themes are integrated into the educational programmes of colleges and universities involved in projects supported in the years 2016–2018.**

**Projects with limited funding have been able to fundamentally change the state of incorporation of the GDE principles and themes into educational programmes at participating universities.** The projects implemented a large number of activities aimed at ensuring positive benefits for relatively large target groups. The projects proved the sustainability of the main outputs and results and their practical

use even after the formal completion of the projects. **In addition, the efficiency of the financial resources spent has been strengthened by multiplier mechanisms taking into account the functioning of higher education.**

## SUMMARY MATRIX OF FINDINGS, EVIDENCE AND RECOMMENDATIONS

Findings <sup>2</sup>	Evidence (sources justifying the findings)	Recommendations <sup>3</sup>
<b>Main recommendations</b>		
A typical GDE support project approved in the years 2016–2018 was led by a non-governmental organization that cooperated with departments/faculties	List of the GDE support projects and project partners	Before announcing calls, start targeted communication with key actors and implement activities (seminars, workshops) to strengthen expertise of educational institutions to implement projects in the field of the GDE
We consider the focus of the calls, despite the relatively narrow range of mandatory activities, to be relevant to the key needs of formal education in the field of the GDE in Slovakia	Analysis of global education in Slovakia, interviews with the main project partners	Allocate part of the resources to "standard" support of the GDE through the training of teachers and the creation of methodological materials
In terms of outputs and results, the projects represent a very homogeneous group of interventions focused on the integration of the GDE at colleges/universities.	Desk-search of project documentation, interviews with the main project partners	Focus another part of the resources and calls on "innovative" activities in the field of the GDE
Colleges and universities continue communicating with NGOs, some trying to obtain internal resources to ensure cooperation, albeit to a lesser extent.	Interviews with the main project partners, focus groups with the project partners	Enable further evaluation of achieved outputs/results through support of "follow-up"
The SAIDC (the Slovak Agency for International Development Cooperation) support is only part of the resources to support the development of the GDE	Interviews with the main project partners, interview with a representative of Ambrela	Financially support expertise building of Slovak entities to participate in international GDE projects
The starting point for the support of the GDE in the framework of development cooperation was the adoption of the National Strategy for Global Education for the years 2012–2016	Desk-research of programme documentation	Link the process of preparation of the New Strategy for Global Education for the years 2022–2027 with the process of planned systemic changes in the field of education
<b>Important recommendations</b>		

<sup>2</sup> The finding uses evidence from data collection taking into account the factual statement.

<sup>3</sup> Recommendations are proposals aimed at improving the effectiveness, quality or efficiency of a project/programme; revising objectives; and/or reallocating resources. In terms of accuracy and credibility, recommendations should be the logical implications of findings and conclusions.

Findings <sup>2</sup>	Evidence (sources justifying the findings)	Recommendations <sup>3</sup>
Global and development topics are highly relevant to a wide range of educational programmes	Interviews with main project partners, focus groups with project partners	Define the basic categories of the amount of support for applicants (or typology of the main eligible activities) depending on the phase of introduction and development of the GDE in the educational process
Projects with limited funding have been able to fundamentally change the state of incorporation of the GDE principles and themes	Desk-research of project documentation	Introduce a system of the GDE vouchers/coupons for smaller "standard" projects, which schools (e.g. primary and secondary schools) could use to ensure professional cooperation in integrating the GDE into the educational process
The 14 projects supported in the calls in the years 2016–2018 represent a non-systemic, but in relation to the objectives of the National Strategy for Global Education one of the few available sources of funding	Desk-research of programme documentation (NSGE), interview with a representative of Ambrela	Ensure expertise for the elaboration of a new National Strategy for Global Education for the years 2022–2027 in close cooperation with relevant actors in the GDE
The 14 projects supported in the calls in 2016–2018 represent a non-systemic, but in relation to the objectives of the national strategy for global education one of the few available sources of funding.	Desk-research of programme documentation (NSGE) and draft Partnership Agreement for the programming period (PO) 2021–2027	Provide funding for the implementation of the tasks in the new strategy and, if possible, use the financial resources of the European Social Fund in the programming period 2021–2027

## I. INTRODUCTION

**The National Strategy for Global Education for the years 2012–2016 and the Medium-Term Development Cooperation Strategy for the years 2014–2018 formed the basic framework for supporting global development education from public resources** (in collaboration with and following up on the documents "Bilateral Development Cooperation of the Slovak Republic for 2018", "Medium-Term ODA (Official Development Assistance) Strategy of the Slovak Republic for the Period 2014–2018", "Maastricht Declaration of Global Education", "EU Gender Action Plan", "Agenda 2030"). The topic of global development education (hereinafter referred to as the "GDE") and public information have become part of the annual programmes for the focus of bilateral cooperation of the Slovak Republic for the years 2016, 2017 and 2018. In these years, **the Slovak Agency for International Development Cooperation (hereinafter referred to as the "SAIDS") to support global development education has prepared and announced a total of 5 calls for submitting applications for subsidies for development cooperation projects of the Slovak Republic (hereinafter referred to as the "SR"). In the calls in question, 14 projects were approved and subsequently implemented, which were the subject of evaluation.**

**The main purpose of the evaluation was to assess, on the basis of OECD/DAC criteria, projects aimed at strengthening the integration of the GDE into formal education in Slovakia, especially at universities.** The main evaluation questions were formulated as follows in agreement between the contracting authority and the evaluator:

- **What institutions have been involved in the implementation of development education projects?**
- **What are the key outputs and results of development education projects?**
- **Which main target groups were development education projects focused on?**
- **What benefits did the implementation of development education projects bring to the target groups?**
- **To what extent did the target groups use the outputs and results of the projects after their completion?**
- **Do the spent public resources correspond to the achieved results of the completed projects?**

The evaluation officially started in September 2020 and ran until December 2020. The results of the evaluation should serve in the orientation of further support of the GDE within SlovakAid (bilateral cooperation), as well as in the creation of a new national strategy under the responsibility of the Ministry of Education, Science, Research and Sport of the Slovak Republic.

### Evaluation methodology

**In the first step, the evaluator processed the available secondary information sources, i.e. existing strategies, programme and project documentation. Desk-research was used for systematic collection, analysis and processing of available information sources.** The results were primarily used to find out key information about the context of global development education in Slovakia, specific goals and forms of the GDE support in the framework of bilateral development cooperation, implemented projects, activities and target groups. Preliminary findings from the desk-research were summarized in the Introductory Report, which defined the next steps and the timetable for the evaluation. The systematic processing of available secondary data made it possible to identify other tools needed to objectively answer evaluation questions.



**Subsequently, the results of the supported projects were mapped to determine the basic framework for identifying the benefits for the target groups and an objective assessment of the changes that may have occurred as a result of the supported interventions.** Through this method, we assessed the benefits of development education not only through outputs and results, but also the benefits of interventions for target groups and their sustainability. **The mapping of the results of supported interventions was also carried out through other methods for the collection of primary data: in-depth interviews and focus groups.**

Due to the epidemiological situation related to the COVID-19 pandemic and the measures taken, personal interviews were conducted through virtual meetings. In the first step, the project managers (contact persons) were officially approached with a request for a personal interview and setting a suitable date. In further communication, the evaluator confirmed the date of the virtual meeting, the topics of the interview and the link to join the meeting. **Semi-structured interviews with project managers of all projects were conducted from 19 to 30 October 2020.** The length of the interview for one project was approximately 75 minutes. A record was made of each interview, which was used for the systematic collection and processing of primary data from respondents.

**To verify and identify the benefits, their sustainability after the implementation of supported projects, 2 focus groups were organized.** The target group were official project partners, i.e. representatives of universities where the main project activities took place. A detailed scenario with main topics for discussion was prepared for each focus group. Virtual focus groups were held on 11 and 12 November, each lasting 120 minutes. Records were also prepared from the focus groups for further processing for evaluation purposes. Based on the information and data obtained, the evaluator prepared a draft evaluation report, which was submitted to the contracting authority for approval. The focus groups were attended by a smaller number of respondents than planned, but without a negative impact on the evaluation process.

### III. CONCLUSIONS

#### **Institutions involved in the GDE projects**

The vast majority of projects in the years 2016–2018 were implemented in a consortium or partnership. **The composition of project partnerships in support of the GDE reflected the state of expertise of key actors to address the GDE-related themes.** A specific segment of the non-governmental sector has long been actively dealing with global and development topics, so organizations have the necessary know-how and expertise in the field of the GDE.

The second component of the partnership was also significantly affected by the setting of goals and conditions for obtaining a contribution from SlovakAid resources, when the first calls were specifically focused on the integration of the GDE at universities; others also covered primary and secondary schools.

**Non-governmental organizations systematically operating in the field of support for the integration of the GDE usually implemented consecutive projects (programmes), SlovakAid resources were a significant source of project financing even before 2016.**

Based on the experience gained, NGOs were generally more initiative and proactive in the preparation and submission, which was subsequently reflected in the partnership structure. In the majority of supported projects, the main beneficiaries were non-governmental organizations (11 out of 14 projects), these 11 projects were implemented by 6 non-governmental organizations (3 CEEV Živica). One of the reasons why colleges and universities participated in projects mainly as partners is the limited experience with the implementation of this type of project.

**The "standard" project in support of the GDE approved in the years 2016–2018 was thus led by a non-governmental organization that cooperated with departments/faculties of 2 universities, while the basic specifics of most of the projects supported in the calls in the years 2016–2018 were contacts and partnerships from previous projects, which were supplemented by new workplaces of universities (or by secondary schools).**

**Personal contacts were essential for building new partnerships and initiating formal cooperation between NGOs and colleges/universities.** The decisive role was played by the fact that without active teachers with a strong personal belief in the importance of raising awareness of the goals, principles and themes of the GDE on the grounds of colleges/universities it would often not be possible to overcome obstacles to starting cooperation. **Even in the evaluated period (2016–2018), some colleges/universities in Slovakia were still not been open to closer cooperation in implementing projects due to the fact that they did not directly contribute to the outputs and results on the basis of which they are evaluated.**

Projects implemented in the evaluated period also included entities that did not have the status of a formal partner. These were usually colleges/universities from abroad.

**From a geographical point of view, when looking at the registered office of the main project beneficiaries, it is interesting that all institutions are based in Bratislava (with the exception of CEEV Živica); this fact indicates that the expertise for the GDE is largely concentrated in the capital city.** At the same time, a significant part of the project activities was implemented at colleges and universities located in the western and central part of Slovakia, but gradually workplaces from the eastern regions were also involved.

Distribution of faculties of colleges/universities that were official project partners by region:

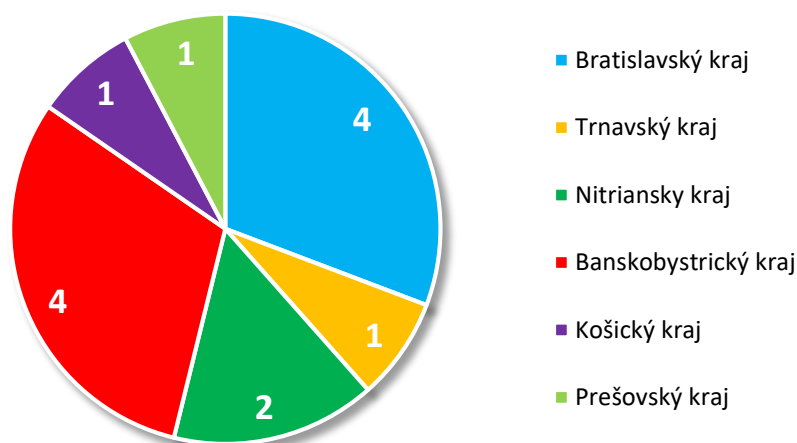


Table: blue: Bratislava Region, yellow: Trnava Region, dark green: Nitra Region, red: Banská Bystrica Region, purple: Košice Region, light green: Prešov Region

#### What the supported projects focused on

The supported projects had to demonstrate a high degree of compliance with the objectives and priority areas of support set out in the calls for submitting applications for subsidies for development cooperation projects in the Slovak Republic. The calls in question clearly defined the objectives and priority areas for support. **In terms of outputs and results, the projects represent a very homogeneous group of interventions focused on the integration of the GDE at colleges/universities.**

**The projects submitted in the calls in the years 2016 and 2017<sup>4</sup> were required to demonstrate as the main output the incorporation of the GDE principles and themes into higher education study programmes or the creation of a new study programme at universities.** The aim of the supported activities was expertise building and the integration of development topics into study programmes specifically at universities. The calls in 2018 were aimed at supporting the integration of development topics into the educational process, but also at primary and secondary schools. Naturally, the focus of "mandatory" project activities has expanded. **Despite the expansion of the range of priority activities (outputs) and levels of education, the supported projects focused almost exclusively on colleges and universities.**

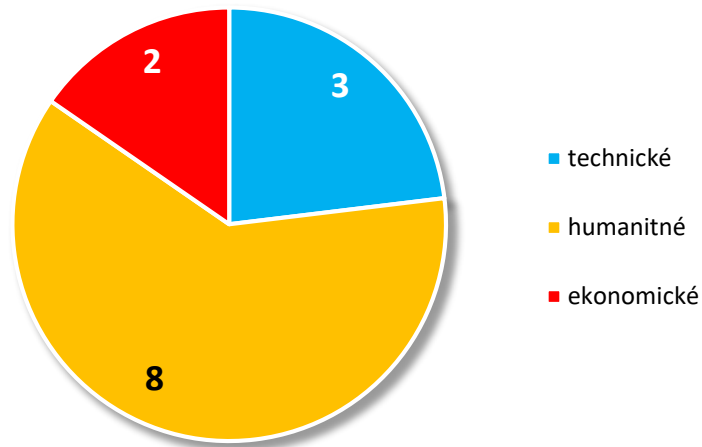
We consider the focus of the calls, despite the relatively narrow range of mandatory activities, to be relevant in relation to the key needs of formal education in the field of the GDE in Slovakia. **The narrow thematic focus led to the standardization of the main outputs and results of the projects, but did not have a negative effect on the ability of the projects to respond to the key needs of the target groups. Incorporating the GDE principles and themes into higher educational programmes has proven to be a sufficiently flexible approach that is applicable in the context of colleges and**

---

<sup>4</sup> Except for the call SAIDC/2017/RV/2

**universities.** Global and development topics are highly relevant to a wide range of educational programmes.

Thematic focus of faculties involved in the GDE projects in the position of project partners in calls for the GDE support in the years 2016–2018:



*Table: blue: technical, yellow: humanities, red: economic*

We consider the number of university subjects into which the GDE principles and themes have been integrated to be the main (required) output of projects. **Based on the available data, a total of 74 subjects taught at colleges and universities were modified in the implemented projects (an overview of innovated and new subjects is given in the Annex. The incorporation of the GDE principles and themes into the subjects respected the existing expertise at the departments/faculties and proceeded gradually. Based on the experience and knowledge from the implemented projects, we can outline the individual phases of the content integration of the GDE into university subjects as follows:**

- **integration of the selected GDE themes into existing subjects,**
- **optional elective course focused on global and development topics,**
- **elective course focused on global and development topics,**

The time frame for project implementation allowed project activities to focus on only one phase of the GDE integration at the selected site. It is worth mentioning the fact that SPU managed to obtain accreditation for the educational programme "Social Development and Management".

**In connection with the integration of the GDE principles and themes into teaching at colleges and universities, an important output of the projects were monographs, publications, adapted syllabi, audiovisual and teaching materials. These primarily served teachers to effectively incorporate relevant topics into the teaching process.**

Expertise building in the field of the GDE was intensively supported not only in terms of content, but also in terms of methodology. **Global and development topics can be well integrated into higher**

**education subjects, provided that teachers have the necessary skills to apply appropriate teaching methods. For this reason, the projects paid significant attention just to raising the level of skills of teachers through training, seminars, workshops, internships and consultations.**

A significant part of the activities focused on the organization of lectures and discussions on global and development topics. These activities can be divided into events for the professional public organized mainly on the grounds of colleges and universities. The projects created enough space to build networks of experts dealing with the GDE issues. The networking concerned not only cooperation between departments/faculties, but also cooperation between universities (including foreign ones) and the non-governmental sector. Activities for the general (lay) public took various forms and were often associated with other events, such as festivals. Their main goal was to raise awareness of global and development topics for as many people as possible.

In conclusion, it must be stated that the implemented projects, through the achieved outputs and results, clearly contributed to the improvement of expertise and level of integration of the GDE into the formal educational process. On the other hand, they can in no way be considered as a systemic solution for the future. **The projects pointed to the closed nature of formal education (universities) and the low ability to reflect on the needs of students, including global and development topics. A large part of university students in Slovakia still do not have the opportunity to get acquainted and understand the global context during their studies.**

#### **Target groups and their involvement**

**During the evaluation period (2016–2018), a total of 13 faculties from various universities in the Slovak Republic or from abroad were involved in the individual implemented projects in the role of the main beneficiary or official partner of the project. 28 faculties participated in project activities, but did not have the status of an official project partner. From the funds of approved projects, a total of 154 activities for teachers were implemented, in which 242 university teachers were actively involved. During the implementation of the GDE projects, 3,249 college and university students participated in the teaching of innovated/new subjects. In addition, they had the opportunity to gain new information and knowledge on any of the 70 activities supported in the years 2016–2018 from SlovakAid's development assistance funds. Within the projects, 27 activities were organized for the general public with the participation of 3,156 people.**

Overview of the main outputs of the GDE projects:

Project Name	Number of physical outputs <sup>2</sup> of the project	Number of organized activities <sup>3</sup> for teachers	Number of teachers involved	Number of new/innovated subjects	Number of students involved	Number of organized activities <sup>4</sup> for the general public	Involved public
<i>Challenges of Contemporary Urban Planning</i>	0	0	4	6	120	0	0
<i>Academics - actively and practically</i>	0	5	58	14	638	9	639
<i>Conflict resolution in the development context II.</i>	1	5	11	1	71	0	0
<i>Global University IV: Introduction of development topics into the system of university education</i>	31	6	30	20 <sup>(8)</sup>	N/A <sup>(8)</sup>	0	0
<i>University Global Education Network</i>	18	14	32	16	2,201	2 <sup>(5)</sup>	116
<i>Global development education for future journalists</i>	3	0	0	2	96	10	200
<i>Incorporating principles and attitudes towards global issues into higher education (GlobPost)</i>	1	5	10	6	93	0	0
<i>Global University V: Introduction of development topics into the system of university education in regions</i>	5	33	8	6 <sup>(9)</sup>	N/A <sup>(9)</sup>	0	0
<i>Development of global education programmes at universities of pedagogical and non-pedagogical focus</i>	10	20	N/A <sup>(7)</sup>	1	10	2 <sup>(6)</sup>	N/A <sup>(7)</sup>
<i>Diverse schools</i>	13	40	34	0	N/A	0	47
<i>Contemporary school in a global context</i>	1	17	23	0	N/A	0	0
<i>SAR Slovakia (Scholars at Risk Slovakia)</i>	0	0	0	0	N/A	4	1607
<i>Building Slovak academic expertise in the field of development</i>	0	5	2	2	20	0	0
<i>Through open education towards active citizenship</i>	0	4	30	0	N/A	0	547
<b>TOTAL</b>	<b>83</b>	<b>154</b>	<b>242</b>	<b>74</b>	<b>3,249</b>	<b>27</b>	<b>3,156</b>

<sup>1</sup> number of organized events / seminars / trainings / workshops

<sup>2</sup> number of manuals / books / monographs / magazines created

<sup>3</sup> number of organized events / seminars / trainings / workshops

<sup>5</sup> it also includes the reconstruction and updating of the global education portal ([www.globalnevezdelavanie.sk](http://www.globalnevezdelavanie.sk))

<sup>6</sup> it also includes the establishment of the global education portal ([www.globalnevezdelavanie.sk](http://www.globalnevezdelavanie.sk))

<sup>7</sup> the total number of the target group is 218 (teachers, students and the public); the project does not distinguish which target group it is

<sup>8</sup> within the project, the beneficiary created a new study department "Social Management and Development" (a total of 16 subjects) and innovated 4 other subjects. No further information was provided by the beneficiary.

<sup>9</sup> the beneficiary innovated/created 4 subjects within the project. No further information was provided by the beneficiary.

## **Benefits for target groups**

### *Teachers*

**The teachers who participated in the project activities, as well as other teachers working at the cooperating departments and faculties, gained important knowledge and experience to realize the importance of the GDE.** The GDE principles and themes are highly relevant for educational programmes at Slovak colleges and universities; they are relevant for a large part of the humanities, economically and technically oriented fields.

The integration of global and development topics into the educational programmes of colleges and universities has clearly contributed to increasing the quality, relevance and attractiveness of teaching. **Most of the teachers who participated in the projects acquired skills for the content integration of the GDE principles and themes into subjects or for the creation of new subjects specifically focused on the GDE.**

The implementation of projects or their outputs and results have contributed to raising overall awareness and informing about global and development topics at departments/faculties. Representatives of the organizations involved in the implementation confirmed that already during the project there was an increase in interest in new topics and approaches from teachers who did not directly participate in project activities. The projects had a multiplier effect when more experienced colleagues sold the knowledge gained to other collaborators. Following the successfully implemented activities, the management of some departments and faculties also became interested in the GDE themes.

**In the case of departments and faculties where they already had previous experience with the GDE, teachers acquired skills to apply new teaching methods. Skills are also applicable in other subjects, not only for the GDE subjects.** Together, these factors have contributed to creating favourable conditions for the further development of the GDE expertise at colleges and universities. The principles and themes of the GDE have been embodied in the teaching process through new subjects and trained teachers.

**The supported projects contributed to the creation of formal and informal networks of experts actively dealing with global and development topics.** Participants confirmed the ongoing cooperation and communication between teachers from different colleges/universities. Based on positive experience, workplaces are more open to cooperation with non-governmental organizations and experts from practice. For some colleges/universities, especially outside Bratislava, this is a significant shift in the perception of the non-governmental sector as a promising partner. Several teachers and students were given the opportunity to take part in a professional internship (also abroad). According to the respondents, this experience "significantly broadened the participants' perceptions of the global context and development issues". They directly apply the acquired experience and knowledge in their activities related to the GDE.

### *Students*

**The projects provided students with access to up-to-date information on global and development topics. This has contributed to a better understanding by students of the context of today's globalized world and to gaining new perspectives on current development issues. Through innovated and new subjects, college and university students have gradually acquired skills and competencies for discussion, argumentation and critical thinking.** According to our respondents, students must devote at least 2 semesters at universities only to the acquisition of basic skills necessary for their active involvement in teaching. Students do not acquire these skills and competencies at lower

levels of education, and in many cases not at universities. For this reason, the participation in subjects into which the GDE principles and themes are incorporated or specific GDE subjects was "culture" shock. Students were given a space to formulate and express their own opinions, discussion, feedback, participation in simulations, etc. The positive experiences of several students led to the decision to deal further professionally with global and development topics.

### *Public*

Some of the supported projects targeted their activities at the general public. The projects focused mainly on raising awareness of global and development topics.

### **What happened after the completion of projects**

Based on the available information, we consider the benefits achieved by the implementation of projects to be highly sustainable. **Teachers confirmed that they continue using the outputs of the projects (monographs, syllabi, teaching materials) as part of their work at departments and faculties. Almost all colleges/universities continue teaching subjects into which the GDE principles and themes were incorporated or new GDE subjects.** Some optional courses have become elective courses (e.g. "Winter School of Development and Peace Education", an elective course at the Comenius University in Bratislava and the Matej Bel University in Banská Bystrica). Teachers apply appropriate methods for the GDE in the teaching process. Through selected subjects, students have access to current global and development topics.

Teachers from colleges and universities continue their professional cooperation, most often in the form of lectures and consultations. Colleges and universities continue communicating with NGOs, some trying to obtain internal resources to ensure cooperation, albeit to a lesser extent. Project activities have been designed from the outset to ensure a multiplier effect. We consider it to be the largest at the faculties of education of participating universities (e.g. the Faculty of Education at the Matej Bel University in Banská Bystrica) and at the same time it was also identified, based on the data obtained, within the Slovak University of Agriculture in Nitra, specifically at the Department of Social Sciences, which consistently develops and further expands this issue.

With a certain time lag, it is evident that the GDE principles and themes are integrated into the educational programmes of colleges and universities involved in projects supported in 2016–2018.

### *University management*

Experience with the implementation of the project and cooperation with the non-governmental sector aroused interest in the management of part of the departments/faculties in the GDE issue. The quality of the outputs and the interest of the students contributed to a higher awareness and openness to integrate global and development topics into other subjects.

### *Non-governmental organizations*

The preparation and implementation of the GDE projects has increased the level of knowledge of non-governmental organizations about the functioning of universities in Slovakia. They are able to use acquired knowledge in systemic cooperation with universities or schools while performing the GDE development activities.



### *State administration*

Despite the limited number of supported projects and allocated financial resources, the Ministry of Foreign and European Affairs of the Slovak Republic (SAIDC) and the Ministry of Education, Science, Research and Sport of the Slovak Republic gained valuable knowledge about the functioning of the public GDE support and practical limitations. The knowledge can be used directly in the preparation of the GDE support in the future.

### **How public resources were spent**

The total allocation for calls to support development education in the years 2016–2018 was EUR 560,000. Fourteen projects were funded from the GDE support sources. The evaluation assessed the effectiveness of the use of financial resources within each project. The basis for assessing the effectiveness included the achieved outputs and results of the project in relation to the volume of funds drawn. Despite the finding that some projects deviated slightly from the set outputs/results, the overall quality and sustainability of the projects was not significantly compromised. There were some savings in some projects and the approved financial resources were not fully used. The efficiency of individual projects is above average to high.

**Projects with limited funding have been able to fundamentally change the state of incorporation of the GDE principles and themes into educational programmes at participating universities. The projects implemented a large number of activities aimed at ensuring positive benefits for relatively large target groups.** The projects proved the sustainability of the main outputs and results and their practical use even after the formal completion of the projects. In addition, the efficiency of the financial resources spent has been strengthened by multiplier mechanisms taking into account the functioning of higher education.

In connection with the assessment of the effectiveness of the use of public resources allocated for the support of the GDE, it should be noted that the SAIDC calls largely replaced the absence of systemic measures by the Ministry of Education. Only a systemic reform can bring about a fundamental change in the integration of the GDE into formal education in Slovakia.

## IV. RECOMMENDATIONS

### *Additional GDE support*

- set the conditions for the use of the subsidy so as to take into account the current needs in the field of the GDE development and expertise of target groups (educational institutions) to manage and implement projects or draw financial resources (SAIDC/Ministry of Foreign and European Affairs of the Slovak Republic)
- **before announcing calls, start targeted communication with key actors and implement activities (seminars, workshops) to strengthen the expertise of educational institutions to implement projects in the field of GDE** (SAIDC/Ministry of Foreign and European Affairs of the Slovak Republic)
- build a functional platform for communication and interconnection of institutions interested in cooperation in the field of the GDE and exchange of knowledge, e.g. the portal [globalnevezdelavanie.sk](http://globalnevezdelavanie.sk) (Ministry of Education, Science, Research and Sport of the Slovak Republic or Ministry of Foreign and European Affairs of the Slovak Republic in cooperation with NGOs)
- **focus part of the resources on "standard" support of the GDE through the training of teachers and the creation of methodological materials, which is still relevant given the current state of integration of global and development topics into formal education and contributes to building the foundations for the GDE development** (SAIDC, Ministry of Foreign and European Affairs of the Slovak Republic, Ministry of Education, Science, Research and Sport of the Slovak Republic)
- **focus the next part of resources and calls on "innovative" activities in the field of the GDE, while we understand the ability to create and implement innovative projects as a phase of the GDE development, which is largely conditioned by the existence of basic conditions for innovation** (SAIDC, Ministry of Foreign and European Affairs of the Slovak Republic, Ministry of Education, Science, Research and Sport of the Slovak Republic)
- harmonize the approval and implementation of projects to support the GDE with the educational cycle (beginning of the school year, semester) and set aside at least 2 years for teaching subjects in which global and development topics have been included, or with a separate subject (SAIDC, Ministry of Foreign and European Affairs of the Slovak Republic)

### *Financing*

- **define the basic categories of the amount of support for applicants (or typology of the main eligible activities) depending on the phase of the GDE introduction and development in the educational process in individual institutions or on their needs** (SAIDC, Ministry of Foreign and European Affairs of the Slovak Republic)
- **introduce a system of the GDE vouchers/coupons for smaller "standard" projects, which schools (e.g. primary and secondary schools) could use to ensure professional cooperation in integrating the GDE into the educational process according to their own needs and easy to document the use of the GDE voucher/coupon** (SAIDC, Ministry of Foreign and European Affairs of the Slovak Republic)

- create conditions for the so-called pre-implementation phase, which would primarily serve for the preparation and setting of project activities with regard to the specifics of the environment, and building partnerships (SAIDC, Ministry of Foreign and European Affairs of the Slovak Republic)
- **enable further evaluation of achieved outputs/results through support of "follow-up"** activities in response to the absence of systemic integration of the GDE principles and themes into formal education (SAIDC, Ministry of Foreign and European Affairs of the Slovak Republic)
- **financially support expertise building of Slovak entities to participate in international GDE projects** (e.g. DEAR) and the systematic capitalization of experience and knowledge in favour of building an effective GDE development system in Slovakia (SAIDC, Ministry of Foreign and European Affairs of the Slovak Republic, Ministry of Education, Science, Research and Sport of the Slovak Republic)
- **provide funding for the implementation of tasks in the new strategy and, if possible, use the financial resources of the European Social Fund in the programming period 2021–2027** (Ministry of Education, Science, Research and Sport of the Slovak Republic)

#### *Systemic changes*

- **ensure experts for the elaboration of a new National Strategy for Global Education for the years 2022–2027 in close cooperation with relevant actors in the GDE** as a starting point for system activities in support of the GDE (Ministry of Foreign and European Affairs of the Slovak Republic, Ministry of Education, Science, Research and Sport of the Slovak Republic)
- organize a series of discussion events for the professional public, which will serve to present the benefits of the GDE in education directly from teachers and at the same time professional discussion of key actors on further steps needed to strengthen GDE in formal education as an input for the preparation of the National Strategy for Global Education for the years 2022–2027 (Ministry of Education, Science, Research and Sport of the Slovak Republic)
- **link the process of the preparation of the New Strategy for Global Education for the years 2022–2027 with the process of planned systemic changes in the field of education** in order to ensure the embodiment of the GDE principles in formal education (Ministry of Education, Science, Research and Sport of the Slovak Republic)
- **focus part of the communication activities on parents, teachers and students as important actors for the integration of the GDE principles and themes into formal education within the information campaigns for the public** (SAIDC, Ministry of Foreign and European Affairs of the Slovak Republic, Ministry of Education, Science, Research and Sport of the Slovak Republic)
- based on the experience and knowledge from the support of projects, formulate key requirements for the provision of the GDE within the planned changes in the education system (SAIDC/Ministry of Foreign and European Affairs of the Slovak Republic)

## V. LESSONS LEARNED

The original draft tender terms for the evaluation also included a question aimed at monitoring changes in the attitudes of pupils/students that may have occurred as a result of supported interventions. We consider the evaluation question to be relevant and topical in the GDE context, but a suitable mechanism has not been created for its serious answering within the evaluated calls and projects, which would allow measuring the attitudes of target groups before and after the intervention. **Tools for evaluating the impacts/effects of supported interventions need to be developed already in the process of preparing support mechanisms. Mechanisms for reliable monitoring and evaluation must be operational at the latest when interventions are started in order to provide reliable data.**

The projects supported under the SAIDC calls in the years 2016–2018 represent only a part of the initiatives implemented in the field of the GDE in Slovakia. NGOs professionally dealing with the GDE are actively involved in international cooperation, in particular through the EU-funded DEAR programme (Development Education and Awareness Programme). **For further capitalization of the acquired knowledge, it is possible to assess the participation of Slovak entities in the DEAR programme. The outputs can be used for programming the GDE support in Slovakia through the Official Development Assistance (ODA) or for more intensive involvement of Slovak entities in international cooperation.**

The financial support of SAIDC played an important role for the development of the GDE in Slovakia at a time when there were no other support mechanisms at the level of the central state administration (especially the Ministry of Education, Science, Research and Sport of the Slovak Republic). Based on the evaluation, it can be stated that the public resources intended for the implementation of approved projects were used efficiently and effectively. **In the evaluator's opinion, above-standard outputs and results were achieved with limited financial resources of SAIDC, both in terms of quantity and quality. The GDE support mechanism is operational, but does not have any capacities to bring about fundamental changes in the integration of global and development topics into the educational process. These are conditioned by a comprehensive reform of the education system in Slovakia.**

## ANNEX - NUMBER OF NEW AND INNOVATED SUBJECTS DURING PROJECT IMPLEMENTATION

Project Name	Number of subjects	Compulsory	Non-compulsory	Total number of taught semesters	Number of students who completed the subjects	Number of still existing subjects
<i>Challenges of Contemporary Urban Planning</i>	6	6	0	9	120	6
<i>Academics - actively and practically</i>	14*	10	1	15	638	11
<i>Conflict resolution in the development context II.</i>	1	1	0	2	71	1
<i>Global University IV: Introduction of development topics into the system of university education</i>	20**	-	-	-	-	-
<i>University Global Education Network</i>	16	12	4	16	2201	13***
<i>Global development education for future journalists</i>	2	0	2	4	96	2 <sup>+</sup>
<i>Incorporating principles and attitudes towards global issues into higher education (GlobPost)</i>	6	3	3	6	93	A
<i>Global University V: Introduction of development topics into the system of university education in regions</i>	6**	-	-	-	-	-
<i>Development of global educational programmes at universities of pedagogical and non-pedagogical focus</i>	1	0	1	2	10	A
<i>Diverse schools</i>	0	N/A	N/A	N/A	N/A	N/A
<i>Contemporary school in a global context</i>	0	N/A	N/A	N/A	N/A	N/A
<i>SAR Slovakia (Scholars at Risk Slovakia)</i>	0	N/A	N/A	N/A	N/A	N/A
<i>Building Slovak academic capacities in the field of development</i>	2	0	2	2	20	A
<i>Through open education towards active citizenship</i>	0	N/A	N/A	N/A	N/A	N/A
<b>TOTAL</b>	<b>74</b>				<b>3249</b>	

\* the beneficiary, regarding 3 subjects, did not provide data on all projects - their status (compulsory/non-compulsory) or whether they were part of the teaching process even after the end of the project

\*\* no further information was provided by the beneficiary

\*\*\* the beneficiary did not provide data on one subject

<sup>+</sup> one of the two subjects was taught at two faculties during the project implementation. After completion, teaching continues on one of them

