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NEED ASSESSMENT REPORT



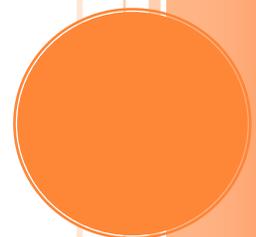
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Education and Culture DG

Lifelong Learning Programme



NEED ASSESSMENT REPORT

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- outcomes from the workshop - Assessment of Educational Needs in the Field of Development Cooperation and Humanitarian Assistance, which were held in March 2011 and were facilitated by Ankie van den Broek from Royal Tropical Institute,
- discussions with experts in the field of development cooperation and humanitarian assistance in Slovakia,
- various documents focusing on issue of education in the field of development cooperation and humanitarian assistance in Slovakia.

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1. ORIENTATION OF THE DOCUMENT

This document is part of project CAPACITY BUILDING OF HUMAN RESOURCE FOR HEALTH IN SLOVAKIA FOR INTERNATIONAL DEVELOPMENT AID supported by European Commission through Lifelong learning programme (project number: 2010 – SK1 – LEO05 – 01565)¹. The main aim of the project is to enhance human capacity building in Slovakia and broader region of eastern and southern Europe for work within projects of international development cooperation and humanitarian assistance.

Slovakia is increasingly involved in the activities of international development cooperation and humanitarian assistance. For this purpose the need of qualified people capable to work on such activities on professional level is also increasing. It might be the coordinators of the projects or people, who are involved in policy making in this field or influencing it here in Slovakia, or people, who are deployed by development and humanitarian organization to the target countries. Some organizations and institutions working in this field are trying to increase the level of preparedness of their personnel for the work in target country.

Deployment of development and humanitarian workers on the projects in target countries is the key tool of development cooperation and humanitarian assistance. To prefer to deploy expatriot from employment of local people may be disputable, but there are some important reasons, why development and humanitarian organizations are deciding to choose the first option:

- Projects needs somebody, who understands logic, with which were created and well understand the context and demands of donor. On the other side, it should be somebody, who is in the direct contact with the target group capable to systematically review and confront demands of donor and needs of target group.
- The best way how to send know-how is through its holder. Books, articles, handbooks are important, but cannot substitute personal contact with somebody, who understand the circumstances.
- To have experience and see is better than to hear. Experience of work in target country can be very beneficiary for development or humanitarian worker, and so as for organization. It can mediate important inspirations for development education in home country.
- In some (for example conflict) situations may be sensitive presence and intervention of somebody „from outside“ key element of aid.²

If development od humanitarian worker is capable to fulfill this arguments for his/her deployment is influenced by volume and quality of preparation for this specific kind of work. Deployment of competent person can significantly help successful implementation of the

¹ Slovak national agency of the Lifelong learning programme

http://web.saaic.sk/llp/en/main.cfm?sw_prog=4

² Used from document: Preparation of workers deploying in the programs of development cooperation and humanitarian assistance.

project, but it needs to be pointed out also negative impact on the whole project, if the deployed development or humanitarian worker did not have required competencies.

Another group of people within development and humanitarian activities are coordinators of the projects, so as people, who are involved in policy making in this field. They also influence many aspects of content of the project / strategic documents, which are influencing implementation of the projects and creating conditions for this type of work.

For this reasons we think, that systematic education of people working in this field is very important and requires attention. Our aim in this document is to analyze current situation of the education in the field od development cooperation and humanitarian assistance so as to find out current requirements for education in this field.

This document consist of 2 main parts:

- Analyze of current situation in education in the field of development cooperation and humanitarian assistance in Slovakia
 - ✓ Preparation of development and humanitarian workers (within development and humanitarian organizations)
 - ✓ Development and humanitarian education in current academic programs
 - ✓ Development and humanitarian education in other programs
- Assessment of educational needs in the field of development cooperation and humanitarian assistance in Slovakia
 - ✓ Competencies of development and humanitarian workers
 - ✓ Content of education in the field of development cooperation and humanitarian assistance
 - ✓ Possible target group
 - ✓ Perspective of education in the field of development cooperation and humanitarian assistance in Trnava university

In following chapter, we would like to describe, what was done in the field of education so far³, and which institutions took part of the education in the field od development cooperation and humanitarian assistance and in which scale.

³ Within development education in Slovakia was done for example these projects:

- Preparation of workers deploying in the programs of development cooperation and humanitarian assistance – implemented by Partners for Democrtatic Change Slovakia (PDCS), supported by SAMRS,
- Strategy for development education for Slovakia on years 2010 – 2015 – implemented by Slovak NDGOs platform, supported by SAMRS.

2. ANALYZE OF CURRENT SITUATION IN EDUCATION IN THE FIELD OF DEVELOPMENT COOPERATION AND HUMANITARIAN ASSISTANCE IN SLOVAKIA

Education in the field of development cooperation and humanitarian assistance is in Slovakia currently happening in 3 lines:

- ✓ Preparation of development and humanitarian workers (within development and humanitarian organizations)
- ✓ Development and humanitarian education in current academic programs
- ✓ Development and humanitarian education in other programs

Each of this lines have its own specifics, but mutual element of all of them is, that initiative for this kind of education comes mainly from people, who has practical experience with this kind of work and they see its enhancement in better education and preparation for this kind of work.

2.1. PREPARATION OF DEVELOPMENT AND HUMANITARIAN WORKERS (WITHIN DEVELOPMENT AND HUMANITARIAN ORGANIZATIONS)⁴

Slovak development and humanitarian organizations have practical experiences with implementation of the project in many countries of the world. They worked of still working in more than 30 countries all over the world and some of them are focusing on such activities more than 10 years (eRko, People in peril, Trnava university and Pontis foundation)⁵.

In spite of that, there is no systematic preparation in this field in Slovakia and efforts done in this field are mostly initiatives of organizations, which are deploying their workers to the target countries and this initiatives are varying from organization to organization. In most case, the preparation is focusing on the people who will be deployed to the target country, and less interest is on education of people working in this field in Slovakia.

⁴ Used from document: Preparation of workers deploying in the programs of development cooperation and humanitarian assistance.

⁵ Result from two surveys done in 2009:

- JURAJ JANČOVIČ, *Security specifics of humanitarian and development workers in low and middle income countries*, dissertation thesis, St. Elizabeth university, Bratislava 2009;
- DÁRIA PECHÁČOVÁ, *Providing humanitarian assistance and development cooperation by Slovak NGOs to selected low and middle income countries*, graduation thesis, Faculty of health care and social work, Trnava university, Trnava, 2009.

Form and concept of preparation field workers is influenced by several factors:

- *Length of stay in target country*
Some organizations and institutions in this field are sending people to target country for only short term (few day) placement, focused on monitoring of the project (Integra foundation, Pontis foundation), others for period of 3 – 9 months (Trnava university, St. Elizabeth university), but there are also organizations, which are sending people to target country for long term (more than 1 year) placement (MAGNA children at risk, Savio). Then, they are organizations, which width of placements varies from few days or weeks to period of one year or more (ADRA, People in peril, eRko).
- *Willingness or initiative to prepare people for the work i the field*
Some organizations are not putting emphasis on preparation of the field workers
- *Finance*
Decision about what will be the aspects of the project, for which will be allocated Money and where the money will be „saved“ is also a factor, which influence organization in which way they are going to prepare people for field work.

On the ground of surveys mentioned above we can state, that volume and type of preparation for field workers is varying:

- *from short term course, consultation, handing over the information from people experienced in the field,*
- *thru taking part specific course, became familiar with context of the country, its health and security risks,*
- *to long term and structured preparation.*

In general can be preparation of slovak development and humanitarian organizations described as ***combination of theoretical / practical hand overing information from experienced field workers***, who have been on this kind of project. The aim of such preparation is to create the best picture about situation, the person is heading to.

2.1.1. EXAMPLES OF SYSTEMS OF PREPARATION OF DEVELOPMENT AND HUMANITARIAN WORKERS⁶

Seeing that, as we mentioned, the preparation of the field workers is varying from organization to organization, we decided to choose some examples, to have better picture (We notice that there are more programs and these are just examples). The examples are from People in peril, MAGNA children at risk, St. Elizabeth university, erko, GLEN.

⁶ Used from document: Preparation of workers deploying in the programs of development cooperation and humanitarian assistance.

People in peril

In July 2009 started the training program of **People in peril** for 16 potential humanitarian workers, who should in the future work in the frame of humanitarian activities of the organization. Those applicants attended **5 weekend trainings** in basic issues in humanitarian intervention, mainly from the newest approaches of European Commission.

- First weekend was focused on the ***introduction to humanitarian work***, definitions, principles and volume of humanitarian assistance in present and target groups of humanitarian interventions, so as issue of dependency on humanitarian assistance. They focused also on ethical, security and health aspects of humanitarian work. Trainers of the sessions were Marcela Ondeková from People in peril, Dušan Ondrušek from PDCS and Juraj Jančovič from St. Elizabeth university.
- Topic of second training was work with ***European Commission Humanitarian Office (ECHO)***. Participants gained abilities how to manage ECHO projects, who are their partners, what is the procedure of getting finances on humanitarian interventions, how to write, monitor and evaluate projects... Trainer of this part was Laura Giambelli from italian organization Punto.sud.
- First day of third training was focused on review of humanitarian interventions of People in peril and were presented by former director Nora Beňáková. During second day of training the participants got information about ***practical experiences from establishing the project abroad***. The trainer was Marek Štýs, head of humanitarian and development work department in czech organization People in need, who spoke about his 5 year experiences from Afghanistan.
- Topic of 4th training was ***standards of humanitarian work***, which were presented by Martin Yapp from czech organization People in need. Martin Yapp has long term experiences from work in international humanitarian organizations all over the world. He spent last years in Sri Lanka. Participants of the training were focusing mainly on minimum standards defined by Sphere project.
- Last training was conducted by Dominic Crowley, head of humanitarian assistance department in irish organization Concern Worldwide and this training was focused on ***needs assessment in humanitarian interventions***. Participants were taught how to estimate the capacity of organization to react on specific humanitarian crisis, and also how to estimate real needs in humanitarian assistance. They also tried practical example of planning humanitarian mission in Somalia.

Five chosen participant of trainings on top had chance to pass month internships in European Commission Humanitarian Office (ECHO) partner organizations in countries, where People in peril plan to work in the future – Afghanistan, Pakistan, Georgia, Palestine and Ethiopia. This training was financed from European Commission Humanitarian Office (ECHO) in the frame of the project "Strengthening capacities for effective provision of humanitarian assisting by mobilizing PIPA partners".

MAGNA children at risk

First step of preparation is ***structured selection of people***, which is done in 2 phases:

- First phase is a ***workshop***, where applicant actively works on assignment, similar to assignments in the field.
- Successful applicants then pass ***training course*** to specific position and project field, on which they will work.

Their preparation is mixture of verification of technical competencies and interactive sharing of experiences with personnel of the organization, who has long term experiences from the field. Through role plays is applicant closer to reality in the field. Obligatory is also preparation of project work on selected topic and its presentation. Technical information are presented through presentation with a space for further questions. Volume of the preparation is ***60hours***.

St. Elizabeth university

St. Elizabeth university organizes preparation courses for applicants on work on their projects.

They organize „***Tropical course***“ for medical doctors, where they can be closed acquaint with tropical illnesses. Usually, they are focusing on topics like:

- ***International health-political situation***
- ***General ability to travel abroad***
- ***Preventive and postexposition measures of health workers***
- ***Specific health issues in low and middle income countries*** (frequent child diseases, malaria, diarrhea, parasites, basics of gynecology and surgery, respiratory symptoms, abdominal symptoms, sexually transmitted diseases, HIV/AIDS, skin illnesses, fevers, hemorrhagic fevers, anemia, minimum drugs for maximum infections, news in tropical medicine)
- ***Laboratory methods*** (work with microscope)
- ***Casuistic - workshop***

The course is primary aimed on applicants who are interested to work on the projects of St. Elizabeth university, acquaintance about activities of university in Africa, Asia and Haiti is also part of the course.

For non-medical staff of the projects of St. Elizabeth university is from 2008 organized „***Development course***“, which is focusing on:

- ***Development education***
- ***Psychological interview + test***
- ***Missionary and charitable work***
- ***Health preparation, vaccination***
- ***Tropical diseases and prevention***
- ***Safety and security on the project***
- ***Coordination and logistic of the project***

- ***Introduction of social oriented projects, for example:***
 - ❖ Antimalnutrition program (Ethiopia - Kibre Mengis),
 - ❖ Social center for street girls (Kenya - Eldoret),
 - ❖ House for HIV positive orphans (Cambodia - Sihanokwile),
 - ❖ House for children with disability (Armenia - Spitak),
 - ❖ House for street children (Russia - Bužarevo).

It used to be 3-day course, later was extended to 4-days course and usually was run twice a year – in spring and autumn. Currently the course is run according to the needs of the projects and interest of the applicants.

eRko

eRko is organization, which is sending several years within the project of „Good news“ mostly volunteers for 3 – 9 months placements to the countries with low and middle income. eRko is not taking the preparation of volunteers lightly. Volunteers are prepared within 3 weekend sessions and for the preparation is responsible person, who is responsible also for the project – he/she has the most information about project from local partner. Part of the preparation is practical information about country – what can volunteers face there. Volunteers are prepared by people, who has been on such placement before and trying to share with them as much experiences as possible.

GLEN (Global Education network of Young Europeans)

GLEN is international program, which main aim is preparation of young people for development cooperation and education thru 3-months work-and-study placements in Asia, Africa or south-east Europe. After gaining such experiences are young people taking part of development education in their own country and in Europe. From 2008 has GLEN its branch also in Slovakia (within the program of Tabita). GLEN has sophisticated system of long term preparation and placement of volunteers. The most interested and inspiring moment for slovak conditions is that they are working with volunteers not only in the phase of preparation – theoretical and practical education before placement, but also after return, where the volunteers are trained and monitor in handling gained experiences, how to refer them and how to update the knowledge and experiences. Preparation is perceived as never ending cycle.

Preparation of development and humanitarian workers is slowly getting into awareness of many organizations, and discussion on this topic is becoming stronger.

2.2. DEVELOPMENT AND HUMANITARIAN EDUCATION IN CURRENT ACADEMIC PROGRAMS⁷

Evolution of educational activities within development and humanitarian issues on universities were initiated from 2005 was initiated mostly by nongovernmental sector and

⁷ Used from document: Strategy for development education for Slovakia on years 2010 – 2015.

in some cases also by educational institutions. On Faculty of health care and social work of Trnava university in Trnava started in 2005 within specialization on social work to teach elective subject – Basics of humanitarian assistance and development cooperation. On Pedagogical faculty of Comenius university in Bratislava, and Faculty of international affairs on University of economics in Bratislava were established in 2006 obligatory elective subjects focused on development issues. Lectors of this subjects were usually representatives of NGOs. Because of that was the accent of the subjects was on practical orientation, interactive education and in some cases also on non-formal educational methods.

In connection with networking and capacity building were organized 3 international scientific conferences, which created the space for professional opinion Exchange on the level of academics, representatives of non-governmental sector and Ministry of foreign affairs dealing with development issues. First initiative and tendency for systematic coordination of activities in development education on universities was creation of working group of experts for development education on the universities, where within 1 year were meeting representatives of NGOs, Ministry of foreign affairs and universities.

Currently, there are following offer of education on universities, which is somehow connected with development and humanitarian issues:

Obligatory subjects:

- Constantine the philosopher university in Nitra – Geopolitics and globalization processes
- Trnava university, Faculty of health care and social work, specialization in public health – Tropical public health

Elective subjects:

- Comenius university in Bratislava, Faculty of social and economic sciences – Europe and international migration, Position of NGOs in development cooperation
- Matej Bel university in Banská Bystrica, Faculty of political sciences and international affairs – Humanitarian assistance and development cooperation, International protection of human rights
- Comenius university in Bratislava, Pedagogical faculty – European and global dimensions, Education to human rights, Multicultural education
- Trnava university, Faculty of health care and social work, specialization on social work and public health – Basics of humanitarian assistance and development cooperation I.,II., Tropical public health, Social work with asylum seekers, Charitable and missionary work, Poverty, Education to tolerance, Gender studies, Psycho-social trainings (communication), Social work in third sector, Social work in the field, Ethnical minorities
- Pan European university in Bratislava, Faculty of economics and business – Trade and development

- University of economics in Bratislava, faculty of international relations – International development cooperation, Economy of low and middle income countries
- Constantine the philosopher university in Nitra – Modern political theories, Environmentalism
- St. Elizabeth university, Faculty of missionary work and tropical health, study program: Missionary and charitable work – Health for missionary work, Cultural and social anthropology, Theory of charitable work, Ethnical minorities, International law, Humanitarian assistance, Intercultural relations, Social work in the field, Social project, Voluntarism and third sector, Public health for missionary work, Development cooperation, Tropical diseases

Subjects on universities are often elective. Reason of low interest from university site to accredit subjects focused on development cooperation and humanitarian assistance as obligatory is mainly lack of guarantees of the subject. In spite of that is this issue taught on several universities in Slovakia. Probably it is because of demand of students and for that reason is done in the simple way with assistance of external lecturers within elective subjects.

Cooperation between universities and NGOs exist especially in the frame of lecturing activities, thru internships for students in NGOs or thru offers of educational courses for preparation of students for development experience. This cooperation appeared as very effective and relations between students, organizations and institutions in some cases continue also after graduation, in the way of voluntary work, or by employment of student in the organization. In consequence of nonsystematic financing, the activities of NGOs do not have permanent nature and usually are done on non-regular and short term basis. The result is that, when students are interested after fulfilling short term course and would like to continue with the education in the field of development cooperation and humanitarian assistance, there are no possibilities to systematically develop such skills and knowledge in Slovakia.

2.2.1. EXAMPLES OF SUBJECTS IN THE FRAME OF FORMAL EDUCATION ON THE UNIVERSITIES⁸

In the next part we are introducing the examples of some subjects, which were included into the study plans of some universities with detailed description.

⁸ Použité z materiálu: Príprava pracovníkov vysielaných v programoch rozvojovej a humanitárnej pomoci.

The chosen subjects offers basic theoretical information about low and middle income countries, realized development cooperation and humanitarian assistance and covers mostly these topics:

- Terminology,
- Basic principles of humanitarian assistance and development cooperation,
- Types and forms of humanitarian assistance and development cooperation,
- Target groups and critical sectors in humanitarian and development work,
- Description of activities in international and national humanitarian and development organizations,
- Slovak official development assistance,
- Millennium development goals,
- Project proposals and grants.

The subjects are following:

Basic of humanitarian and development assistance I, II.

Trnava University, Faculty of health care and social work, Department of social work, Specialization: Social work, Study programme: social work, daily form, 2nd grade (master), 1st Year. Subject taught by PhDr. Lenka Fabianová, PhD. (On the present taught within the subject: Selected lectures)

Goal of the subject:

To acquaint the topic of humanitarian assistance and development cooperation and to prepare students for personal involvement in the field.

Brief syllabus:

1. Introduction to humanitarian assistance, terminology.
2. Goals and principles of humanitarian assistance.
3. Mass disasters and catastrophes.
4. Disaster victims.
5. Preparedness of humanitarian worker.
6. Development cooperation.
7. Forms of provided development cooperation.
8. Official development assistance of Slovak Republic.
9. International and national humanitarian/development organizations..
10. OSN and the agencies.
11. Red Cross and Red Crescent.
12. Platform of non-governmental organizations.
13. Millennium development goals.
14. Fair Trade.
15. Child mortality in developing countries forms of assistance.
16. Preparation of project proposal.
17. Discussion with professional from the field.

Humanitarian assistance I., II.

St. Elizabeth university of health care and social work in Bratislava, Faculty of missiology and tropical health Jean Paul II., Study field: Social work, Study programme: Charitable and missiology work, Bratislava, external study, 1. Grade (Bachelor) / 2. Grade (Master), 3. Year/ 2. Year, Subject taught by Mgr. Patrik Košický / prof. MUDr. Juraj Benca, PhD.

Goal of the subject:

Student will be acquainted with humanitarian assistance, their principles, character, goal, target groups and grant system. The subject is focused mostly on humanitarian assistance in low and middle income countries, with transformation to development cooperation and implementation of local capacities.

Brief syllabus:

1. Principles and character of humanitarian assistance.
2. Target groups, crisis regions.
3. Rational providing of humanitarian assistance.
4. Organization of project in humanitarian assistance, logistics.
5. Project proposal, grants.
6. Preparation of project proposal.

Development cooperation

St. Elizabeth university of health care and social work in Bratislava, Faculty of missiology and tropical health Jean Paul II., Study field: Social work, Study programme: Charitable and missiology work, Bratislava, external study, 2. Grade (Master), 2. Year Subject taught by Ing. Marián Čaučík.

Goal of the subject:

The goal is to spread the basic knowledge from history and present trends in development cooperation worldwide and in Slovakia. Specific goal is to acquaint the students with concrete projects of development cooperation of slovak organizations and on their examples clarify the principles, which are leading to successful realization of development projects.

Syllabus of the subject:

1. Development, Development policy, development education – basic terminology.
2. History of the relationship Nord – South.
3. Basic problems of development.
4. Development and missionary work.
5. Development and poverty.
6. Millennium development goals.
7. Globalization.
8. Development and media.
9. Development policy in Slovakia.
10. Non-governmental development organizations in Slovakia and worldwide.

11. Examples of development projects.
12. Development and perspectives.

From July 2009 is running the project focused on global development education at slovak universities, financed by Slovak official development assistance SLOVAK AID . In this project are participating several non-governmental organizations and universities. At the moment the cooperation is with::

- Pan European university in Bratislava, Faculty of economics and business, where was in the academic year 2009/2010 established subject:

Trade and development

The subject is dealing with following topics:

- ✓ Trade and development
- ✓ Fair Trade
- ✓ Trade policy in low and middle income countries
- ✓ Development assistance in praxis - Kenya and Kazakhstan
- ✓ Responsible business

The subject is taught by Mgr. Ivana Raslavská, PhD.

- Comenius University, Faculty of social and economic sciences, where was in the academic year 2009/2010 established subject:

Position of NGOs in development cooperation

The subject is dealing with following topics:

- ✓ Characteristics of developing world and socio-economic indicators of development fields
- ✓ International institutions, development and development cooperation
- ✓ The role of non-governmental organizations in humanitarian assistance and development cooperation
- ✓ Preparation of development project
- ✓ The role of Slovak agency for international development cooperation
- ✓ Fieldwork

The subject is taught by Mgr. Ivana Raslavská, PhD.

- And continues in cooperation with University of economics in Bratislava, Faculty of international affairs where was in the academic year 2006/2007 within the project Development cooperation established new subject. It was done with the support of Regional center of UNDP and financed by Slovak official development assistance (SLOVAK AID):

International development assistance and cooperation

University of Economics in Bratislava, Faculty of international relationships, Specialization: international economic affairs, Study program: Business diplomacy, 2.

Grade of university study, 1. Year. Subject taught by Mgr. Ivana Raslavská, PhD.

Goal of the subject:

The goal of „Development cooperation” is to provide the students with the sufficient theoretical background from the academia view and also to show them the practical effect. The students are acquainting with the issue of low and middle income countries in the context of international affairs, world economy and international development priorities. The most important goal is to absorb the basic theoretical knowledge about the low and middle income countries and provided development cooperation. At the same time, there will be created place for the confronting the knowledge between the students and professionals from the field.

The goal is to create appropriate study conditions for building the theoretical basis and to motivate students to their personal involvement. One component of the subject will be the preparation of concrete project, where the students will look for the solution of development problems according the specific criteria.

After the successful ending the students will be able to:

1. Specify the main terms connected with development cooperation and the low and middle income countries,
2. Recognize the differences between the development cooperation and humanitarian assistance,
3. Oriented in institutional structure of development cooperation,
4. Analyze the present state of provided development cooperation,
5. Identify the human-rights context of development cooperation,
6. Compare the status of Slovak development cooperation with the other states in the world,
7. Define the environmental and global aspects of development cooperation.

Syllabus of the subject:

1. Characteristics of low and middle income countries and socio-economic specifications in the regions.
2. Characteristics of development cooperation and activities of international organization in the field of development cooperation.
3. Development cooperation in EU.
4. Slovak official development assistance.
5. The role of non-governmental organizations by providing the development cooperation
6. The role of volunteers in humanitarian assistance and development cooperation
7. Fair Trade.
8. Environmental and ecological aspects of development cooperation.
9. Case study – Human rights in Cuba.
10. Development cooperation realized in Latin America.
11. Case study in Sub-Saharan Africa – Business support for women in Kenya.

12. Presentation of the projects.
13. Presentation of the projects and evaluation.

The survey about the global development education activities is possible to find at webpage: www.rozvojevzdelavanie.sk, where are available different interesting materials to this topic and where you can get the short *manual for volunteers and professional humanitarian and development workers*, which was published by publisher Ekonóm for organization People in Peril within the project Global dimension at universities and the authors are: Nora Beňaková, Marcela Ondeková a Ivana Raslavská.

2.3. DEVELOPMENT AND HUMANITARIAN EDUCATION IN OTHER PROGRAMS⁹

„Global dimension at universities“ (People in Peril)

The main aim of the project was the improvement of education in the field of development cooperation at Faculty of international affairs at University of economics in Bratislava and extension of present experiences at Faculty of international affairs and also at other slovak universities. There was done the international conference within the project „Development cooperation 2008“. Within the project there was established new elective subject at Faculty of international affairs „International development cooperation “with the application of interactive methods and presence of lecturers from praxis. The students worked on project proposal in development cooperation with the cooperation of experts/consultants from NGOs. During the project there was organized a seminar for university teachers „Global dimension at universities “.

„Education about development cooperation“ (Pontis Foundation)

The goal of the project was to increase the understanding of development cooperation, increase the awareness and support to critical thinking by university students at slovak universities in the field of development cooperation. Within the project were prepared the materials about development cooperation for university and students, there was realized 15 lectures at 5 slovak universities (Comenius university in Bratislava, Saint Cyril and Method university in Trnava, Constantine the philosopher university in Nitra, Matej Bel university in Banská Bystrica, Pavol Jozef Šafárik university in Prešov) together for 280 students. Within the frame of „Winter school of development cooperation“ the discussion with the participants about human rights and international policy was held. There was also competition in best essay in the field of development cooperation.

„Where our world ends?“ (Centre for European policy)

The project brought basic information about the need of development cooperation, about their structure, status and priorities in Slovakia, as well as the experience of organization, which are working on development projects. International conference „Intercultural dialog

⁹ Used from document: Strategy for development education for Slovakia on years 2010 – 2015.

and development cooperation“ was done together with lectures focused on the most important facts from the field of development cooperation in the world and slovak activities at 13 faculties of slovak universities.

„Development programs in conflict countries“ (Partners for Democratic Change Slovakia)

The goal of the project was to provide education in specific field “prevention of conflicts in low and middle income countries“. Within the project were done 2 courses under the title „Resolution and conflict transformation in context of development cooperation“. The project was focused mostly on university students from Comenius university, Faculty of social and economic sciences, but also on students from other schools. There were organized the seminars about peace keeping, European network of civil peace service, non-conflict transformation in Afghanistan and „Autumn school of development and transformation“. For the teachers from the St. Elizabeth university was organized training for trainers under the title „ Possibilities of development interventions in conflict”.

„Migrants among us“(Milan Šimečka Foundation)

The project had the ambition to increase the public involvement of university students in topic of migration. The migration as a topic is not discussed enough; there is poor knowledge about the problems of migrants in Slovakia and knowledge of global cross-connection within this issue. Within the project were done several initiatives like „Week of public actions “, „Week of new minorities “, there was prepared the competition in essay writing about the development cooperation and build-up Global bulletin.

2.3.1. EXAMPLES OF ACTIVITIES IN SELECTED EDUCATIONAL PROGRAMS IN THE FIELD OF DEVELOPMENT COOPERATION AND HUMANITARIAN ASSISTANCE¹⁰

We are introducing the examples of selected educational activities from the project „Education about development cooperation“ done by Pontis Foundation and project „To act you have to know“ by organization Partners for Democratic Change Slovakia.

Winter school of development cooperation

Pontis Foundation organized the Winter school of development cooperation from 26th February till 1st March 2010 in Banska Štiavnica. There were present 35 student and employees from slovak universities. The main goal was to strengthen the interest and activism about the topic of development cooperation through new and unconventional forms. In addition, 10 participants were chosen to have the possibility of internship in slovak organizations and institutions working in the field of development cooperation.

¹⁰ Used from document: Strategy for development education for Slovakia on years 2010 – 2015.

Besides the closer acquaintance with development cooperation from the donor and beneficiaries view, the participants had possibility to get the knowledge about the specific regions and development projects. They had the possibility to try how the project is designing and to meet with the professionals working in the field of development cooperation.

Programs included the following topics:

- *Slovakia – country, which helps*
- *Millennium development goals and socio-economic development, Slovak and European development cooperation*
- *Humanitarian assistance*
- *Eastern Europe*
- *Africa*
- *Middle Asia*
- *Balkan*
- *Human rights in the context of development cooperation*
- *Fair-trade*
- *Project proposal, evaluation and discussion*

The winter school of development cooperation was organized by Pontis Foundation within the project *Education about development cooperation*. Project was financed by Slovak agency for international development cooperation (SAMRS) from the budget of Slovak Aid.

The autumn school of development and transformation: Development cooperation and conflicts

The organization Partners for Democratic Change Slovakia (PDCS) is organizing for several years *Autumn school of development and transformation*. The main topic is reflection about nonviolent conflict transformation and the development principles and transformation not only from the theoretical point of view, but also from the field perspective of different development projects. Thanks to different guest from different slovak development organization the school is handling the different aspect of development. The autumn school is part of the project: „**To act you have to know**“, which is financed by European Commission and also supported by Slovak Aid. The main partner is czech humanitarian and development organization People in need.

The autumn school represents possibilities of intensive and long-term education for university student, who are having interest in topics like nonviolent action in the conflict, development and change.

Topics, which were presented at Autumn school were for example:

- Transformation and development – concept characteristics, actors and possibilities for cooperation,
- Culture intersection - intercultural communication /dialog in the work by nonviolent conflict resolution and development cooperation,
- Development as a conflict transformation – prevention and conflict resolution,

- Development as a decision-making about yourself – different approaches to the democracy, democracy propagation as a tool for development,
- Development as an assistance form “outside” - third party interventions, possibilities and limitations of development stimulation,
- Development cooperation in cultural different environment, in the situation after the violent conflict, economical tools – experience from the field work,
- Simulation of different misunderstanding situations, conflicts and their analysis.

Into the programme of the Autumn school in 2009 were selected the followed topics::

- ***Intercultural communication, Conflict and cultural intersection***
- ***Civil interventions in conflicts***
- ***Development cooperation and conflicts***
- ***"Terror in God's mind"*** - Violence motivated by religion

The program was mixed with different simulation exercises, like:

- ***RU-FA RU-FA*** (simulation exercise + discussion with the analysis),
- ***Ruritánia and Graustarkia*** (simulation of international negotiation),

so as with knowledge exercises, where the participants could obtain unconventional prices.

Interesting guests, who were talking about their experience from the field work, were present at autumn school:

- *Palo Makys* (Sri Lanka after tsunami),
- *Kajo Zbořil* (Development cooperation in Chechnya),
- *Juraj Jančovič and Lenka Fabianová* (Experience from development cooperation in Sub-Saharan Africa).

There were some other activities after the Autumn school. The trainers Dušan Ondrušek and Ján Mihálik continued with the discussions in next 2 sessions, where they invited interesting guests: *Zuzana Fialová* and *Mária Čierna*.

3. ANALYSIS OF EDUCATIONAL NEEDS IN THE FIELD OF DEVELOPMENT COOPERATION AND HUMANITARIAN ASSISTANCE IN SLOVAKIA

In this chapter we are trying to analyze the educational needs in the field of development cooperation and humanitarian assistance. We invited into the discussion the organizations and institutions working in this field, to look for the content, processes, mechanism, which should be pursued education in this field.

The need assessment was done mostly through the workshop. We invited a lot of institutions, whose activities are connected with development cooperation and humanitarian assistance, especially the representatives from Slovak and international non-governmental organizations, but as well the representatives from Ministry of foreign affairs, Ministry of education and a few educational institutions in Slovakia and Czech Republic and others. The workshop was led by the representative of our partner in the project – Ankie van den Broek from Royal Tropical Institute from Nederland and we involved also representative of our second partner in the project - Peter Pober-Lawatsch from Horizont 3000 from Austria. This aspect offered us disinterested view and very valuable feedback.

The topics, which were discussed during the workshop was:

- Competencies of development and humanitarian workers,
- Content of education in the field of development cooperation and humanitarian assistance,
- Possible target group for the educational activities, as well as
- Assumed further movement of educational activities in the field of development cooperation and humanitarian assistance at Trnava University.

3.1. COMPETENCIES OF DEVELOPMENT AND HUMANITARIAN WORKERS

There is a lot of discussion about the competencies of development and humanitarian workers in Slovakia. In the next sub-chapter we are introducing the conclusions, which results from the discussion of the working group within the project *Preparation of workers deploying in the programs of development cooperation and humanitarian assistance*. We putted part of the document into the report because it provides general overview of the issue and serves as an introduction to following findings, which came up during the workshop. The workshop was done in March 2011 and actors working in the field of development cooperation and humanitarian assistance in Slovakia were involved into discussion.

3.1.1. ANALYZE OF COMPETENCIES OF DEVELOPMENT AND HUMANITARIAN WORKERS¹¹

From the discussions of working group within the project *Preparation of workers deploying in the programs of development cooperation and humanitarian assistance* resulted, that any sophisticated educational program can't be universal and can't have the ambition to prepare the development and humanitarian workers for all the aspects of the competencies, which they will need in the field. Furthermore the preparation process has the form of lifelong education and lifelong professional growth, besides the preparation before working in the field. There is a need of other forms of further professional support, for example coaching, supervision and intervision and also self-study and membership in informal communions, which are merging the parties concerned in further professional growth, for instance in form of "communities of practice".

In spite of the need of specialized education and specialized preparation exist consensus about the fact, that competences can be divided in to levels (minimum and advanced) and that next to the specific competencies exist also universal competencies. Those are having "cross-sectional" status; their cultivation is needed for all development and humanitarian workers regardless of type of their activities and region, where they will be operating.

Competencies needed for the work of humanitarian and development workers can be divided into the levels:

1. Minimum competencies as a necessary condition for the short-term effective, clearly defined work within the humanitarian or development project. The workers, who are going to work for the project without those competencies can endanger the project and make some damage.

The minimum competencies could be:

- Knowledge of international language (spoken in the region where the workers is going to work),
- Ability to work in the team,
- Organizational skills,
- Technical skills or professional skills in the field the worker is going to work,
- Basic knowledge about the type of humanitarian assistance or development cooperation,
- Experience with the project cycle process,
- Basic understanding of activities within the project budget,
- Communication skills in the different cultural environment,
- Basic security rules etc.

¹¹ Used from document: *Preparation of workers deploying in the programs of development cooperation and humanitarian assistance*.

2. Additional or advanced competencies. Those are assumptions for humanitarian or development work, which are needed for long-term, goal-directed placement in the field with the independent responsibility of the worker. The advanced competencies are on a large scale deepening the minimum competencies by higher levels, for example:

- Not only understanding the project cycle and planning the activities, but also the ability independently create new project and to plan long-term interventions, or
- Not only to have the basic knowledge about the type of development cooperation or humanitarian assistance, but also the broader understanding the concepts and approaches of humanitarian and development actions, or
- Not only acquaintance with the situation, but also the ability to map the situation and interpret their consequences in the field etc.

Cross – sectional competencies (and appropriate topics for the preparation of workers): In the working group, there was a long discussion about “cross-sectional” competencies. Under the cross-sectional competencies we range those competencies, which are universal needed for all workers sent into the field, regardless what is their profession or to which region/country they are going to work, or what type of project it is.

The working group finally arrives to the four most important spheres of cross-sectional competencies, which are in the present preparation not enough covered. There is a need to direct them higher attention in the practical trainings and programs. There are concerned followed competencies:

- **Context sensibility in the development and humanitarian work**
The concepts of humanitarian assistance and development cooperation, role of the workers, personal ability for work, mapping the situation and planning the interventions, evaluation of development/humanitarian interventions, ethical dilemmas etc..
- **Intercultural competence and intercultural communication in development and humanitarian work**
Cultural conflict, prevention and solving the cultural conflicts, intercultural sensitivity in the project, experience with the minorities and majorities abroad and in Slovakia, etc.
- **Conflict sensitivity in humanitarian and development work**
Conflict analysis, context analysis, conflict consequences, impact of the conflict, design of alternatives to unsuitable interventions in the project, approach “Do no Harm”, etc.
- **Security and health in development assistance**
Risk evaluation, security approaches, cultural and situational awareness about the whereabouts, secure behavior and reactions in emergency situation, health preparation before travel, health and hygiene in the field, psycho-hygiene, stress reactions, etc.

3.1.2. CURRENT REQUIREMENTS ON COMPETENCES OF DEVELOPMENT AND HUMANITARIAN WORKERS

Participants of workshop in March were brainstorming about specific required competencies of development or humanitarian worker, and taking into account whether it is:

- ***Humanitarian or development worker, who is not from target low or middle income countries***
- ***Humanitarian or development worker, who is from target low or middle income countries***

This perspective allowed us to see the differences of expected competencies of expatriot humanitarian or development workers and humanitarian or development workers from target low or middle income countries.

For better view were competencies divided into 3 categories:

- ***Managerial competencies***
- ***Technical competencies***
- ***Communicational/cultural competencies***

It was not possible to avoid situations, when specific competencies were intersected between categories, and naturally cross-cutting competencies were found.

Within the frame of competencies of humanitarian or development worker who is not from target low or middle income country were indicated following competencies (listed according to multiplicity)

- ***Managerial competencies***
 - ✓ Leadership competencies
 - ✓ HR management (Job description, recruitment, managing performance)
 - ✓ Knowledge of fundraising policies
 - ✓ Networking skills
 - ✓ Flexibility
 - ✓ To organize people from different cultural backgrounds
- ***Cross-cutting competencies (Managerial – Technical competencies)***
 - ✓ Planning
 - ✓ Needs assessment
 - ✓ Participatory approaches to development (Participatory Monitoring & Evaluation)
 - ✓ Project management
 - ✓ Fundraising
 - ✓ Evaluating
 - ✓ Budgeting
 - ✓ Project design
 - ✓ Accountability measures (Transparency – upward - downward)
 - ✓ Consultancy competence

- ✓ Coaching
- ✓ Financial management
- ✓ Understanding of grant system
- **Technical competencies**
 - ✓ Reporting
 - ✓ 4-wheel driving
 - ✓ Money allocation
 - ✓ Basics of bookkeeping
 - ✓ Administration skills
 - ✓ Monitoring methods
 - ✓ Teaching skills (social work, public health, accounting, agriculture, ecology) – locally adapted
- **Cross-cutting competencies (Technical – Communication / cultural competencies)**
 - ✓ Cooperation / Teamwork
 - ✓ Result dissemination
- **Communication / cultural competencies**
 - ✓ Cultural context (history, tribes, ethnic groups, societal structure, family structure, conflicts, cultural clashes)
 - ✓ Political and economic context
 - ✓ Language skills
 - ✓ Cultural sensitivity (perception of foreigners, women (gender aspects/dynamics))
 - ✓ Conflict management
 - ✓ Assertivity
 - ✓ Stakeholder knowledge
 - ✓ Ability to analyze situation in different context
 - ✓ Psychological principles of communication
 - ✓ Differences in communication

Within the frame of competencies of humanitarian or development worker who is from target low or middle income country were indicated following competencies (listed according to multiplicity)

- **Managerial competencies**
 - ✓ Leadership skills
 - ✓ To organize people
- **Cross-cutting competencies (Managerial – Technical competencies)**
 - ✓ Needs assessment (Quantification and prioritization of community problems)
 - ✓ Basics of project management
 - ✓ Participatory approaches to development (Participatory Monitoring & Evaluation)
 - ✓ Financial management
 - ✓ Advocacy and lobbying
 - ✓ Networking

- ✓ Resource mobilization
- **Technical competencies**
 - ✓ PC using
 - ✓ Logistic competencies
 - ✓ Accounting and bookkeeping
 - ✓ Driving
 - ✓ Writing skills
 - ✓ Research conducting skills
- **Cross-cutting competencies (Technical – Communication / cultural competencies)**
 - ✓ Community mobilization
 - ✓ Mediation between NGO and local community
- **Communication / cultural competencies**
 - ✓ English and local language
 - ✓ Cross-cultural awareness / multicultural sensitivity
 - ✓ Knowledge about global interdependencies
 - ✓ Grasp concept of international development
 - ✓ Ability to cooperate within different levels of society
 - ✓ Nonverbal communication skills
 - ✓ Knowledge about local habits
 - ✓ Ability to adopt for different work-style
 - ✓ Openness to new ideas and approaches
 - ✓ Stakeholder knowledge

From listed information were created **desired professional profile of:**

- development or humanitarian worker, who is not from target low or middle income country
 - ✓ understanding of national and international development system,
 - ✓ providing leadership / coaching,
 - ✓ knowledge of project management,
 - ✓ knowledge of project administration,
 - ✓ high level of technical competence in specific area adapted to local needs,
 - ✓ cultural sensitivity,
 - ✓ readiness to learn and delegate.
- development or humanitarian worker from target low or middle income country
 - ✓ knowledge of project management and administration,
 - ✓ low level of technical competence,
 - ✓ ability to communicate in “international context”,
 - ✓ readiness to learn and participate on responsibilities and solutions.

From created profiles resulted different expectations from expatriot workers and workers from target low or middle income countries. From humanitarian and development workers from target low or middle income country were not required high level of technical competence as well as other abilities.

3.2. CONTENT OF EDUCATION IN THE FIELD OF DEVELOPMENT COOPERATION AND HUMANITARIAN ASSISTANCE

Part of the workshop was focused on required content of education in the field of development cooperation and humanitarian aid. The outcome of the group work were following topics:

- *Project management (+ financial issues)*
- Leadership skills + networking
- Socio-political analysis
- Intercultural competence
- Globalization and role of global institutions
- International and national development policy
- Community development
- Communication training
 - ✓ Verbal / nonverbal
 - ✓ Teaching skills
- Media training and Advocacy
- Conflict Analysis / management
- Costing and budgeting
- Safety and security
- Gender Analysis
- First aid and personal health

In connection with health upraised during discussion 2 more topics:

- Health systems
- Tropical medicine

During discussion were proposed other topics:

- Basics of development cooperation
- Basics of humanitarian assistance
- Geographical development (Asia, Africa, etc.)

From chosen topics is evident, that covers wide range of domains, focusing from social sciences, economics and law (sociology, ethnology, international affairs, politics, psychology, social anthropology, economy, management and law) through sciences (geography) to health (medicine, nursing and public health). It is undisputed, that development cooperation and humanitarian assistance are multidisciplinary branches, by which should be considered a huge variety of factors. The reason why is, that development cooperation and humanitarian assistance is operating in specific environment. Because of that, we think that it is difficult to be strictly specialized on specific topics without considering complexity of whole issue.

3.3. POSSIBLE TARGET GROUP

Target group, on which should be education in the field of development cooperation and humanitarian assistance aimed, is crucial factor which determine its focus. Without considering this fact would not be possible to create meaningful and effective education activity. For this reason, we consider discussion about possible target group as very important.

During discussions about target group, we were brainstorming in 2 levels – according to:

- **sectors**
- **professions**

We decided to look at the issue of target group from 2 different perspectives, and we hoped, that each of them will provide different point of view on possible target group.

From the sector point of view were into the target group included:

- **Third sector**
 - ✓ NGOs
 - ✓ Foundations
 - ✓ Church related organizations
- **Private sector**
 - ✓ Professional wanting to change career
 - ✓ companies
- **Public servants**
 - ✓ Government employees
- **General public**
 - ✓ Individuals
 - ✓ Undergraduates looking at career in development
 - ✓ Volunteers – professionals

From the profession point of view were into the target group included:

- Health professionals (also Epidemiology + Hygiene professionals)
- Technical engineers (civil, structural, elect., IT...)
- Social workers (also missionaries)
- Lawyers
- Food and Agriculture professionals
- Policy makers
- Ecology / Environment professionals

We are aware that each sector and profession needs different approach and content to education. Even if there are cross-cutting competencies, which may be usable in each sector or profession, in our opinion, it will not be possible, that one educational program will cover all the needs of all the sectors and professions. And that leads us to the last part of this

document, where perspective of education in the field of development cooperation a humanitarian assistance in Trnava university is indicated.

3.4. ASSUMED FURTHER MOVEMENT OF EDUCATIONAL ACTIVITIES IN THE FIELD OF DEVELOPMENT COOPERATION AND HUMANITARIAN ASSISTANCE IN TRNAVA UNIVERSITY

Last activity on the workshop was to think about assumed further movement of education in the field of development cooperation a humanitarian assistance in Trnava university. We are putting some ideas, how the education in this field should be developed:

- Create study programme of International Development Studies
- Prepare people for development and humanitarian work:
 - ✓ Field workers
 - ✓ Managers, desk-officer
 - ✓ Policy makers
- Provide:
 - ✓ Short term courses (modules)
 - ✓ Long term education
- Cooperate with:
 - ✓ NGOs and NGDOs platform
 - ✓ Government (Slovak Aid, Ministry of Education, Ministry of Foreign Affairs,...)
 - ✓ Other universities and other educational institutions
- Combine:
 - ✓ Field experience with
 - ✓ Academic knowledge

4. CONCLUSION

The aim of this document was to create an image of current situation in education in the field of development cooperation and humanitarian assistance in Slovakia. It offered a view of activities and documents, which were crucial in this field and mentioned the capacities, which can be furthermore developed and build on.

This document also drafted educational needs in the field of development cooperation and humanitarian assistance, which competencies development or humanitarian worker should have, what should be part of the content of such education, and who may be considered as a possible target group for education about development and humanitarian issues.

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