

Implementation of Global Development Education into the Curriculum at the Faculty of Economics and Management, Slovak University of Agriculture

Eva Svitačová

Department of Social Sciences, University of Agriculture in Nitra, Slovakia

Anna Mravcová

Department of Social Sciences, University of Agriculture in Nitra, Slovakia

Abstract

The new phenomenon of global development education (GDE) has gradually penetrated the curricula in Slovakia. For the purpose of more comprehensively preparing future economic actors, who will operate in the new global economic and social environment, we have decided to incorporate this topic into the curriculum at the Faculty of Economics and Management, Slovak University of Agriculture (FEM SUA). The national research project KEGA, supported by the Slovak Republic 's Ministry of Education, Science, Research, and Sport, is also focused on this issue. Its objective is to develop a more comprehensive and current system of GDE for economic faculties in Slovakia, and to propose appropriate methods for its implementation into the educational process. This paper presents information about how the various themes and issues associated with the new educational approach are implemented into the curriculum at FEM SUA, as well as information on what new measures are proposed and are currently being gradually realized in order to clarify to the students the global dimension of processes and phenomena. The project is based on qualitative research

undertaken via the study and analysis of public documents and of audio and video recordings made of faculty and at national discussion workshops. Through the analysis of individual discussions we identify not only the appropriate content of GDE within economics faculties but also the most appropriate forms for its implementation into the educational process at FEM SUA and at other economics faculties in Slovakia.

Keywords: global education, internationalization of education, global development education, faculties of economics, educational process, graduates of economics faculties

Introduction

The process of internationalization currently affects all fundamental aspects of social life. The increased internationalization of economic life also has impacts on changes in the structure and content of educational systems within countries. Referring to the Bologna Process, a member of the national team of Bologna experts, Farkašová, states that colleges and universities must internationalize to ensure their long-term competitiveness at the global, European, and national levels (Farkašová, 2012).

Slovak colleges and universities focus their internationalization efforts on science, innovative business, and educational activities. The internationalization of education should strengthen its European dimensions and expand the scientific and cultural horizons of future graduates with respect to the socio-political realities of both European countries and indeed countries all over the world. In Slovakia, internationalization is among the priority development areas – education and employment – as part of the creation of a modern educational policy (Mikloš, 2010: 15). Its main task is to improve quality while ensuring education reflects current and anticipated market needs.

One possibility as to how colleges and universities in Slovakia can compete with institutions in the wider European area is by improving the training of graduates and implementing new teaching concepts and educational forms, as well as by updating these systematically. They should allow students not only to acquire the latest knowledge and skills from various sciences, but also to develop the knowledge, skills, and attitudes, on which basis they will be able to find their positions in the contemporary world more easily and to solve different problems responsibly.

Global education, the overarching concept for GDE, is a relatively new educational approach in Slovakia.

Global Development Education is an educational approach leading to a deeper understanding of diversity and inequality in the world. It allows us to better understand the roots and causes of such inequalities, as well as the opportunity

to search for and identify possible solutions. GDE encourages all stakeholders, regardless of age, to focus on problems such as poverty and their connections to everyday life.

(Slovak NGDO Platform, 2012: 2)

The first initiative in this direction was made by NGOs, which realized the need to inform the public about development issues in order to motivate citizens to take an active role in this area. In 2006 and 2007, cooperation started to develop between non-governmental development organizations (NGDOs), the Ministry of Education of the Slovak Republic, and the Slovak Methodological and Pedagogical Centre. Global education is now an integral part of Slovak development assistance. This underlines the fact that the raising of public awareness about the importance of development assistance and its importance for developing countries is one of the information policy priorities of the Slovak Ministry of Foreign Affairs (Taldíková, 2011).

In 2006, the implementation of this new type of education into the curricula at primary and secondary schools began. Later, in 2009, a working group with special focus on development education at the universities was created. One year later, another working group was established at the Ministry of Foreign Affairs of the Slovak Republic. It was a group for Global (Development) Education, whose objective was the development of a National Strategy for Global Education for the years 2012–2016. To this day this remains an important strategic document for global education in Slovakia (Slovak NGDO Platform, 2012: 11).

Global (development) education responds to the process of globalization, which is accompanied by contradictory, qualitative changes (see Sťahel, 2013a); gradually it is permeating all levels of schooling in Slovakia. It is considered to be one of the tools for attaining comprehensive knowledge on development issues and on the interdependence between local and global issues, and also a fundamental element of building a knowledge society. Global education includes, for example, development education, intercultural education, and environmental education. This type of education represents a sort of effort to convey the whole human responsibility, not only for the sustainment of life but, at the same time, also for the survival of mankind (Svitačová, 2013).¹ Many schools gradually incorporate this new approach into the educational process and into curricula, thereby conforming with an appeal from the Council of the European Union to ensure high-quality curricula and to apply educational methods that take into account an international dimension (Council of the European Union, 2010: 7).

In Slovakia, we find global education, development education, and global development education mainly at primary and secondary schools. As part of efforts

to improve the quality of higher education these forms gradually penetrate also into tertiary education. In this way, Slovak colleges and universities respond to a wide range of challenges posed by globalization.

GDE within Slovak economics faculties – one form of education internationalization

The introduction of GDE into the educational process is one of the forms of the internationalization of education, and one of the thematic areas of the KEGA project (2011–2014) – ‘Content integration and diversification of higher education’ (Slovak Ministry of Education, Science, Research, and Sport, 2011). Educational institutions play an important role in preparing individuals for new tasks in the global space and in the various institutions of the global market. Their ambition is to respond to the new challenges of globalization and to improve the preparation of graduates for working in a globalizing society. This task necessitates the implementation of some changes, especially in educational processes. Academics, including educators at economics faculties and colleges with an economics focus in Slovakia, are becoming increasingly aware of the demands of GDE, as they appreciate that each economy is interested in economically active citizens who are able to deal with problems in the contemporary interconnected world. As Sťahel noted, ‘globalization is motivated mainly by economy’ (Sťahel, 2013b: 46). So the requirement to internationalize education is seen as linked to preparing economists and managers for the global economy. Their successful practice in the new global economic and social environment presumes a good orientation to the global market and, indeed, to the entire modern world.

Many of these future economists and managers will be active participants not only in the national but also in the global economy, which represents a new environment consisting of the open systems that are present in many countries around the world today.² These graduates will have to respond within their professional activities to new challenges in the new global economic and social environment. To enable them to play an active role in the global economy, graduates will need more than their professional knowledge. We suggest that without critical understanding of the social processes that take place in the world as a result of globalization, they will not have a rounded view of the world. To be able to take a critical stance they will need, in addition to professional knowledge in the fields of economics, management, and marketing, an understanding of the interdependence of nature, culture, technology, and economy, as well as of the interdependence of particular regions (encompassing both developed and developing countries).

Role of GDE at Slovak economics faculties and at colleges with an economics focus

GDE has several important tasks to perform at colleges with an economics focus and at economics faculties, mainly because 'global education and GDE can contribute to a deeper understanding of diversities and inequalities in the world, to support greater concern over the current problems of a planet and humanity and in particular, to support development of human values such as tolerance and solidarity' (Zaťková, 2013: 113). These tasks are, in particular, to raise the qualification levels of future experts in economics via knowledge from various socio-scientific disciplines, and thus to help them to assert themselves within the labour market and the world economy, in the international institutions of developed countries and in developing countries. They need to understand changes that are taking place in the national, as well as in the global, economy, and that affect the social, cultural, technological, ecological, and other conditions in which people today live.

An important task for GDE is to point out all the social consequences of economic globalization, and also to evaluate the effects of current trends of trade liberalization for the world economy, environment, and for all inhabitants of the world. Through GDE, future economic experts can make the acquaintance of global problems that affect the world's population and that are often determined by economic globalization. These include, for example, global poverty, fair trade, child labour, terrorism, human rights violations, and environmental degradation. In this context GDE can highlight the importance of social responsibility in the global economy.³ Students will be able to understand that respecting this requirement can prevent the creation of new problems or crises not only in economies but in societies as a whole. The attention of future economists is often focused on economic growth, with non-economics-related values pushed into the background. To correct this the requirement for socially responsible behaviour should be implemented into a number of topics in the educational process at economics faculties.

GDE should point out also the other side of ongoing processes in a globalizing market, namely the weaknesses of economic globalization and its negative effects on markets and on the population of the world. These negative effects include, for example, disparities in development, global inequalities between developed and developing countries, and unequal development as a consequence of unequal exchange. This has the character of dependence, while interdependence is a characteristic feature of the entire world economy including its core. Today, at economics faculties, it is important to acquaint students with all consequences of economic globalization. For example, its effects and impacts, in terms of costs respective to earnings, are not the same across different countries or regions, while problems arise especially in developing countries with weak legal systems and weak economic stability.

It is expected that future graduates will be able to use these facts for clarifying their own priorities in a global context, and will find ways to achieve these priorities. It is important for the graduates of economics faculties, as well as for their potential employers, to retain a requirement that future employees receive high-quality professional training. But to succeed in this globally competitive market, businesses need professionals who possess not only expertise on the world economy but also the ability to analyse problems scientifically.⁴ At the same time, these professionals should be able to understand a number of issues that arise as a result of the ongoing and intensifying processes of the internationalization of economic life, regionalization, integration, globalization, and economic interdependence. Consequently, they should be able to formulate solutions for concrete situations that occur in the new global environment.

Current expectations of what economics subjects should confer on employees in the global economy are related not only to the professional knowledge and skills.⁵ Most of them expect as a matter of course that economics graduates should be able to adapt without problems to all conditions in the new global economic and social environment. From their employees, employers expect not only a broad professional overview of the field of economy and management, but also understanding of culture, economy, and political systems at the regional, national, and global levels. Employees' success in pursuing difficult tasks in the global economic environment often depends on how they are able to deal with situations and problems in the wider environment (the region, country, etc.) that affect the execution of their professional roles. Students at economics faculties must, therefore, acquire and develop global skills:

There are varying definitions of Global Skills, but most definitions include the following characteristics:

- *Global Communication Skills – Being able to communicate across cultures, including Foreign language proficiency*
- *Global Insight – Understanding and acceptance of different cultures, religions, economies, governments, and global issues*
- *Self Initiative – Capacity to take risks and not stand on the sidelines*
- *Global Perspectives – The ability to communicate one's own perspectives as well as the perspectives of others.*

(GloLinks Learning Abroad, 2012)

As Bourn states:

In reviewing the differing interpretations of the usage of the term global skills, the research identified some common themes. The first is the linkage between skills

and economic needs, particularly in the context of the global market forces. This is often interpreted as promoting the need for greater priority to skills such as teamwork, IT, languages and problem solving. Secondly there is the theme around greater intercultural understanding often related to international travel, working in different countries or recognizing the increasingly culturally diverse nature of workforces. Finally there is the more radical perspective that has its origins outside of further education and training but sees the usage of the term global skills as a way of promoting global perspectives and critical thinking.

(Bourn, 2011: 9)

With the use of these skills, students and experts (mainly in the field of economy) are able to perform a range of tasks in the globalizing economy.

In order to fulfill the requirements of both employers and students, economics faculties and colleges with an economics focus are being compelled to offer such global skills courses to prepare future experts for the global economy. They develop personality traits that, in tandem with global skills, enable learners to adopt appropriate attitudes towards various situations and problems in the global environment. For these reasons economics faculties, not only in Slovakia but around the world, are forced to incorporate new topics, knowledge, and issues into their study programmes. After their incorporation the students will learn new knowledge and issues that will enable them to fulfill all the cited ambitions.

The Faculty of Economics and Management, Slovak University of Agriculture (FEM SUA), also, should implement these changes. Its institutional mission is to educate graduates through sectional education.⁶ These graduates should then understand business economics, business management, marketing approaches in business, banking systems and financial markets, international trade policy, finance, law, information systems, or quantitative methods in managerial decision-making (SUA, n.d.).

GDE in the educational process at FEM SUA in Nitra

Educational internationalization is among the priorities of the FEM SUA institute in Nitra, and it is important that it allows the application of the latest knowledge to pedagogical and scientific processes, as well as offering foreign exchanges for teachers and students.⁷

Besides developing international cooperation, FEM SUA also tries to create new study programmes with regard to the requirements of the current market. At the same time the faculty attempts to incorporate new forms of learning and new educational approaches into the educational process. One example of this is a Bachelor's-degree programme in international business with agrarian commodities, which is taught in

both the Slovak and English languages. This programme prepares graduates who are able to:

communicate effectively with the global economic organizations and institutions, to participate actively in international economic relations in the field of co-operation with WTO, FAO etc., to prepare documents for decision-making, to expand their knowledge and skills on the latest knowledge in the field of international economic relations.

(FEM SUA, 2013: 33)

During their studies, students acquire high-quality knowledge about the management of companies' strategic decision-making from the perspective of economic globalization. Therefore, there is an assumption that graduates of these study programmes will be able to work in national, foreign, and international companies that operate in the field of agri-food. They will also be equipped to work in world organizations, or in governmental and non-governmental organizations, or in scientific and other organizations with an international scope (and have the potential to become managers of these companies and organizations). Higher-level study programmes, e.g. in agrarian trade and marketing and in business economics, focus on preparing graduates for international trade business in enterprises with foreign participation and in professional institutions oriented to the marketing and sales of agricultural commodities at home and abroad.⁸ Graduates of these programmes may end up working as economic management staff in the middle and upper level of companies in the agri-food sector, but also in some other sectors. Some may progress to senior managerial positions in agricultural production and the food industry.

Through the various expert subjects incorporated into study programmes offered by FEM SUA in Nitra, graduates acquire important professional skills.⁹ Besides the knowledge that they acquire during the study of scientific subjects like economics, management, marketing, and finance, among others, they also acquire knowledge from the social sciences, statistics, and mathematics, via courses offered by other departments at FEM. These subjects are in the study programmes mostly classified as 'compulsorily selective,' while a number of them deal with globalization from their own discipline's perspective.

The need to implement GDE at FEM is most intense in those study programmes that prepare graduates for work in foreign trade, in companies with foreign participation, or to work as independent international traders. Likewise, it is important to implement GDE into study programmes whose graduates will deal with the marketing of agri-food commodities within national and foreign trade, with the various agri-tourist services. Moreover, FEM also prepares future managers who will operate at various

levels of business management and in international corporations in biological and technical service companies and in financial institutions.

For students on the international business with agrarian commodities Bachelor's degree programme, and on the business economics engineering programme, preparing for professional careers in international fields, it is especially important not to miss out on global skills. It is through these that they will become able to manage social and economic mobility, work with a range of people from different social and cultural backgrounds, and develop the capacity to deal with uncertainty and solve problems. These traits are being recognized as key needs by more and more employers (Bourn, n.d.: 3). With global skills, graduates can operate successfully in the global economy, which presents many global challenges, problems, and risks. Global development education is thus important because global skills can be gained via this approach:

A key element of European strategies on skills is the importance of economic competition through improvements in human capital and the promotion of social inclusion. This suggests that in the development of thinking on 'global skills' consideration needs to be given to social as well as economic needs.

(Bourn, 2008: 9)

These strategies represent a response to major structural changes within European economies. Their main objective is to develop skills for the knowledge society. According to the document *Key Competencies for Lifelong Learning*, there are eight main skills/competences: communication in the mother tongue; communication in a foreign language; mathematical competence; digital competence; learning to learn; social and civic competence; sense of initiative and entrepreneurship; and cultural awareness and expression (European Union, 2007). European strategies emphasize the responsibility of richer countries to develop research to support the creation of a knowledge economy. The European Union has adopted a number of strategies based on the development of global skills for a global economy and global society. Besides the aforementioned Key Competencies for Lifelong Learning there are, for example, strategy documents including *Europe 2020* (European Commission, 2010) and the older Lisbon strategy (CORDIS, 2000). The EU's main objective in this area is to cultivate in European inhabitants skills focused on sustainable development, global citizenship, and the ability to think globally (see CEPIS, 2010; European Commission, 2010; CORDIS, 2000).

Participants in the research project KEGA no. 006SPU-4/2012, 'Implementation of global development education into education processes at faculties of economics', who deal with this new educational approach in a given research context (Portál Vysokých Škôl, 2012), are aware of their responsibility not only to enable students

to acquire a wide range of global skills but also to ensure comprehensive training for their future operation in the various economic entities of the new global environment.¹⁰ This project is supported by the Cultural and Educational Grant Agency of the Ministry of Education, Science, Research, and Sport of the Slovak Republic. The project, which took place from 2012 to 2014, has as its main objective the development of a more comprehensive and more current system of GDE within faculties of economics, especially because of their focus and current tasks in contemporary society, and to propose appropriate methods for GDE's incorporation into the educational process. The first task was get GDE into the study programmes not only at the FEM SUA, but also at other selected economics faculties in Slovakia.¹¹ After this, the content of GDE at selected economics faculties was analysed through theoretical, evaluative research and using appropriately selected methods, and necessary changes to the content of programmes were drafted.

'Global development education' or 'global education' does not currently figure in the study programmes at any Slovak economic faculty. But there are many subjects in various study programmes in which global and developing issues are clearly included. Similarly, though the economics faculties focus mainly on economic aspects, there are nonetheless subjects at centres others than FEM whose names clearly show that they are focused on global and development issues.¹²

In order to gather more information about global development education at FEM SUA and other selected Slovak faculties, two workshops were organized within the aforementioned research project. The first workshop took place at the end of the first research stage, on 16 November 2012.¹³ Its main objective was to find out the current status of the implementation of global development education in the study programmes, subject syllabi and also in some topics specific to this faculty (FEM SUA), and to evaluate not only the content of this education, but also the teaching methods through which it is implemented into education in the individual departments of FEM. Though the project's main research technique – study of documents – did not make it possible to discover all the required information about the status of GDE at FEM, this missing information – mainly about the methods and teaching forms at the individual departments – could be elicited via the faculty workshop. Sixteen representatives from ten FEM departments attended this workshop; all recognized the issue of GDE at FEM as the most current, considering it necessary to draw the attention of students to the global dimensions of problems in economies, as well as in other spheres of society. At the same time, those results which were obtained through the analysis of study programmes at the various faculties were confirmed. The main finding was that many topics with global issues are present in the syllabi of various subjects within the current study programmes.

Representatives of professional departments at FEM (Departments of Economics, Marketing, and Management) are convinced that not only are their students able to perceive the global dimensions of processes and phenomena in the economy, but that they are aware of global interconnectedness, cultural diversity, the interconnectedness of lives in the world, threats connected with global risks, the socio-economic backwardness of developing countries, global problems of poverty, the need for sustainable development, and others. For some students this awareness is thanks to the knowledge and experience they acquired during study visits abroad, but for more of them it is attributable to, for example, lectures aimed at development themes or to certain research projects. Not all workshop participants, though, agreed with this opinion. Teachers from the Department of Social Sciences especially pointed to the fact that many students do not demonstrate the ability to see things in their mutual connectedness. Therefore, they perceive, cognize, and evaluate social phenomena and processes (including economic phenomena) separately. This was despite the fact that the issues and themes with which GDE deals are more or less implemented in all subjects that are taught at this department.¹⁴

The head of the Department of Pedagogy and Psychology saw an appropriate space for the insertion of GDE topics into the complementary pedagogical study (CPS) programme, which is offered by this department to the teachers of specialized secondary schools, and in the department's course on academic pedagogy, where GDE topics are still absent.

One of the tasks of this workshop was to find the most appropriate method (or methods) for the implementation of GDE into the educational processes at the faculties of economics. Various suggestions were discussed. Those departments (Department of Finance, Department of Informatics) that do not believe there is a place for incorporating GDE into the subjects that they cover inclined to the idea that a new, standalone subject, to be called 'Global Development Education' or 'Global Education', should be created. This subject would, in accordance with the National Strategy for Global Education for the years 2012–2016, be broadly conceived. Members of these departments thought this new subject should deal with global and developing themes comprehensively. However, this suggestion came under criticism from several participants in the workshop, who drew attention to problems concerning the uptake of a new subject at some departments, questions over who will act as professional guarantors of this new subject, and other 'technical' problems.

An alternative suggestion presented at the workshop concerned the cross-sectioning of global topics in teaching and the emphasizing of global dimensions in various existing subjects in the school curriculum. Most of the workshop participants inclined to this suggestion. Some participants talked also about implementing

other, irregular forms of GDE into the educational process (training, seminars, workshops, discussions). At the end of this discussion workshop, the participants agreed on the fact that GDE has an important role in forming the professional profile of the FEM graduate, and therefore that it deserves attention and more systematic implementation into the education offered at FEM SUA in Nitra.

In order to fulfill these proposals and to explore the content and methods of implementation of GDE at other Slovak economics faculties, so as to select the most appropriate method (or methods) for implementing GDE into the education processes of economics faculties overall, the research team organized a national discussion workshop: 'Implementation of global development education into the education process at faculties of economics.' This workshop was one of the planned outputs of our project, to be held during the second research stage. Accordingly the national workshop was held on 19 September 2013 at FEM SUA in Nitra.¹⁵

This workshop tackled similar tasks to the first, but featured participants not only from FEM SUA but from a number of other Slovak economics faculties. In the first part, participants presented papers concerned with the content, forms, and methods of implementation of GDE at economics faculties.¹⁶ In the second part of the workshop there was a group discussion. On the basis of this discussion, the presentations of papers, and evidence about practice with GDE at these economic faculties, it is possible to formulate several conclusions, as set out below.

National workshop participants have agreed that GDE (and also global education, development education, humanitarian education, etc.) has not yet been systematically incorporated into the educational process at economics faculties. However, most of them inclined to the opinion that the contents of courses taught at economic faculties does include reference to topics to which GDE pays attention. In particular, members of the Department of Social Sciences at SUA, who are also members of the research team on the aforementioned research project, pointed out the incorporation of issues of concern to GDE into the subjects taught through this department. Despite this the participants in the national workshop questioned whether students of economics faculties are able to appreciate sufficiently the economic, political, and cultural interconnections in the world, which in many ways affect the functioning of economic and other societal institutions. In this context, several participants openly expressed doubts that graduates of economics faculties are able to perceive global problems in practice adequately, that they are able to realize the impact of these problems on the lives of people around them, or that they are ready to cope with the many social and civilizational changes that arise as a result of globalization. They noted that students are aware of the interconnectedness of problems in the world but only to a small extent, and that it was important to change the mentality of current students of economics faculties and to teach them

to think 'globally'. Contemporary students have the opportunity to acquire the latest knowledge in the field of economics, management, marketing, and other professional subjects during their studies. But less attention is paid to the preparation of future economists for their life and work in a global environment in which they will have to confront many problems and obstacles, will have to take a stand on them, or will have to offer some solutions. Eventually, global education should develop also the global skills of students and reinforce such abilities as critical thinking, communication, tolerance, and the ability to solve problems (Slovak NGDO Platform, 2012: 11).

From the discussion concerning the most appropriate method (or methods) for introducing GDE into the educational process at faculties of economics, it is obvious GDE issues are most commonly incorporated at the intersection of global issues in education, or through the accentuation of global dimensions in several subjects that are already part of the current study programmes. Participants suggested that lectures from experts from various foundations and associations concerned with global and development issues, and other educational activities, could be beneficial. Some participants argued that there is a need to convey the real experience of members of these associations to students, and so to encourage an interest in the problems that affect people in different parts of the world. One disadvantage noted with such cooperation is the fact that members of these associations usually prefer to focus on their own themes, meaning it is necessary to discuss the content of lectures and discussions in advance and to customize it for audiences from a given study programme. However, participants agreed that cooperation between faculties and these organizations is appropriate and beneficial in any case. Overall, participants felt that any selected means to introduce GDE into the educational process at economics faculties should be complemented with some form of education (for example, training, seminars, workshops, etc.) led by experts from such foundations and associations.

Because global education or global development education already has an established place at many foreign faculties, and because some students spend time studying abroad at these faculties, students have access to another channel through which to educate themselves in this area. Educators also discussed the possibility of involving foreign students on their own courses in global development education by using them as lecturers or as participants in discussions, workshops, etc. This is also a good way for students to learn more about life in various parts of the world. For example, foreign students from developing countries can provide other students in the faculty with interesting information and practical experiences relating to the areas from which they come. This could also be a tool for motivating students at economics faculties to engage in volunteer activities.

As another method for introducing GDE into the educational process at economics faculties, the idea of establishing a separate subject – *global development education*, or *global education* – was also discussed. Workshop participants agreed that it would be an interdisciplinary subject. Its teaching should be provided by a number of experts, not only from the various departments of the economics faculties but also from other faculties of the university and from volunteer foundations and non-governmental organizations. However, at the same time, certain problems that could be associated with introducing GDE as a separate subject were highlighted (for example, the enlistment of appropriate departments, the guaranteeing of the subject, etc.).

The use of socio-educational methods, techniques, and didactic instruments (ICT and others) in this new educational approach depends on the soundness and creativity of the teacher. For example, project teaching, cooperative learning, didactic games, situational and inscenational methods, case studies, heuristics, research methods, fieldwork, excursions, and participation in events and activities might all be considered appropriate. Typical instruments used in global education are discussion techniques, simulation games, role-playing, critical readings of texts, and integration methods that allow learners to see the issues from several perspectives. This is one of the main reasons why participants in the workshop agreed that, if a separate subject within economics faculties is created, a number of experts should partake in its teaching. In regard to the specific topics included in this subject, it is appropriate to use various educational methods, techniques, and didactic resources in the educational process.¹⁷

Implementing GDE into the educational process at economics faculties requires academic teachers to be open minded about global problems and about the new resources that can be used in GDE. Academic teachers should be aware of the importance of these topics and they should want to and be able to incorporate global issues into the curricula of their subjects. Workshop participants agreed on the fact that this new form of education places new demands on academic teachers, who should be able to reflect the new requirements adequately. Teachers should also be able to interpret issues so that they are aware of the relationship between economic phenomena and processes and the problems in a given environment, and so that they can link them properly with the questions and topics of GDE. Whether implementing GDE into existing subjects as a cross-cutting theme, emphasizing the global dimensions in existing subject topics, or teaching GDE as a separate subject, teachers will need to change their approaches to some extent, and will need further training. Because of this, new requirements for preparing the 'global teacher' have arisen. Teachers at economics faculties could be acquainted with these requirements through educational activities (lectures, workshops, etc.) to highlight the knowledgeable teachers within individual economics faculties or faculties of education. Further

concrete suggestions identified at the workshop on further training for teachers included a suggestion by the head of the Department of Pedagogy and Psychology at FEM SUA in Nitra that further education for teachers at FEM should be realized through lectures, and a suggestion that such education could be initiated by the SUA Rector's Office, who could invite experts to educate teachers in this area at FEM.

Workshop participants agreed that, in comparison with elementary and secondary schools, colleges lack the appropriate textbooks, methodical handbooks, and other materials for GDE that would provide not only the appropriate motivation but also factual assistance in the teaching. In this context, the textbook for teachers *Global Development Education for Economists and Case Studies*, as well as the methodical handbook *Global Development Education at the Economic Faculties*, the publication of which is planned for the final research project stage in 2014, will be a real benefit for teachers at economics faculties.

These conclusions of the national discussion workshop have undoubtedly contributed to the development of a main objective and secondary objectives, which are being implemented at FEM SUA in Nitra. Participants used the workshop not only to discuss its explicit objectives but also to exchange their opinions and experience concerning both GDE and other subjects taught at economics faculties. Colleagues from other economics faculties welcomed the efforts of the research team to prepare and publish the two aforementioned publications, designed for students and graduates of economics faculties and of colleges with an economics focus. The textbook, and especially the methodical handbook, will be designed also for teachers who are involved or who will be involved in GDE at economics faculties. The textbook will be created to reflect upgraded GDE content at economics faculties and will contain case studies based on model situations relevant to real problems in the new global environment. The methodical handbook for academic teachers with an economics focus will set out the use of appropriate educational forms, methods, and didactic tools for teaching GDE. In an effort to offer students and teachers at economics faculties quality publications, the research team spoke also to colleagues from other economics faculties who have been devoted to GDE already for a longer time. Likewise, the team enlisted a member of the PONTIS Foundation to develop parts of the textbook with reference to specific problems that he has seen in developing countries.¹⁸

The KEGA research project 'Implementation of Global Development Education into the education process at faculties of economics' is just one of the initiatives that colleges and universities are evolving in an effort to enable their graduates to acquire high-quality education that fulfills the requirements of the labour market. As it has turned out, the new and more current system of global development education at Slovak economics faculties is an objective not only for the team behind

this research project. Its implementation into practice at FEM SUA in Nitra, and eventually at other Slovak economics faculties, will assuredly contribute not only to the internationalization of educational activities, but will also undoubtedly enrich the professional profile of economics graduates by broadening their knowledge and cultural horizons. At the same time, we presume that it will enable students to obtain really high-quality education that will correspond to the actual requirements of the labour market. Thanks to GDE, students of economics faculties gain also an opportunity to get a wider view of the global economy, helping them undertake economic activities and acquire the global skills they need for achieving economic objectives in the global environment. In addition, we can expect that this type of education will be one of the most important preconditions for enabling graduates of economics faculties to get jobs in international institutions.

Adopting a comprehensive GDE system will enhance the prestige and attractiveness of Slovak economics faculties in the world. We expect that their quality will be subsequently reflected, for example, in a growth in qualified labour as well as in the competitiveness of the economic institutions in which the graduates of economics faculties operate after graduation.

The appropriate incorporation of individual GDE themes and issues into the curricula of economics faculties, together with the use of appropriate methods in the educational process, will allow students to develop their critical thinking. At the same time, it will provide them with the motivation to become actively interested in the problems, risks, and threats in the global space. It is also assumed that they will actively participate in solving and removing such problems. Similarly, we expect that GDE will help students of economics faculties to gain other knowledge, global skills, and competencies necessary for their professional careers in the globalizing economic market and in the rapidly changing modern society. Last but not least, we believe that with this paper we can not only join the discussion on internationalization, but also incite a wider discussion about the importance, tasks, content, and implementation methods for GDE at economics faculties and universities in Slovakia and in the wider world.

Eva Svitačová has Masters degrees in ethics, Slovak language and literature, and civil education, and a PhD in systematic philosophy. Today she is a lecturer at the Department of Social Sciences FEM SUA and teaches courses in ethics, business ethics, and ecophilosophy. In her professional work she is interested in the image of a human being in society, mainly in social-philosophical concepts of liberalism and communitarianism. In her professional papers and essays she is interested in the manners by which Man can preserve a dignified existence in the contemporary world and create justified societal order in the contemporary society. At present, her research interests are in Global Development Education at economics faculties.

Contact: eva.svitacova@uniag.sk

Anna Mravcová has a Masters degree in political science and a PhD in the history of philosophy. Today she is a lecturer at the Department of Social Sciences FEM SUA, and at the Department of Philosophy, Constantine the Philosopher University, in Slovakia. She teaches on international relations, theory of policy, philosophy, aesthetics, the basis of political science, and the political and constitutional system of the Slovak Republic. In her professional work she is oriented mainly towards the issues of social and political philosophy, issues of the European Union, Global Education, and the various dimensions of democratic citizenship.

Contact: mravcova.anna@uniag.sk

Notes

1 For example, Špirko noted that 'the exceptionality of humans is given by the exceptionality of his responsibility. Man does not have responsibility only for the things that he created, but also for the things that were given to him – for life on Earth' (Špirko, 2011: 16).

2 At the national level, the economy is divided into a part that is connected to the global economy and a part that is not.

3 The modern history of corporate social responsibility (CSR) begins in the 1950s with the appearance of ideas of responsible entrepreneurship in the professional literature. In 1953 Howard R. Bowen, who is generally thought to be the first theorist of corporate social responsibility, mentioned in his book *Social Responsibilities of the Businessman* that corporate responsibility represents the efforts of businessmen to reach such strategies and decisions, or undertake such activities, that are needed from the point of view of the aims and values of our society (Bussard *et al.*, 2005).

4 Global competition is promoted in most branches of business today, and it is accelerated by technological and information transfer. New rules of competition and new competitive relationships are being created. Multinational companies with global business strategies, interconnected local and foreign activities, high proportions of global knowledge, flexible employment approaches, and the ability to transfer production, marketing and managerial know-how from one country to another, beside significantly lower costs, are finding success in the current competitive struggle. Powerful global actors are able to integrate distinct regions and nation states into one global entity. This kind of globalization is often performed in the regions in a sophisticated way, through capital assets, so-called 'development aid', the provision of loans, restructuring (liberalization and privatization), the supporting of puppet governments, the instigation of religious and ethnic conflicts, etc.

5 Not only of sole traders, but also of managing directors or stockholders of enterprises in transnational or multinational corporations, and eventually in global companies.

6 Sectional education is education that is based on sectional topics, which usually intersect across various educational areas.

7 FEM SUA has successfully developed international cooperation with 47 educational and academic institutions in Europe and beyond. The faculty is engaged in such international projects and programmes as the lifelong learning programme, CEEPUS (Central Europe Exchange Program for University Studies), International Visegrad Fund, CEINET project, and the European research projects called the Seventh Framework Programme. More than 40 Erasmus bilateral agreements form the biggest aspect of these collaborations for students: thanks to them, students have the opportunity to study for a term in other European Union countries.

8 Business economics is also taught in both the Slovak and English languages.

9 Examples include skills in applying marketing tools, in understanding the functioning of trading systems in the national and European agri-food markets, knowledge of business operations management and of strategic decision-making, and of aspects of economic globalization. They are also able to apply the methods of operations research, econometrics, and applied statistics in practice, with appropriate modelling to carry out economic decision-making tasks. They understand a wide range of quantitative approaches appropriate to complex decision-making tasks in the current economic and social environment. They are also able to anticipate and simulate the development of economic and social phenomena, and manage economic and social objectives on the basis of acquired knowledge.

10 Members of the Department of Social Sciences, Department of Pedagogy and Psychology, Department of Mathematics, Department of Economics, and Department of Marketing at FEM SUA in Nitra.

11 These are the largest economics faculties in Slovakia, and produce the highest number of academic economists and managers. The most important are: FEM SUA in Nitra; the faculties of International Relations, Business Management, and Business Economy at the University of Economics (UE) in Bratislava (the latter of these with a campus in Košice); the Faculty of Economics at Matej Bel University in Banská Bystrica; the Faculty of Economics at the Technical University of Košice; the Faculty of Operations and Economics of Transport at the Communications University of Žilina; the Faculty of Management and Faculty of Social and Economic Sciences at Comenius University (CU) in Bratislava; and the Faculty of International Business at GOETHE UNI College in Bratislava.

12 For example, such subjects include international development aid and cooperation, and Slovak official development aid, as taught at the Faculty of International Relations at UE in Bratislava; global and developing issues, globalization and regionalization, international management of human resources, and strategic challenges of European integration at the Faculty of Management at CU in Bratislava; international protection of human rights, European political cultures, and international relations at the Faculty of Social and Economic Sciences at CU in Bratislava, and others.

13 The announcement of this workshop can be found online at <http://spu.fem.uniag.sk/fem/oznamy/2012/11/pozvanka-na-diskusny-workshop-implementacia-globalneho-rozvojeho-vzdelavania-do-edu>.

14 These are mainly international relations, international relations and foreign policy, European integration processes, business ethics, sociology, rural sociology, ecophilosophy, environmental policy, etc.

15 The announcement of this workshop can be found online at www.fem.uniag.sk/fem/konferencie-seminare-fem/workshop-globalne-rozvojove-vzdelavanie-na-ekonomickych-fakultach.

16 All the papers are published in a reviewed collection, *Global Development Education in the Educational Process at the Faculties of Economics*, available at www.fem.uniag.sk/fem/subory/zbornik_GRVEPEF.pdf.

17 For example, cooperative teaching and discussion techniques are appropriate for topics like world conflicts and conflict-solving. Case studies are appropriate for topics like multiculturalism and migration.

18 The PONTIS Foundation is one of the largest grant and operating foundations in Slovakia, and is currently focused on developing educational activities in the field of development issues in higher education.

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