

Minutes from WORKSHOP

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Assessment of Educational Needs in the Field of Development Cooperation and Humanitarian Assistance

Date: March 10th, 2011

Place: Trnava university, Trnava, Slovakia

Participants:

- Ankie van den Broek (Royal Tropical Institute)
- Peter Pober-Lawatsch (Horizont 3000)
- Daniel Draxler (ADRA Slovakia)
- Tomáš Bokor (People in Peril)
- Daniela Petrášová (eRko)
- Marián Kolenčík (Caritas Slovakia)
- Ivana Raslavská (Pontis Foundation)
- Rastislav Malachovský (SlovakAid)
- Martin Pašiak (African center of Slovakia)
- Radoslav Gajdoš (Evangelic Diakonia)
- Zuzana Fialová
- Adriana Ondrušová (Trnava university / Albert)
- Daniela Kállayová (Trnava university / Albert)
- Lenka Fabianová (Trnava university / Albert)
- Juraj Jančovič (Trnava university)

Content of the workshop:

Opening and welcome

- Professor Martin Rusnák – dean of Faculty of Health Care and Social Work, Trnava university
- Ankie van den Broek – facilitator

Introduction of participating organizations and their activities

- Trnava university
- Albert
- African center of Slovakia
- eRko
- People in Peril
- ADRA Slovakia
- SlovakAid
- Pontis Foundation
- Evangelic Diakonia
- Caritas Slovakia
- Horizont 3000
- Royal Tropical Institute

Activity 1 - Competencies of development and humanitarian workers

Brainstorming about competencies: (Managerial, Technical, Communication / cultural), which should have:

- **Development or humanitarian worker, who is not from target low or middle income country** (from Slovakia for example)
 - **Development or humanitarian worker from target low or middle income country**
1. For development or humanitarian worker, who is not from target low or middle income country (from Slovakia for example) participants indicated following competencies (indicated with number of preferences):
- **Managerial competencies**
 - ❖ Knowledge of fundraising policies - I
 - ❖ Leadership competencies - II
 - ❖ Networking skills - I
 - ❖ Flexibility - I
 - ❖ To organize people from different cultural backgrounds - I
 - ❖ HR management (Job description, recruitment, managing performance) - II
 - **Cross-cutting competencies (*Managerial – Technical competencies*)**
 - ❖ Planning - IIII
 - ❖ Evaluation - II
 - ❖ Budgeting - I
 - ❖ Project management – II
 - ❖ Project design - I
 - ❖ Fundraising – II
 - ❖ Needs assessment - III
 - ❖ Accountability measures (Transparency – upward - downward) – I
 - ❖ Participatory approaches to development (Participatory Monitoring & Evaluation)- III
 - ❖ Consultancy competence - I
 - ❖ Coaching - I
 - ❖ Financial management – I
 - ❖ Understanding of grant system – I
 - **Technical competencies**
 - ❖ Money allocation - I
 - ❖ Reporting – II
 - ❖ Basics of bookkeeping - I
 - ❖ Administration skills – I
 - ❖ 4-wheel driving – II
 - ❖ Monitoring methods – I
 - ❖ Teaching skills (social work, public health, accounting, agriculture, ecology) – locally adapted - I
 - **Cross-cutting competencies (*Technical – Communication / cultural competencies*)**
 - ❖ Cooperation / Teamwork – II
 - ❖ Result dissemination - I
 - **Communication / cultural competencies**
 - ❖ Conflict management – I
 - ❖ Political and economical context - IIII

- ❖ Cultural context (history, tribes, ethnic groups, societal structure, family structure, conflicts, cultural clashes) – IIIIII
- ❖ Cultural sensitivity (perception of foreigners, women (gender aspects/dynamics)) – II
- ❖ Language skills – III
- ❖ Assertivity – I
- ❖ Stakeholder knowledge – I
- ❖ Ability to analyze situation in different context – I
- ❖ Psychological principles of communication – I
- ❖ Differences in communication – I

2. For development or humanitarian worker from target low or middle income country participants indicated following competencies (indicated with number of preferences):

- **Managerial competencies**
 - ❖ Leadership skills – II
 - ❖ To organize people - I
- **Cross-cutting competencies (Managerial – Technical competencies)**
 - ❖ Basics of project design & management - II
 - ❖ Needs assessment (Quantification and prioritization of community problems) - III
 - ❖ Participatory approaches to development (Participatory Monitoring & Evaluation) – I
 - ❖ Financial management - I
 - ❖ Advocacy and lobbying - I
 - ❖ Networking - I
 - ❖ Resource mobilization - I
- **Technical competencies**
 - ❖ Accounting – I
 - ❖ PC using – III
 - ❖ Driving – I
 - ❖ Bookkeeping – I
 - ❖ Writing skills - I
 - ❖ Research conducting skills – I
 - ❖ Logistic competencies - II
- **Cross-cutting competencies (Technical – Communication / cultural competencies)**
 - ❖ Community mobilization - I
 - ❖ Mediation between NGO and local community - I
- **Communication / cultural competencies**
 - ❖ English and local language – II
 - ❖ Knowledge about global interdependencies – I
 - ❖ Grasp concept of international development – I
 - ❖ Ability to cooperate within different levels of society – I
 - ❖ Nonverbal communication skills - I
 - ❖ Knowledge about country habits – I
 - ❖ Cross-cultural awareness / multicultural sensitivity - II
 - ❖ Ability to adopt for different work-style - I
 - ❖ Openness to new ideas and approaches – I
 - ❖ Stakeholder knowledge - I

From the findings of the activity came expected professional profile of:

- development or humanitarian worker, who is not from target low or middle income country (from Slovakia for example)

- ❖ *understanding of national and international development system*
- ❖ *providing leadership / coaching*
- ❖ *knowledge of project management*
- ❖ *knowledge of project administration*
- ❖ *high level of technical component 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*

Activity 2 - Content of education, possible participants and ambitions of TU

(Group work)

Proposed content of development education

- ❖ *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*

Health oriented content

- ❖ *Health systems*
- ❖ *Tropical medicine*

Recommendations from other participants:

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

Possible participants of development education:

- ❖ **Sectors:**
 - ✓ **3rd 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*
- ❖ **Professions:**
 - ✓ *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*

Ambitions of Trnava university

- ❖ *Create study program 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 (???MA???)*
- ❖ *Cooperate with:*
 - ✓ *NGOs and NGDOs platform*
 - ✓ *Government (SlovakAid, Ministry of Education, Ministry of Foreign Affairs,...)*
 - ✓ *Other universities and other educational institutions*
- ❖ *Combine:*
 - ✓ *Field experience with*
 - ✓ *Academic knowledge*

Recommendations for Trnava university

- ❖ *Map the possibilities for cooperation with other educational institutions (universities...)*
- ❖ *Find out what is opening up / closing up the market (language, specialization,...)*
- ❖ *Check the potential duplicity of educational aims*

Minutes written by: Juraj Jančovič

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