

**Source materials of the Ministry of Education, Science, Research and Sports of the
Slovak Republic for the National Report on implementing UNESCO
recommendation that is related to support and use multilingualism and access to
cyberspace**

Ministry of Education, Science, Research and sports of the Slovak Republic does not have at its disposal any information on how it was involved in implementing the aforesaid recommendation adopted in 2003.

We add several pieces of relevant information in compliance with the aforesaid issues:

A) Act No. 245/2008 of the Collection of Laws on Education and Instruction (School Act) and on Amendment and Supplement of Some Laws as amended by later regulations in its Section 4 Aims of Education and Instruction states that the aim of education and training is to enable child or pupil also:

- to acquire competences, in particular primarily in the area of communication capabilities, oral competences and writing competences, using information-communication technologies, communication in state language, mother tongue and foreign tongue, mathematical literacy and competence in the area of technical natural science and technologies, to lifelong learning, social competences and civic competences, entrepreneurial capabilities and cultural competences;
- to acquire command of English language and at least that of one more foreign language and to know how to use them;
- to strengthen respect to state language and mother tongue.

§ 12

- Language of education and instruction

(1) According to this law, the language of education and instruction is the language of teaching and that of education.

(2) Language of teaching at schools and that of education at school facilities is the state language, unless this Act provides otherwise.

(3) In addition to the right to acquire the state language, children and pupils of citizens belonging to ethnic minorities and ethnic groups are also guaranteed the right to education and instruction in their language at primary schools and secondary schools on conditions provided by this Act. Constituent part of education and instruction at primary and secondary schools with another language of instruction than the state language is also mandatory instruction of the subject of Slovak language and literature within the scope of lessons necessary for its acquisition.

(4) Deaf children and pupils have their right guaranteed to education and instruction in sign language of hearing impaired persons.

(5) According to the paragraph 3, education and instruction of children and pupils of citizens belonging to ethnic minorities is guaranteed:

a) at schools and in classes, where education and instruction is carried out in a language of pertaining ethnic minority;

b) at schools and in classes, where one of teaching subjects is the language of the ethnic minority, while the language of instruction of other teaching subjects is state language; some subjects at these schools and classes can be taught in the language of the ethnic minority, particularly arts and crafts, music, physical training;

c) at school facilities, where education is run in the language of ethnic minority.

(6) Education and instruction may be also run in a foreign language (hereinafter referred to only as "bilingual instruction").

(7) For purposes of this law, foreign language is understood as a language of a foreign country that Slovak Republic has concluded an agreement with, according to which a school or a classroom with another language of instruction of that country was established, or a language of another country whose language is not the language of ethnic minority or ethnic group. At a school or in a classroom with bilingual instruction, the second language of instruction is a foreign language. School or classroom with bilingual instruction may be also established without concluding an agreement with another country, if education and instruction are provided for in a foreign language in three mandatory teaching subjects at least.

(8) At schools or in classrooms with bilingual instruction, integral part of instruction is mandatory teaching subject of Slovak language and literature.

(9) Language of instruction, in which the subject is taught, is simultaneously also the language, in which exam is performed, unless this law stipulates otherwise.

At kindergardens, independent classrooms may be established also for children who learn a foreign language.

In compliance with state instruction programmes and framework teaching plans, contents of the teaching area of Language and communication are implemented in the teaching subject of Slovak language and literature in languages of instruction and foreign languages:

- Slovak language and literature;
- Slovak language and Slovak literature;
- Language of instruction and literature – Hungarian language, Ukrainian language, Ruthenian language, German language and Roma language;
- The 1st foreign language – English language, German language, Russian language, French language, Spanish language, Italian language;
- The 2nd foreign language – English language, German language, Russian language, French language, Spanish language, Italian language;

Basic characterisation of the above-mentioned education area is not only a summary of language competences, but also key competences are developed, so that language preparation efficiently corresponded to requirements of modern European democratic citizen for life in united Europe. Learning languages supports more open approach to people. Communication and development of competences in language are important to support mobility within the European Union, enabling citizens fully to make use of freedom to work and study at home or in some of its member states. Orientation of language education on competences creates, to a rather high degree, conditions for super-subject and inter-subject relationships that assist the student to comprehend relationships between separate constituents of the surroundings and world, where they exist.

Foreign languages contribute to understanding and revealing those facts that surpass the area of experiences mediated by the state language. They provide a living language basis and preconditions for communication of students in the framework of the European Union.

English language, German language, Russian language, French language, Spanish language, Italian language; foreign languages allow getting to know differences in the way of life of people in other countries as well as their different cultural traditions. They provide deepening of knowledge and mutual international understanding and tolerance, creating conditions for cooperation of schools on international projects.

According to the Common European Reference Framework for Languages, lots of competences have been developed for using and learning languages. Learners make use of general competences as well as lots of communication language competences that act in conjunction in various contexts and various conditions. He/she gets involved into speech activities, within which he/she creates and accepts texts in relation to the topics from specific as well as abstract areas. In this process, student activates those strategies of learning that seem to him/her most convenient to fulfil the tasks. Hereby, we define competences as a summary of knowledge, skills, attitudes and values enabling the person to act.

Therefore, basic principle of language education on the basis of competences is to assure the student to:

- manage to solve everyday life situations in a foreign country and to help solve them to foreigners who are in his/her own country;
- manage to exchange information and ideas with young people and adults who speak a different language, mediating him/her their ideas and feelings in the language the student is acquiring;
- more and better to understand the way of life and thinking of other nations and their cultural heritage.

Wage direction as well as that for education/instruction process per student at school with a different language of instruction than Slovak language is 108% of the corresponding direction, while it is 125% of the corresponding standard in bilingual study.

Documents on education acquired are conducted in the state language. At schools, where education and instruction are conducted bilingually according to Section 12 paragraph 3, particularly in the state language of the appropriate ethnic minority; at schools, where education and instruction are carried out according to Section 12 paragraph 6, they are conducted in both languages of instruction or in the state language and foreign language.

School-leaving exam (A levels) of foreign languages will be passed by the student depending on the levels of language sophistication of the Common European Reference Framework.

At schools or in classrooms with bilingual instruction, where education is governed by an international agreement, the school-leaving exam is performed according to this agreement and according to executing regulations.

Student will pass the school-leaving exam in the language, in which the subject was taught. If student of bilingual education chooses to pass external part of the school-leaving exam, he/she will pass it in the same way and in the same language as student of the study that is performed in Slovak language. If a subject is simultaneously taught in two languages of instruction in bilingual education, student will pass the school-leaving exam in compliance with school education programme.

Chairperson of school-leaving exam committee in the classrooms with bilingual education may be only a pedagogical employee meeting:

a) qualification preconditions, having passed state language exam of the second language of instruction or

b) qualification preconditions, while the second language of instruction is his/her mother tongue.

Chairperson of school-leaving exam committee for the subject in classrooms with bilingual education in the subjects, of which the exam is passed in the second language, may be only a pedagogical employee who

a) meets qualification precondition for lessons of the particular subject, having successfully passed state exam of the second language of instruction or he/she

b) meets qualification preconditions for lessons of the particular subject, while the second language of instruction is his/her mother tongue or he/she

c) has successfully passed state language exam of the second language of instruction or the second language of instruction is his/her mother tongue.

Examiner of school-leaving exam committee for a subject in classrooms with bilingual education in the subjects whose exam is carried out in the second language of instruction may be only a pedagogical employee who meets qualification preconditions for lessons of the subject, exam of which is carried out, and of whom at least one has passed state language exam from the second language of instruction or the second language of instruction is his/her mother tongue.

<http://www.statpedu.sk/sk/Cielove-poziadavky-na-maturitne-skusky/Platne-od-sk-r-2013-2014-C1.alej>

Having considered teaching plans and having discussed it at the session of pedagogical council, director of secondary school may permit student to pass part of study at a similar school abroad. He/she may permit the study abroad also repeatedly, but always only after successful completion of the study year. In case of necessity, he/she may impose an obligation upon the student to pass exams of not more than three subjects, while differential exam of the language of instruction is mandatory.

Student may acquire language education by successfully passing the teaching programme in the branch of education at a language school. Language education is broken down in:

a) primary language education that will be obtained by student through successfully passing the last year of the education programme for the first degree of language school at the level of language sophistication A2 of the Common European Reference Framework; proof of the acquired stage of education consists in certificate of passing part of education program, indicating the stage of language sophistication;

b) secondary language instruction that is acquired by student through successfully passing the last year of the education programme for the second and third stages of language school at the levels of language sophistication B2 and C1 of the common European Reference Framework; proof of acquired stage of education is a certificate of passing part of the education programme, indicating the stage of language sophistication;

c) post-secondary language education that is obtained by student through successfully passing the last year of specialised education programme; proof of acquired stage of education is certificate of stage language exam, indicating the stage of language sophistication.

Language school

Section 53

(1) Language school provides language instruction in foreign languages according to education programme, organising also teaching of foreign languages with expert focus and preparing for translating and interpreting works. Instruction at language school is carried out in courses.

(2) Having passed education programmes at a language school, graduate may obtain training according to Section 17 paragraph 3. Language school organises lessons of foreign languages for pupils of elementary schools, secondary schools, students of universities as well as adults.

(3) Education programme at language school may finish by passing state language exam at a language school that has an authorisation issued by the Ministry of Education. State language exam may be also passed by a candidate who did not study at a language school.

(4) If training programme is completed according to paragraph 3, the exam is passed before an examining board consisting of three persons, which is controlled by its chairperson appointed by appurtenant authority of local state administration in education system for the period of one year; this authority will also recall him/her. Members of examining committees are appointed and recalled by the chairperson of the committee for a state language exams, who is appointed by the appurtenant authority of local state administration in the education system for the period of two years.

(5) Reimbursement of costs for studies consists of a contribution to cover yearly costs (hereinafter referred to only as "tuition fees") and of admission fee.

(6) The amount of reimbursement of costs for studies at language schools established by municipality and self-government region will be determined by the establisher through generally binding order.

(7) The amount of admission fee will be determined by the establisher. Establisher of language school may reduce or forgive the tuition fee to student, if he/she asks for that in writing, submitting a proof he/she is recipient of a benefit in material need and contributions to the benefit in material need pursuant to a special regulation.

(8) If student of language school proves by 30 September he/she could not take part in the courses due to serious personal reasons, the school will return him/her the tuition fee. Admission fee is not returned back.

(9) Language school will return the tuition fee for the appurtenant halfyear to students of a cancelled course, if such students cannot be shifted to another course. Admission fee is not returned back.

(10) State language exam is carried out for a payment. The amount of payment for performing state language exams will be determined by the director of language school after negotiating it with the establisher.

(11) Ministry of Education will determine the method of admission to language schools, the way of organising of education and instruction at language schools, contents of lessons, the method of assessing study results and degrees of sophistication of state language exams, organisation and procedure of obtaining authorisation to carry out state language exams by a binding legal regulation.

Section 146

Instruction of foreigners

(1) for purposes of this law, foreigners are children

- a) of persons who are citizens of another country or persons without nationality with permitted stay on the territory of the Slovak Republic;
- b) of applicants to be granted asylum on the territory of the Slovak Republic pursuant to special regulation;
- c) of Slovaks living abroad;
- d) as applicants for asylum or additional protection pursuant to special regulation;
- e) as foreigners who are present on the territory of the Slovak Republic without being accompanied by a legal representative.

(2) Children of foreigners with permitted stay on the territory of the Slovak Republic and children of applicants for being granted asylum as well as Slovaks living abroad are provided education and instruction, accommodation and catering at schools pursuant to this law on the same conditions as applicable for citizens of the Slovak Republic.

(3) Basic and extension language courses of state language are organised to remove language barriers from foreigners' children.

(4) Children of applicants for asylum, children of asylum seekers, children of foreigners who were provided additional protection are assigned to the proper grade by school principal after having found the standard of their previous education and command of state language not later than within three months since the beginning of the procedure to be granted asylum, with children of refugees not later than within three months since the beginning of the procedure to be provided temporary shelter. Due to the reason of insufficiently mastering the state language, the child may be conditionally included into the appurtenant grade according to the age, particularly for not more than a single academic year.

(5) Courses of fundamentals of Slovak language are provided for by the Ministry of Interior in financial and expert terms for children of applicants to be granted asylum at asylum facilities, whose school attendance is mandatory according to this law;

(6) Language courses for foreigners' children may be also organised by another legal or natural entity upon obtaining accreditation.

(7) Other than state schools may be established and education and instruction in another than state language may be provided for foreigners' children with permitted stay on the territory of the Slovak Republic for financial compensation.

(8) Paragraphs 2 to 7 are reasonably related to persons having position of person acknowledged pursuant to paragraph 1.

(9) Education of pedagogical employees training children of foreigners pursuant to the paragraph 1 is provided for by the Ministry of Education in expert, organisational, methodological and financial terms.

Exchange scheme

Section 147

(1) Exchange scheme is carried out between a secondary school of the Slovak Republic and secondary school of another member country of the European Union or a secondary school of a state that is not a member country of the European Union (hereinafter referred to only as "third country"). The exchange scheme is carried out between secondary schools having, as a rule, identical branch of study or that of apprenticeship.

(2) Student who is citizen of the Slovak Republic, citizen of another member country of the European Union or citizen of a third country is entitled to pass part of acknowledged training programme of secondary school education branch in the framework of exchange scheme that is provided by the secondary school.

(3) The exchange scheme is carried out based on rules of exchange scheme that is elaborated by each school in compliance with its school education programme.

(4) Exchange scheme pursuant to the paragraph 1 is primarily oriented on:

a) acquiring new knowledge in appurtenant branch of study or that of apprenticeship;

- b) acquiring practical experience and skills in appurtenant branch of study or that of apprenticeship;
- c) improving the quality of language knowledge.

(5) The school that carries out exchange of students within the exchange scheme assumes responsibility for the student during the stay on the territory of its country, particularly to cover costs of:

- a) accommodation and catering;
- b) training;
- c) health care;
- d) expenses for travelling back.

(6) According to the paragraph 1, the school is obliged to provide for pedagogical and expert supervision during the entire exchange scheme.

(7) Sources to fund the exchange programme are primarily as follows:

- a) funds of the state budget;
- b) funds of business activities of the school;
- c) donations and contributions from national and foreign legal entities and natural bodies;
- d) funds of establishers of schools;
- e) funds from the European Union.

Section 148

(1) Exchange scheme pursuant to Section 147 paragraph 1 is carried out based on agreement of participating secondary schools.

(2) Agreement on exchange scheme primarily contains:

- a) names and addresses of seats of school and names of countries, on whose territories exchange schemes are conducted;
- b) focus of exchange scheme according to Section 147 paragraph 4;
- c) date of beginning and date of finishing the exchange scheme;
- d) means of transporting pupils of exchange scheme;
- e) the way of completion of exchange scheme;
- f) provision for supervision over safety of students during the entire exchange scheme of students on the part of the school, at which the pupils take part in the exchange scheme,
- g) the method of financial provision of students in the framework of exchange scheme of students;
- h) signature and seal of stamp of statutory authorities of the school.

(3) Integral part of the agreement on exchange scheme is a list of students who take part in the exchange scheme. The list of students of exchange scheme primarily contains:

- a) name and surname of student;
- b) date of birth of student;
- c) address of permanent stay of student;
- d) approval by legal representative of pupil or student of age.

(4) Exchange scheme may be participated by student having achieved at least the age of fifteen years and not more than twenty-one years of age, while he/she is student of the school having concluded the agreement pursuant to the paragraph 1.

(5) Exchange scheme of student may not exceed the period of one academic year.

(6) During exchange scheme, student may be accommodated only with a family that creates him/her suitable conditions for his/her universal mental development and physical development.

(7) Health insurance of student taking part in exchange scheme is provided for by the sending school.

(8) The sending school is responsible for concluding a policy for damage caused upon performing activities in the framework of exchange scheme.

(9) Proof of finishing the exchange scheme may be an attest or certificate on conclusion of exchange scheme.

(10) Proof of finishing of exchange scheme is issued in the state language of the Slovak Republic and in official language of the country whose citizen is the student taking part in exchange scheme.

B) Digital versions of textbooks

The Ministry disclose all „actively“ approved textbooks on the address <https://edicnyportal.iedu.sk> , i.e. textbooks that can be ordered by schools. Through this portal, schools are really ordering the textbooks.

Upon solving problems with classical hard-copy textbooks, **making accessible digital versions of textbooks** starts helping along with further forms of digital training contents on the Internet. It is done through the **portal eAktovka** on the address www.eaktovka.sk. The portal provides access to textbooks (including their translations) in digital form to students and teachers of elementary and secondary schools. Textbooks are accessible for free of charge and to everybody who gets registered on the portal. In addition to digital versions of textbooks, students and parents will also find further freely accessible teaching handouts and recommended literature on the portal.

C) Other activities in the particular area:

1. State Pedagogical Institute has published various information and materials on the website www.statpedu.sk.

Didactic texts

Teaching aid for intercultural education at school

State Pedagogical Institute has prepared two fairy tales in Slovak and Roma languages: Little boat, Little helper stick. We recommend to make use of these fairy tales as a teaching aid within school and extracurricular education of pupils of the primary degree of elementary schools.

Fairy tales contribute:

1. to development of interpersonal relationships based on mutual assistance among students;
2. to extension of vocabulary with new notions of Slovak language and Roma language;
3. to development of capabilities to read with comprehension.

Bilingualism of fairy tales allows students to compare the text in Slovak with that in Roma language and vice versa.



[Lod'ka, Palička pomocníčka - E šifca, E rovl'ica žutindorica \(3 250 kB\)](#)
Teaching aid for intercultural education at school

(Didactic texts in Roma and Slovak languages for the first degree of elementary school

In relation to fulfilling the tasks resulting from the National Plan of Decade for Inclusion of Roma Population for 2011 – 2015“ approved by the Government of the Slovak Republic, we provided for preparation of didactic texts in Roma and Slovak languages. Bilingual texts designated for pupils of primary degree are oriented to development of vocabulary and development of reading and communication literacy of pupils. The didactic texts contain simple tasks motivating pupils to look for relations between pictures and words, thus developing and strengthening not only their vocabulary but also their independence, creativity, thinking and imagination. The didactic texts are based on the Textbook of Roma language (GAŠPAROVÁ, E. et al. 2007, Romaňi čhib – Učebnica rómskeho jazyka (Textbook of Roma language), Bratislava, ŠPÚ, 2007, 128 s., ISBN 80-89225-18-7). We recommend the schools to make use of the didactic handouts as a teaching aid to support and to increase efficiency of the process of intercultural education at schools.



Didactic texts in Roma and Slovak Languages for the Degree I of elementary school (1 252 kB)			
Attachment		(124	kB)
Dictionary	Roma-Slovak	(58	kB)
Manual for teacher (379 kb)			

Publication

Content and language integrated lessons (CLIL) in primary education: Slovak - English – German glossary of special terms

Major aim of the glossary is first to help teachers to choose vocabulary in particular subject and particular grade. The first part of glossary contains vocabulary in the subject of mathematics and natural science in English and German languages. The second part is Slovak-English and Slovak-German indices. Integral part of the glossary is an audio-record with pronunciation of notions and a model sentence.

Handouts:

- [Slovak-English-German glossary of special terms \(PDF\)](#)
- [Records – English language](#)
- [Records – German language](#)

Within 2008- 2012, a project of experimental verification of Didactic Efficiency of the CLIL Method at the first degree of elementary schools in teaching foreign languages was run under auspices of ŠPÚ (State Pedagogical Institute). The presented proceedings contain presentations of the international conference on content and Language Integrated Lessons (CLIL) in ISCED 1, that took place on 26 November 2012 in Bratislava. The aim of the conference was to evaluate four years of experimental verification and to make expert public acquainted with its conclusions as well as to outline visions for the future.

[Content and Language Integrated Lessons \(CLIL\) in ISCED 1 – Proceedings of international scientific conference, 26 November 2012, Bratislava \(PDF\)](#)

2. European Centre for Modern Languages

European Centre for Modern Languages (ECML) is an institution of the Council of Europe based in the Austrian town of Graz, whereas it takes part in European language policy together with the Division of Language Policy of the Council of Europe in Strasbourg.

ECML is focused on key issues from the area of language training, support to excellence, innovations and efficiency in various contexts in the field of teaching and learning languages. Its major assignment is to assist member countries of ECML to efficiently implement language policy into practice.

Through projects of four-year programme periods, ECML devotes primarily to:

- examples of good practice from the field of teaching and learning languages;
- support to the dialogue and exchange of experience in language training;
- training of multipliers;
- support to professional networks and research projects.

At the same time, topics and goals of the programme period are closely interconnected with objectives of language education of ECML member countries. Project outcomes are relevant and adaptable in various contexts in Europe. ECML also provides a platform for cooperation with experts, associations and institutions involved in the process of improving European standards in the area of language training.

Information on all programme periods of ECML are accessible on:
<http://www.ecml.at/Programme/tabid/126/language/en-GB/Default.aspx>

Publications that are result of activities of ECML and its previous programme periods are available on the ECML platform, while they can be downloaded for free of charge on:
<http://www.ecml.at/Resources/ECMLPublications/tabid/277/language/en-GB/Default.aspx>

Platform of the European Centre for Modern Languages:
www.ecml.at

National liaison person:
PhDr. Denisa Ďuranová
denisa.duranova@statpedu.sk

Programme period of ECML for 2012 – 2015

Learning by mediation of languages

Formal training

- [Plurilingual whole-school curricula](#)
- [European portfolio for students of pedagogy of pre-school education](#)
- [Programme of mobility for sustainable plurilingual and intercultural learning](#)
- [Diversity in teaching of majority language – support to education of teachers](#)
- [Sign language for professional use](#)
- [Language descriptors for migrants and success of minority students in mandatory education](#)
- [Literacy through content and language integrated lessons: across subjects and languages](#)

Non-formal education

- [Languages in corporate quality](#)
- [Development of language competences of migrants at work](#)
- [Approach of cooperating community to education of migrants](#)
- [Strengthening of language networks](#)
- [Publications of ECML in the area of applying plurilingual and intercultural education](#)

Mediation

- [Plurilingual and intercultural competences: descriptors and didactic handouts](#)
- [Inclusion of parents into plurilingual and intercultural education](#)

- [Use of open resources to develop didactic skills online](#)

More detailed information on the contemporary programme period of 2012 – 2015 and details on projects are available on: www.ecml.at/learningthroughlanguages. At the same time, the projects underway can be followed on corresponding websites of separate projects.

3. European language portfolio

European language portfolio is a document of the council of Europe, which is considered a personal tool of student. The document should serve to develop plurilinguism and intercultural competences of student who can put down in it details on his/her communication language competences, intercultural experiences, to follow his/her development, regardless they are acquired at school or outside it. At the same time, the European language portfolio reflects goals of the Council of Europe to deepen mutual understanding, develop cultural and language diversity, develop interest in learning languages and support coherence and transparency in language teaching.

European language portfolio consists of three parts:

- **Language passport** that provides an overview of knowledge of various languages at particular time;
- **Language biography** that helps plan, monitor and evaluate the process of learning and progress achieved;
- **Collection of works and documents** that enables to select materials for documenting and illustrating success or experience put down in the language biography or language passport.

European language portfolio has two major functions:

1. paedological function – the process of learning a language is transparent for the student, developing autonomy of the student;
2. informative function – it is particularly registry of communication language activities and strategies of student along with his/her intercultural competences.

The following handouts are available to teachers:

[D. Little, R. Perclová: Európske jazykové portfólio, príručka pre učiteľov a školiteľov \(European language portfolio for teachers and trainers\). Bratislava: Štátny pedagogický ústav, 2002, s 75.](#)

[D. Little: Európske jazykové portfólio. Príručka na plánovanie, implementáciu a hodnotenie celoškolských projektov \(European language portfolio. Manual for planning, implementation and assessment of the whole-school projects\) Bratislava: Štátny pedagogický ústav \(State Paedagogical Institute\), 2014, s. 44.](#)

Detailed information and background materials to the European language portfolio are available on the platform of the Council of Europe: <http://elp.ecml.at/>.

European Language Portfolio 16+

State Pedagogical Institute has prepared in the field of language education the **European Language Portfolio 16+, a model registered by the Council of Europe under No. 2014.R014.**

European Language Portfolio 16+ is designated for students since sixteen years of age. The document is in compliance with the *Common European Reference Framework for Languages*, covering the levels A1 – C2 and its level processing supports implementation of the State Education Programme for the subject of a foreign language.

Model of the European Language Portfolio has been prepared in several languages: Language biography and Collection of works and documents have been in Slovak, English, German and French languages, Language passport is available in two versions: English-Slovak, French-Slovak. However, the European language portfolio 16+ may be used in various languages, even though they have not been mentioned in the very model. Student may document his/her results and success in language training, be it formal or informal.

European language portfolio 16+ represents a general framework of plurilingual and intercultural competences of student, whereby simultaneously supporting the concept of European citizenship, helping set education objectives, developing capability to learn how to learn, self-evaluation and autonomy of student. The document is designated to increase quality of language training and to improve efficiency of education-instruction process, to support evaluation of student, innovative methods, development of cultural and language diversity, coherence in teaching foreign languages.

[European Language Portfolio 16+ \(PDF version\)](#)

[European Language Portfolio 16+ \(locked WORD version with an option of inscription\)](#)

[Language passport, English-Slovak version](#)

[Language passport, French-Slovak version](#)

[Instructions on how to complete Language Passport of the European Language Portfolio \(EJP\)](#)

Evaluation of quality of processing the set of textbooks – foreign languages
http://www.statpedu.sk/files/documents/kriteria-na-hodnotenie-kvality-ucebnic/Kriteria_ucebnice_CJ.pdf

4. Education activities

Project [„Education of teachers of elementary schools in the field of foreign languages in relation to the Concept of teaching foreign languages at elementary and secondary schools](#)

[Method of CLIL in teaching subjects of general education at elementary school](#)

Continual training (Accredited programme)

State Pedagogical Institute is a beneficiary of the pre-defined project under the name „*Innovative education for pedagogical employees of primary schools for the purpose to increase their intercultural competences in the process of instructing Roma pupils*“ in the framework of the Programme SK 04 „*Local and regional initiatives to reduce ethnic inequalities and to support social inclusion*“, whose partner is the Council of Europe. Administrator of this programme is the Office of Government of the Slovak Republic.

The project of the State Pedagogical Institute is co-funded from the Financial mechanism of the European Economic Area and the state budget of the Slovak Republic. Its goal is to enhance the process of intercultural and inclusive education at schools through training of pedagogical employees of elementary schools and elaborating several publications. Training and publications will be directed to Roma language, culture and history of Roma, but also the methods of training that will enable to implement innovative pedagogical approaches corresponding the needs and interests of pupils, especially those from Roma communities. Total amount to implement this project is EUR 322,000. The time of duration of the project is 28 months.

Information on the project will be continually updated on the website of the State Pedagogical Institute: www.statpedu.sk. You can find further information also on: www.eeagrants.sk, www.eeagrants.org.

PhDr. Jozef Facuna, PhD.
Project manager

5. Methodological-Padagogical Centre – Accredited training schemes of continual education

[Microsoft Office 2007 in educational process](#)

[AutoCAD in school practice](#)

[Baltík – programming at elementary school \(the level of beginners\)](#)

[Design and creation of web pages](#)

[Drawing in graphic program Tux Paint](#)

[Excel in practice](#)

[Working with interactive board QOMO and software Flow Works](#)

[Multimedia – technical aspects of their processing in school practice](#)

[Digital technologies at kindergarden for managerial pedagogical employees \(the level of beginners\)](#)

[Digital technologies at kindergarden \(the level of beginners\)](#)

[Information – communication skills of pedagogical employees and expert employees](#)

[Using digital photography in teaching process](#)

[Creating and using of digital photography in teaching processes](#)

[Information-communication technologies \(IKT\) in subjects of arts classes and education by arts](#)

[Information-communication technologies \(IKT\) in music classes](#)

[Informatics classes for primary education in the framework of new pedagogical documents](#)

[Informatics in lower secondary education](#)

[Making use of up-to-date information-communication technologies in chemistry lessons](#)

[Making use of information-communication technologies in lessons](#)

[Creation of educational multimedia](#)

[Making use of graphic programmes in educational processes of arts classes](#)

[Teaching mathematics with support by education software](#)

[Information-communication technology \(IKT\) at the lessons of mathematics](#)

[Interactive classes in school educational schemes](#)

[Education software in mathematics](#)

[Innovation of contents of civic studies at secondary schools through e-learning](#)

[Making use of economic software on lessons of accounting at secondary schools](#)

[Computer graphic programmes and their use in educational processes of arts classes](#)

[Making use of the programme ACD/ChemSketch at work of chemistry teacher](#)

[Making use of interactive board and software Interwrite in the process of education](#)

[Making use of interactive board e-Beam and its software in the process of education](#)

[Development of digital competences in electronic communication](#)

[Development of creativity using the programme of Digital Lego](#)

[Creative use of educational media in teaching social sciences at elementary and secondary schools](#)

[3D modelling, using software products CAD in practice at schools](#)

[Fundamentals of creating projects in the environment Imagine at elementary schools](#)

[Development of digital literacy at elementary schools and secondary schools](#)

[Computer graphics](#)

[Teacher and Internet](#)

[Support to using information-communication technologies \(IKT\) in the subject of physics](#)

[Media education in school educational scheme](#)

[Media education in school practice](#)

[Media education in extramural education](#)

[Making use of information-communication technology \(IKT\) at lessons of English language](#)

[Making use of interactive board at lessons of English language](#)

[Development of basic language skills in English language using interactive board](#)

[Up-to-date technologies in teaching English language at elementary school](#)

[Integration of information-communication technologies \(IKT\) in the process of teaching French language](#)

[Making use of information-communication technologies \(IKT\) at lessons of Russian language](#)

[Integration of digital technologies into teaching English language at elementary schools and secondary schools](#)

[Digital technologies to increase efficiency of teaching with help of interactive board at schools with Hungarian language of instruction](#)

[Electronic database of school at work of pedagogical and expert employee – Part 1: Creation of documentation on students, using electronic index in the information system of school](#)

[Making use of information-communication technologies \(IKT\) and interactive board, when creating teaching materials for pupils with a special education-instruction needs](#)

[Making use of e-learning during lessons](#)

[Multilingualism in teaching at elementary schools](#)

Phenomenon of present times is the process of integrating foreign languages into language teaching at elementary and secondary schools in the Slovak Republic. There is ever more stressed importance of languages, their knowledge and excellent communication for prospective studies and profession. Nevertheless, multilingualism is also substance of personality, as languages are becoming everyone's cultural identity. This process brings about ever changing conditions in our school system, while we often encounter various obstacles and issues in the area of teaching languages.

Major objective of teaching foreign languages is to support student's development in relation to various languages and their cultures, thus simultaneously helping in extending multilingualism and its substance of meaning.

In recent years, the question of concept of multilingualism is coming to the foreground within the context of learning foreign languages. The notion of „multilingualism“ may be understood in two levels:

- the matter is in naming capability of natural body to use several foreign languages;
- nevertheless, this term equally denotes co-existence of mutually different languages on a single geographic territory.

Multilingualism represents knowledge of several languages, provided that the individual has such knowledge of a language, which is extended also by comprehension of plurality of cultures. When communicating, he/she makes use of all knowledge and experience with the language, so as conversation was as efficient as possible.

Common European reference framework points out at the fact, that the aim of language training should not be mastering of one or two foreign languages in an isolated manner, but developing language repertory, where all language capabilities will have its representation. Multilingualism should be understood from the perspective of contents of plurality of cultures. According to the Common European Reference Framework for languages, learning, teaching, evaluation (SERR, 2006, page 9) „language is not only an important aspect of culture, but it is also its means of approach to individual manifestations of particular culture.“

Participants in training acquire knowledge and skills in the area of multilingual approaches within the framework of foreign languages at elementary schools, while they will upgrade their professional skills necessary to develop multilingual and pluricultural competence of students.

Major objective:

Developing and deepening of professional competences of foreign language teachers in the field of implementing multilingualism in the framework of foreign language lessons at elementary schools.

Specific objectives:

- to deepen knowledge of inter-subject integration of foreign languages;
- to develop communication of students via implementing multilingualism during lessons;
- to develop capacity of applying the principle of comprehensiveness in case of relation of several foreign languages;
- to deepen competences and capabilities of applying the principle of communication approach and that of topicality of linguistic knowledge;
- to develop capabilities for implementing multilingualism during lessons;
- to extend competences with knowledge of using innovative activating methods for development of language competences, development of critical thinking and autonomy of student.

Profile of graduate: Graduate of the education scheme has competences in the field of using approaches developing multilingual and pluricultural competences of students, being able to use concepts, methods and suggestions for activities to apply multilingual and pluricultural approaches at foreign-language lessons, implementing multilingual and pluricultural approaches in foreign-language lessons.

[Concept and implementation of multilingual approaches in teaching of Romance languages](#)

Submission of education scheme results from a need to successfully control processes of education and instruction in the area of developing pedagogical competences of English and Romance language teachers as well as multilingual and pluricultural competence defined in the document FREPA/CARAP. FREPA/CARAP is reference framework for developing multilingual and pluricultural competence issued by the Council of Europe in the European centre for living languages in Graz, Austria, in July 2011. It is accessible on the website <http://carap.ecml.at/>.

It follows from the aforesaid reason, that there is a need for innovation training of teachers of English and Romance languages (French, Italian and Spanish languages) in the field of acquiring multilingual and pluricultural competences by pupils at lessons of Romance languages and, due to the reason of a need for continual training as a systematic process of acquiring knowledge, skills and capabilities with the aim of upgrading professional competences of pedagogical employees.

Participants in training will acquire knowledge and skills necessary to perform pedagogical activities of English and Romance languages teachers according to a new concept of teaching foreign languages of 2007 in compliance with the Act No. 317/2009 of the Collection of Laws as amended by later regulations and with new pedagogical documentation. Participants have to pass all the topics during the training, within which they always choose one of proposed modules based on their language focus (French language, Italian language, Spanish language).

Major objective:

To innovate and extend professional competences of teachers of Romance languages in the field of developing multilingual and pluricultural competences of teachers, which are necessary to teach foreign languages according to the new concept of instruction of 2007 through multilingual approaches.

Specific objectives of educational programme:**Topic 1****1st multilingual approach FREPA/CARAP: Language awakening**

- to improve knowledge of forms of language awakening approach;
- to innovate knowledge of activities of language awakening from the task pool FREPA/CARAP;
- to deepen capability of wording interdisciplinary relationships and technique of language awakening in romance languages

- to extend competences with creation of activities for awakening of students to learn Romance languages;
- to upgrade capability of analysing created activities and interpret strong and weak points of integration of tasks into foreign language teaching.

Topic 2

2nd multilingual approach FREPA/CARAP: Integrated language didactics

- to upgrade knowledge of forms of integrated didactics approach of English and Romance languages (according to the modules of either French, Italian or Spanish language);
- to innovate knowledge of activities from the task pool FREPA/CARAP for integrated language didactics;
- to deepen capability of formulating interdisciplinary relationships and techniques of teaching languages through integrated language didactics;
- to extend competences with creation of activities in line with the approach of integrated language didactics;
- to develop capability of analysing the created activities and to interpret strong and weak points of integrating the tasks into foreign language teaching.

Topic 3

3rd multilingual approach FREPA/CARAP: Comprehension among related languages

- to upgrade knowledge of forms and thematic areas of approach of comprehension among related languages;
- to innovate knowledge of activities from the task pool FREPA/CARAP, which has been conceived in the framework of approach of comprehension among related languages;
- to deepen capability of formulating interdisciplinary relationships and techniques of teaching languages through comprehension among related languages;
- to extend competences with creation of activities in line with approach of comprehension among related languages;
- to upgrade capability of analysing created activities and to interpret strong and weak points of integrating the tasks into foreign language teaching.

Topic 4

4th multilingual approach FREPA/CARAP: Intercultural approach, education to tolerance, socio-cultural and socio-lingual contents and techniques for teaching them at lessons of foreign language

- to upgrade knowledge and to know concepts and contents of intercultural approach ;
- to innovate knowledge of activities from the task pool FREPA/CARAP for intercultural approach;
- to deepen capability of formulating interdisciplinary relationships;
- to upgrade competence of stipulating technique of language teaching via intercultural approach;
- to extend competences with creation of activities in line with the intercultural approach;
- to improve capability of analysing the created activities and to interpret strong and weak points of integrating tasks into foreign language teaching.

[Online language training for teachers of English language by the programme Cambridge English Teacher](#)

When teaching foreign languages, teachers should continuously increase their knowledge band work with *the latest methodological routines*. Thereby it is necessary to have *early information of teachers* on these routines and additional training at methodology of language teaching. Topicality of the times and contemporary pressure upon teacher require *to maximise efficiency* of teacher's additional training, while *minimising the time* taken for this training. Experience of other countries of the world has clearly shown, that one of the most efficient solutions of how to achieve it, is to focus on *online training* that will provide for mediation of knowledge, particularly in comfort of teacher's home.

The presented programme of online training *fully corresponds to requirements of European standards* put on teacher, providing for best-class continual education and, last but not least, *reflecting also domestic requirements* put on teacher and the entire education-instruction process. The teacher will

acquire knowledge and subsequently also skill to use new trends and routines *in teaching vocabulary, grammar, applying bonds between subjects*, in the area of motivating the student and *principles of assessment via webinars prepared by authors of instruction handouts and highly qualified teacher trainers from Cambridge*. The presented programme is directed towards *overall facilitation of teacher's work*, while, having completed it, the teacher will be undoubtedly fully capable and competent to apply acquired knowledge of methodology into the teaching practice itself.

Opening of the European labour environment to all countries of the European Union and presence of English speaking persons in Slovak labour market have demanded changes in approach to teaching English language at our schools. Experience of independent English language users pointed out at the need to change methods and forms of English language teaching directing the student to self-confident communication in English language with native user of this language. The process of passive acceptance of new knowledge of the language is necessary to be changed into the process of language teaching with *active participation of the learner*. It is equally necessary to change the way of thinking and opinions of the learners, that the teacher is responsible for the result of teaching activity as well as for implementing into practice the *autonomous approach in learning a foreign language*.

Extension of teachers' competences in the area of applying *intercultural competence* is at present considered to be the fifth major language skill in relation to requirements put by the European Union. Need for education programmes focused on using innovative methodological routines to develop communication skills and intercultural competence of students is also recommended by pedagogical-organisational instructions for the academic year 2014/2015 (source: <https://www.minedu.sk/data/att/6148.pdf/pedagogicko-organizacne-pokyny-na-skolsky-rok-20142015/>, page 10 items 2, 6, 7 and 8).

In compliance with these requirements, we are convinced that just the submitted programme may direct the teachers of the second degree of elementary schools and all types of secondary schools closer to the student, using the latest knowledge acquired via *online webinars* and subsequent discussion with experts from Cambridge.

Major objective of the training programme:

Via the latest online lessons teaching, to extend and update professional competences that will enable the teachers of elementary and secondary schools to creatively use up-to-date methods and techniques, so as to increase overall communication competence of their students in a harmonical and well-balanced way.

Specific objectives:

- To deepen** *psychological-pedagogical knowledge* in the field of *internal and external motivation of learner*.
- To extend** competence in the field of methodology of work (*methods, forms and means*) directed to teaching *vocabulary, pronunciation, grammar and language skills* with focus on real language and authentic communication.
- To develop** knowledge in relation to creating *suitable tasks in line with target requirements to capabilities and skills of students*.
- To develop** knowledge of *principles of teaching language skills* with emphasis to balanced application of receptive and productive skills.
- To develop** principles of teaching language skills with emphasis to applying digital technologies.
- To extend** knowledge of planning lessons and management of class.
- To extend** competences in the area of applying methodology of CLIL and intercultural competence that is at present considered to be the fifth major language skill in relation to requirements put by the European Union;
- To develop** knowledge of *principles of evaluating the learner*.

[Development of German language teachers' competences by the programme PASCH-net DSD GOLD – German language diploma](#)

The presented training programme responds to the current condition and needs of German language teaching, which also includes demanding preparation of students for German language diploma of the

1st and 2nd degrees (Deutsches Sprachdiplom/DSD I, II). Schools preparing students to obtain the DSD certificates are governed by special teaching curricula approved by the Ministry of Education of the Slovak Republic. Besides foreign lecturers, especially our German language teachers take part in this preparation, particularly after passing challenging additional training. Only this way they can share organisation of framework conditions of lessons, the very lessons as well as preparation and implementation of exams regarding DSD. That is why a need to accredit the training programme with this contents has arisen, thus enabling our German language teachers to obtain credit assessment. Such programme has been absent so far on the Slovak "market" of accredited training programmes.

German language diplomas of the 1st and 2nd degrees (DSD I, DSD II) are run under auspices of the Conference of Ministers of Culture and Education of the Federal Republic of Germany. The matter is in exam required and respected all over the world, including its acceptance at universities and higher schools in German speaking countries. Advisors/coordinators of the Central Office for Foreign Education System are responsible in separate countries for guaranteed quality of preparation and course of DSD exams. German lecturers as well as our teachers of German language are responsible for the quality of preparation of pupils.

Since the academic year 2013/14, it has been possible to acquire the DSD certificate also for the level I (before just the level 2) at 30 schools in Slovakia, which corresponds to the Common European Reference Framework of the level B1. In addition to secondary schools and grammar schools, this level of diploma is offered in Slovakia also by two elementary schools.

PASCH-net DSD GOLD – German language diploma I is a project developed in Germany by the Federal Administration Office – Centre for Foreign Education System (Bundesverwaltungsamt – Zentralstelle für das Auslandsschulwesen), while it is designated to teachers of German language working in the programme DSD.

In the name of the presented training programme, the acronym GOLD Globales Online-Lernen DaF means global education for the subject of German language via e-learning form. So, the project has been conceived as a combined form of attendance and distance phases that is run in on-line form. PASCH-net is a training form protected by a password and working through software Moodle, where participants learn in a real classroom just partly and prevailing part is run in a virtual classroom on the Internet. Participants can find not only learning handouts in various forms (documents for reading, audio and video files), tasks here, but also contributions and comments of all other participants in the course, who they communicate and cooperate with. They acquire separate teaching contents by completing exercises, assignments and tests. Whereas they mostly work in the form of independent study, however, they mutually exchange their experience in repeated cooperation tasks. For that purpose, they have available various tools as a forum, , wiki, glossar. Besides conducting attendance tutorials, tutors are present in training platform all the time long, organising and facilitating communication within the rooms of the course, helping in content and technical questions, accompanying participants through solutions of assignments and providing constructive feedback. Nowadays online teaching is a worldwide trend, as it minimises exerted efforts and means for education and maximises its benefits.

The intention of the submitted programme is to allow extension of needed expert competences to teachers of German language.

Major objective:

To update and extend professional competences of German language teachers with the area of educational preparation for the DSD I exam (German language diploma I) in the framework of school lessons as well as assessment of its written and oral parts.

Specific objectives:

- to update and develop the existing methodological-didactic, information-communication and media competences;
- to extend expert competences and skills applied with testing format of DSD 1;
- to develop methodological-didactic skills by acquiring routines applied with DSD;
- to deepen competence of assessment by acquiring standardised assessment criteria of oral and written outputs of students in DSD;
- to extend capabilities oriented to competences in the subject of German language;

- to obtain authorisation to organise and carry out exams of DSD at one's own school;
- to obtain authorisation to be examiner/chairperson of the examining committee at exams of DSD I – exam of oral talk.

Networks of future generation in school practice

By mutual cooperation of various types of networks and their gradual integration into a single universal broad-band multi-media network – networks of the next generation NGN (Next Generation Networks), conditions are created to transfer all types of media and to provide a broad spectrum of multimedia services and applications. The NGN concept was developed for several years, while this process still continues especially thanks to a call to provide new services as e.g. television (IPTV).

The requirement to establish education programme reflects demands of present practice, while it resulted from a poll of Methodological Centre among pedagogical employees, which was carried out in 2013 and whose results have been summarised in the Partial study of educational needs of pedagogical employees for 2013, where requirement for creating training programmes is provided in prominent place: “to extend an offer of education programmes for teachers of expert subjects and foremen of vocational education, to innovate contents of vocational subjects“ – source VALENT, M. et al. Čiastková štúdia vzdelávacích potrieb pedagogických zamestnancov škôl za rok 2013 (Partial Study of Education Needs of Pedagogical |Employees). (Electronic version) Bratislava: MPC, 2013.

Content of updating education in terms of topics covers the areas of network architectures of the new generation (NGN) as well as other architectures resulting from the process of evolution of information-communication technologies (IRT) networks as well as multimedia services and applications. It is designated for those teaching selected topics in vocational subjects, which cover various technologies that may be integrated within networks of the new generation, i.e. new communication technologies (mobile, optical) as well as technologies for delivery (distribution) of digital video.

Through updating their knowledge, respecting the latest development trends, teachers will contribute not only to updating of topics of lessons devoted to networks of future generations, but they will also allow to enhance success rate of placement of their students in the companies and institutions of information-communication technology (IKT) (network operators, suppliers of technologies, providers of multimedia services and applications).

Major objective:

To keep and extend professional competences of teachers of informatics, teachers of vocational subjects and foremen of vocational education necessary to mediate current information on the issue of technical implications of future generation networks.

Specific objectives:

- to extend knowledge from the field of network technologies;
- to deepen knowledge of network architectures and protocols;
- to develop knowledge of issues of selected types of networks and their technical options;
- to extend knowledge of the latest information on networks enabling transfer of a broad spectrum of multimedia contents (systems, protocols, standardisation, facilities, services);
- to deepen knowledge of options of application based on the latest trends.

D) Project Slovak Safer Internet Centre

The matter is in a communitarian project focused primarily on safe and responsible use of Internet and mobile telephones. In organisational terms, the project in Slovakia is under umbrella and control of the civic association eSlovensko. The project is funded by the European Commission in the amount of 50% and the remaining 50% will be additionally financed by partners of the project.

Within 2013 – 2014, the Ministry of Education, Science, Research and Sports of the Slovak Republic (MŠVVaŠ SR) was along with the Slovak Board for UNICEF one of the partners of the project, co-financing the project with the amount of EUR 100 thousand.

The project started in 2011 – 2012 under the name of Slovak Safer Internet Centre and continued within 2013 – 2014 as the Slovak Safer Internet Centre II. Major **objectives of the project** were:

- **Establishment and operation of the national education centre Zdpovedne.sk**, within which thousands of children, pedagogical employees and parents are trained on the topic of responsible use of Internet, mobile communication and new technologies, prevention of criminal acts;
- **Provision for and operation of a free line Pomoc.sk** serving to solve issues of children on the Internet;,
- **Establishment and operation of the national centre to report illegal contents and activities on the Internet Stopleveline.sk**;
- **Creation of an animated series for children OVCE.sk** that deals in its 24 parts with various areas of threats in the virtual world, ethics in mobile communication, social inequality etc. The fairy tales are also available in languages of ethnic minorities as well as in the sign language for deaf people and with audio-commentary for sight handicapped ones.

During the project, cooperation was also established with organisations directly controlled by the Ministry of Education, Science, Research and Sports of the Slovak Republic (MŠVVaŠ SR) in these areas:

- State Pedagogical Institute – in including the issues of safe and responsible use of new technologies into the subject of Information education;
- Methodological-Pedagogical Centre in the field of continual education of pedagogical and non-pedagogical employees as well as workers with youth;
- Research Institute of Children’s Psychology and Pathopsychology at research activities on the topic of behaviour of children and youth on the Internet;
- IUVENTA at work with youth leaders and volunteers.

In 2013 And 2014, the project obtained several awards (the prize of the competition The World Summit Award in the category eInclusion & Empowerment, Panta Rhei Award in the category „Children’s top news“ for the book OVCE.sk, the prize KOMENIUM PRIX), representing a positive example of successful collaboration of non-profit sector with state administration.

The project Slovak Safer Internet Centre III with the maximum budget of EUR 480 thousand for the period of 2015 – 2016 links up to the activities of the previous years. The amount of EUR 240 thousand will be provided by the European Commission on condition that eSlovensko will find partners to the project, who will complete financing of the remaining amount of EUR 240 thousand. In this relation, eSlovensko sent the Ministry of Education, Science, Research and Sports of the Slovak Republic (MŠVVaŠ SR) a letter requiring support to this project. Other addressed potential partners of the project are Slovak Board for UNICEF, Ministry of Interior of the Slovak Republic (MV SR) (partner of the consortium) and Ministry of Finance of the Slovak Republic (MF SR).

With the view of the hitherto cooperation, the scope and benefits of the project, we propose the Ministry of Education, Science, Research and Sports of the Slovak Republic (MŠVVaŠ SR) to get involved in the project Slovak Safer Internet Centre III within 2015 and 2016 too, however, with regard to the grant scheme of the project, funds were not directly allocated in the budget of the Ministry for participation in this project for these years.

Despite that, we propose the Ministry of Education, Science, Research and Sports of the Slovak Republic (MŠVVaŠ SR) to become a partner of the project, financially participating in the project with the amount of EUR 100 thousand (EUR 50 thousand in 2015 and the amount of EUR 50 thousand in 2016).