



National
Development Education
Seminar Report

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Mediterranean Conference Centre

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Table of Content:

Executive Summary.....	3
1.1 Introduction.....	5
2.1 Aims of the National Development Education Seminar.....	5
3.1 National Context of Development Education.....	6
3.2 Political Context.....	7
3.3 Malta's Main Challenges.....	7
4.1 Development Education in the formal education system.....	8
5.1 Development Education in the non-formal education system.....	8
6.1 NGOs and Projects.....	9
6.2 Global Education Week (GEW).....	9
6.3 Global Learning Network (GLEN)	9
6.4 EkoSkola.....	9
6.5 Global Action Schools (GAS)	10
6.6 Energy Road Show.....	10
6.7 JRS School Outreach Programme.....	10
6.8 Young Reporter for the Environment by Nature Trust.....	10
6.9 Enlarging Fair by Koperattiva Kummerċ Ġust.....	11
6.10 I Shop Fair.....	11
6.11 The colours of Malta.....	11
7.1 Educational Resources, Support Services and Good Practices.....	11
7.2 Playing Fair Alternatives.....	12
7.3 'Connectando Mundos'.....	12
8.1 Recommendations and Outcomes.....	12
8.2 Government Representatives.....	13
8.3 Recommendations from the European Consensus on Development.....	14
8.4 The recommendations that came out of every workshop.....	16
9.1 Conclusion.....	19
10.1 Photos of the Day.....	21
11.1 Relevant national and international background documents.....	22
12.1 Appendices.....	23

Executive Summary

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

In today’s world, where globalization has brought everyone closer together, it is inevitable that children, youths and adults need to be taught about different world cultures, global issues, different religions and cross-culture communication skills; in order for them to understand and be able to respect the different people of the world.

Because of the ever-growing connection between the North and the South, we can no longer be spectators but need to be aware of our actions and of what is going on outside our country. Development education is a response to the inequalities and injustices that take place at global and local level.

“Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions. Development education fosters the full participation of all citizens in worldwide poverty eradication, and the fight against exclusion. It seeks to influence more just and sustainable economic, social, environmental, human rights based national and international policies”¹.

SKOP, the National Platform of NGOs acting as Malta's broadest network of voluntary and non-governmental organisations working in international development and humanitarian aid, felt that there was a need for development education to be discussed in a broader sense and show its importance in today’s global world.

SKOP believes that through Development Education, issues of social justice and human rights can be addressed while giving a foundation for people to act in a just, equal, sustainable and humane way. Therefore having a national development education strategy is seen as an important way to consolidate and enhance what is already being done in some schools in Malta.

Over the past years Malta has witnessed an influx in irregular migration which has caused anxieties, xenophobia and even racism. More than ever before there is a greater need for a policy and for solutions that respect each individual. Development education is one way to raise awareness

¹ This definition has been approved by the DE Forum during the 2004 annual meeting, and endorsed by CONCORD during the General Assembly of November 2004. <http://www.deeep.org/whatisde.html>

through formal and non-formal education and help people understand different cultures, human rights and diversity in order to be able to live together and respect people coming from different countries.

For these reasons, SKOP felt this was an essential time to have an national seminar on development education to bring together the different stakeholders and kick-start the process of developing a national development education strategy.

“But if the solutions of today’s and tomorrow’s challenges are not in our heads and not in the book, how can our students learn them?” Josphehine Vassallo²

² Josephine Vassallo works as the Assistant Director (Humanities) in the Curriculum Management & eLearning Department at the Ministry of Education Malta. Quote taken from speech for the NDES on 10 May 2010, Malta.

1.1 Introduction

The Maltese national development education seminar was organised by SKOP³ on 10 May 2010 at the Mediterranean Conference Centre, in the capital of Malta, Valletta. The seminar was supported by the North South Centre⁴ of the Council of Europe and the European Commission through its Joint Management Agreement. DEEEP⁵/CONCORD also supported the seminar. It was a daylong seminar where over 80 teachers, students, representatives from the Ministry of Education, Ministry of Foreign Affairs, NGOs and academia attended.

The main focus was on development education and its inclusion in the Maltese formal and non-formal education. The event acted as a good platform to boost co-operation among the stakeholders in the Maltese national context and serve as a place for exchanges of experiences and peer learning. It also gave an opportunity for SKOP members and schools, participating in the Global Education Week and other development education projects, to showcase their work and bring forth the current situation regarding development at both the local and global level. The seminar was divided into two parts; the first was filled with workshops and presentations while the second part focused on kick-starting a national development education strategy for Malta.

The basis of this report is to see what happened during the development education seminar, what were the main outcomes and the recommendations. It will also look at the current situation of development education in Malta in both the formal and non-formal sector, what needs to be done from here and what was the impact of the seminar.

2.1 Main aims of the National Development Education Seminar

The purpose of the seminar was to bring together key Maltese stakeholders in the field and raise awareness on development education among governmental and non-governmental actors. While creating a space for the opportunity to exchange information, good practice and to explore possibilities of co-operation among relevant stakeholders in development education by presenting the European context on development education and how it can be reflected at national level.

The seminar had two main aims and for this reason the day was divided in a way to focus on the two aims separately but still making them interconnected.

³ SKOP is the national platform of Maltese NGOs working in international development co-operation and Global Education.

⁴ North-South Centre is the European Centre for Global Interdependence and Solidarity (http://www.coe.int/t/dg4/nscentre/default_en.asp).

⁵ DEEEP is a programme initiated by the Development Education Forum of CONCORD that aims at strengthening capacities of NGOs to raise awareness, educate and mobilise the European public for world-wide poverty eradication and social inclusion (<http://www.deeep.org/index.html>).

The first objective was to have capacity building and training for the various stakeholders involved in Development Education and the other participants who attended through a number of workshops that took place in the first part of the seminar.

In all there were nine workshops on different themes related to development education and global issues. Each workshop was composed of around 15 people in order to focus on skills, knowledge, information and practices in Development Education. Each workshop was on a different theme which was facilitated by an expert in that field including both foreign and local guests.

Another aim of having the workshops was to see what the participants think about development education and what requirements and recommendations they would look for if a development education strategy was developed for Malta. This was done by getting one recommendation from every workshop that would later be presented in the second part of the seminar.

The second objective of the national Development Education seminar had more of a political component. In this part of the seminar there was a kick-start process towards developing a national DE strategy. The aim was to include representatives from the Ministries of Foreign Affairs and Education, educational practitioners (representatives of academia), and NGOs in order to foster the development of greater co-operation between the different parties and produce a strong plan for a national Development Education strategy.

3.1 National context of Development Education

It can be said that development education was introduced into the Maltese context around 15 years ago. Since 1994, Malta has been active in the North-South Centre Intercultural Dialogue/Transmed programme through the involvement of civil society, university and government in developing joint initiatives in the field of Euro-Mediterranean activities, namely the Euromed Civil Forum and the *Nuit de la Méditerranée* along with other conferences and seminars. In 1999, Ms Mary Vella, then Director of Curriculum and Development within the Ministry of Education, was appointed national contact for the initial NSC network of the *European School Week - linking and learning for global change*. This networking process for the promotion of global education was then relayed by Mr Phillip Said (from 2001 onwards) and by Ms Rita Debattista (from 2002 onwards). Since then, Rita Debattista has joined the Global Education Week network.

Every year, for the past five years, SKOP has organised a seminar on development education to promote the ideas of development education, give workshops to students and teachers and create a space to exchange knowledge, information and ideas. The seminars have proved to be successful with both students and teachers and have given them the opportunity to get involved in development education outside the classroom.

In 2000, KOPIN⁶ was founded to promote networking with other NGOs in order to exchange experiences and expertise with a focus on Development Co-operation and Development Education and to build a strong position in advocating for fair North-South relations that focus on the Southern, rights-based perspective.

⁶ KOPIN is a voluntary non-governmental organisation (NGO) based in Malta which works in the field of North-South co-operation, Development and Global Citizenship Education and advocacy for development-related issues. (<http://www.kopin.org/>)

Although development education can be said to be limited in Malta, it has been growing for the past years in both the formal and non-formal education sector. This is usually through motivated educators and NGOs with projects related to global issues and development education. Some of the projects that have had a positive impact are mentioned below; these projects are usually short-term but have still proved to be beneficial.

The main stakeholders, when it comes to development education in Malta, are the European Union bodies, institutions and authorities, the North-South Centre through its Global Education Week, national government, local and regional authorities, civil society organisations, representatives from the formal and non-formal education sector and students.

3.2 Political Context

The Overseas Development Policy⁷ which was published by the Ministry of Foreign Affairs (Malta) in October 2007 states that;

“In accordance with Strategic Objective 18 of Malta’s Foreign Policy, Malta will strive to allocate a specific yearly budget for NGDO activities dealing with their own capacity-building as well as local development education, awareness raising and international project implementation.” (5.8.3)

It also recognised the importance of development education;

“[a development unit within in the MFA] will also be responsible for raising local awareness through Development Education. Malta recognises that awareness raising fosters national understanding and ownership of the process of international solidarity, helps create an environment which is conducive to the establishment of intercultural dialogue and understanding, contributes towards the changing of lifestyles in favour of a model of sustainable development for all and increases citizens’ support for further efforts in the public funding of development co-operation and in particular towards reaching the Millennium Development Goals.” (7.1.4)

3.3 Malta’s Main Challenges

The main challenges that Malta faces when it comes to development education is that there is both a weak commitment from institutions and a civil society sector that is not strong enough to lead such initiatives. The fact that Development Education in Malta is dependent on projects is problematic as there is no continuity or long-term plans when it comes to project-based initiatives. There is also an overall lack of training opportunities and funding for implementing Development Education activities and projects.

At present, there is still a lack of adequate support from the governmental structures in Malta with regards to development education. The interest is rather limited and currently there is no annual Development Education/Awareness Raising grant. In 2008, there was a first development co-operation Call for Proposals announced by the Ministry of Foreign Affairs (MFA); some projects had

⁷ Ministry of Foreign Affairs (Malta), Overseas Development Policy. An Overseas Development Policy and a Framework for Humanitarian Assistance for Malta, October 2007, available online: <http://www.foreign.gov.mt/web/Library/PDF/Malta%27s%20Overseas%20Development%20Policy%20eng.pdf>

a small development education component. Development education has been specifically mentioned in Malta's Overseas Development Policy issued by the MFA in 2007. However, there is still no action plan from the government to implement the published Policy. There are ongoing discussions between SKOP and the MFA to kick-start a national Development Education Strategy. At the moment, NGOs run projects in schools with the permission of the Education Directorate⁸.

4.1 Development Education in the formal education system

Development education in the formal sector of schools, university and institutes is limited to projects by NGOs and motivated teachers and educators. They are usually short-term and although they have positive impacts they are "just isolated experiences". Unfortunately the educational system is still far away from "preparing citizens to face today's challenges⁹". Therefore organisations involved in development education need to "learn to work more 'with' the school instead of simply 'within' the school, and adopting long-term strategies¹⁰".

The team of Conectando Mundos point out the issues that the current educational system is facing, mentioning that at the moment "education is not about understanding reality but about accumulating compartmentalised knowledge through specific subjects presented as unconnected from each other and detached from any context". They also see a problem in the teachers because they seem to be "increasingly experiencing a loss of their moral and social role"; the teacher-student relationship also poses a problem that stops students from participating actively in the construction of knowledge. (Glaiero, M., Grech, W., & Kalweit, D., 2009, p. 41).

At least there are a number of motivated teachers and schools that are willing to experiment and try out new projects in order to promote a different type of education. This can also be seen in the different projects by NGOs that are welcomed by some schools. Conectando Mundos consortium in their publication Global Citizenship Education mentions the role of Development Education in the current formal education system where some teachers working with NGOs raise awareness on "issues regarding the unbalances between the political and economic global North and South and on their interdependence". Although they are talking about Global Citizenship Education they mention that "Citizenship Education shares the same educational principles of Global Education, Development Education ... The overall title used might be different but the main aim is common to all."¹¹

5.1 Development Education in the non-formal education system

⁸ DE Watch 2010 – Country Overview.

⁹ Glaiero, M., Grech, W., & Kalweit, D. (2009). Global Citizenship Education; The school as a foundation for a fair world.

¹⁰ Conectando Mundos consortium as cited in Glaiero, M., Grech, W., & Kalweit, D. 2009.

¹¹ "Manifesto for the Global Dimension of Citizenship Education in Malta" May 2007 - http://www.inizjamed.org/manifesto_malta.pdf

When it comes to the non-formal education sector, many initiatives organised by NGOs are often suited for this sector. There are a number of projects that target youths and adults in a non-formal manner. Many of these projects are listed below.

6.1 NGOs and Projects

Throughout the past few years, different NGOs have contributed to Global projects related to development education. These initiatives have been enriching for our schools mainly because these organisations are taking on this global perspective as a holistic approach for the benefit of all our students. Some of these projects also move away from schools and target youths, the public and adults.

6.2 Global Education Week (GEW)

Global Education Week was first launched in 1999 by the North-South Centre of the Council of Europe. GEW encourages schools to explore educational activities for global citizenship with a specific focus on how to overcome poverty and social exclusion. Malta got involved in this initiative in 2001 where it acted as a kick-off event for a year-round process focused on global education awareness-raising actions. Since 2002, Ms Rita Debattista and Mr Phillip Said have been organising this initiative every year and have used innovative ideas and the involvement of different partners from local society to address global issues related closely to the Millennium Development Goals.

6.3 Global Learning Network (GLEN)

Malta is part of the Global Education Network (GLEN)¹² through the organisation Third World Group (TWG)¹³. GLEN is an organisation of eleven European NGOs that tries to bring people from the North and global South together and improve intercultural communication while making people aware of global issues. TWG is one of the 11 organisations and through GLEN sends two Maltese for training on global education and a three-month internship in the global south. GLEN tries to raise awareness on global interdependency in Europe and offers training and practical experience to young multipliers. This has proved to be a positive programme because all participants that have attended the trainings and the internships have come back and became more involved in global education in Malta.

6.4 EkoSkola

EkoSkola is the Maltese version of the international Eco-School programme which is a programme within schools for environmental management and certification, and sustainable development education. This international project was launched by the Foundation for Environmental Education

¹² Global Education Network of Young Europeans (GLEN) – www.glen-europe.org

¹³ The Third World Group is a national voluntary non-governmental and not for profit organization based in Malta that is committed towards Third World issues and people who live in "depressed" areas in Malta and abroad. (<http://www.thirdworldgroup.org>)

(FEE) in 1994. EkoSkola was launched in Malta in 2002. By developing skills, EkoSkola acts as an ideal way to initiate and sustain Local Agenda 21 initiatives in schools. This project has given space for students to have an active role and to grow and realise their responsibilities when it comes to the environment while raising their awareness of environmental and sustainable development issues. The project has also extended learning beyond the classroom and developing responsible attitudes and commitment both at home and in the wider community.

6.5 Global Action Schools (GAS)¹⁴

Global Action Schools is a unique partnership of seven organisations working with schools across Austria, Czech Republic, England, Malta, Poland, Slovak Republic and Thailand. Currently 6 pilot schools in Malta are exploring how small changes in their day-to-day running could help reduce global poverty. The project supports schools to integrate global issues into the classroom, link with schools around the world and find ways of contributing to sustainable development.

As a continuation to the GAS project, another project was launched in March 2009; “Global Action Schools2Communities”. This project will end in February 2012. Malta is part of this project through the organisation KOPIN¹⁵. This project also tries to integrate schools with the community.

6.6 Energy Road Show

The organisation Moviment Graffiti had conducted a project called the 'Energy Road Show'. The project dealt with the understanding of the world's limited natural resources as well as the promotion of renewable energy. The 'Energy Road Show' was specifically targeted at the youth community, as a result of which the project is carried out with schools, local youth centres as well as other youth oriented environmental NGOs.

6.7 JRS School Outreach Programme

For the past years the Jesuit Refugee Service in Malta has been visiting local schools to talk to students about refugees¹⁶. The goal of the School Outreach Programme is to combat hostility and prejudice towards refugees and asylum seekers and to foster understanding, solidarity and a culture of welcome through the organisation and awareness-raising activities.

6.8 Young Reporter for the Environment by Nature Trust¹⁷

Young Reporters for the Environment is an international project, run by the Foundation for Environmental Education (FEE), spread in over 20 countries. The project aims to help students understand issues related to sustainable development and citizenship, and actively participate in their learning by working on projects with other students and teachers.

¹⁴ <http://www.schools2communities.eu>

¹⁵ KOPIN is a voluntary non-governmental organisation (NGO) based in Malta which works in the field of North-South co-operation, Development and Global Citizenship Education and advocacy for development-related issues.

¹⁶ The Jesuit Refugee Service (JRS) is an international Catholic organisation working in over 50 countries with a mission to accompany, serve and defend the rights of refugees and forcibly displaced people. (<http://jrsmalta.org>)

¹⁷ <http://www.naturetrustmalta.org/>

YRE¹⁸ was first launched in Malta by Nature Trust Malta in 2007. It encourages students to investigate a local environmental issue and either write a journalistic production (article) or take a photo with a short caption. The entries are then submitted for an international competition. There are 6 main investigation topics : Agriculture, cities, coastline, energy, waste, water. The goal of each project is to always communicate relevant information to the local public.

6.9 Enlarging Fair by Koperattiva Kummerċ Ġust

The Enlarging Fair project aims to raise awareness on Fair Trade and Interdependence between North and South, improve co-operation between European Fair Trade organisations, produce new materials especially for schools and enhance awareness among consumers and the general public. Koperattiva Kummerċ Ġust is working together with other European organisations from Czech Republic, Italy, Slovakia, Slovenia and Hungary. Pangea-Niente Troppo, the Italian partners are the lead organisation of this project.

The project offers different training, workshops, activities and the space to design and implement a common campaign around the theme of the Right to Food. The Maltese Campaign was launched as 'Kieku L-Ikel Jitkellem' (If food could talk).

6.10 I Shop Fair¹⁹

I Shop Fair is a network of consumers campaigning for fair working condition worldwide. It is an initiative, co-funded by the European Union, and represented in Malta by Koperattiva Kummerċ Ġust. The aim of the I SHOP FAIR network is to inform consumers as well as the media about the situation of workers in the countries of the Majority World with a particular focus on the Garment, Toys, Computer, and Flower industry. It asks fundamental questions about worker rights and tries to answer them by engaging various activities.

6.11 Colours of Malta²⁰

Colours of Malta is a website created by two Maltese PGCE students in 2009. The website is designed as a resource tool for teachers in their attempt to address the aspect of multicultural diversity in the classroom. This site contains lesson plans, PowerPoint presentations, worksheets and links which can be used to help cultivate, educate and inspire students about the positive potential of cultural diversity.

7.1 Educational Resources, Support Services and Good Practices

¹⁸ www.youngreporters.org

¹⁹ <http://www.ishopfair.net/>

²⁰ <http://www.thecoloursofmalta.com>

Over the past years there have been different initiatives to create educational resources and support services. Below are just some of the more recent projects that have been done in Malta for students, teachers, academia and youths.

7.2 Playing Fair Alternatives

As part of the project for education and development, Playing Fair Alternatives, a fair trade game was created. The project was under the co-ordination of Pangea-Niente Troppo cooperative, in collaboration with seven other Italian and European organisations. Malta was part of the project through Koperattiva Kummerc Gust. The project created the first Fair Trade game in Maltese. The game 'Fair Play' teaches players about the cotton market and the injustices it contains, while also providing fair alternatives in a fun way. The game is for 14 year olds upwards and has proved to be a good educational resource for schools.

Another part of the project was the educational resource, 'Ekwopedja' which is an encyclopaedia on globalisation and solidarity. The book is intended for those who work in close contact with children and wish to deal directly with global issues such as the global economic system, sustainable development, fair trade, human rights and alternative ways of living.

7.3 'Connectando Mundos'²¹

Connectando Mundos (Connecting Worlds) is a project by Inizjamed. The main objective of this project is the promotion of Development Education in the context of Citizenship Education within educational institutes in Malta so as to make its main themes and methodologies more fully integrated into the education of students of all ages.

One of the outcomes of the Connectando Mundos project was the publication of the book, "Global Citizenship Education; The school as a foundation for a fair world"²². The publication was partly funded by the EU and by the National Lottery Good Causes Fund (Malta) and is being distributed for free to Maltese schools, educators and other stakeholders.

8.1 Recommendations and Outcomes

The seminar was attended by teachers, secondary school students, members of NGOs, governmental representatives and the public. The day started off with a variety of displays and

²¹ http://www.inizjamed.org/conectando_mundos.htm

²² <http://dialog-information-service.blogspot.com/2009/05/publication-global-citizenship.html>

exhibitions showing development education projects that NGOs and schools have been part of. This was followed by talks from Vince Caruana²³ Chairman of SKOP and Alessio Surian²⁴, a guest speaker from Italy, who gave a very motivational speech on development education. Unfortunately Gordana Berjan, from the North-South Centre, was unable to attend the seminar since her plane was cancelled due to volcanic ash from an Icelandic volcano.

During the nine workshops that took place throughout the day different recommendations were collected to see what should be improved and how, what the main issues are in Malta, and what a national development education strategy should include to benefit everyone and have the biggest positive impact on all.

The second part of the seminar included talks from representatives from the Ministry of Foreign Affairs, Ministry of Education and foreign guests, Franz Halbartschlager²⁵ and Marcos Estrada²⁶ Oliveira. It was made clear from everyone present that there is a need for a DE strategy in Malta and that it is time that we work together to develop one. The second part of the seminar also proved to act as a means to get more recommendations and ideas for the process of the national DE strategy.

The main recommendations that came out included the need for a resource centre of global education material where teachers of formal and non-formal education can obtain methodologies and material for teaching global issues. It was mentioned that students participating in development education projects need to be given more of a voice to express themselves. During the workshop on migration the participants showed their concern for the need of anti-racist education at all levels. There was also a recommendation for the need of a more comprehensive subject on human rights.

It was noted that there should be a more flexible curriculum in schools to leave space for creativity and involve art more when it comes to development education since art is very much underestimated in this area.

Some other recommendations included the need to use schools to reach the communities and to include parents and educate them on global issues too so development education would not just stop at schools, while also reaching out to teachers that might not be so motivated to participate in global education or might not understand certain issues. This brought about the idea of also having adult education programmes. There is also a need to have a more holistic approach to fair trade including it in more subjects at school.

8.2 Government Representatives

²³ Vince Caruana is a board member of SKOP.

²⁴ Alessio Surian works as lecture at the Department of Education, University of Padova. He has been involved in development education projects since 1985. He is co-author of several games and educational packs such as Compass, Worlds behind the Music, Travelling cultural diversity. He is the coordinator of the Urban Popular University of the International Alliance of Inhabitants.

²⁵ Franz Halbartschlager is currently the Head of the Education Unit of Südwind Agency – Agency for North-South Education and Public Work, non profit NGO, Vienna, Austria (www.suedwind-agentur.at).

²⁶ Marcos Estrada is working at the Brazilian Institute of Education for Life and voluntarily coordinates the youth team working to produce the Civil Society Report of the UN International Decade for a Culture of Peace (2001-2010) to be handed to the United Nations, in the end of May 2010.

Josephine Vassallo²⁷ was invited to give a speech as a representative from the Ministry of Education in Malta. Ms Vassallo saw the importance of education as a way forward saying it should be “at the heart of any meaningful response to the major global challenges we face”. It was also mentioned in her speech that in order to change the status quo “educators need to work with and empower young people so that they learn to influence the changes”.

Ms Vassallo’s presence and speech was seen as an important step in bringing in Government representatives as stakeholders to form part of the initiative to develop a national development education strategy. In fact the recommendations which she focused on during her speech mentioned:

- whole-school participation in planning and actions;
- reciprocal partnerships between the school, students, families, community and stakeholders;
- inclusive and democratic learning and teaching approaches that value critical thinking and active participation;
- transdisciplinary approaches to curriculum;
- school grounds valued as learning environments;
- the school viewed as a ‘learning organisation’ that supports collegial practitioner research and professional development for teachers, managers and their professional and community partners.

During the seminar, Mr Saviour Falzon represented the Honourable Deputy Prime Minister and Minister of Foreign Affairs, Dr Tonio Borg. Mr Falzon is currently heading the Development Unit at the Ministry of Foreign Affairs. During his speech he also mentioned the importance of education saying that it “provides an important foundation for economic growth, personal development, social inclusion as well as the promotion of democratic societies and good governance”.

The speech also focused on education for sustainable development stating that through education people are given the skills, values and knowledge that can affect the life of current and future generations. Therefore he acknowledged education as “the promotion of values and ethics at different levels of training, in order to make an impact on people’s lifestyles and behaviour to build a sustainable future”.

8.3 Recommendations from the European Consensus on Development²⁸

During the second part of the seminar the recommendations mentioned below were also shown to the participants who read through them and agreed with what was said.

²⁷ Josephine Vassallo works as the Assistant Director (Humanities) in the Curriculum Management & eLearning Department at the Ministry of Education Malta.

²⁸ Recommendations taken from The European Consensus on Development: The contribution of Development Education and Awareness Raising (2007). http://www.deeep.org/fileadmin/user_upload/downloads/Consensus_on_DE/DE_Consensus-EN.pdf

To the European Parliament

To initiate the development of a report on Development Education and Awareness Raising and its role in the implementation of the European Consensus on Development, including through involvement of relevant Parliamentary Committees (such as DEVE). The report should highlight the actual and potential role of Development Education and Awareness Raising in formal and informal education and life-long learning in Europe.

To the Governments of European Union Member States and to Local and Regional Authorities

To give explicit attention to the importance of Development Education and Awareness Raising in development policies, programmes and budgets and in formal and informal education policies, programmes and budgets.

Where not yet in existence, to establish and support structured and ongoing processes to develop long-term perspectives and shorter term collaborative programmes that promote Development Education and Awareness Raising, involving governmental departments and agencies responsible for Foreign Affairs/Development Co-operation and for formal and informal education, also involving non-governmental development and other civil society organisations with an interest in global and national poverty eradication and sustainable development.

To provide policy, financial and organisational support for the integration of Development Education and Awareness Raising in formal and informal education systems, curricula and programmes, and in media activities, focussing on opportunities to engage formal and informal educators and media personnel in the development of new projects and programmes, networks, research; and on opportunities that enable authorities, agencies and institutions to play their part in responding to the challenges of poverty eradication and sustainable development. Policy, funding and organisational commitments should enable perceptible change to be made towards reaching the aim of Development Education and Awareness Raising.

To ensure the implementation and publication of evaluations of government and local or regional authority initiated and supported Development Education and Awareness Raising programmes and projects.

To Civil Society Organisations

To give explicit attention to the importance of Development Education and Awareness Raising in organisational strategies, budgets and public communications programmes, projects and activities, enabling the public to gain increased critical awareness of development and increased knowledgeable and skilled participation in development - globally and locally.

To develop and implement strategies and dedicate appropriate levels of resources for effective and targeted marketing of Development Education and Awareness Raising, in particular with formal and informal education sectors and practitioners, and with the media.

To establish partnerships and genuine collaboration with practitioners and decision makers in formal and informal education systems and in the media, enabling the integration of development concerns and of Development Education and Awareness Raising principles in ongoing policies and practices of those systems and in the media.

To provide structured, ongoing and supported processes of collaboration between people and organisations in the South and formal and informal educators, researchers and the media in Europe, enabling the public to respond to and play their part in responding to the challenges of poverty eradication and sustainable development.

To carry out and make publicly available evaluations and impact assessments of Development Education and Awareness Raising strategies, programmes, and projects. Such evaluations and impact assessments should include reference to explicit quality standards that are or should be achieved in respect of engagement processes used, effectiveness, efficiency, transparency, and value for money.

To encourage and support critical and academically sound development education research and academic courses in all EU countries, and promote sharing and exchange of Development Education and Awareness Raising experiences through universities, academic channels and think tanks.

8.4 The recommendations that came out of every workshop

Workshop 1:

Migration – Looking towards integration - Facilitated by Goitom Yosief

Targeted participants for the workshop were geography, PSD and religion teachers, representatives from NGOs and academia. The workshop focused on African Culture, Cultural diversity, why people have to leave their country, the conditions migrants face in detention and the community in Malta and the problems teachers face when teaching issues like inclusion and diversity.

Outcome:

- Need for anti-racist education at all levels addressing schoolchildren, teachers, judiciary, police, soldiers and other professionals. (Telling positive stories).

Workshop 2:

Young Reporters for the Environment - Facilitated by Audrey Gauci

The workshop was targeted at secondary school students and focused on the environment and different environmental issues.

Outcomes:

- Need for more communication on a whole at school level. Students feel the need of having lessons or time slots focused on environment/sustainability.
- Schools should work with large companies (ex. Hotels) to promote environmental awareness.
- Media should work with schools to promote nationwide awareness.

Workshop 3:

Visioning the Future – Facilitated by Rita Debattista

The workshop was targeted at Secondary School Students. It focused on brainstorming and realising issues that have to be addressed to create the world we want. The group analysed how these global issues can be tackled through any subject on the curriculum. Students commented about their experiences in GEW and other projects related to Global issues and they came up with suggestions so that students can share their knowledge, ideas and enthusiasm with the community at large to ensure that change happens.

Outcomes:

- Give a voice to students who are working on DE projects by:
 - a. Newspaper editors can include letters sent by students on such issues.
 - b. Local councils, churches and other entities can give space for youth initiatives.
 - c. Meetings with politicians should not just be camera sessions but at least one suggestion should be taken up officially after each important encounter.
 - d. Permission for demonstrations by youths can be given related to vital global issues.
 - e. Back up for youth to produce clips for TV stations and for designs to be then set up on billboards re global issues.

Workshop 4:

Experiencing the World - 3 practical tools, how to learn and teach Global Education – Facilitated by Franz Halbartschlager

The workshop was open to anyone who wished to participate including people already involved in global education and those who are new to it. It was a practical workshop on how to teach Global Education with different target groups (3 age groups) in a very interactive way.

Outcomes:

- More Global Education Resources are needed
- Trainings for teachers to use the Resources are needed
- Project teaching in classrooms are especially recommended
- Media trainings for Global Education are needed.

Workshop 5:

Art Campaigning in Development Education – Facilitated by Adrian Mamo

The targeted group for this workshop were people working in NGOs and teachers of visual and performing arts. The idea of the workshop was to explore the relationship between the arts, people and initiatives.

Outcome:

- Art campaigning in DE should move from an underestimated aspect to a more relevant process.

Workshop 6:

Development Education and Music – Facilitated by Alessio Surian

The workshop was left open to anyone who wanted to participate, it was a practical workshop on how music can be linked with development education. It also introduced participants to the use of body percussion with groups and as a way to approach songs from around the world, while also making use of the World Music Quiz from the World Behind the Music education pack as an example of connection music and narratives addressing social issues.

Outcome:

- To have a more flexible curriculum and call for creativity.

Workshop 7:

Schools to Communities – Workshop by GAS²⁹ –Facilitated by Mario Gerada

The workshop was targeted at teachers and local communities. During the workshop participants explored ideas on how to engage with local communities, actors and authorities, while also exploring good practice examples and brain storming about future creative possibilities for closer collaboration and joint activities.

Outcome:

- Use schools to reach the communities, parents, etc. Schools activities should be open for parents.

Workshop 8:

An introduction to Fair Trade and its relation to the issues of Food Sovereignty – Facilitated by representatives of KKG³⁰.

²⁹ <http://www.globalactionschools.org/>

The workshop was targeted at students, people who are interested to find out what fair trade is and others who have heard about fair trade and would like to know more about its relationship with food sovereignty. It mainly focused on Fair Trade and its relation to issues of food sovereignty.

Outcomes:

- To have a more holistic approach to fair trade through:
 - a. Practical exercises.
 - b. Practical resource – environmental studies, PSD
 - c. Topic integrated as part of the national curriculum structure.

Workshop 9:

GE: An Analysis of the Student-Teacher Relationship – Facilitated by Marcos Estrada

The workshop was open to all participants and it focused on the different possible student-teacher relationships that there might be and its effect on education. While also looking at different benefits, disadvantages and possible solutions.

Outcomes:

- Promotion of Values (respect and trust)
- Induction course for parents.
- Pre-literacy activities
- Encourage parents to listen and discuss global issues.
- Education achieved grades
- Make the most out of the student council.

9.1 Conclusion

Development Education, in Malta, as can be seen, has grown over the past years with more individuals and organisations getting more interested and involved. People are realising the importance of using education as a means to combat poverty, injustice, discrimination and inequality. Through Development Education one can prepare children, youths and adults for the future while also giving them the knowledge and skills to equip them to create a future they want to see.

The seminar showed that although things are being done in Malta it is not enough and there is a need to take it a step further to create a national strategy on Development Education and introduce it in more sectors of society.

³⁰ Koperattiva Kummerċ Ġust (KKĠ) is a Maltese-registered Fair Trade Cooperative, set up in 1996.

There was also the realisation that a lot of things are already being done mainly by motivated teachers and NGOs but the issue is that development education projects in Malta are usually short-term. For this reason there is a need to bring more people on board to work together, create training for formal and non-formal sectors, and get the support from the ministries of Education and Foreign Affairs in Malta to make sure development education in Malta becomes more long term with a greater impact.

In short the main recommendations that came out during the seminar which should be included in the national strategy need for a resource centre of global education material for teaching global issues. A more prominent voice needs to be given to the students themselves when being part of development education projects. Human rights seems to be a subject very often lost in school curriculum and non-formal education therefore there is a need to have a complete subject on this topic and on anti-racist education too.

Some other recommendations included the need to use schools to reach the communities and to include parents and educate them on global issues too so development education would not just stop at schools. This was also echoed in Ms Vassallo's speech, who was representing the Ministry of Education in Malta, as she mentioned the need for a reciprocal partnership between the school, students, families, community and stakeholders.

There is also a need for whole-school participation in planning and actions; while also reaching out to teachers that might not be so motivated to participate in global education or might not understand certain issues.

On the whole the seminar proved to be a positive starting point for developing a national development education strategy in Malta. Participants realised the importance of such a strategy and voiced their opinion that this is a necessary step that needs to be taken.

10.1 Photos of the Day



11.1 Relevant national and international background documents

- **Global Citizenship Education. The school as a foundation for a fair world.**
<http://dialog-information-service.blogspot.com/2009/05/publication-global-citizenship.html>
- European Consensus on Development: the contribution of Development Education & Awareness Raising
http://www.deeep.org/fileadmin/user_upload/downloads/Consensus_on_DE/DE_Consensus-EN.pdf
- http://ec.europa.eu/development/icenter/repository/PUBLICATION_CONSENSUS_PL-067-00-00.pdf
- North-South Centre Global Education Guideline
http://www.coe.int/t/dg4/nscentre/GEguideline_presentation_en.asp
- Global Education Charter
<http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEg-app2.pdf>
- Maastricht Global Education Congress Report 2002
<http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEg-app1.pdf>
- North-South Centre - European Commission Joint Management Agreement 2009-2011
http://www.coe.int/t/dg4/nscentre/GE/UE-NSC_JMA_en.asp
- Glaiero, M., Grech, W., & Kalweit, D. (2009). Global Citizenship Education; The school as a foundation for a fair world.



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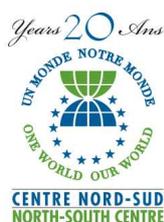
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22

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12.1 Appendices

Appendix 1 – Programme of the Day.....	24
Appendix 2 – Participants’ List.....	25



National Seminar

DEVELOPMENT EDUCATION

Monday 10th May, 2010

Mediterranean Conference Centre, Valletta

Programme

- 09:00 – 09:45 Registration and time to view displays and exhibitions
- 09:45 – 10:00 Welcome Speech – Vince Caruana, SKOP
- 10:00 – 10:15 Guest Speaker Gordana Berjan – Representative from North -South Centre of the Council of Europe
- 10:15 – 10:45 Guest Speaker Mr Alessio Surian- Development Education
- 10:45 – 11:00 Coffee Break**
- 11:00 – 12:30 First Set of Workshops
- 12:30 – 01:30 Lunch**
- 01:30 – 03:00 Second Set of Workshops
- 03:00 – 03:15 Coffee Break**
- 03:15 – 03:30 Introduction to the kick-starting process for a national DE strategy
- 03:30 – 04:00 Guest Speaker Mr Franz Halbartschlager - *Process and Implementation of a National DE strategy in Austria*
- 04:00 – 04:15 Speech from Amb. Saviour Falzon - Head of the Development Unit at MFA. *Representing Hon Dr Tonio Borg*
- 04:15 – 04:30 Speech from Ms Josephine Vassallo - Assistant Director of Education. *Representing Ministry of Education*
- 04:30 – 04:45 Guest Speaker Marcos Estrada de Oliveira
- 04:45 – 05:00 Recommendations from workshops
- 05:00 – 05:30 Future Plans – Open Discussion and interventions from the floor
- 05:30 – 05:45 Conclusion and closure



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Appendix 2 – Participants’ List

	Surname:	Name:	Organisation/ Institute / School:
1.	Abela	Jorginho	St Maragaret’s College
2.	Abela	Marisa	H.O.D Geography and Social Studies in Church Schools
3.	Agius	Alfred	MFA
4.	Allen	Luke	Stella Maris College
5.	Aquilina	Jesmond	St Thomas More College
6.	Attard	Kathleen	University
7.	Attard	Louisa	SKOP
8.	Barbara	Lara	St Thomas More Secondary School
9.	Bartolo	Martha	St Theresa Junior Lyceum Mriehel
10.	Bonello	Kyle	Stella Maris College
11.	Borg	Malcolm	Greenhouse/WINK
12.	Borg	Tania	
13.	Borg	Anthony	St Ignatius Boys’ Secondary School
14.	Borg	Tama	
15.	Borg Axisa	Glorianne	Junior College, UoM
16.	Buhagair	Keith	Stella Maris College
17.	Buttigieg	Carmen	Ministry of Foreign Affairs
18.	Buttigieg	Miguel	Third World Group
19.	Buttigieg	Demis	St Ignatius Boys’ Secondary School
20.	Camilleri	Clint	St Ignatius Boys’ Secondary School
21.	Camilleri	Axl	St Ignatius Boys’ Secondary School
22.	Camilleri	Joseph	St Ignatius Boys’ Secondary School
23.	Caruana	Andrew	Ninu Cremona Lyceum Complex
24.	Caruana	Vince	SKOP
25.	Cassar	Daniel James	Sir MA Refalo Centre for further studies
26.	Cassar	Fr Joseph	Jesuit Refugee Service Malta
27.	Cassar	Mark Andrea	Stella Maris College
28.	Chircop Mckay	Lee	St Ignatius Boys’ Secondary School
29.	Cortis	Mariella	GCHSS Higher Secondary School
30.	Cremona	Fiorella	St Thomas More Secondary School
31.	Cuschieri	Dr Rose Anne	Director for Educational Services Secretariat for Catholic Education
32.	Dayal	Francesca	
33.	Debattista	Nathan	St Maragaret’s College
34.	Debattista	Rita	GEW Malta
35.	Dibben	Andrea	UoM
36.	Doublet	Elizaer	St Maragaret’s College
37.	Estrada de Oliveira	Marcos	Guest Speaker
38.	Falzon	Saviour	Ministry of Foreign Affairs
39.	Falzon	Martha Maria	Higher Secondary School
40.	Farrugia	Angie	SKOP
41.	Farrugia	Gabriel	Stella Maris College

42.	Galea Naudi	Lisa	Gaurdian Angel School
43.	Gatt	Michael	Kopin
44.	Gatt	Elaine	St Michael Foundation
45.	Gauci	Audrey	Young Reporters for the Environment / Eko Skola
46.	Gerada	Mario	SKOP
47.	Gilson	Edward	Education Division
48.	Granda Mateu	Laura	EVS -KKG
49.	Grech	Christine	St Clare College Prembroke Primary
50.	Grech	Daniela	Migrants Solidarity Movement
51.	Grech	Jonathan	Ninu Cremona Lyceum Complex
52.	Grech	Martin	Gozo College : Boys' Secondary Sch 'Ninu Cremona' Victoria.
53.	Grech	William	SKOP/KOPIN
54.	Grima	Francesco	Ninu Cremona Lyceum Complex
55.	Grima	Nathalie	KKG
56.	Halbartschlager	Franz	
57.	Hamilton	Dunstan	Humanities Section, Education
58.	Kalweit	Dominik	SKOP/KOPIN
59.	Mamo	Adrian	Malta Council for culture and the arts
60.	Mamo Portelli	Stephanie	University
61.	Mayo	Peter	Professor at the University of Malta
62.	Micallef	Justin	Ninu Cremona Lyceum Complex
63.	Micallef	Marvin	St Maragaret's College
64.	Micallef	Robert	Department of Public Policy at University
65.	Micallef	Elizabeth	
66.	Mifsud	Tony	Malta Unborn Child Movement
67.	Mizzi	Daniel	St Ignatius Boys' Secondary School
68.	Muscat	Miguel	Ninu Cremona Lyceum Complex
69.	Muscat	Sonia	Home Economics Seminar Centre
70.	Muscat	Christian	St Ignatius Boys' Secondary School
71.	Pisani	Maria	
72.	Rossi	David	Mater Dei Special School
73.	Said	Philip	University
74.	Said Zammit	George	
75.	Saliba	Buskal	Ninu Cremona Lyceum Complex
76.	Sant Mifsud	Olympia	
77.	Satariano	Bernadine	Gozo College: Boys' Secondary Sch Ninu Cremona, Victoria
78.	Scerri	Paul	Stella Maris College
79.	Scicluna	Stefan	Ninu Cremona Lyceum Complex
80.	Seidl	Pascal	Ninu Cremona Lyceum Complex
81.	Sheikh	Mahira	I Shop Fair
82.	Simo Husillos	Marc	EVS-KKG
83.	Soares	Sophia	IOM
84.	Surian	Alessio	Guest Speaker
85.	Tonna	Astrid	Head of Dep of Social Studies
86.	Trantik	Elizabeth	IOM
87.	Turner	Lana	St Thomas More Secondary School
88.	Unah	Katya	Ministry of Health, the Elderly and Community care

89.	Urpani	Nighat	Ceratonia Foundation
90.	Vassallo	Josephine	MoE
91.	Vella	Joshua	Ninu Cremona Lyceum Complex
92.	Vella	Therese	St Theresa Junior Lyceum (H.O.D Social Studies)
93.	Vosyliute	Lina	EVS -KKG
94.	Xuereb	Chrismar	Ninu Cremona Lyceum Complex
95.	Yosief	Goitom	JRS Malta
96.	Zammit	Isabelle	KKG

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