

GLOBAL CITIZENSHIP EDUCATION AND DEVELOPMENT EDUCATION POLICY AND ACTIVITY MAPPING - 2019

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Abstract

This research paper acts as a follow-up to a document published in 2016, and seeks to evaluate the current state of Global Citizenship Education (GCE) and Development Education and Awareness Raising (DEAR) in the Maltese Islands. The research comprises various segments, including an analysis of existing policy documents, a stakeholder survey, and an analysis of the stakeholder interviews conducted. The findings from these sections seem to point to certain deficiencies and stumbling blocks which could hinder Malta's progress towards a local education system comprising formal and non-formal elements more in line with the principles of GCE/DEAR/ESD. First and foremost, NGOs engaged in the field of global education seem to be hesitant to engage in collaboration with other NGOs with similar goals. This issue could possibly be partly a result of non-uniform usage of education-related terms. Another issue is a general lack of funding. That being said, several important steps in the right direction have been taken in the past three years.

Table of Contents

Abstract

List of Acronyms/Abbreviations

Introduction

Methodology

 Questionnaires

 Semi-Structured Interviews

 Policy Document Analysis

Literature Review

 Global Citizenship Education (GCE/GCED)

 Development Education and Awareness Raising (DEAR)

 Education for Sustainable Development (ESD)

Policy Analysis

List of Stakeholders

Survey Analysis

 Question 1

 Question 2

 Questions 3, 4 and 5

 Question 7

 Questions 8 and 9

 Questions 10 and 11

 Question 12

Question 13

Question 14

Question 15

Interview Analysis

Mr Francesco Debono, Educational Officer, ESD

Mr Gaetano Bugeja

Ms Leonie Aquilina

Conclusion

Comparison of survey responses

Comparison of Interview Responses

Conclusions which may be drawn from the findings

Appendix

Bibliography

Web Pages

Other Sources

List of Acronyms/Abbreviations

GCE - Global Citizenship Education

DEAR - Development Education and Awareness Raising

Kopin - *Koperazzjoni Internazzjonali*

SKOP - *Solidarjetà u Koperazzjoni*

NGO - Non-Governmental Organisation

NGDO - Non-Governmental Development Organisation

ESD - Education for Sustainable Development

UN - United Nations

UNESCO - The United Nations Educational, Scientific and Cultural Organisation

MEDE - Ministry for Education and Employment

MFTP - Ministry for Foreign Affairs and Trade Promotion

MESDC - Ministry for the Environment, Sustainable Development and Climate Change

MEAE - Ministry for European Affairs and Equality

NSESD - National Strategy for Education for Sustainable Development

DE - Development Education

SDGs - Sustainable Development Goals

EU - European Union



JAYE - Junior Achievement Young Enterprise

JRS - Jesuit Refugee Service

FEE - Foundation for Environmental Education

CONCORD - European NGO Confederation for Relief and Development

DLAP - Directorate for Learning and Assessment Programmes

UNECE - The United Nations Economic Commission for Europe

UNESCO GAP - UNESCO Global Action Programme

UNESCO ESP - UNESCO Education Sector Planning

GENE - Global Education Network Europe

CSO - Civil Society Organisation

ODA - Official Development Assistance

Introduction

Kopin, in collaboration with the SKOP DEAR working group, conducted a policy and activity mapping research on Global Citizenship Education (GCE) and Development Education Awareness Raising (DEAR). This research looked at what policies currently exist in Malta and at what activities and projects are currently being carried out on the island.

The research addressed the main national institutions and stakeholders that are involved in global citizenship and development education issues.

The paper is split into various parts, including a policy review of national documents, a stakeholder survey analysis and mapping of activities carried out under the GCE and DEAR banner, and an analysis of stakeholder interviews conducted with individuals deeply involved in the local administration of GCE and DEAR.

The research is aimed at informing the work of SKOP's Development Education working group, who will use it as a basis for further action, advocacy work and recommendations. By providing a thorough mapping of GCE/DEAR in Malta, the working group will be able to identify gaps and challenges to be tackled in future work.

This paper shall act as a follow-up to research published in 2016 by Ms Jessie Seal, which shed light on the state of GCE/DEAR in Malta at the time. Ms Seal's methods and structure have mostly been retained in order to allow for comparison between the situation in 2016 and that in 2019.

Benjamin Coster, a Master's student in 'European Politics, Economics and Law' studying at the University of Malta, conducted the project during the spring and summer of 2019.

Methodology

Much like the research performed in 2016, this paper encompassed a variety of methods from both the quantitative and qualitative ends of the spectrum. Mixed studies have been shown to present a multitude of benefits (AHRQ, 2013). If undertaken properly, this form of research could negate the various limitations and challenges linked with solely utilising either qualitative or quantitative methods. Thus, adding numeric data to qualitative studies can lend a more solid, ‘factual’ base to an otherwise purely interpretative study.

Questionnaires

Taking into account the turnover of staff that has taken place over the past three years, this update to the 2016 paper also included a questionnaire very similar to that utilised by Ms Seal. A number of NGOs were contacted (31 in total), with the scope of exploring how much these entities engage in GCE/DEAR/ESD related practices, if at all, and learning about their outlook on these fields. New questions were added, increasing the initial amount of 13 questions to 15. The questionnaire was in the form of a Google form, without extra security measures as the content of the study was not considered high risk. Organisational representatives responded online and the results were sent immediately back to the researcher. Stakeholders were given a three-week deadline in order to fill in the survey. This deadline was not met by many of the stakeholders and was thus extended a further week.

Semi-Structured Interviews

Similarly to the previous sub-section, the 2016 study served as the foundation for the newly carried out research. Three interviewees were selected:

- Mr Gaetano Bugeja (Director, Directorate for Learning and Assessment Programmes - DLAP), who had previously participated in the 2016 research,
- Mr Francesco Debono and Ms Desiree Scicluna Bugeja (Educational Officer, ESD; Assistant Director, DLAP). They were selected based on their specialisation in the field of ESD, and their considerable ‘on the ground’ experience.

- Ms Leonie Aquilina (Assistant Director, International Development, Economic Affairs & European Institutions, MFTP), who could provide insight into the MFTP's perspective on DEAR in particular.

Questions were drafted and sent to the interviewees prior to the interview. An emphasis was placed on the progress or lack thereof which took place during the 3-year gap between the studies, since the main objective of the new research was to provide an updated overview on GCE and DEAR-related practices in Malta to the SKOP DEAR Working Group. The previously agreed on topics were covered and expanded upon, along with other areas that came up during the course of the interview. The interview transcript was then typed up and coded using the same criteria as the organisational questionnaires.

Policy Document Analysis

Emphasis was again placed on any new or amended policies which commenced following the end of the last study. The aforementioned policy documents were identified with the assistance of the SKOP DEAR Working Group. Further documents were then identified through a cascade approach as the literature research expanded.

Literature Review

Much of the international research conducted on the notions of ‘Global Citizenship Education’ and ‘Development Education Awareness Raising’ has noted a general lack of clarity when differentiating between the two concepts. Indeed, both terms have become “deeply entangled”, and are often used interchangeably, even by experienced practitioners (Bryan, 2014). This discrepancy was reflected in the previous local study which took place in 2016, to which this research acts as an update. Similarly to the previous study, this study does not solely consider the terms GCE and DEAR, but also ‘Education for Sustainable Development’ (ESD), which appears to be the prevalent term used by local ministries and educational institutions.

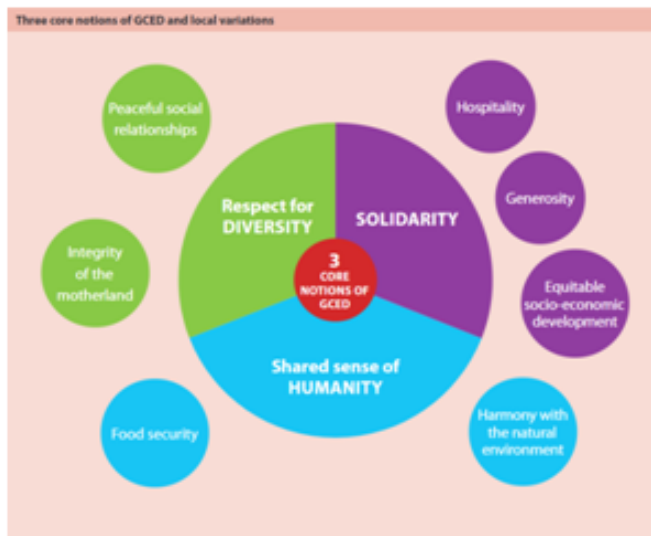
Global Citizenship Education (GCE/GCED)



Sharma, 2018

In 2018, UNESCO described Global Citizenship Education as “an educational approach that nurtures respect and solidarity in learners in order to build a sense of belonging to a common

humanity and help them become responsible and active global citizens in building inclusive and peaceful societies”. Furthermore, GCE is envisioned to be a progressive, lifelong process encompassing three core values: solidarity, respect for diversity and a shared sense of humanity (see diagram 2 below).



GCED Clearinghouse, 2018

GCE is also particularly intertwined with Target 4.7 of the Sustainable Development Goals (SDGs), which seeks to ‘ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development’ by 2030.

Development Education and Awareness Raising (DEAR)

As stated earlier, the concept of DEAR is intimately related to that of GCE. DEAR is prominently used by the European Union’s Institutions. “The European Union works on Global Citizenship Education through funding for EU member states as part of its [Development Education and Awareness Raising \(DEAR\)](#) programme coordinated by Directorate-General for International Cooperation and Development. These projects have a strong focus on global education and other types of value based education with the aim of increasing awareness of EU citizens about global issues” (Bridge47, 2018).

The principles of GCE are somewhat reflected in DEAR. The European Commission states that “DEAR aims to inform EU citizens about development issues, mobilise greater public support for action against poverty, give citizens tools to engage critically with global development issues, to foster new ideas and change attitudes.”

The Commission also stresses the importance of what it calls ‘Global Learning’ – to provide knowledge and information on development issues – and ‘Campaigning & Advocacy’ – to support citizens' participation in sustainable initiatives.

Education for Sustainable Development (ESD)

As mentioned earlier, ESD seems to be much more widely used in the Maltese context than both GCE and DEAR. Whereas ESD does place particular emphasis on the creation of a greener society, both international and local literature have recognised the importance of expanding its definition to include “economic, social, cultural, environmental, participatory, and political factors that affect human welfare” (Briguglio and Pace, 2004) as well as “Designing teaching and learning in an interactive, learner-centred way that enables exploratory, action oriented and transformative learning” (UNESCO, 2019).



MEXT, 2016

Policy Analysis

<u>Document</u>	<u>Published by</u>	<u>Overview</u>	<u>Who for?</u>	<u>Terms used</u>
A National Curriculum Framework for All (NCF)	MEDE (2012)	It outlines the basics of the national curriculum	Policy makers and curriculum implementers	ESD, Active Citizenship, Education for Diversity, “social justice and solidarity as key values”
Learning Outcomes Framework	MEDE	Created to support the NCF in 2014. Finally came into use in 2018	Aims to “free schools and learners from centrally -imposed knowledge-centric syllabi”	Active participation in society, Sustainable way of life
Framework for the Education Strategy for Malta 2014-2024	MEDE	Seeks to reduce educational gaps between different groups and raise participation in lifelong learning and tertiary education	Education providers	Citizenship in the 21 st century, Active citizenship
Respect for All Framework	MEDE (2015)	Stresses equality of opportunity for students to achieve “necessary skills, values and attitudes”	Educators, administrators, parents and students	Active citizenship, Holistic development of students

Malta National Lifelong Learning Strategy 2020	MEDE (2015)	Focus on learning beyond school years	Policy-makers	Greener living, Sustainable Maltese society, Active citizenship, Networking within global learning community
Malta's sustainable development vision for 2050	MESDC (2016)	Replaced Malta's first sustainable development strategy which expired in 2016. It is still in the making: Strategy and Action Plans shall be developed during the course of the next year.	Policy developers and those responsible for planning/ implementing projects	High quality education and training, Active citizenship
Official Development Assistance Policy and a Framework for Humanitarian Assistance Implementation Plan	MFTP (2018)	"The Government of Malta's Implementation Plan of the 2017 European Consensus on Development within the framework of the Agenda 2030 for Sustainable Development"	Relevant stakeholders involved in Malta's Official Development Policy	Education towards sustainable development, Sustainable Development Goals (SDGs)
Nurturing a Sustainable Society - A National Strategy for Education for Sustainable Development for Malta	NSESD Board of Governors under the aegis of MEDE and MESDC (2016)	A consultation document, which was unfortunately never translated into an actual policy document		Education for Sustainable Development

List of Stakeholders

Aġenzija Żgħażaġh - "The aim in establishing Aġenzija Żgħażaġh is to mainstream youth related issues and further develop youth services. It enables further investment in young people and helps them realise their potential. Aġenzija Żgħażaġh's overall objective is to provide a coherent, cohesive and unified Government approach to addressing the needs and aspirations of young people"

Bird Life Malta - "the oldest environmental organisation in Malta, committed to the protection of wild birds and their habitats". "Through environmental education, BirdLife Malta strives to connect children, youths and adults with nature".

Dar Ġużeppa Debono - "Run by volunteers, Dar Ġużeppa Debono provides residence, support, and professional help to single mothers, fathers, and their respective families in liaison with other agencies."

Friends of the Earth Malta - "Friends of the Earth Malta has been active in the environmental field in Malta since 1985". "Friends of the Earth Malta's environmental education work is based on its experience in informal education on both environmental and development issues carried out over the past years."

Integra Foundation - "Integra Foundation's vision is that of supporting inclusive, non-discriminating and non-disabling societies, where all individuals have the right to human dignity, freedom, respect and social justice. Our mission is that of facilitating the space for marginalised individuals and groups to be listened to and to have an active and meaningful say in their lives and well-being on their own terms."

JAYE Malta - “JAYE Malta is a non-profit entrepreneurship education institution specialising in providing entrepreneurship education programmes to young people (aged 8 to 30) attending academic or vocational education institutions in Malta and Gozo.”

JRS Malta - “The Jesuit Refugee Service in Malta seeks to accompany, serve and defend the rights of asylum seekers and forcibly displaced persons who arrive in Malta.”

Kopin - “Kopin has been active in informal and formal education for over ten years, providing activities, resources, training, networking and other learning opportunities to children, youth and adults.”

Malta Humanist Association - “The Malta Humanist Association champions the Secular Humanist worldview in Malta, working to create a more tolerant, compassionate, caring and rational community, and rejecting dogmatic and supernatural beliefs.”

Migrant Women Association Malta - the Migrant Women Association Malta (MWAM) is an autonomous, independent, voluntary non-profit making organization, having as its main objective the social & community advancement concerning migrant women in the Maltese Islands.

Nature Trust Malta - Nature Trust – FEE Malta strongly believes in Education for Sustainable Development as a means to raise awareness and pave the way for a better environmental future. The organisation dedicates a big percentage of its budgets towards promoting ESD. With the organisation becoming a representative of the international organisation Foundation for Environmental Education – ESD has now been put on a higher level in the NGO objectives

Paragon Europe - “Paragon Europe works in partnership with advisory firms, research and technology organisations, regional and local authorities and non-profit organisations, bringing in its expertise in implementing business and financial plans, communication campaigns, stakeholder engagement and outreach activities, feasibility and pre-deployment studies, climate

impact assessments, socio-economic impact evaluations and pilot facilities to demonstrate the innovation potential of new solutions”

Prisms - “Prisms is a group of experienced youth workers and leaders that came together with the aim to cater for the requirements of young people. As an NGO, Prisms is always striving to provide non-formal learning opportunities.”

Right to Smile - Provides support and works to foster self-sustained empowered communities. The NGO puts a strong emphasis on lifelong learning and travel education. They specialise in teaching both immigrants and host communities about each other’s cultures, thus fostering understanding between both communities.

SKOP - “SKOP is Malta’s National Platform of Development NGOs”. “The Platform brings together Maltese Non-Governmental Organisations (NGOs) involved in development and relief overseas and/or in the provision of global education.”

Spark15 - “Spark15 aims to help refugee and migrant youth to attain full integration within the Maltese communities. By helping them to be active participants, encouraging diversity, and promoting a more inclusive society.”

Women’s Rights Foundation Malta - “Women’s Rights Foundation (WRF) is a voluntary organisation committed to informing, educating and empowering women concerning their legal rights. WRF aims to ensure that women’s rights are protected through policy and law reform, raise awareness and offer training to end violence against women.”

Youtheme Foundation - “Youtheme Foundation supports youth and international development work.” Its objectives include: “to support young people and their initiatives in the community, to contribute to community development through various charitable initiatives, and to empower community leaders towards active citizenship.”

Survey Analysis

A concerted effort was made to build upon the basis provided by the 2016 research with the stakeholder survey. Whereas the previous research identified 21 potential stakeholders who could potentially hold GCE or DEAR-related agendas, this study expanded this number to 31. SKOP itself is taken to be one single stakeholder, although the survey was shared with all of its member organisations. However, only the member organisations which were previously identified as possible stakeholders were followed up on should they not have responded to the initial email. These entities were identified by taking into account their activity in the field of education and the promotion of active citizenship and other elements of global education. Furthermore, the number of questions asked was expanded from 13 to 15. The majority of the original 13 survey questions were kept as is or slightly amended, and new questions were added to explore the stakeholders' understanding of the concepts of GCE and DEAR. Respondents were also given a full month to respond to the survey questions, as opposed to the two weeks allowed in the previous research.

Despite the greater number of entities contacted and the extra fortnight provided to answer the survey, the response rate was surprisingly not much greater than in the previous research. In 2016, 14 out of the 21 stakeholders contacted took the time to fill out the survey. The latest survey was answered by a total of 18 organisations¹. Despite using a mixture of email, telephone and using personal connections to 'prompt', just over half of those contacted actually filled in the survey. This poor response rate could be indicative of a number of factors. The majority of NGOs are volunteer-based. Consequently, they suffer from a high staff turnover rate. Thus, those who may have dealt with GCE/DEAR within their organisation over the past years may not always still retain their position and their replacement may not be well-equipped to answer questions about past projects/activities.

Respondents were given a working definition of both GCE and DEAR before answering any questions (see survey in Appendixes).

¹ Whereas 18 different organisations responded to the survey, 20 answers were received. Two organisations answered the survey twice.

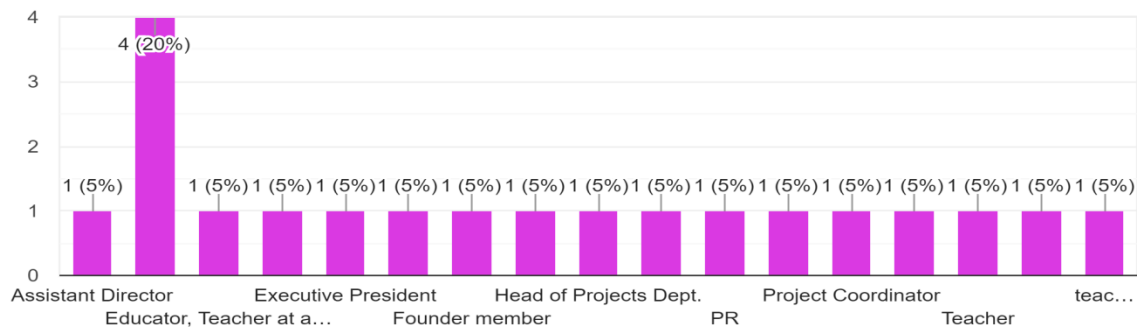
Question 1

The first question asked respondents to indicate the organisation they represent. The entire list of organisations who responded to the survey can be found in the ‘List of Stakeholders’ section, above. As mentioned earlier, two organisations answered the survey twice. It appears that two different individuals answered on behalf of their organisation on both occasions, seeing that the survey answers provided differed radically.

Question 2

2. What is your position within your organisation?

20 responses

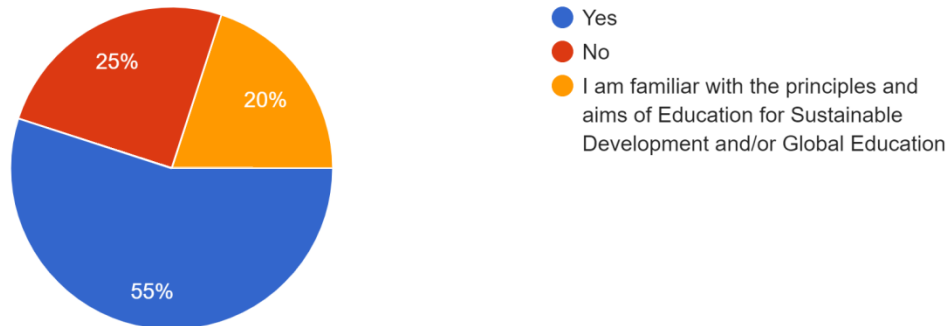


The email was circulated to potential stakeholders. It was requested for the survey to be answered by the individual within the organisation responsible for educational activities. A wide variety of people holding different positions within their organisation responded to the survey, as can be observed in the above image. Only the positions of ‘director’ and ‘teacher’ were provided on more than one occasion.

Questions 3, 4 and 5

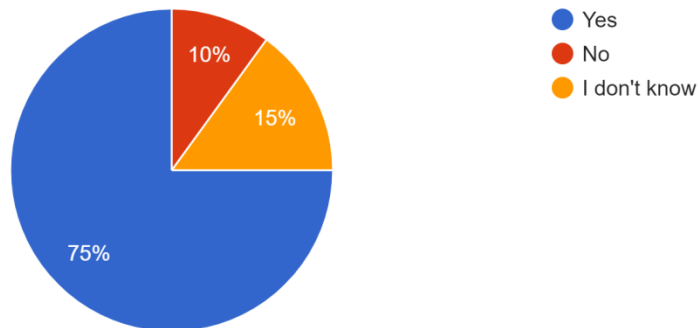
3. Are you familiar with the principles and aims of Global Citizenship Education (GCE) and/or Development Education Awareness Raising (DEAR)?

20 responses



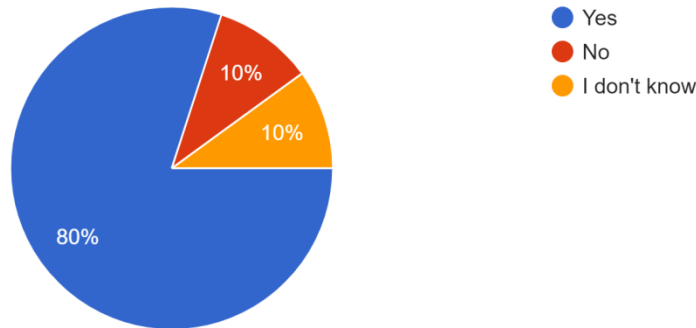
4. Does your organisation implement any actions which fall within the scope of GCE and/or DEAR?

20 responses



5. Does your organisation implement any actions which fall within the scope of Global Education and/or ESD?

20 responses

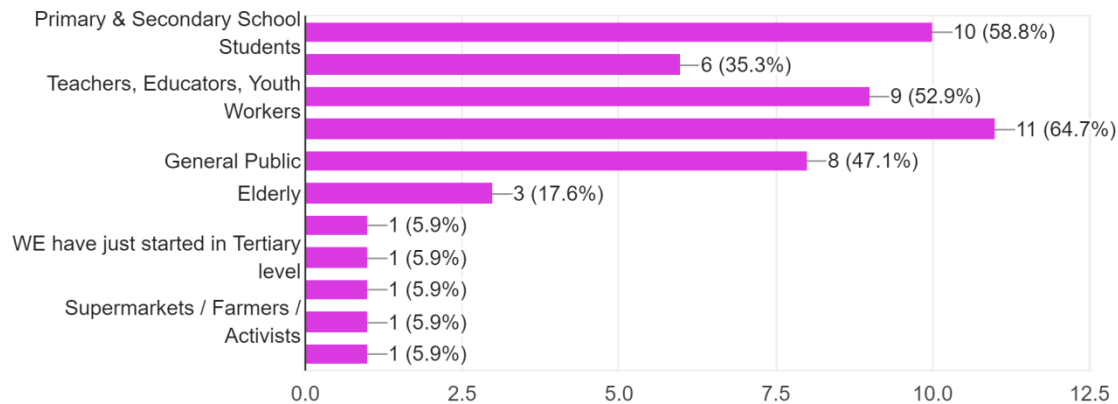


11 respondents stated that they are aware of the principles and aims of GCE and/or DEAR, Five others responded negatively to this question, and a further four could instead relate to the terms 'Education for Sustainable Development' and 'Global Education'. Interestingly, whereas only 11 respondents admitted to being familiar with GCE and DEAR principles and aims, 15 respondents stated that their organisation implements actions which fall within the scope of GCE/DEAR when answering question 4. Only two out of the 18 respondents answered 'no' to the latter question.

Question 7

7. If you answered 'Yes' to either Q 4 or 5, which target groups are your aforementioned activities aimed at?

17 responses

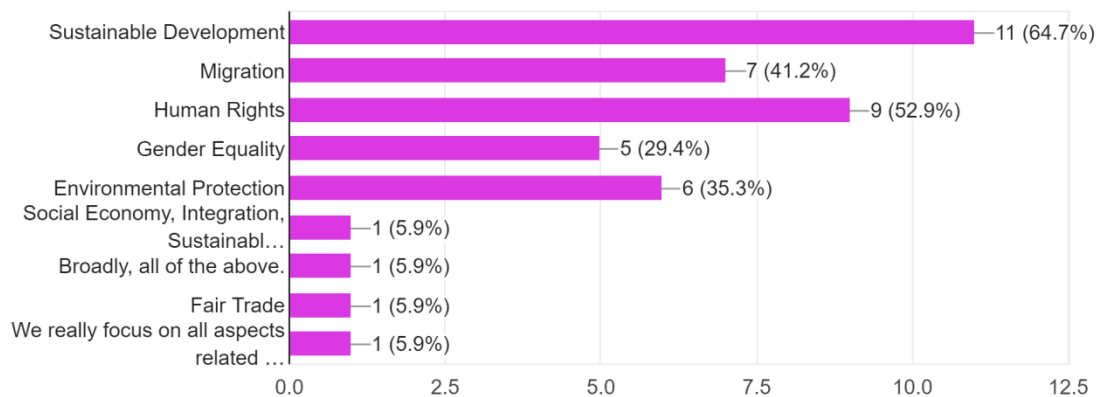


In this question, respondents were allowed to select more than one answer, and were given the option to insert new answers not listed in the choices provided. Those stakeholders which do in fact engage in GCE/DEAR or Global Education/ESD activities seem to mainly focus on the younger generations. The two most popular answers to the above question indicate a focus on 'Primary and Secondary School students' (58%) and 'Youth' (individuals between the ages of 15 and 25) (64.7%), closely followed by 'Teachers, Educators and Youth Workers' (52.9%), 'General Public' (47.1%) and 'Tertiary Level Students' (35.3%).

Questions 8 and 9

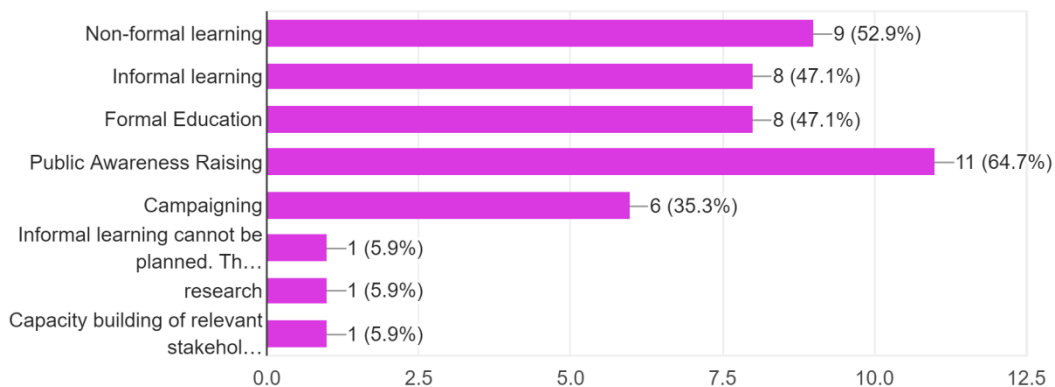
8. If you answered 'Yes' to either Q 4 or 5, what are the main themes addressed by your aforementioned activities?

17 responses



9. If you answered 'Yes to either Q 4 or 5, can you indicate whether your actions are usually addressing (more than one answer is possible)

17 responses

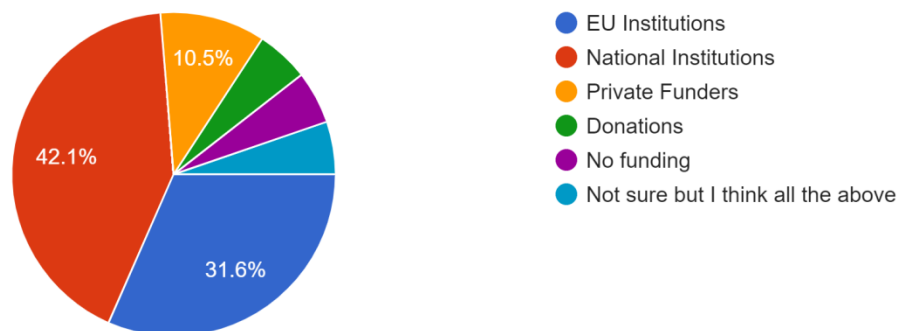


Sustainable Development is the foremost theme addressed by stakeholder initiatives. The discrepancy between those respondents who selected Sustainable Development (11), and those who selected Environmental Protection (six) would suggest a broad understanding of the term sustainable development as a field which is not solely concerned with the preservation of natural resources, but rather as one which comprises social, economic and environmental dimensions. It describes all forms of “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” The difficulty to achieve this understanding is addressed in the interview section below.

Questions 10 and 11

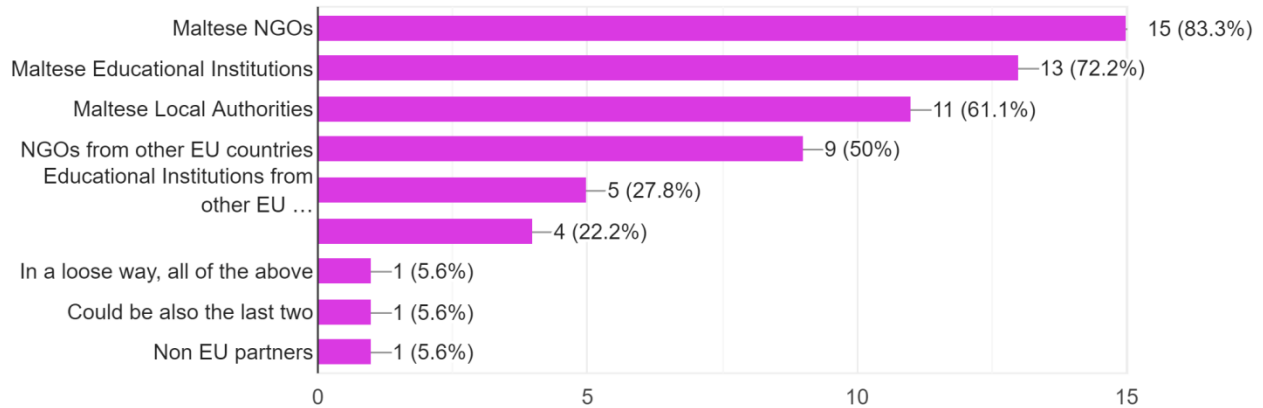
10. Who are the main funders of these projects?

19 responses



11. Which other actors do you collaborate with in your work on GCE, DEAR or GE/ESD (more than one answer is possible)?

18 responses



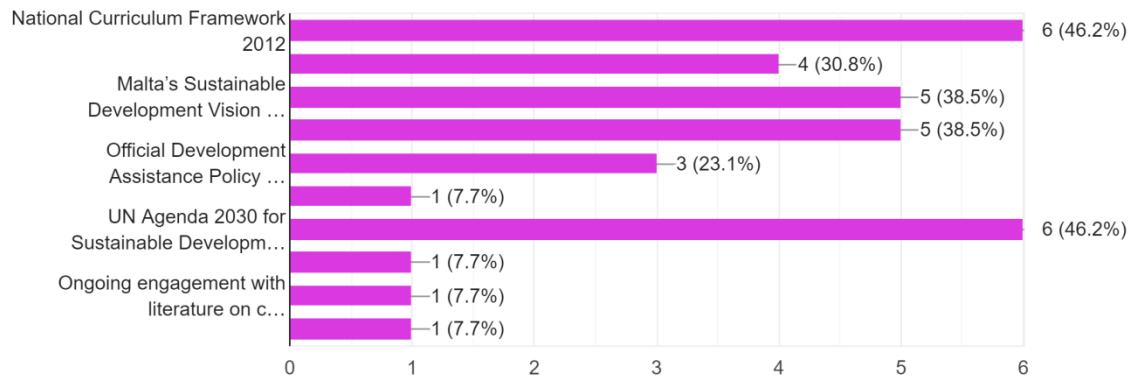
Contrary to the results obtained from Question 10, whereas the majority of respondents declared their main funders to be National Institutions, a recent research study from CONCORD Europe² has established that the main funder for GCE projects and activities in Malta between 2011 and 2015 was the EU. Upon individual analysis, it would seem that the majority of those respondents who selected ‘national institutions’ are either State Agencies (ex. Agenzija Zghazagh) or entities taking care of specific programmes under specific ministries.

² <https://concordeurope.org/resource/global-citizenship-education-how-much-do-we-care/>

Question 12

12. Please indicate which (if any) national or international policies and frameworks influenced the design of your GCE/DEAR activities?

13 responses

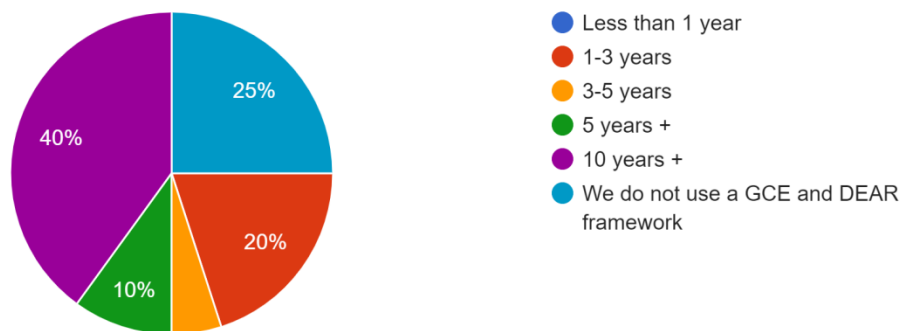


Only 13 of the 20 stakeholders who answered the survey responded to this particular question. The most commonly consulted policies are the following: National Curriculum Framework (46.2%), Learning Outcomes Framework (30.8%), Malta's Sustainable Development Vision (38.5%), National Youth Policy Towards 2020 (38.5%), and UN Agenda 2030 for Sustainable Development (46.2%). It is worth noting that the vast majority of policies selected by a respondent were either local, or international (UN Agenda 2030). Only one respondent selected an EU-level policy document: the European Consensus on Development (2017).

Question 13

13. When did your organisation begin working with GCE and DEAR based activities?

20 responses



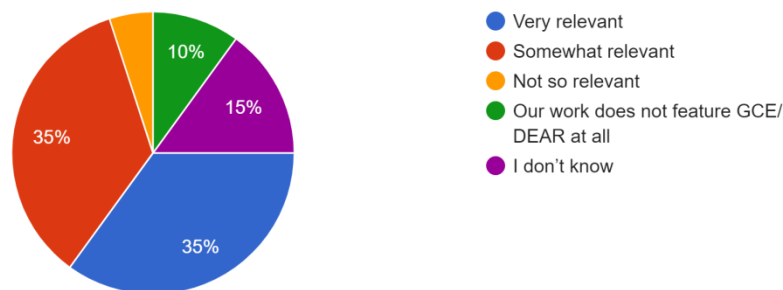
The fact that 40% of the organisations questioned claim that they have been engaging in GCE/DEAR-based activities for over a decade is very encouraging. That figure would suggest an established tradition of GCE/DEAR in the Maltese Islands. A further four stakeholders have begun working in these fields during the past 3 years.

The five respondents who selected 'We do not use a GCE and DEAR framework' directly correspond with those who confirmed that they are unaware of the principles and aims of GCE and/or DEAR in Question 3.

Question 14

14. Within the work of your organisation, what is the relevance of GCE/DEAR (or ESD/GE)?

20 responses



Another encouraging sign is that 70% of respondents described GCE and DEAR as either ‘very relevant’ or ‘somewhat relevant’ to their organisation’s work.

Question 15

The final question “Please note any other aspects, developments or changes that had a positive impact on your work in GCE/DEAR in the past three years, if any,” was only answered by five respondents. The strengthening of and active involvement within SKOP’s DEAR Working Group was highlighted by multiple respondents, as was the funding provided for the E4C project during Malta's EU Council Presidency. Other answers include the consultation on possible priorities for the GENE strategy, and the representation of SKOP within the CONCORD Hub4 on GCE and People's Engagement since 2016 (which helped to foster networking opportunities and advocacy capacity at national and EU level).

Interview Analysis

Three interviews were originally planned to take place. Whilst two of the interviews happened face-to-face, Ms Leonie Aquilina (Assistant Director International Development, Economic Affairs and European Institutions at the MFTP) sent her responses in writing to some questions. The other interviewees were Mr Francesco Debono, Educational Officer for ESD within the Directorate for Learning and Assessment Programmes (DLAP), and Mr Gaetano Bugeja, Director of the DLAP.

Mr Francesco Debono, Educational Officer, ESD

This interview was originally envisioned to include both Mr Francesco Debono, as well as Ms Desiree Scicluna Bugeja, one of five Assistant Directors at the DLAP (responsible for ESD amongst other areas). Whilst she was not physically present in the room during the interview due to time constraints, she and Mr Debono had liaised prior to the interview to discuss their stances on the various questions which had been sent over to them in advance. In this way, Ms Scicluna Bugeja's opinions were reflected in Mr Debono's answers.

Upon being asked about the progress made in the fields of ESD/GCE/DEAR in Malta over the past three years, Mr Debono immediately responded that “a huge boost ahead” has taken place during this period. That being said, these areas have been experiencing progress over the past 15 years, at the very least. Recently however, there has been a concerted effort to approach these areas in a more holistic manner. Mr Debono stated that around three years ago, a decision was taken to sit down and review ESD in the local context. It was concluded that the field of Education for Sustainable Development would benefit greatly from a broadening of perspective - from a purely environmental endeavour - to one which includes social, political and economic aspects, with each aspect being interlinked. When questioned as to how successful the efforts to alter the Maltese public's perspective of sustainability have been, Mr Debono noted that this was an ongoing process. Indeed, many steps towards this goal have been successfully taken. “It's a journey. It's a long way ahead, but we managed to start gaining some ground.”

All initiatives taken on by MEDE are aligned with the vision of UNECE (United Nations Economic Committee for Europe) and UNESCO GAP (Global Action Programme on Education for Sustainable Development). A training seminar was organised (ROPE Reorienting Our Practices in Education). This event provided an opportunity for educators to meet up and address the aforementioned vision. Overall, it was successful and boasted a good level of participation. The workshops which were conducted highlighted three main aspects which need to be tackled:

- 1) Educator Training - to aid in reshaping and reorienting our individual perceptions
- 2) Individual support in schools
- 3) Financial support for schools to consolidate and broaden their implementation of Global Education principles

These three aspects formed the basis for a roadmap. Educator training took place both via professional development sessions in schools, and one-to-one support for educators and school administration teams. These sessions allowed those involved to better understand the broad vision being targeted. The latter is summarised in the Agenda 2030. The Agenda proposes a wide variety of areas to be considered when discussing sustainability, such as gender equality and peace and social justice. The end goals of these sessions are to reshape our school philosophy.

Another recent development was the reactivation of UNESCO's associated schools project and quality label. The latter has been present in Malta since the 1960s but was previously dormant. UNESCO's ESP membership is a quality label. It serves to reward schools working hard to embed global education principles and values into their curricula. The membership is not distributed haphazardly. In fact, only four schools over the past three years have been able to achieve this pedigree. These schools may then share their best practices via an online project portal, through which they may upload their project initiatives and relay aspects of their learning programmes.

The conversation then shifted to arguably one of the most important recent developments in Malta's journey towards fostering more widespread usage of GCE/ESD/DEAR principles in local education: GENE membership. Global Education Network Europe is a network of ministries, agencies, schools and educators, all working together to promote the embedding of global education in schools and reorienting school philosophy aligned to global education themes and principles. Malta does not have a GENE Strategy *per se*, but rather a GENE membership. The membership allows educators and representatives from MEDE to travel twice a year to participate in roundtable meetings in other member countries. Each country is given a platform to discuss its individual progress. It also allows for countries to share expertise and experiences and engage in peer review. GENE is particularly important for its financial support. So far, Maltese authorities have received one financial support package comprising €50,000, which have been distributed amongst different schools. 18 projects were eventually selected to receive these funds. More financial support packages are envisioned to be received in the future. Hopefully, a portion of these funds will be distributed to relevant NGOs to carry out global education related projects in the local context.

During this part of the interview, Mr Debono also stressed the importance of student engagement. He believes that students would benefit from “rolling up their sleeves and doing some dirty work in the community”. Another point which was stressed was ‘sound curricular embedding’, which does not stop at simply discussing different issues related to sustainability, but, significantly, looks to allow students to acquire 21st Century skills and competences. These include: collaboration, creativity and innovation and good communication, and will allow students to reach their full holistic potential as responsible, active citizens. They also improve one’s employability and ability to ask questions and think critically.

From this interview and the interview with Mr Bugeja, it would seem that Malta’s ESD Strategy never made it past the consultation document stage. Both Mr Debono and Mr Bugeja were not completely aware as to why the policy was halted. In any case, they have enquired about it, but have not been given a reply as of yet.

Finally, Mr Debono was asked what he personally believes is needed in Malta to foster the inclusion and implementation of development education and global education, both in terms of policies and practices. To this end, he highlighted four main areas for improvement. The first is increased synergy between NGOs, and a problematic unwillingness of NGOs to abandon their niche/comfort zone. The second is excess competitiveness and lack of collaboration between NGOs. The third point he raised is the need for increased funding. GENE membership was a big step in the right direction in this regard, but the government must also chip in and play its part. Finally, there is a need for more training and human resources. From the perspective of the DLAP, officials from the DLAP must continue to be present, not only in schools which are currently participating in GENE, but especially in schools who decided for some reason or another not to participate. It is important to understand why they elected not to participate and backed off from engaging in global education projects. Once the reasons have been established, they can then be encouraged to take short, easy steps towards the new school philosophy referenced above.

Mr Gaetano Bugeja, Director, DLAP

The interview with Mr Bugeja also took place in June 2019. It is worth noting that Mr Bugeja was the sole interviewee in the 2016 research. Interviewing him again three years on provided a unique opportunity to gauge the progress that has happened since then.

Many of the questions asked to Mr Debono were repeated to Mr Bugeja, and as one would suspect, the two mirrored each other’s answers for the most part. That being said, one of the

major differences between the two sets of answers is the emphasis placed on learning outcomes in the conversation with Mr Bugeja.

When asked what significant reforms or alterations in the fields of GCE/DE/ESD have occurred over the past three years, Mr Bugeja responded by saying that the Maltese education system is slowly being reformed in two ways:

- 1) Curriculum - particularly with the introduction of learning outcomes instead of rigid syllabi, as well as a change in assessment (removal of half-yearly exams in church schools and some state schools)
- 2) Introduction of vocational education in secondary schools

Learning outcomes prioritise the attainment of skills as opposed to knowledge. Teachers must thus be supported in introducing new pedagogies in the classroom. The significance of vocational subjects on the other hand has to do with their hands-on, applied nature. They lead to enhanced participation in society and the classroom, free thinking, creativity, and other 21st century skills.

One of the points which had emerged from the interview with Mr Bugeja which took place in 2016 was the lack of a correct perspective of what sustainability truly is in the local education system. When asked whether the situation has improved over the past three years, he replied that whilst some progress is being made, there is still a long way to go to be up to standard. He did, however, mention a variety of positive signs which would suggest some progress being made, such as the insistence of students and school staff to eliminate single-use plastic straws from juice boxes given out for free in public schools. He also cited the impressively smooth transition of state secondary schools from being single gender to co-ed as a step in the right direction. Finally, despite being voluntary, training sessions for educators organised by the Ministry were well-attended and featured very satisfactory levels of participation.

The conversation then shifted to how the DLAP is using its remit in the formation of school syllabi to incorporate more elements of GCE/ESD/DEAR in the classroom. Mr Bugeja believes that he currently has a wonderful opportunity since learning outcomes are being revised. Even subjects which one may not automatically associate with ESD are beginning to have learning outcomes which are designed with sustainability in mind. One example is the use of written or listening comprehension exercises in any language which relate a story about sustainable living. Another example would be the concept of business ethics when studying a business-related subject such as accounts or economics.

Finally, when asked about the way forward, Mr Bugeja emphasised the integration of foreigners in Malta, particularly into the local education system. The Maltese population has traditionally been somewhat insulated and, as a result, has suffered from an unwillingness to integrate. A critical step for further integration of foreigners in Malta is the language-acquisition services provided to foreigners. Mr Bugeja also noted a recurring theme of having the right policies on paper, without having thorough implementation.

Ms Leonie Aquilina, Assistant Director, International Development, Economic Affairs & European Institutions (MFTP)

Ms Aquilina's responses may be viewed in the appendix attached.

Conclusion

Whereas efforts were made to consider Ms Seal's closing suggestions, this research does suffer from many of the drawbacks and unexplored areas that the 2016 study did. Much like the previous study, this was a small-scale project with a limited time-frame and resource pool, thus not all avenues could be explored. Ms Seal, for instance, highlights a lack of interaction with "church-based organisations and projects". Despite the inclusion of input from a few organisations which are religious in nature in the Stakeholder Survey (Jesuit Refugee Service Malta, Dar Guzeppa Debono), this limitation still stands.

Another common theme found in both sets of results is a general confusion around the meanings of the terms Global Citizenship Education and Development Education Awareness Raising. As Ms Seal stated, "little distinction is seen between these terms and often these terms are not recognised as part of the day to day lexicon of those working in education projects". Education for Sustainable Development (ESD) seems to be the most widely used and recognised term. That being said, it has also been established that there is still a level of confusion or lack of knowledge regarding the broad definition of the term ESD, as established in the interviews. Ms Seal theorised that the confusion surrounding all of the above terms served to block collaboration between different NGOs and CSOs. Indeed, a lack of collaboration between different entities and stakeholders proved to be a recurring theme in this iteration of the research. All three individuals

interviewed highlighted this element as one of the major roadblocks on the path towards more progress in this field in Malta.

The 2016 research noted a lack of prominence of the Sustainable Development Goals in official publications. The situation has markedly improved in this regard, with various publications released in the past few years making reference to the SDGs, such as Malta's Sustainable Development Vision for 2050, and the Official Development Assistance Policy and a Framework for Humanitarian Assistance Implementation Plan, both released in 2018.

As mentioned throughout the paper, this research more or less maintained the entirety of the structure of the 2016 research, thus allowing for comparison between both periods of time.

Comparison of survey responses

The majority of survey questions were reused in their original wording from the 2016 survey, with some others being altered slightly, and a few new questions being added. More stakeholders were contacted this time around, and the number of respondents rose from 14 to 20. Surprisingly, the proportion of respondents that answered positively to the 3rd question (Are you familiar with the principles of Global Citizenship Education (GCE) and Development Education and Awareness Raising (DEAR)?) shot down from 71.4% in the previous set of results to 55%. That being said, the following question (Does your organisation work with GCE and DEAR?) reveals a possible inconsistency in the latest batch of results. Whereas the previous question established a discrepancy of over 15% of respondents who are familiar with the two terms in favour of those who responded to the 2016 survey, the 2019 survey indicates that 75% of respondents confirm that their organisations implement actions which fall within the scope of GCE and DEAR (over 10% more than in the 2016 survey). Therefore, more respondents in the 2019 survey claimed that their organisation works with GCE/DEAR as opposed to respondents who were familiar with the two terms. The logical explanation is that, despite not having heard of GCE and DEAR, certain respondents were able to identify elements of these concepts in their organisation's practices after having read the definition (provided at the beginning of the survey). This would therefore serve to further strengthen Ms Seal's claims that 'Global Citizenship Education' and 'Development Education and Awareness Raising' are not "part of the day to day lexicon of those working in education projects".

The target groups for these activities did not change much during the three year period in question, with the main beneficiaries of such activities remaining students in primary, secondary and tertiary education, youth and the general public.

An interesting comparison to be made is that between the results of Question 6 in the 2016 survey and Question 8 in the 2019 survey. Whereas the former asked stakeholders what components of Sustainable Development their projects contribute towards, the latter simply asked what are the main themes addressed by the organisation's activities (with sustainable development being one of the given options). In both questions, respondents were allowed to select more than one answer. Both sets of answers seem to indicate a positive transition towards a broadened understanding of sustainable development. Only 38.5% of respondents in 2016 indicated that environmental protection is a main focus of their sustainable development projects. Instead, the majority of respondents selected the social component to be the major theme in their projects. The wording of the question in 2019 allowed for a larger variety of answers. Again, 'Environmental Protection' only achieved around 35% of votes. 'Sustainable Development', on the other hand, garnered 64.7% of votes, followed by 'Human Rights' (52.9%), 'Migration' (41.2%) and 'Gender Equality' (29.4%).

Comparison of Interview Responses

Securing an interview with Mr Gaetano Bugeja was considered a top priority at the beginning of the research process, since he was the sole interviewee in the 2016 research. As such, one may note various recurring themes present in both interviews. Curriculum reform is one such theme. In the latest interview, this topic was discussed in light of the recently implemented Learning Outcomes Framework. Learning outcomes, and the consequent shift from a focus on gaining knowledge to a focus on gaining skills, seems to be at the heart of MEDE's current efforts in reforming the local education system. This, of course, ties into ESD in a number of ways. Sustainability and 'a sustainable way of thinking' have been highlighted as learning outcomes in a number of subjects which are not traditionally associated with ESD. As Director of the Directorate for Learning and Assessment Programmes (whose remit includes the formulation of syllabi and learning outcomes for young students), Mr Bugeja stated that he feels a sense of excitement at the big opportunity currently available to the Ministry to reform the old, outdated educational system via curricula.

Another theme which cropped up in both interviews with Mr Bugeja is the gradual shift in the perception of sustainable development from a purely environmental field, to a broader one encompassing economic and social elements, amongst others. The "gap" between this understanding of the concept of ESD and the one held by teachers still persists. This gap was also addressed by Mr Debono in his interview. He was optimistic that this shift in perception will eventually come to pass, although it will require time and a change of culture.

In 2016, Ms Seal had attempted to interview the Director General for Global Issues, International Development and Economic Affairs from the Ministry for Foreign Affairs. Unfortunately, this interview never took place, and the current research was thus unable to draw comparisons between the MFTP’s position in 2016 and 2019. The MFTP is unique in that it refers primarily to DEAR as opposed to GCE and ESD. The interview with Ms Leonie Aquilina established the Ministry’s understanding of DEAR as a process which “enables lifelong access to opportunities, and the analysis and challenging of the root causes and consequences of global poverty and inequality to transform the social, cultural, political and economic structures that affect the lives of those afflicted.”

The Implementation Plan in 2018 placed Malta amongst the first EU countries to translate the EU Consensus on Development into concrete action. The MFTP has also committed to financially aiding local NGOs, both via a co-financing scheme for NGO programmes in the areas of education, infrastructure, employment and human rights³, as well as by providing funds to NGOs in order to publicly share their projects’ implementation progress and results.

Unfortunately, as of yet, the MFTP and MEDE have not engaged in inter-ministerial cooperation specifically relating to DEAR, despite frequently cooperating “vis-à-vis the implementation of the 2030 Agenda and the Sustainable Development Goals.” She does not, however, rule out cooperation in this area in the future.

Conclusions which may be drawn from the findings

The responses received for Questions 3 and 4 of the survey seem to point to a lack of uniformity in the terminology used by different stakeholders working in the field of Global Education. As stated earlier, whereas only 11 respondents admitted to being familiar with the principles of GCE and DEAR, 15 respondents stated that their organisation implements actions which fall within the scope of GCE/DEAR. This could therefore indicate that these organisations implement GCE/DEAR activities without being aware of the terms themselves. This could be problematic for a variety of reasons. For one, it could possibly impede collaboration between organisations that use different terminology for fear that they could be abandoning their niche. GCE, DEAR and ESD are, of course, very much interrelated, and one would not necessarily be diverging from their remit/point of focus by engaging in this sort of collaborative initiatives. A lack of collaboration between NGOs is, of course, one of the major stumbling blocks to achieving greater levels of GCE/DEAR/ESD in Malta identified by this research paper. Another conclusion which can be drawn from the findings of this research is the dire need and exceedingly important

³ Such funding is, however, only available for overseas projects

role of funds to support NGOs and schools implementing Global Education initiatives and programmes. This was highlighted in the interviews as well as in various casual conversations with interviewees and stakeholders. So far, Malta's GENE membership has universally been deemed an overwhelming success, partially because of the funds it injected into schools to support their global education initiatives. The first financial support package comprised €50,000 which aided the implementation of 18 local projects. Future financial packages are envisioned to continue this positive trend. There is also the possibility of a portion of these funds to be dedicated to NGOs working in the realm of global education. With that being said, one should not rely solely on GENE for funding. This then ties in to the next major take-away from this research: the state of NGOs in Malta.

A significant portion of voluntary organisations in Malta suffer from a plethora of issues. Many of these organisations rely on a core of staff which works on a voluntary basis. Subsequently, staff turnover is rapid and many NGOs are undermanned. Many of the respondents who answered the survey questions were in fact heavily involved in their organisation's educational initiatives, but have not been in their current post long enough to recall the organisation's initiatives from previous years. This could lead to a lack of continuity in an organisation's long-term vision. If one were to observe, for instance, the list of NGOs which comprise SKOP, one would come across a significant number of member organisations which are either run purely on a voluntary basis or other organisations which formally exist but are largely inactive. A lack of core funding for NGOs also contributes towards excessive competition and lack of collaboration between NGOs, as the situation leads to a process whereby organisations have to focus on attaining their own core funds to survive, thus diminishing the 'wiggle room' for pooling resources with other like-minded organisations.

Appendix

Interview with Ms Leonie Aquilina, Assistant Director, International Development, Economic Affairs & European Institutions (MFTP)

1. What is the Ministry's understanding of DEAR principles and values and what role do you envision for DEAR within the Official Development Assistance Strategy and Framework, specifically with regard to fostering public support for (Sustainable) Development?

Development education and awareness raising enables lifelong access to opportunities, and the analysis and challenging of the root causes and consequences of global poverty and inequality to transform the social, cultural, political and economic structures that affect the lives of those Afflicted. DEAR aspires to change the way people think and act, empowering them to take action and become active global citizens in the creation of a fairer, a more secure and a more sustainable world for all. DEAR could help the Ministry achieve an ambitious development policy and would enhance understanding that would support particular actions for sustainable development.

2. Given DEAR is explicitly mentioned in both the Maltese Official Development Assistance Policy and Framework and the 2017 European Consensus for Development, how much of a priority is DEAR at the moment within the Ministry's strategy?

The Official Development Assistance Policy and a Framework for Humanitarian Assistance – Implementation Plan 2018, launched by the Ministry, was drafted in response to the 2030 Agenda for Development and the European Consensus on Development following consultations with NGOs. The Consensus sets the main principles which guide the approach of the European Union and its Member States to cooperate with developing countries as well as a strategy for reaching the Sustainable Development Goals. The launching of the Implementation Plan placed Malta among the first European Union member states to translate the EU Consensus on Development into concrete action, replacing the former Official Development Assistance Policy and Framework.

Within the European Consensus on Development, the EU and its Member States have pledged to deepen their partnership with relevant Civil Society Organisations (CSOs) to allow them to play their roles as independent advocates, implementers and agents of change, in development education and awareness raising, and in monitoring and holding authorities to account.

Additionally, the Ministry started a consultation process to gather the views and ideas of CSOs and NGOs on the Ministry's co-financing of projects through Official Development Assistance to continue striving towards quality development assistance that leaves greater impact and Durability.

3. According to the ODA Policy and Framework “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.” This point was also addressed during last October’s consultation on the ODA Call Guidelines by CSO representatives. Given this, what are the Ministry’s plans in order to allocate the necessary resources to national DEAR initiatives?

Through its yearly project co-financing, the Ministry assists local NGDOs in carrying out projects in developing countries to advance infrastructure, education, employment and human rights programmes. In such endeavours, the NGDOs are an operational arm of the Ministry in reaching out to communities in need of development assistance. More particularly this year, the Ministry is encouraging NGDOs whose projects are receiving funds to share publicly their projects’ implementation progress and results, and has specifically requested that Ministerial funds are allocated for such measures.

It is to be recalled that in 2017, the Ministry co-financed the project ‘E4C – ‘Educating for Change: Capitalising on the EU Presidency in Malta to raise awareness on Agenda 2030’. Carried out by SKOP during the Maltese Presidency of the Council of the European Union, this project promoted development education, raised awareness on development and cooperation policies by implementing a comprehensive capacity building programme for local government representatives and CSOs in Malta, generating awareness with the general public.

Similar initiatives with a clear vision for value added results are encouraged, even if on a smaller scale given the low funding resources.

4. How do you plan to coordinate, if the case, with other relevant stakeholders (e.g. CSOs, NGOs) to this end? Are there presently any inter-ministerial cooperation efforts between MFTP and MEDE with regard to DEAR? If so, can you elaborate how this looks in practice? If not, are there any plans? Do you foresee collaboration with other ministries, besides MEDE - e.g. MSDEC (in charge of the SDGs) and MEAE (concerning the link between development and migration)?

Regrettably, at present there are no ongoing inter-ministerial cooperation efforts between MFTP and MEDE. However, this does not preclude such cooperation in the future. We share a determination to continue improving in our ways in how we tackle development cooperation, capacity building and education, and this is the reason behind this continuous effort to try and involve as much as possible NGOs and CSOs in what we do, as we consider their perspective to be of invaluable help when enacting development policy. Although there are no inter-ministerial cooperating specifically on DEAR, the Ministry has been working very closely with other ministries vis-à-vis the implementation of the 2030 Agenda and the Sustainable Development Goals. In fact, collaborative relations with MESDC, which oversees the national implementation of the Agenda, are strong. Also, this Ministry has been collaborating on capacity building activities with MHAS to promote aspects of development in third countries.

5. What do you think is needed, both in terms of policies and practices, in order to foster the inclusion and implementation of DEAR initiatives and programmes in Malta?

The following is a non-exhaustive list of possible measures:

- Capacity development; contact with organisations and authorities; developing their motivation and ability to set-up and implement DEAR initiatives;
- Cooperation between NGOs especially those that are not part of SKOP, as well as with the academia, CSOs, and the education sector; Involve also schools and youth organisations;
- Regular training sessions that develop relevant skills and understanding, good practices, etc.;
- Development education programmes to challenge ourselves and find out more about our rights and responsibilities as global citizens contributing to change, act locally and think globally;
- Encouraging exchanges of information and good practices;
- Engaging more human resources/expertise;
- Academic research to feed into policy;
- The promotion of inclusion of DEAR in the country's formal and/or non-formal education policies, for example by means of guidance on the inclusion of DEAR in the curriculum, or by allocating resources to professional development for teachers, for instance.

Any further possible measures may result from consultations with the above mentioned groups.

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