

Raising Awareness on Development Cooperation (RADCC) NEWSLETTER



The project aims to mobilise the support of Cypriot, Maltese, Romanian, and Greek citizens for the fight against global poverty and the MDG agenda with a focus on Sub-Saharan Africa. This mobilization will have a snowball positive effect towards the eradication of global poverty. In the new Member States (NMS) of the EU, the lack of education and academic resources has negative consequences and contributes towards a lack of interest in development and on the public debate on MDGs. These problems are interrelated. Development Education resources are needed, and in particular those that facilitate the anchoring of Development policies in the NMS's societies. Currently, there are no opportunities in any of these countries to take introductory courses on international cooperation for development, and neither do secondary nor higher education institutions offer a program for development studies. However, Development has only a marginal role in the teaching process; it is entirely dependent on the level of knowledge and interest of the individual professor.

Beyond the general awareness raising efforts, the Development problems addressed by this action are co-related with the Millennium Development Goals (MDG) agenda and other Development-related issues, through the modules that each country will develop. The modules will be developed to target the specific subjects, and they will be aligned with MDGs and Development Policy documents, as well as be contextualised within the national and other NMS settings. A cross-cutting theme for all modules will be the gender and equal opportunities issues, with a particular focus on Sub-Saharan Africa. The modules were assigned in this particular way to resonate with national capacities and sensitivities.

Centre for Environmental
Education & Research

<http://home.um.edu.mt/ceer/>



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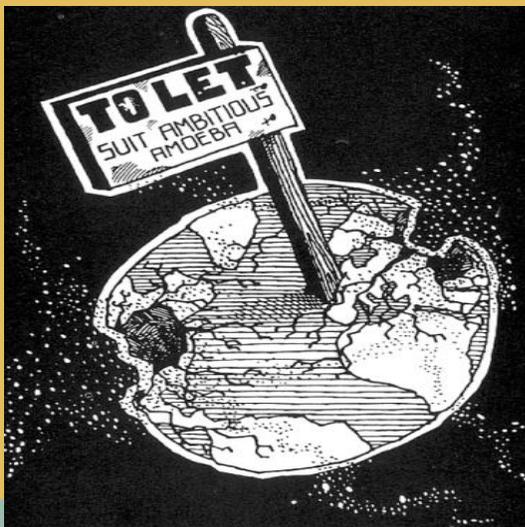
OFFICIALLY established in 2004, the Centre for Environmental Education and Research (CEER) aims to co-ordinate environmental education initiatives, increase the opportunity for environmental education research, make scientific and technological research results more accessible and facilitate resource transfer and capacity building in Malta and the Euro-Mediterranean region. CEER seeks to catalyse change towards a sustainable society by providing opportunities for environmental education that empower citizens, irrespective of age, gender and socio-economic status, to actively participate in environmental decision-making fora and in initiatives that promote a good quality of life.

Courses Offered

Undergraduate: CEER services a number of courses with several study units related to environmental education. Some of these courses include:

- Educating for a Sustainable Lifestyle
- Developing Environmental Responsibility
- Understanding local environmental issues
- Community based environmental education
- Whole school approaches to environmental education
- Promoting School Development through Environmental Education
- Environmental Policy
- Educating Science Teachers for a Sustainable Lifestyle
- Mathematics and Education for Sustainable Development
- Adult Environmental Education
- Home and Environmental Health
- The application of thinking skills to environmental education
- Managing change in environmental education

Postgraduate: M.Phil/Ph.D



*Because we don't
think about
future
generations, they
will never forget
us*

Henrik Tikkanen

Subject Areas Taught

Pre-service and In-Service environmental education for teachers, Adult environmental education, Education for Sustainable Development, Development Education, Environmental Policy, Change management in environmental education, Thinking skills in environmental decision making.

Areas of Research

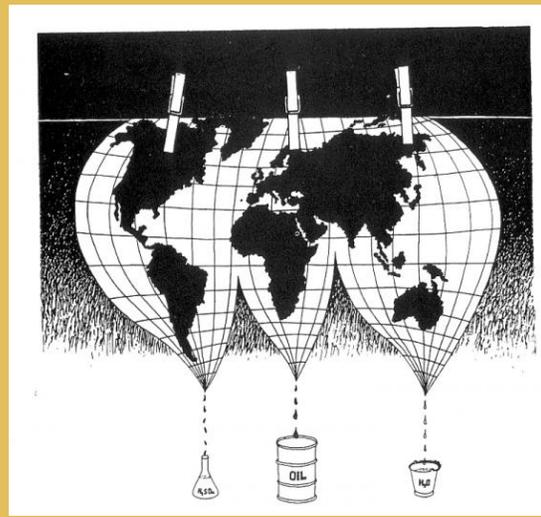
The main themes and the specific research agenda of CEER revolve around the development of curriculum material and the investigation into effective methodologies on how to carry out effective educational programmes in the formal education sector. CEER also extends its field of activity to include work within the community, cooperation with governmental and civil society organisations, and networking with local and regional groups/individuals to initiate joint projects. Owing to the spread of its field of activity, the unit can safely maintain that it has become the main Environmental Education agency in the country.

What concept do we have on development?

While no doubt this varies from organisation to organisation, beyond the relatively well understood definition of sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs, little open spaces exist for debating paradigms of development. This is of crucial importance if the strategic alliances referred to above are to be taken seriously.

One recent breakthrough in this regard has been the conference “Are we on the right track? Paradigm review by civil society organisations (CSOs) as development actors“ which took place in Prague from May 14-16, 2008 and was organised by TRIALOG and CONCORD in cooperation with the Ecumenical Academy Prague and the Czech NGDO platform FoRS.

Questions asked included: Do we follow the logic of economic growth or the logic of development? Do we want to have more or do we want to live happier? Is democracy a pre-condition for development? Are the Millennium Development Goals (MDGs) a shame? What role do China, India, Brazil play globally? Do we fight the causes or symptoms of poverty?” The conference offered the possibility for an open dialogue between CSOs from “West”, “East” and “South“ and for reflecting together upon the principles, which underlie the development work of civil society.



One seminal piece of work that Environmental Educators often overlook is that of Amartya Sen and the Capability Approach, which has emerged as a leading alternative to standard economic frameworks for thinking about poverty, inequality and human development generally.

“Sen's Capability Approach has been praised for broadening the informational base of evaluation, refocusing on people as ends in themselves (rather than treating them merely as means to economic activity), recognizing human heterogeneity and diversity (through differences in personal conversion functions), drawing attention to group disparities (such as those based on gender, race, class, case or age), embracing human agency and participation (by emphasising the role, of practical reason, deliberative democracy and public action in forging goals, making deliberative democracy and public action in forging goals, making choices and influencing policy), and acknowledging that different people, cultures and societies may have different values and aspirations.” Clark, David A. (2006)

The Capability Approach has been criticised from various angles. In spite of the various criticisms, many innovative attempts have been made to measure well being in the functioning and capability space, and its major strength in suggesting that the overriding objective of development is the expansion of human capabilities rather than economic growth remains a guiding basic tenet with various implications for many, including educators.

15th - 17th February 2010

Participation at the Trialog Partnership Fair

Objective: To share with participants the RADC model of University-Civil Society Collaboration

During mid-February Vince Caruana from CEER attended the Trialog Partnership Fair, during which around 150 development CSO representatives from 25 EU member states gathered in the Vienna International Center aiming to learn, network, find partners and draft project proposals that will be submitted for future EC calls. Collaborations between Universities and CSOs are still rather uncommon – in particular for projects submitted under the NSALA Budget line. In view of this Vince Caruana shared the RADC model of collaboration, citing that although this experiment is still in its very initial stages it augers well for setting a possible fruitful model of University-CSO cooperation.

Feb & April 2010

Fair Trade Egypt

Objective: To understand the impact of fair trade on producers in Egypt.

CEER has undertaken the task to develop the RADC module on Fair Trade. This topic has been one of the major areas of interest of CEER since four years. During February 2010 Vince Caruana from CEER conducted a research in Egypt to look into impact, if any, in terms of labour conditions and social development, of Fair Trade on small scale producer organizations in Cairo and El Fayoum, affiliated with Fair Trade Egypt. The research - supported through another EuropAid funded project FRAME sought out to understand to what extent we can claim that fair trade, as implemented in Egypt, can be said to have accomplished its goal of improving the returns to small producers and positively affecting their quality of life. The impact study adopted a “case study” methodology, which allowed for a holistic investigation and the use of multiple sources for evidence, while ensuring that the relevant details from the viewpoint of the participants were brought out. The case study is presented in a narrative form and aimed for a balance between description and analysis. The impact study indicated that all producers considered fair trade to be an important aspect towards improving their quality of life, however to a different extent depending on various factors. Among the main factors identified was the entrepreneurship spirit of the producer organization, their commitment to product development, and the point in time in which they entered the FT network. The research concluded that to understand impact of fair trade it is necessary to understand FT as a process, seeking constantly to adapt to the challenge of applying FT principles to the reality on the ground with a particular group with a particular craft. The results of this research will be fed into the module currently being developed by CEER through the RADC project.

