

VISIONING THE FUTURE BY TRANSFORMING EDUCATION



NATIONAL
EDUCATION
STRATEGY

2024 - 2030

VISIONING THE FUTURE BY TRANSFORMING EDUCATION

NATIONAL EDUCATION STRATEGY 2024 - 2030



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION,
SPORT, YOUTH, RESEARCH
AND INNOVATION

Authors

Matthew Vella
Ritianne Borg Saliba

Core Team Members

Josef Borg
Prof Mark Borg
Cheryl Curmi
Stephania Cuschieri
Etienne StJohn
Roderick Vella

Contents

1.	Foreword	4
2.	Shaping the National Education Strategy 2024-2030	8
3.	Strategic Orientation & The Three Pillars	20
4.	Pillar 1 – Wellbeing	26
5.	Pillar 2 – Growth & Empowerment	40
6.	Pillar 3 – Equity and Inclusion	54
7.	Monitoring and Evaluation	62
8.	Conclusion	66

01

FOREWORD





Dr Clifton Grima

Minister for Education, Sport, Youth,
Research, and Innovation

National Education Strategy

Education has always been the cornerstone of societal progress, shaping the minds of individuals and preparing them for the challenges and opportunities of the future. As we embark on this transformative journey, it is essential to recognize the dynamic nature of our world and the evolving needs of our learners.

In an era characterized by rapid technological advancements, globalization, and unprecedented societal changes, the importance of a robust and forward-thinking education system cannot be overstated. *The Malta National Education Strategy 2024-2030* is a comprehensive blueprint designed to empower our students, educators, and institutions to thrive in the 21st century.

This strategy is not merely a document; it is a commitment to fostering a culture of continuous improvement and innovation within our educational landscape. It seeks to build on the current education system, while embracing the opportunities presented by a rapidly changing world. Through a focus on inclusivity, diversity, and personalized learning, we aim to nurture the unique talents of every individual, ensuring that no one is left behind. A strategy that places the individual in its core.

Collaboration is at the heart of this strategy, recognizing that the collective efforts of policymakers, educators, parents, and the wider community are essential for success. By fostering partnerships and engaging in open dialogue, we can create an education system that is responsive to the needs of our society and equips our citizens with the skills and knowledge required to thrive in the years to come.

As we implement the *Malta National Education Strategy 2024-2030*, let us remain steadfast in our commitment to excellence, equity, and adaptability. Together, we can build an educational foundation that prepares our learners not only for the challenges of today but also for the opportunities of tomorrow.

I take the opportunity to thank all those who contributed, for their dedication and commitment to our country's education and to see to the students' aspirations for their future.



Mr Matthew Vella

Permanent Secretary
Ministry for Education, Sport, Youth,
Research, and Innovation

The primary aim of the *National Education Strategy 2024-2030* is to ameliorate the quality of life of educators and students, which we believe, will positively impact society at large.

This document is based on a six-year plan with a current strategic orientation and a strategic foresight up to 2050. The strategy is an integral part of the transformation process that the Maltese education system is currently experiencing, one which acknowledges past achievements and builds on consultation, support and empowerment.

The Ministry truly believes that education is a collective responsibility which requires the effort and commitment of various stakeholders. To this end, more than 200 meetings were held during a wide pre-consultation exercise with different stakeholders, both internal and external.

It is becoming increasingly evident that due to the current global challenges, perpetual instability, and the rapidly evolving world, our children and young people are faced with multiple adversities, which affect their sense of wellbeing. To this end, the strategy embraces a person-centred approach whereby the first pillar addresses the *Wellbeing* of both educators and students.

Furthermore, this strategy aims for education to be a journey of growth to all, leading to the second pillar *Growth and Empowerment*. Through its initiatives, this pillar aims at giving students a holistic experience by nurturing active citizenship through the acquisition of basic literacy and numeracy skills, and also through the development of important twenty-first century skills.

The third pillar revolves around *Equity and Inclusion* as the Ministry strongly believes that a fair and just education system ensures that all students have an equal access to success. For this reason, the third pillar aims at reducing disparities and inequalities, whereby each child feels a sense of belonging and is provided with appropriate opportunities.

In particular, the *Family-Community-School link Programme* and the *Transition from Initiatives to Programmes* are the linchpin of the strategy. *The Family-Community-School Link Programme* aims at empowering families, engage communities and enrich schools through an integrated approach. The shift from initiatives to programmes aims at providing students with robust accredited programmes, both on curricular and non-curricular aspects, embedding digital skills within a context of sustainability, wellbeing, global citizenship and life skills.

We believe in the importance of accountability as this is a central component of good governance. In this respect, to ensure effectiveness and quality assurance, the strategy will be systematically monitored and evaluated by the Policy Monitoring and Evaluation Directorate within the Education Strategy and Quality Assurance Department.

I sincerely thank all the stakeholders for their contribution towards the development of this strategy. I am of the belief that this strategy will continue to support educators and for learners to steadily progress towards attaining their dreams and reach their aspirations.

O2

SHAPING THE NATIONAL EDUCATION STRATEGY 2024 - 2030



Theoretical Framework

Education plays a decisive role in shaping the future of the individual and society. The theoretical framework of the *National Education Strategy 2024-2030* is embedded within the concept of transformation, a process which recognises and builds on past achievements, while orienting itself to future exigencies.

The shift that takes place is gradual, steady and planned on strategic foresight, with multiple monitoring tools employed at key junctures that gauge the effectiveness, impact and outcomes of one's action plan. The notion of transformation being employed in this process is one that adopts a person-centred approach, built on consultation, support, and empowerment. While understanding complex issues requires the input of external stakeholders, with the latter having been involved from the onset of the *National Education Strategy 2024-2030* journey, the implementation phase also necessitates an integrated approach encouraging cross-sectional and cross-functional collaboration.

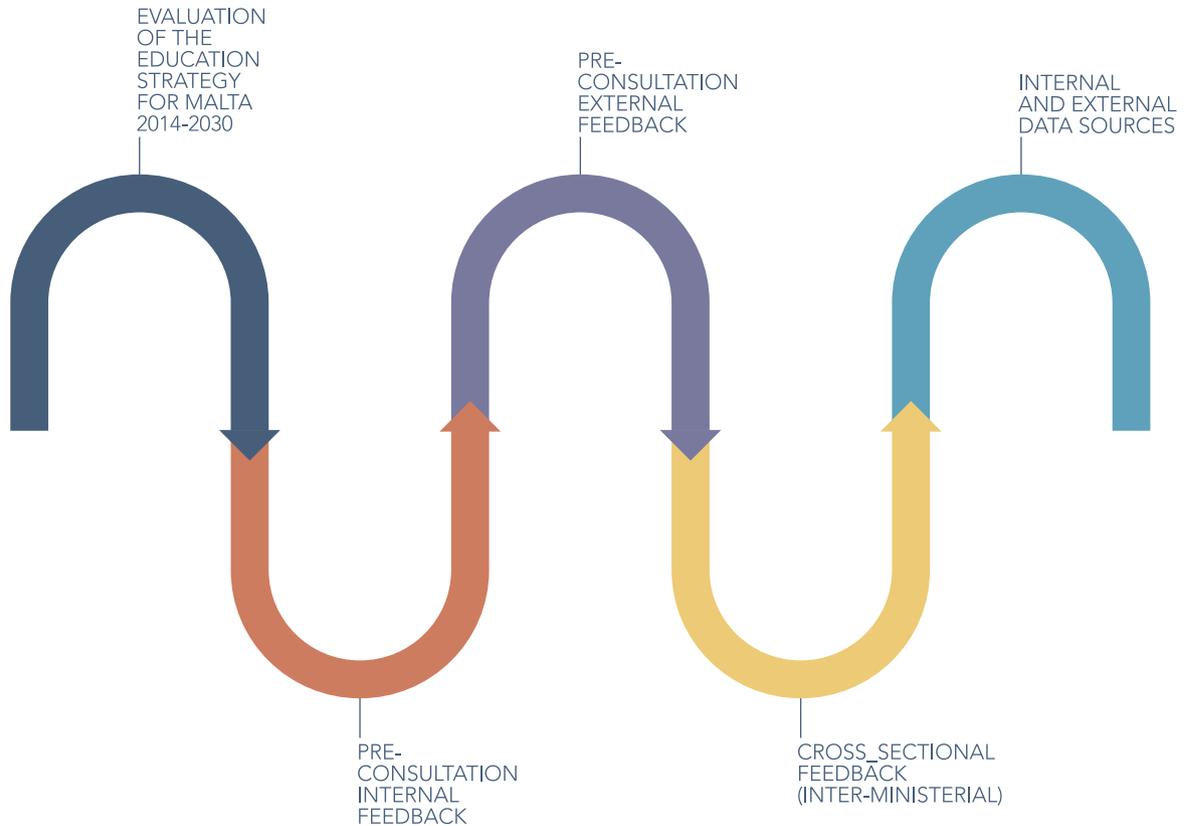
The *National Education Strategy 2024-2030* stemmed from an intense pre-consultation process which entailed meetings with both internal and external stakeholders. It is the belief of the The Ministry for Education, Sport, Youth, Research and Innovation (henceforth The Ministry) that for this and other strategies to be successful, they need to be ingrained within the realities of today's educational institutions and the social and global context. Education does not operate in a vacuum and a collective effort is necessary to be able to provide learners of all ages with meaningful experiences which lead to self-actualisation and eventual engagement in active and global citizenship. The current global polycrisis, which embodies health, economic, political and social concerns, requires us to adapt ourselves even more promptly, while simultaneously aiming at preparing a resilient generation with sharpened human skills, namely empathy, emotional self-regulation and elevated flexibility.

Education Strategy for Malta 2014-2024

The point of departure to this document was the establishment of a Thematic Review Committee whose primary task consisted of the review of the *Education Strategy for Malta 2014-2024*, a policy document which addressed what were perceived to be the needs and priorities of the time.

The strategy's fundamental objective was to address the challenges that were leading to low retention within the educational system, being it within compulsory schooling and beyond. The *Education Strategy for Malta 2014-2024* was built on the belief that quality education and equal opportunities for all are pivotal to Malta's economic success, two concepts which will remain crucial in the *National Education Strategy 2024-2030*. The strategy followed a path from pre-compulsory schooling to employment, thus bringing together entities within the spheres of education, economy, and civil society in its conceptual framework. The evaluation of this strategy, together with related recommendations, were contributing factors that set in motion the preparatory work related to the *National Education Strategy 2024-2030*.

The National Education Strategy 2024-2030 Formulation Process



Stakeholder Engagement

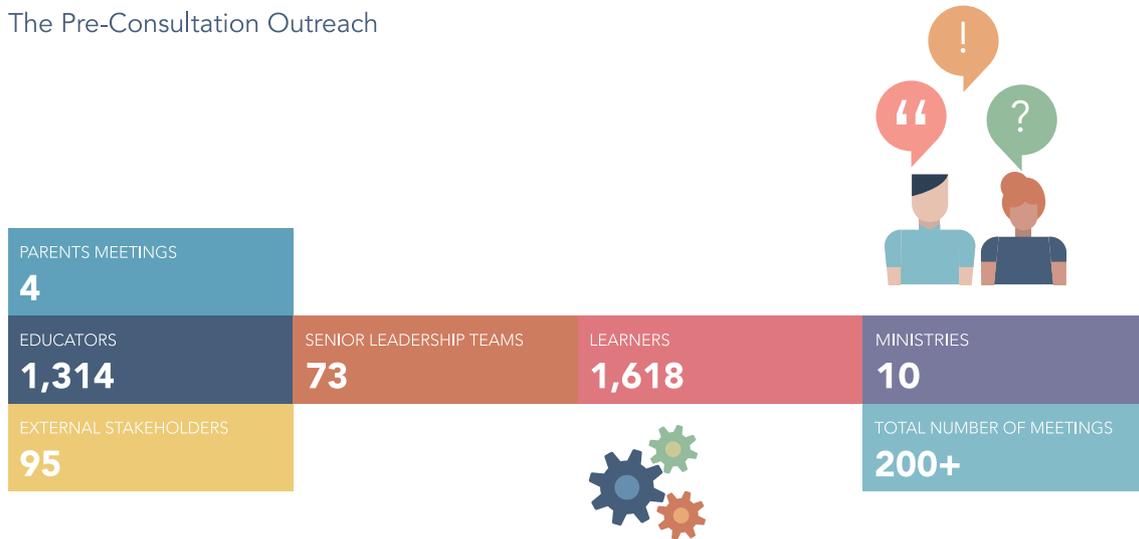
Over the past eighteen months, there has been a fundamental shift in the Ministry's operation to adopt a more person-centred approach. It is the Ministry's belief that educators, along with learners and their parents, are to be placed at the core of its tenet and processes. This principle has been further strengthened following the feedback received through the *Job Satisfaction Survey*, carried out amongst educators in 2022, and in which participants solicited a central role in the decision-making process, and in the development of the Ministry's policies. This appeal was particularly driven by the evolving classroom demographics and social realities which directly and/or indirectly impact how learners and their families interact with the education system.

Similar feedback was presented to us by educators through the *Learning Outcomes Framework Survey* – which continued to highlight the fact that professionals in schools want us to place greater value on stakeholder communication, especially through direct involvement in the decision-making mechanism, for the benefit of all learners.

The concept of a pre-consultation phase originated from the Ministry's determination to better understand what educators view as current challenges in their profession. No draft documentation was presented to stakeholders in the pre-consultation stage. Each meeting, and the ensuing feedback, was documented and subsequently analysed. Most stakeholders were in agreement with the proposed pillars and each contribution was crucial in shaping the subsequent themes, measures and initiatives within each pillar.

The pre-consultation phase also entailed meetings with and feedback from external stakeholders, which included public and private entities, political parties, Non-Governmental Organizations (NGOs), Ministries and Departments, the business community, and trade unions amongst others. While it is the belief of the Ministry that internal stakeholders can provide pragmatic evaluation, external stakeholders are also considered as critical allies. It was compelling to see how priorities and challenges outlined by both the internal and the external stakeholders were in alignment. The Ministry believes that through the *National Education Strategy 2024-2030*, we are addressing the priorities of a nation and thus, a cross-sectional and integrated approach is decisive and will secure the realisation and attainment of the set targets. The Inter-Ministerial Committee set up during the pre-consultation phase will continue having a prominent role in this strategy and ensuing action plans.

The Pre-Consultation Outreach



While the pre-consultation meetings were being carried out, the Ministry conducted a parallel mapping exercise of all the initiatives in the education system, from childcare to tertiary settings. This task and its conclusion revealed the complexities of what takes place in a typical educational institution, making it one of our primary goals to improve cross-functionality, while giving more autonomy to educators and schools. The Ministry acknowledges the research conducted by different entities in relation to the three pillars identified. This data can complement the more qualitative feedback gathered during the pre-consultation phase and make the policy development process a truly evidence-based one, while also reducing the possibility of myside bias. Consequently, it was decided to combine the two so as to truly have a realistic picture of the priorities identified. From there, we could shape each pillar, its background, strategic objectives, measures and initiatives.



Strategy and policy evaluation contributes to the attainment and maintenance of good governance. The review of the *Education Strategy for Malta 2014-2024* is the foundation upon which MYER can improve the design, development and implementation of future policies and strategies.

Following the Job Satisfaction Survey carried out by MEYR in 2022, it is decided that future policies and strategies issued by MEYR will be developed in accordance with educators' feedback

Meetings within and outside of schools, with all the grades, and within the three sectors, are organized and feedback documented. Meetings with learners and parents are included in the internal feedback

Meetings with external stakeholders, including entities, professional bodies and Non-Governmental Organizations (NGOs), are organized and feedback documented

Adopting a cross-sectional approach, the Ministry sets up an Inter-Ministerial Committee to ensure consistency and strategic planning throughout.

¹ *Internal Stakeholders included: Senior Management Team (the Ministry), Heads of School, Education Officers, Assistant Heads of School, Heads of Department, Teachers, Kindergarten Educators, Learning Support Educators, students, parents.*

² *External Stakeholders: External stakeholders' meetings included single entities/agencies, group discussion, individual meetings and meetings on request.*

³ *Ministry for Economy, European Funds and Lands, Ministry for the Environment, Energy and Enterprise, Ministry for Finance and Employment, Ministry for the Home Affairs, Security, Reforms and Equality, Ministry for Health, Ministry for the Home Affairs, Security, Reforms and Equality, Ministry for Inclusion, Voluntary Organisation and Consumer Rights, Ministry for the National Heritage, The Arts and Local Government, Ministry for Social Policy and Children's Rights & Ministry for Social and Affordable Accommodation, Ministry for Tourism.*



⁴ A Quality Assurance Framework for Education in Malta (0-16 Years), National Quality Standards in Education (3-16 Years), Early Leaving from Education and Training Strategy 2023-2030, National Lifelong Learning Strategy 2023-2030, Digital Education Strategy 2024-2030.

Action-Based Strategic Orientation

Policy development requires a high degree of strategic orientation and foresight. This strategy covers the next six years, 2030 being the year in which a number of European Union (EU) targets, Sustainable Development Goals (SDG) and Environmental, Social and Governance (ESG) goals are set against. However, this strategy does not fall short of a much longer vision of where we would like to see our nation in the year 2050.

EU Level Targets 2030

Council Resolution (2021) Towards
The European Education Area and Beyond (2021-2030)



By 2030 at least 96% of children between 3 years old and the starting age for compulsory education should participate in Early Childhood Education and Care.



By 2030 the share of early leavers from education and training should be less than 9%.



By 2025 the share of recent Vocational Education and Training (VET) graduates who benefit from exposure to work-based learning during their vocational education and training should be at least 60%.



By 2030 the share of 25-34 year olds with tertiary educational attainment should be at least 45%.



By 2025 at least 47% of adults aged 25-64 should have participated in learning over the previous 12 months.



By 2030 the share of low-achieving 15 year olds in reading, Maths, Science should be less than 15%.



By 2030 the share of low-achieving eight-graders in computer and information literacy should be less than 15%.

The outcome and impact level of the *National Education Strategy 2024-2030* will merge with and consolidate the major objectives of the five documents complementing it, namely *A Quality Assurance Framework for Education in Malta (0-16 Years)*, *National Quality Standards in Education (3-16 years)*, *Early Leaving from Education and Training Strategy (2023-2030)*, *National Lifelong Learning Strategy 2023-2030* and the *Digital Education Strategy (2024-2030)*.

Through strategic orientation and foresight, which the Ministry is developing with the help of local and foreign entities, we are confident that the roadmap being presented is insightful and prudent and will prepare the nation and its citizens for the opportunities, including those presented by the twin transition, and challenges of the future.



A Quality Assurance Framework for Education in Malta (0-16 Years)

Disseminating a common understanding about what quality assurance in educational institutions entails, while providing educators with an essential tool for reflection.

National Quality Standards in Education (3-16 years)

Establishing a means which enables the evaluation of schools' effectiveness and their capacity for improvement

Early Leaving from Education and Training Strategy 2023-2030

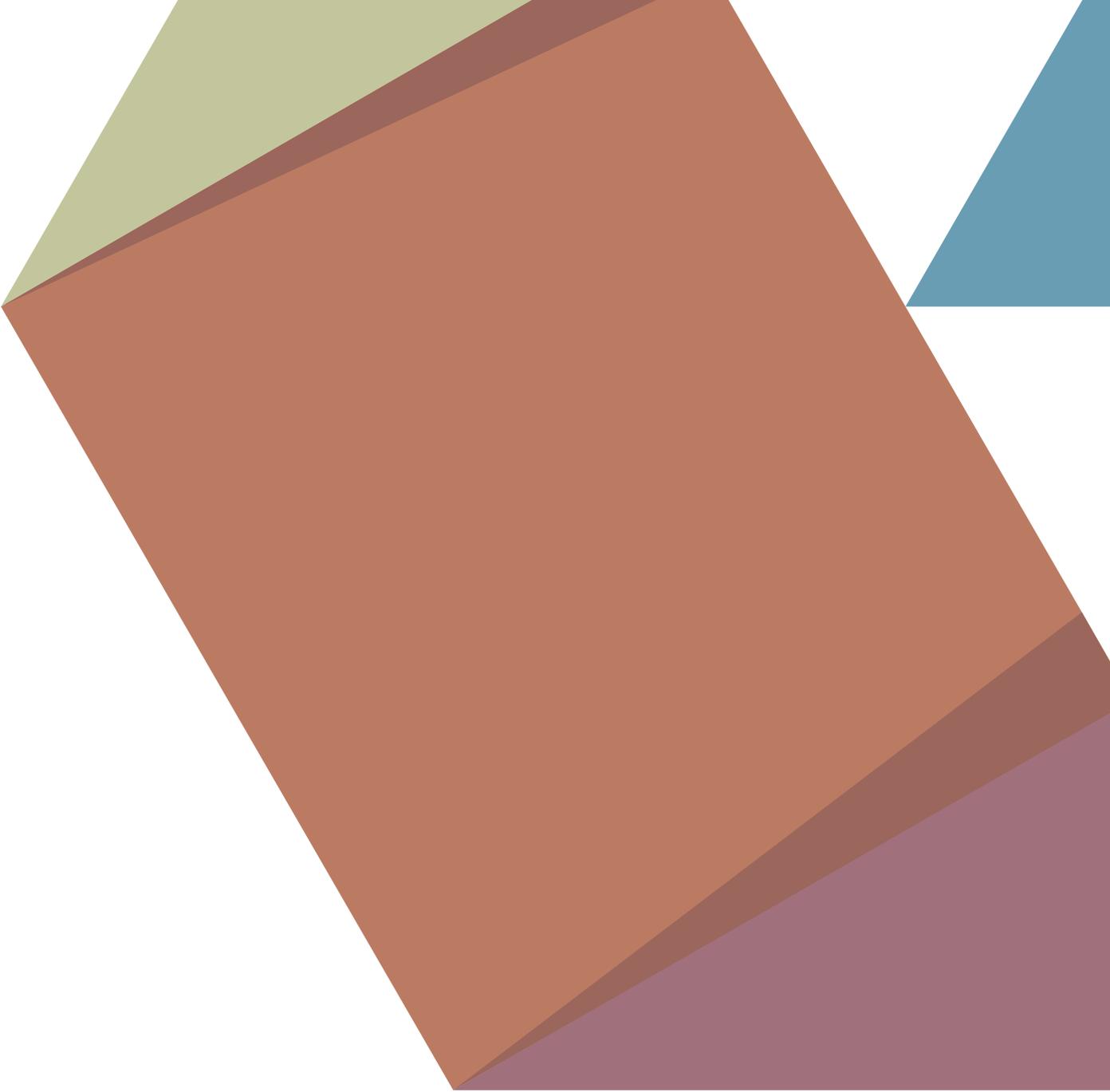
Ensuring an equitable education system which, through strong prevention, intervention and compensation measures, ensures learners' wellbeing and eventual active citizenship

National Lifelong Strategy 2023-2030

Improving the lives of the most vulnerable through a diverse range of lifelong learning opportunities, particularly, the enhancement and promotion of community, work based and other forms of informal and non-formal learning options.

Digital Education Strategy 2024-2030

Providing the necessary framework for the adoption of 21st century digital skills, particularly digital readiness, digital wellbeing and digital citizenship



03

STRATEGIC ORIENTATION & THE THREE PILLARS

Change has always been constant – it is inherent within our nature, requiring a degree of adaptability to be able to actively engage in responsible citizenship. One of the phenomena we are currently experiencing is the accelerated rate by which change is happening. This is also true in relation to the evolution of skills required by the individual in their adult life⁵. The geopolitical scenario is characterised by volatility and this necessitates the prioritisation of higher-order executive functions, transversal skills and mobilisation of knowledge that makes us resilient, flexible and future-ready.

⁵ Ministry for Finance and Employment. (2021). *The National Employment Policy 2021 – 2030*. <https://finanzi.gov.mt/wp-content/uploads/2023/06/nep.pdf>

The pillars of the *National Education Strategy 2024-2030* are based on the belief that our education system, particularly compulsory schooling, is responsible for each learner's acquisition of basic skills, socio-emotional skills and civic duties. These priorities are in line with United Nations SDG4, and with *Malta's Sustainable Development Vision for 2050*, both of which promote the provision of quality education, which is also inclusive and equitable, and that promotes lifelong learning. SDG4 emphasizes the importance of literacy and numeracy as basic skills and includes the promotion of education for sustainable development and global citizenship. Moreover, one of the targets set on an EU level, through a Council Resolution towards the European Education Area, is to decrease the percentage of students who are considered as low-achieving in reading, Maths and Science.

One of the biggest and unpredictable factors that has shaped the outlook of this *National Education Strategy 2024-2030* is the Covid-19 pandemic which has had a negative impact, to varying degrees, on every educational system in the world⁶. Communication skills, collaborative learning, a more pronounced learning gap and a broader digital divide^{7,8} have been some of the effects identified by both internal and external stakeholders. Additionally, there are concerns on how the pandemic has affected the mental wellbeing of young people whose routine was disrupted during critical formation years. This scenario, together with our commitment to a person-centred approach, contributed to the decision that the central pillar within the *National Education Strategy 2024-2030* would be that of Wellbeing.

⁶ Horváth, A., Motiejūnaitė-Schulmeister, A., Noorani, S. et al. (2022). *Teaching and Learning in Schools in Europe During the COVID-19 Pandemic – 2020/2021*. Publications Office of the European Union. <https://data.europa.eu/doi/10.2797/1056>.

World Economic Forum. (2022). *Catalysing Education 4.0 Investing in the Future of Learning for a Human-Centric Recovery*. https://www3.weforum.org/docs/WEF_Catalysing_Education_4.0_2022.pdf

⁷ Premazzi, V. & Zuliani Queiroz, E. (2021). *Space, Time and Concentration in Online Teaching and Learning*, *Malta Journal of Education*, 2(1), 81-99

⁸ Vassallo, J., Doublet Meagher, G. L., et al. (2021). *Students' and Parents' Perspectives on Emergency e-Learning in Kindergarten and Compulsory Education*. *Malta Journal of Education*, 2(1), 167-196

The pillar of Wellbeing is accompanied by a second pillar which signifies the core business of the sector – educational achievement. However, following the feedback received from both internal and external stakeholders and after a reflective process, it was decided that “achievement” is a restrictive term which does not mirror what the education system should stand for. One of the indicators of a quality education, as per SDG4, is the proportion of children and young people, per gender, achieving at least a minimum proficient level in reading and Mathematics. A second related indicator of SDG4 is related to the proportion of youth and adults achieving a fixed level of functional literacy and numeracy, and this will be targeted through initiatives that address adult learners. However, the notion of basic skills has been expanded today to include important twenty-first century skills, and also data and digital literacy, media literacy, emotional literacy and emotional intelligence.

Adaptability will be key in the next years, not only in terms of skills and competences, but also as a prerequisite to maintain a healthy mental state⁹. Making an educational setting more inviting for learners is even more challenging – not only are schools competing with more attractive, filtered content that piques learners’ interest, but students’ sense of belonging in schools has been declining over the past years¹⁰. While we acknowledge the importance of results, and a number of initiatives outlined in this document will target this aspect, the educational experience should be a personal journey of growth and regeneration, of personal goal setting and attainment, and of character and value formation.

⁹ Cefai, C., Caravita, S., Simões, C. (2022). *A Systemic, Whole-School Approach to Mental Health and Wellbeing in Schools in the EU – Executive Summary*. Publications Office of the European Union. <https://data.europa.eu/doi/10.2766/208726>.

¹⁰ Avisati, F. (2019). *Have Students’ Feelings of Belonging at School Waned Over Time?* OECD Publishing Paris. <https://doi.org/10.1787/bdde89fb-en>.

In addition, the Ministry acknowledges the increased importance of values and the role these play both in our personal life, civic identity and the place of work. This strategy also recognises the importance of non-formal learning, and the role played by private service providers for lifelong learning opportunities. To this end, it was concluded that the second pillar would be titled Growth & Empowerment, symbolising the holistic experience each student is entitled to. Rising inequalities is another global concern, given more prominence during and after the pandemic and also as a result of economic inflation, growing populations and migration. Addressing disparity between sub-populations is another target within the SDG4. The belief that each child deserves an equitable life prospect has delineated our system for years, but this has become more challenging due to the changing demographics.

That is why the third pillar is Equity & Inclusion: through equity, we ensure fairness and a level playing field for each learner so that one's identity is not predictive of one's chances in life. On the other hand, inclusion ensures that every child feels they belong within the system and that the system gives each child the appropriate opportunities to participate in it, irrespective of perceived boundaries. Inequalities emerge early in life, and if not addressed appropriately by compulsory schooling, they substantially compromise the learner's chances of embracing a growth mindset, engage in lifelong learning opportunities and participate fully in society. This is in line with *Malta's Sustainable Development Vision for 2050*, which identifies education as a fundamental element in the achievement of a more cohesive, equitable and inclusive community¹².

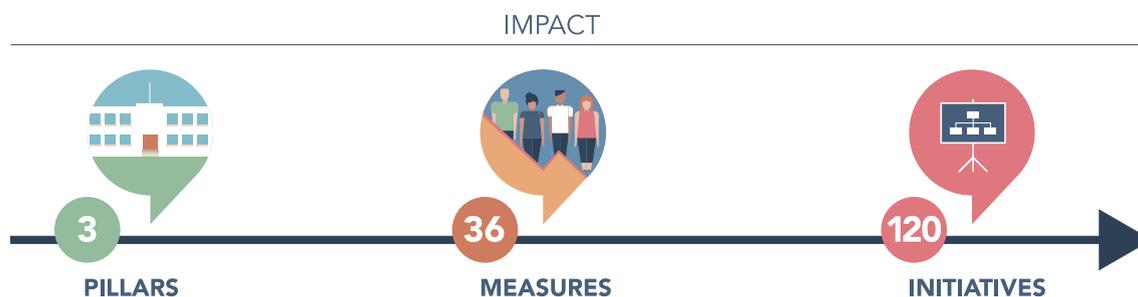
¹¹ United Nations. (2015). *Transforming Our World: The 2030 Agenda For Sustainable Development*. <https://sdgs.un.org/sites/default/files/publications/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

¹² Ministry for the Environment, Sustainable Development and Climate Change. (2018). *Malta's Sustainable Development Vision for 2050*, <https://sustainabledevelopment.gov.mt/wp-content/uploads/2021/10/Maltas-Sustainable-Development-Vision-for-2050.pdf>

The National Education Strategy 2024 - 2030



This strategy is also based on strategic foresight, and a thoroughly thought plan on how education can transform itself for a future-ready nation. Within this strategy, there is a conceptual framework that puts the person at the heart of the system – not only the learner, who is our client, but also the professionals who work within the system. It brings together the ideas of the different stakeholders, with the aim of a truly integrated approach that is evidence-based, utilising labour market intelligence¹³ and skills anticipation mechanism, while also engaging in a continuous dialogue with our educators and learners who are the ones mostly impacted by our actions.



¹³ European Training Foundation. (2022). Single Programming Document 2023-25 - Work Programme 2023. <https://www.etf.europa.eu/sites/default/files/document/GB22DEC010%20SPD%202023-2025%20AWP%202023.pdf>

O4

PILLAR 1 WELLBEING

The *National Education Strategy 2024-2030* recognises that educators need to be given all the necessary support to be able to adapt to several challenges they are facing, including the volatile demographics in the classroom, students' diverse needs and the unfavourable ramifications of social media.

The Ministry believes that the better the support, the more educators will feel adequately equipped to continue cultivating a sense of ethos within their class and in the school. In addition, it is our conviction that high quality education is intrinsically related to educators' wellbeing, which, in turn, inevitably shapes learners' sense of belonging in schools. The Ministry is committed to increasing the degree of job satisfaction within its workforce, while attracting others to join the profession.

Measure

A stronger support mechanism for all educators which increases the level of job satisfaction

Initiatives

An *Outreach Programme* that bridges the existing gap between educators in schools and senior management at the Ministry is designed, implemented and regularly evaluated for further improvement.

A Support Needs Analysis and a Training Needs Analysis based on educators' feedback is conducted. Results are actioned accordingly.

The launch a *Wellbeing Programme* for Educators, which leads to the *Strategy for Educators' Wellbeing*.

Setting up of a Wellbeing Unit for Educators, which includes professional help on demand basis and mental health support.

An annual Educators' Wellbeing Survey is professionally designed, distributed and analysed, giving the Ministry visibility of changing trends in job satisfaction within the sector and educators' suggestions on which changes they would like to see.

Measure

Initiatives

Transition from an Induction Programme for Newly Qualified Teachers (NQTs) to a Peer Support Programme for NQTs which sees the more active involvement of the Faculty of Education.

The introduction and development of professional supervision services for educators who are facing challenges, in collaboration with the Faculty of Education and the Institute for Education (IfE).

The re-introduction of the *Benesseri Programme* for School Leadership Teams.

A revised *Framework for Behaviour Management* that is reflective of the current behavioural challenges.

A Standard Operating Procedure (SOP) that delineates the legal aid that is to be provided to the educator following school-related incidents, including direct attacks on social media and incidents outside working hours.

Measure

Systematic and direct involvement of educators in the policy development cycle

Initiatives

Reinforcement of the *Outreach Programme* through a revised schedule for quarterly meetings between Senior Leadership Teams, Directors General and the Office of the Permanent Secretary.

Planned communication of main outcomes of outreach meetings, including planned way forward is communicated to all the schools.

Introduction of a pre-consultation mechanism as a requirement to policy development within the Ministry and confirmed by an official SOP.

Setting up of a specialised team that will maintain a regular pre-consultation mechanism process, generating data that contributes to the Ministry's decision-making cycle.

Measure

A targeted promotional campaign on the teaching profession as part of the Ministry's human capital planning

Initiatives

A plan for *Profession Promotion* is designed, aimed at two target audiences, i.e (a) students in higher education; (b) older adult learners interested in job mobility.

Evolution of a *Recognition and Appreciation Plan* for educators that includes structured mechanisms for sharing of good practice among the education community, and the general public, including those who embrace digital technologies.

A revision of the aims, function and remit of the Council for the Teaching Profession.

Simplification and cutting down of administrative burden on educators

Setting up of a *Simplification and Digitalization Action Plan* to introduce technological assistance for repetitive and time-consuming tasks.

An evaluation of the College system and how it can be improved to better support schools.

Following a pre-consultation process with educators and school leadership, the re-conceptualisation and re-design of the School Council that strengthens the connection between school and home.

Measure

The provision of more relevant and evidence-based training that addresses the current challenges.

Initiatives

A revision of the programmes being offered as Initial Teacher Education, in collaboration with the University of Malta (UoM), the IfE and the Malta College of Arts, Science and Technology (MCAST).

A revision of programmes being offered as part of the educators' continuous professional development.

Consolidation of the professional development opportunities in digital literacy and technology-enhanced learning.

Enhanced quality continuous professional development training on the latest emerging technologies to help support educators in the acquisition of digital competences that support pedagogy and also their professional practice.

Historically, interpersonal skills were construed as “soft” skills, de-prioritising them in favour of more technical skills²², a notion which is being challenged by international organisations and the labour market, with wellbeing becoming a collective obligation. A discussion on wellbeing necessitates a deeper understanding of the lure of online platforms and growing digital consumption and how these are affecting online and offline behaviour²³. The juggling between online and offline communities and the intricacy of the digital space is affecting students’ sense of adequacy and it is the Ministry’s belief that this concern needs to be addressed on a national level. Network silos prevent young people from being exposed to divergent opinions, thus confirming their beliefs and limiting their ability to think critically²⁴.

Learners’ overall wellbeing is associated with better academic performance and grade retention²⁵. the Ministry asserts that students’ sense of belonging within the educational institution, coupled to tighter links between family and educational settings, shapes learners’ educational experience. This will be the principal function of initiatives that link the educational institution with the family, and ultimately with the community. Furthermore, the Ministry maintains that learners’ increased sense of wellbeing has a positive impact on behaviour management and on the formation of the student’s civic self and potential civic engagement. While active and global citizenship is a major overarching principle within this strategy, the Ministry acknowledges the digital transformation taking place and therefore the importance of learners’ acquisition of digital citizenship skills.

²² Malta Further and Higher Education Authority. (2022). *Malta’s National Strategic Action Plan for Further and Higher Education*. https://meae.gov.mt/en/Public_Consultations/MEDE/Documents/MFHEA%20National%20Strategic%20Plan%202030.pdf

²³ Azzopardi, A., Attard, R., Formosa, O., Vella, G., Cuff, A. (2023). *Protecting our Children Exploring and Preventing Child Abuse*. <https://www.um.edu.mt/media/um/docs/faculties/socialwellbeing/mainpage/researchprojects/BOVProtectingourChildrenFinalReport.pdf>

²⁴ Grech, A. (Ed). *Young People and Information: A Manifesto*. (3CL Publication). <https://www.3cl.org/wp-content/uploads/2023/05/YPI-Manifesto-FINAL-for-web-v3-spreads.pdf>

²⁵ World Health Organisation. (2021). *Mental Health in Schools: A Manual*. <https://apps.who.int/iris/bitstream/handle/10665/347512/9789290225652-eng.pdf?sequence=1&isAllowed=y>.

OECD. (2022). *How do Girls and Boys Feel When Developing Creativity and Critical Thinking? Lessons for Gender Equity*. OECD Education Spotlights, No. 2, OECD Publishing, Paris. <https://doi.org/10.1787/bfcac2cc-en>.

Measure

A robust and methodical link between the school, family and the community for a more holistic and homogeneous approach to wellbeing

Stronger intervention services related to mental health and socio-emotional wellbeing

A more proactive, preventive and targeted approach to building young people's ability to manage social relationships and building their self-esteem

Initiatives

Through the *Family-Community-School Link Programme*, intervention on a school level is extended to the family.

Engagement of community-based entities for a more integrated and cross-sectional approach.

Schedule of courses on Parental Skills, using synchronous and asynchronous modes.

Set up a National Learners' Wellbeing Unit that offers specialised services to learners.

A *Specialised Programme* related to social and emotional education is offered to all students in pre-identified and research-based critical age-groups.

Introduction of *Youth Programme* in secondary schools with early identification mechanisms in Middle Schools.

Rolling out of standardised testing on emotional wellbeing for data gathering and intervention purposes.

Development of a manual for schools on mental health, based on international recommendations and local research.

Measure

Structured programmes to enhance digital literacy and digital citizenship skills

Initiatives

Provision of a structured programme, offered as part of the extra-curricular modules and/ or within the *After School Programme*, addressing digital literacy, media literacy and digital citizenship.

Introduction of Ethics as one of the option subjects available at secondary level.

Creation of a resource pack for educators on how to pass on digital literacy and media literacy skills as cross-curricular themes.

The strengthening of the home-school link through the organisation of courses and other initiatives to help parents build resilience and learn effective coping skills to better support the progress and wellbeing of their children in the digital age.

Measure

An increase in the time and quality of physical activity in compulsory schooling

Initiatives

Scheduled modernisation of sports facilities in schools to encourage the use of these spaces for a variety of learning activities.

Increased entitlement related to physical activity in schools²⁶.

Incorporation of units on healthy lifestyle, with clear learning outcomes and related project-based assignment, in the *After-Schools Programmes*.

Reintroduction of national tournaments and challenges in sports for students.

Sharpened awareness on how to deal with issues like radicalisation

Creation of SOPs, available to all educational institutions on the steps to take when there is suspicion of radicalisation.

²⁶ Superintendence of Public Health, Ministry for Health Directorate for Research, Lifelong Learning and Employability, Ministry for Education, Sport, Youth, Research and Innovation. (2022). *A Study on Childhood Obesity in Malta*. <https://researchandinnovation.gov.mt/en/Documents/Childhood%20Obesity%20in%20Malta.pdf>

Measure

Student Councils which move away from activity organisation to become a true embodiment of a democratic process and advocates for ESG goals

Initiatives

Setting up of a National Student Forum, with a cross-sectional representation of all sectors with the aim of discussing the role of the Student Council in schools.

Set of guidelines and good practices disseminated across all schools on the revised functions of the Student Council.

A steady and continuous investment in schools' infrastructure for an enhanced learning environment.

A detailed long-term plan related to infrastructural works in schools, complemented by a medium-term plan that ensures embellishment works are carried out steadily, while ensuring the health and safety of the school community.

05

PILLAR 2 GROWTH & EMPOWERMENT

Strategic Objective 3

Growth and Empowerment

Context

The re-establishment of the National Curriculum Framework Implementation Review Board, in 2022, started a discussion amongst multiple stakeholders on how the curriculum can serve as a means by which the individual evolves and continues to do so beyond the compulsory school age. The *National Education Strategy 2024-2030* is building on this dialogue and putting it into a context of evidence-based long-term planning that guides us to the targets set for 2030 and 2050.

In the light of the “attention economy”, we understand the need of a curriculum which is focused on quality provision rather than mere knowledge delivery. Learners, whatever the age, are increasingly disengaged when the content is not appealing or relevant, especially since there is so much more engagement offered by the online space. In addition, we need to seriously take on the challenge of phasing out content overlap, which is a result of a subject-based system.

A more purposeful syllabus will give the educator more time to focus on the mastery of concepts, and the acquisition of key skills²⁶ that are nurtured through discussion, collaborative work, and self-reflection. This is part of a larger curriculum analysis, which will also propose a discussion on alternative and authentic modes of assessment that complement multi-modal teaching, and that balance out summative assessment techniques.

Traditionally, and before the introduction of the *Learning Outcomes Framework*, our assessment methods were highly based on knowledge and content. Locally, metrics are still largely viewed as the end-product of the learning and teaching process, rather than a complementary stage that, through formative means, can help the educator and learner understand the next step in the learning process. The Ministry acknowledges that more support needs to be given to our educators so that the latter are better equipped to employ diverse assessment methods that can help them evaluate attitudes. This commitment is being complemented with the recognition of the importance of perpetuating feedback literacy. We strongly believe in the professional judgement of our educators, and we are committed to offer all the necessary support so that there is a gradual shift towards a more skills-based system²⁷. It is our aim to have an education system with a finer balance between knowledge generation and practical application.

²⁶ World Economic Forum. (2022). *Catalysing Education 4.0 Investing in the Future of Learning for a Human-Centric Recovery*. https://www3.weforum.org/docs/WEF_Catalysing_Education_4.0_2022.pdf

²⁷ World Economic Forum. (2023). *Here's Why Education Systems Need to Start Taking a 'Skills-First' Approach*. <https://www.weforum.org/agenda/2023/03/heres-why-educations-systems-need-to-start-taking-a-skills-first-approach>

Measure

A revised *National Curriculum Framework* which reflects the needs and challenges of the future

Initiatives

A revision of the syllabi and learning outcomes to address overload and overlapping and promote deep learning and sustain long-term memory.

A revision of the *Learning Outcomes Framework* to address overload, and for it to become more reflective of the skills and attitudes envisaged for the next years.

A comprehensive *Mathematical Literacy Strategy* that identifies, studies and addresses the challenges, from pre-compulsory to tertiary levels, in relation to Mathematics, including the labour gap in technical fields and the gender gap.

A *National Assessment Strategy*, based on research in educational neuroscience, with the aim of:

- a. reaching the optimal balance between summative and formative continuous assessment;
- b. outlining the different assessment methods that can be used;
- c. providing varied assessment tools and models the educator can choose from;
- d. giving formative value to all types of assessment;
- e. determining forms of benchmarking that do not assess academic performance only but also areas like wellbeing.

Measure

Initiatives

Strategic integration of educational technologies in the curriculum that prepare students for the twin transition (green and digital transitions).

The provision of a curriculum which recognises and gives due importance to digital citizenship and digital education.

The re-design of the Foreign Language Awareness in the Primary (FLAP) provision so that students are exposed to and given basic communicative skills in a foreign language from an early age.

The reinforcement of child-led pedagogies, which are evidence-based, and which do not add administrative burden on the educator.

The revision of the current Option Exercise model, with a particular focus on the biological age learners make their decisions, and the range of options on offer.

A revised MATSEC model that reflects the changes carried out in the *National Curriculum Framework*.

Measure

Provision of After-Schools Programmes with clear learning outcomes and effectiveness criteria ingrained within quality assurance mechanisms

Initiatives

Expansion of the Accreditation Unit to ensure that the more programmes offered after-school hours are accredited and quality assured.

Rebranding of *Klabb 3-16*, *SkolaSajf* and Catch Up Classes to ensure accredited programmes are offered to students who make use of these services.

Public access to the list of after-school accredited programmes available for compulsory school-age learners so that parents can make an informed choice.

All the children, irrespective of their ESCS²⁸, possess a basic level of literacy

Distribution of age-appropriate books to each household, with follow-up activities to foster greater engagement.

The incremental increase of reading time across the Early Years.

The revision and reinforcement of the diagnostic testing carried out in Year 3 through targeted action for each child.

Research on the use of Artificial Intelligence (AI) technologies by educators leading to a set of guidelines and good practice to be able to further make use of this tool.

²⁸ ESCS refers to "economic, social, cultural status"

Measure

The learning gap is narrowed at Primary School level

Provision of alternative and supplementary learning pathways in compulsory schooling as a preventive measure for Early Leaving from Education and Training (ELET)

Initiatives

Provision of the *Reading Recovery Programme* to reach all the learners in Year 2 who are experiencing difficulties in literacy.

Introduction of the *Reading Recovery Programme (Rimonta tal-Qari)* in the Maltese language.

Introduction of quality accredited programmes in every Primary school, as part of and complementing the Learning and Assessment Time established by the Ministry, with a particular focus on programmes that enhance wellbeing, active citizenship and sustainability / green skills.

A shift from the prevalent use of compensation measures to address ELET, towards a more preventive approach that addresses challenges from a young age.

Introduction of accredited alternative programmes in Secondary Schools, with a particular focus on programmes that enhance wellbeing, active citizenship and sustainability / green skills.

Measure

Initiatives

Reinforcement of the Maltese Language as a core subject and a means to preserve the local culture

Introduction of supplementary accredited programmes in the Middle and Secondary schools that focus on current themes, including active citizenship, sustainability^{29 30} and global citizenship.

The formulation and consolidation of accredited programmes in applied vocational subjects that are based on application criteria.

Formulation of quality audio-visual resources aimed at local and international users.

Internal administrative measures to reinforce the use of the Maltese language.

Introduction of digital content in the Maltese language.

The setting up of a Working Group whose primary aims will be to analyse the current challenges being faced in the learning and teaching of Maltese at compulsory level, and the drawing of an action plan that addresses the aforementioned challenges.

²⁹ The term "sustainability" refers to environmental, economic and social aspects

³⁰ OECD. (2018). *The Future of Education and Skills: Education 2030*. [https://www.oecd.org/education/2030-project/contact/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030-project/contact/E2030%20Position%20Paper%20(05.04.2018).pdf)

Measure

Improved quality in pre-compulsory settings

A revised and improved higher and further education system which is relevant to today's global and industry needs.

Initiatives

Revision of the quality standards and external review mechanisms by the Directorate for Quality and Standards in Education.

A more robust legislative framework for the provision of quality education for 0-3 years.

A trained workforce in pre-compulsory settings who is provided continuous professional development (including assistants to the child carer).

Through the Post-Secondary Review Working Group, an action plan is set in motion to revise and improve on the current post-secondary system so that it truly reflects current challenges and needs.

A curriculum alignment action plan, with the involvement of all stakeholders within further and higher education, including MCAST, the Institute of Tourism Studies (ITS), the UoM and IfE, that promotes work-based learning and enhanced industry partnership.

An increased investment in the scholarship scheme in focal areas, particularly Science, Technology, Engineering and Mathematics (STEM) and green skills.

Measure

Initiatives

	<p>A stipend system which is regularly revised so that a financial incentive may be given to students pursuing areas with unprecedented industry demand, including STEM and sustainability.</p>
<p>A more robust quality assurance mechanism for further and higher education</p>	<p>The development of an action plan by Malta Further and Higher Education Authority (MFHEA) that aims at strengthening quality assurance, both at conceptual and implementation phase, and ensuring a high level of compliance by private and public education institutions.</p>
<p>Recognition of elite athletes effort in professional sport</p>	<p>Launch of the <i>Talented Athlete Scheme</i>, whereby the time spent in training and national and international achievements are formally recognised and embedded within academic certification.</p> <p>Expansion of the <i>Scholarship Programme</i> in relation to sports, both at post-secondary and tertiary education level.</p>

Measure

Further recognition of arts as a specialised area of studies

Initiatives

A specialised action plan that recognises the strengths and addresses the areas of development of the current model employed at the Malta Visual and Performing Arts College.

Increased investment, both in terms of financials and human capital, to address the actions established in the Mikiel Anton Vassalli College action plan.

Establishment of a Visual and Performing Arts Academy, as an expansion of the existing Malta Visual and Performing Arts School, that offers accredited programmes and qualifications of up to MQF Level 5.

The setting up of a Trade Institute, based on a micro-credentials system, for post-secondary students to promote careers in the traditional and modern trades

A needs analysis to establish which trades are to be offered within the Trade Institute.

A campaign amongst secondary school students and the general public on what constitutes a trade today and the transformation from Trade Schools to Trade Institute.

Measure

Improved synergy between the education sector and the industry

Initiatives

Partnership with the National Skills Council for Professional Development sessions with Vocational Education and Training (VET) educators.

Comprehensive National Basic Skills Guidelines are drawn, published and disseminated across all sectors of our education system.

A more concerted effort, with the collaboration of MCAST, ITS and the UoM, to promote entrepreneurship across all levels of the education system.

Engagement of the industry in shaping the vocational programmes accredited by the Directorate for Quality and Standards in Education.

Review the uptake, impact and long-term outcomes of existing funding opportunities for adults who wish to continue their learning. Identification of gaps leads to a more proactive approach.

Measure

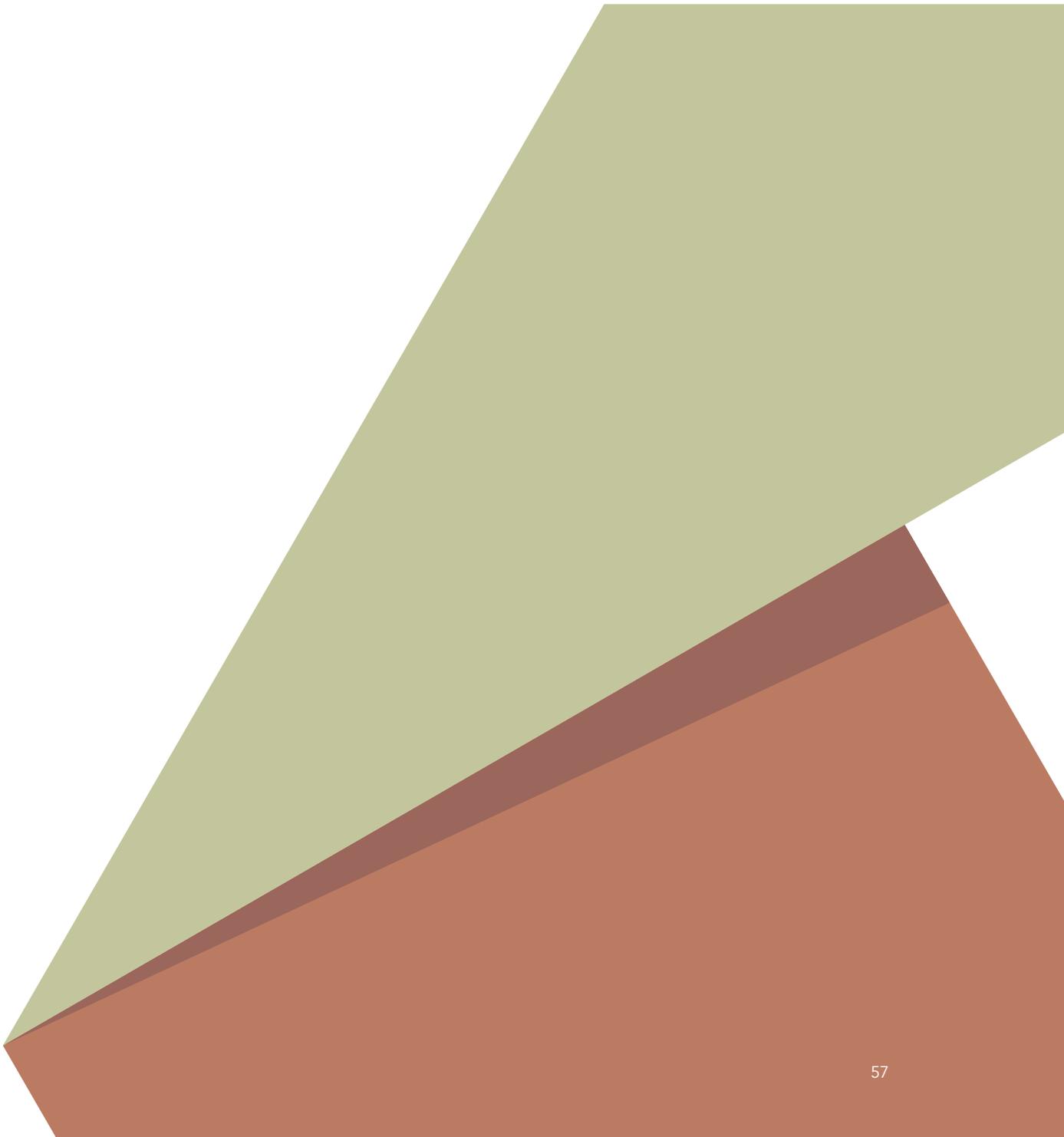
Initiatives

The setting up of an Apprenticeship Database with the aim of connecting employers with students seeking an apprenticeship experience.

A revamped Job Exposure Experience for students in compulsory schooling.

A mapping exercise, carried out by the National Skills Council, to build a comprehensive picture of the training opportunities in the area of green skills and identify existing gaps in Malta's twin transition.

Establishment of the Strategic Foresight Unit which will set up two main fora – one with the industry and social partners, and one with private service provider.



06

PILLAR 3 EQUITY AND INCLUSION

Strategic Objective 4

Equity & Inclusion

Context

Internationally, equity and inclusion have been set high on the agenda since there is a general understanding that social gaps have been exacerbated following the pandemic, a higher rate of migration and due to the digital divide³¹. The Ministry is committed to addressing social fragmentation and inequalities since it is the Ministry's belief that education is a fundamental tool through which everyone is given the opportunity to reach their potential. To this end, one of the first steps to be taken in order to understand how different policies and decisions are impacting different groups of learners, is employing a system-wide data disaggregation exercise³², which is also one of the SDG indicators for quality education. Eventually, it is the Ministry's plan to employ AI technologies for data analysis and forecasting, the results of which will serve as evidence for future policies and strategies.

³¹ Balestra, C. & Ciani. (2022). *Current Challenges to Social Mobility and Equality of Opportunity*, OECD Papers on Well-being and Inequalities, No. 10, OECD Publishing, Paris. <https://doi.org/10.1787/a749ffbb-en>.

³² There are many instances in which data disaggregation is expected to help policy makers and educators in schools understand how different social groups behave differently and/or are being impacted by major decisions. This includes gender differences in relation to fear of failure and therefore self-confidence, risk factors in ELET based on ESCS, the effects of the Covid-19 pandemic on disadvantaged students, the level of wellbeing for students with disabilities.

We recognise the impact of migration and cultural diversity on social realities within the local context³³. Therefore, the third pillar is important not only to ensure that each child is given the help needed to flourish, but also to foster intercultural understanding and ingrain the capacity within our young people of handling tension due to cultural differences, what is commonly known as competence in cultural awareness³⁴, which is also in line with the SDGs and targets.

Students with a statement of needs are also being addressed in this strategy. The Ministry understands that the current model adopted has its challenges and might not be suitable for the changing demographics in the classroom. The Ministry commits to a revision of the system with the aim of further supporting learners in their educational journey, while giving educators the necessary tools and framework to be able to reach everyone in class.

³³ National Statistics Office. *Census of Population and Housing 2021: Final Report: Population, Migration and Other Social Characteristics (Volume 1)*. <https://nso.gov.mt/events/census-of-population-and-housing-2021-final-report-population-migration-and-other-social-characteristics/>

³⁴ Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M. (2020). *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*. EUR 30246 EN, Publications Office of the European Union, Luxembourg.

Measure

A revised inclusion model

Initiatives

A Class Support System for students who have learning difficulties but are not entitled to a statement of needs.

A revised and more sustainable inclusion model following a thorough re-audit by the European Agency for Special Needs and Inclusive Education of the state of play of how the current model is affecting several minority groups.

Formal recognition of skills and abilities of students and young people in Resource Centres

Formulation of a *Curriculum Framework* for Resource Centres as specialised settings.

Formulation of a *Learning Outcomes Framework* for Resource Centres as specialised settings.

Learning Support Centres

A revised concept of the Learning Support Centre with specialised programmes that target current challenges.

Curriculum revision for Learning Support Centres.

Measure

Decrease in the rate of absenteeism

Initiatives

Automatic prompt for schools' administration staff through the online school system that identifies students whose absence rate is cause of concern.

Standard procedure throughout all schools on action to be taken at various stages of the absenteeism spectrum.

Engagement of the Family-Community-School Liaison Officer for a personalised plan in case of long absenteeism.

Provision of modular course for adult learners at risk offered by the Lifelong Learning Unit.

A needs analysis based on segmented data to identify gaps within the compulsory system that needs to be addressed through modular courses.

Engagement of NGOs and entities that work with young people for the formulation of outreach accredited programmes.

Provision of database of entities and companies who are willing to offer a job exposure experience to students attending modular courses.

Measure

Initiatives

The strengthened social function of the Lifelong Learning Unit, with a focus on re-training and upskilling opportunities through quality courses.

Strengthening of Career Guidance within the Lifelong Learning Unit, in collaboration with the National Skills Council.

An outreach and promotion campaign for the national Career Guidance service that offers comprehensive guidance and advice on learning and work opportunities available locally.

A more comprehensive assessment of international students before entering the compulsory system

Development of the Adult Diagnostic Assessment Tool for prospective students in lifelong learning courses.

In collaboration with the National Skills Council and the MFHEA, and through the Lifelong Learning Unit, a system is put into place to recognise prior learning.

An assessment that is carried out for international students which does not only cover linguistic competency but also educational background, socio-emotional health.

A thorough assessment of the impact of international students and their participation in compulsory schooling followed by an action plan that addresses the identified challenges.

Measure

Initiatives

Disaggregation of data in terms of gender, nationality, geographical area, age for more evidence-based policy development

A revised model of the Induction Hub with the provision of a learning programme that addresses both linguistic ability and also learning gap within the general curriculum.

Creation and dissemination of an SOP that regulates data disaggregation across the Ministry.

Development of an appropriate dashboard to cater for the disaggregated data.

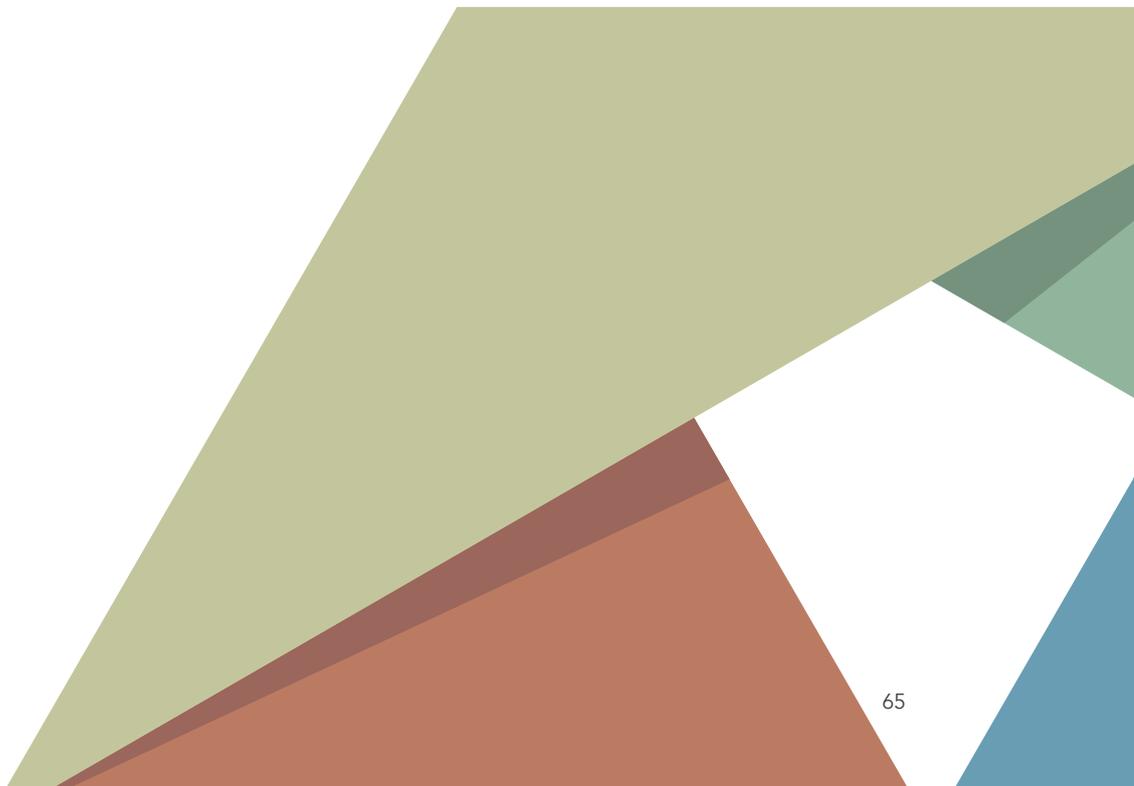
Forming of a technical Working Group which assists Information Management Unit (IMU) in deciding the most appropriate technology that can be used for information and data processing.

Reinforcement of the Ministry's Research Unit.

The employment of an integrated approach to address the complex difficulties children and young people face

A mapping exercise which gives visibility of the services currently being offered to children and young people, both within and outside of school hours.

A specialised task force whose primary aim is to see how services, both given by the Ministry and also by other Ministries, are to be better integrated.



07

MONITORING & EVALUATION

Policy monitoring and evaluation will be a fundamental component in the *National Education Strategy 2024-2030*. While it is the belief of the Ministry that policy monitoring and evaluation are decisive to good governance, the Ministry is determined to cultivate and sustain a culture in which each policy and strategy under its remit is pegged to a plan that establishes when, how and who is responsible for each action.

The *National Education Policy 2024-2030* is based on thorough planning which incorporates strategic foresight, triangulated research and open dialogue. Reporting related to the monitoring of each measure and initiative will be held on a regular basis, whereby every month, each action owner is expected to report the progress made in each action.

The feedback received will feed an extensive and encompassing dashboard so that as a Ministry we have full visibility of the progress being registered in terms of targets. This dashboard and its contents will be accessible to key officers within the Ministry, to the Office of Permanent Secretary and the Office of the Principal Permanent Secretary. Data will also be used for regular reporting to international fora.

We firmly believe that this rigorous practice will reinforce accountability³⁵, and consequently strengthen the trust of internal and external stakeholders. Parallel to that, two professional bodies within the Ministry, namely the Policy Monitoring and Evaluation Directorate and the Directorate for Quality and Standards in Education, both of which fall within the remit of the Education Strategy and Quality Assurance Department, will be analysing how the actions taken in relation to the *National Education Strategy 2024-2030* are impacting internal stakeholders within schools.

While targets have a coherent route within the *National Education Strategy 2024-2030* action plan itself, the Ministry recognises that some of the medium-term metrics might need to be adjusted to reflect the volatile scenario we are presently living in. This will be done responsibly, and in discussion with local and international experts in the field. There will be a simultaneous monitoring of the policy environment, through the Strategic Foresight Unit, so that the profile of this strategy is adapted accordingly³⁶.

³⁵ OECD. (2020). *How Can Governments Leverage Policy Evaluation to Improve Evidence Informed Policy Making?* <https://www.oecd.org/gov/policy-evaluation-comparative-study-highlights.pdf>

³⁶ European Commission, Directorate-General for Research and Innovation. (2010). *Communicating Research for Evidence-Based Policymaking - A Practical Guide for Researchers in Socio-Economic Sciences and Humanities*. Publications Office. <https://data.europa.eu/doi/10.2777/9276>

The monitoring and evaluation plan attached to the *National Education Strategy 2024-2030* will be using multiple quality tools that will gauge progress, all of which will be documented. The latter will serve as feedback upon which future policy documents are positioned and subsequent strategic foresight mapped out.

The Ministry believes that quality assurance and compliance are to be maintained not only within its structures, institutions and entities but also within the entire life cycle of all its policies. Ultimately, we do believe that with each attained milestone, we would be improving the quality of life of a segment of our clients. A number of targets within the *National Education Strategy 2024-2030* have been extracted from the action plans related to the five key documents³⁷ preceding this strategy. This ensures a coherent and unified plan that seeks to assist the individual, irrespective of their background and baggage, throughout their life course, with the aim of having a more resilient, compassionate and innovative society.

³⁷ A Quality Assurance Framework for Education in Malta (0-16 Years), National Quality Standards in Education (3-16 years), Early Leaving from Education and Training Strategy 2023-2030, National Lifelong Learning Strategy 2023-2030, National Strategy for Digital Education 2024-2030

08

CONCLUSION

The *National Education Strategy 2024-2030*, with its focus on wellbeing, growth, empowerment, equity and inclusion is yet another significant milestone in the transformative journey of our education system, one that has set targets for 2030 that will eventually set in motion our plan for 2050. The Ministry believes that through these priority areas, it is laying the foundations for a more humane, responsive and holistic system that benefits learners, educators and society at large.

The spotlight on wellbeing recognizes that learners' mental, socio-emotional and physical health is essential for their overall development and academic success. It underscores the importance of creating a nurturing and supportive learning environment, where both learners and their educators feel supported and appreciated. The wellbeing of educators is intended to empower them and make them strategic partners in the policy development cycle.

Growth is another key aspect of this strategy, emphasizing continuous improvement in both learners and educators. Encouraging lifelong learning and professional development ensures that our education system remains dynamic and adaptable to evolving needs. Learner agency and ownership is at the heart of the second pillar, with the aim of helping future generations be in control of their future. Active participation also ensures that students embark on a lifelong and life-wide learning journey that helps them adapt to changing contexts. The guiding principles of equity and inclusion, which make up the third pillar, ensure that high-quality education is available for everyone and that learners' personal and social circumstances do not determine their chances in life.

The *National Education Strategy 2024-2030* has embarked on a paradigm shift that will transform education so as to better serve the needs and reach the aspirations of its learners, educators and society, thus setting a path for a more inclusive, equitable, and empowering educational system. This conversion sustains our commitment to a person-centred approach, one that values the individual and empowers them through their life.



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION,
SPORT, YOUTH, RESEARCH
AND INNOVATION