



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

DIGITAL EDUCATION STRATEGY

2024 - 2030

PUBLIC CONSULTATION DOCUMENT

**DDL
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DIRECTORATE FOR DIGITAL LITERACY
AND TRANSVERSAL SKILLS

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**DIGITAL
EDUCATION
STRATEGY
2024 - 2030**





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**FOREWORD BY
HON. MINISTER
DR CLIFTON GRIMA**



In the ever-evolving landscape of our digital world, the need for a comprehensive strategy to guide our educational endeavours has never been more critical. As society, and indeed our country, undergoes a profound digital transformation, we find ourselves standing at the crossroads of opportunity and responsibility. The surge in digital innovation has permeated every aspect of our lives, reshaping the way we learn, work, and interact. In this context, the cultivation of digital literacy emerges as not merely a desirable skill but an imperative for personal growth, societal progress, and democratic engagement.

This Digital Education Strategy 2024 – 2030 is not just a document; it is a commitment guiding us towards a future where digital competencies are not just encouraged but embedded in the very fabric of our educational system. We recognise that the foundation for a digitally inclusive and participatory society begins in the classrooms of today. It is our collective responsibility to ensure that every individual, regardless of background or socio-economic status, has equal access to high-quality digital education.

Education is the cornerstone of a thriving democracy, and in the digital age, this necessitates a paradigm shift. Our strategy underscores the urgency of preparing both educators and students to navigate the complexities of the digital era responsibly. It is not only about acquiring technical skills but instilling a mindset that fosters adaptability, critical thinking, and ethical decision-making.

As we embark on this transformative journey, we extend an invitation to all stakeholders – educators, policymakers, parents, and the community at large – to join hands in shaping a digitally literate, empowered, and future-ready Malta. This is a mission that transcends individual institutions; it requires a collaborative effort to ensure the success of our educational system in preparing generations for the challenges and opportunities of the 21st century.

The Digital Education Strategy 2024 – 2030 is a response to the pressing need for a systemic change in our educational approach, with equity at its core. We acknowledge that the digital divide must be bridged, and we are committed to providing the necessary resources and support to uplift every learner. The strategy is a blueprint for action, advocating for the integration of basic digital competencies from early childhood, support mechanisms for those who may lag, and a forward push towards advanced computing education.

This document is a roadmap – a guide that outlines the steps we must collectively take to ensure that Malta thrives in the digital age. It is a commitment to fostering not just a technologically adept society but one that values inclusivity, creativity, and ethical responsibility. Together, let us embark on this journey towards a digitally literate and future-ready Malta.

Dr Clifton Grima
Minister



FOREWORD BY

PERMANENT SECRETARY

MR MATTHEW VELLA

The Digital Education Strategy 2024-2030 sets a clear strategic path which recognises the rapid advancement of technology and the increasing demand for digital skills and beyond. It aims to drive excellence in digital transformation in the education sector by prioritising digital literacy as a fundamental 21st-century skill.

This strategy is part and parcel of the transformation process that the Maltese Education system is undergoing. Moreover, it is an important component of the National Education Strategy 2024-2030 and it is in line with SDG 4: Quality Education and the ESG goals, particularly by reducing the digital divide.

The first pillar 'Nurturing Digital Global Citizens' aims for learners to become successful digital global citizens. Needless to say, this is pertinent in today's interconnected, technology-driven world. Educators need to be supported and equipped to be able to empower 21st-century learners. In response, the second pillar 'Empowering Educators for the 21st Century' aims to foster a digital school culture which integrates technologies and twenty-first-century skills by consolidating and promoting professional development opportunities for all educators.

This strategy does not stop with educators and students, but through its third pillar 'Community Engagement and Collaboration' promotes digital learning environments in the home environment. All of the above can be implemented if the provision of digital resources is expanded. Consequently, the fourth pillar 'Enriching Digital Resources' ensures strategic steps through digital devices that nurture digital skills and competencies.

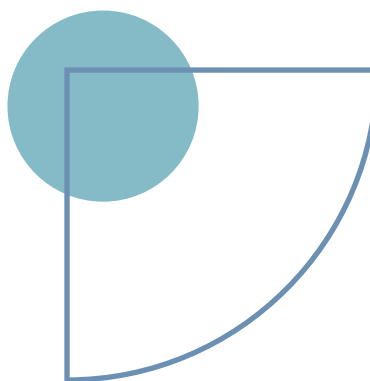
The Ministry believes that accountability is a central component of good governance. To this end, the four pillars altogether constitute 14 measures and 79 strategic actions which are pegged to a plan indicating when, how and who is responsible for each strategic action. To ensure effectiveness and quality assurance, the strategy will be systematically monitored and evaluated.

This strategy will not serve only as a means for personal growth but also as a cornerstone for active citizenship and social inclusion. I am confident that through this strategy educators and students will be empowered to develop these vital competencies, thus ensuring equitable access to quality education for all.

Matthew Vella

Permanent Secretary

Ministry for Education, Youth, Sport, Research and Innovation.



A professional portrait of Mr. Neil Attard, a middle-aged man with short grey hair, wearing a dark blue suit, white shirt, and patterned tie. He is looking directly at the camera with a neutral expression. In the background, the European Union flag (blue with yellow stars) and the flag of Malta (white with a red triangle) are partially visible.

**FOREWORD BY
DIRECTOR OF DDTLS
MR NEIL ATTARD**



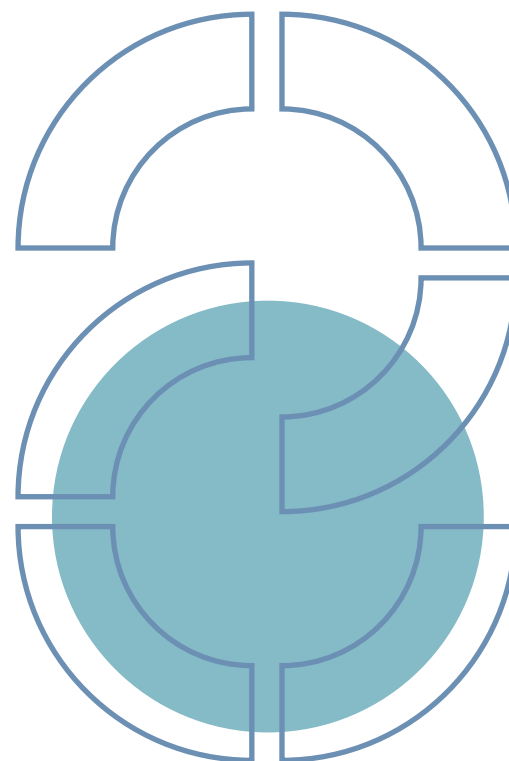
Welcome to Malta's Digital Education Strategy!

As the Director in charge of this pivotal initiative, I am thrilled to present a roadmap that centres on the critical domain of digital education. Society, with Malta being no exception, is undergoing a profound digital transformation, permeating every aspect of our lives. In this context, digital literacy has surged to the forefront as an essential skill, and it is our responsibility to ensure that every person can acquire it from an early age.

This strategy articulates our commitment to nurturing an educational environment where digital competencies are not just encouraged but are at the very core of learning. It underscores the importance of preparing our educators and students to responsibly thrive in the digital age. Regardless of where they come from or their socioeconomic status, we are committed to providing equal access to high-quality digital education. We firmly believe that digital education is not just a pathway to individual success but also the key to a digitally inclusive and participatory democracy. As we embark on this journey, I invite all stakeholders to unite in our mission to cultivate a digitally literate, empowered and future-ready Malta.

Mr Neil Attard

Director, Digital Literacy and Transversal Skills
Malta





ABBREVIATIONS

AI	Artificial Intelligence
CIL	Computer and Information Literacy
CPD	Continuous Professional Development
DDLTS	Directorate for Digital Literacy and Transversal Skills
DigCompEdu	European Framework for the Digital Competence of Educators
DEYLH	Directorate for Early Years, Languages & Humanities
DRLLE	Directorate for Research, Lifelong Learning & Employability
DQSE	Directorate for Quality and Standards in Education
ECEC	Early Child Education and Care
ESL	Early School Leaving
ESEP	European School Education Platform
EU	European Union
ICILS	International Computer and Information Literacy Study
IMU	Information Management Unit
ITE	Initial Teacher Education
LOF	Learning Outcomes Framework
MEYR	Ministry for Education, Sports, Youth, Research and Innovation
NLA	National Literacy Agency



NSO	National Statistics Office
NSC	National Skills Council
NSSS	National School Support Services
ODPC	One Device Per Child
OECD	The Organization for Economic Cooperation and Development
OTPC	One Tablet Per Child
PBL	Project-Based Learning
PMED	Policy Monitoring and Evaluation Directorate
SDP	School Development Plan
SELFIE	Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies
SIC	Malta Safer Internet Centre
SIRAU	School Internal Review & Audit Unit
STEAM	Science, Technology, Engineering, Arts and Mathematics
TEL	Technology Enhanced Learning
TIMSS	Trends in International Mathematics and Science Study
UOM	University of Malta
VR	Virtual Reality

EXECUTIVE SUMMARY



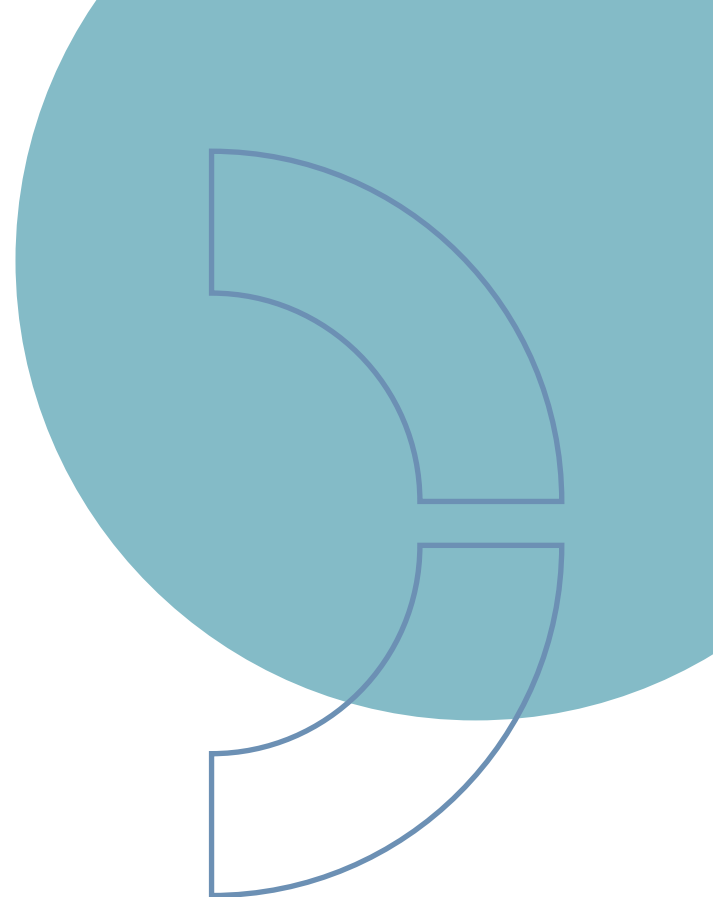


EXECUTIVE SUMMARY

Society has been evolving at a rapid pace, especially in terms of digital innovation, which has spread to all facets of our lives. The current economic and social climate has placed digital literacy at the top of the priority skills list. This reality, therefore, needs to be reflected in our educational system, which should create the necessary environment, cultivate the necessary attitudes, and provide resources for all educators and students to achieve digital competencies as vital 21st-century skills. Consequently, the need for a Digital Education Strategy has become a necessity to ensure a systemic, positive change in the quality of education at a national level, within the overarching principle of equity in education.

Digital education has become central in the digital age, as digital competence is key for personal fulfilment, healthy and sustainable well-being, employability, active citizenship, and social inclusion. Rethinking education in a digital society is high on the agenda of policymakers, educators, learners, and other stakeholders who hold education close to their hearts. Education is indispensable for producing a skilled workforce who is adequately equipped for future jobs and ready to adapt to a dynamic labour market. Undoubtedly, education is essential for social inclusion and active participation of citizens in a digitalised democracy.

Tangible actions need to be taken to provide basic digital competencies from an early age, to support those who lag, while also pushing forward towards more advanced computing education that supports the digital economy.





VISION

Fostering the next generation of digital learning communities by creating technically and pedagogically innovative digital education which reaches targets as set out by the Digital Education Action Plan (European Commission, 2020).

Mission Statement

Driving excellence in digital transformation in education to improve digital competencies for all, within an innovative and creative environment, which enables learners to prosper within a digital global society.

BACKGROUND, AIMS AND OBJECTIVES





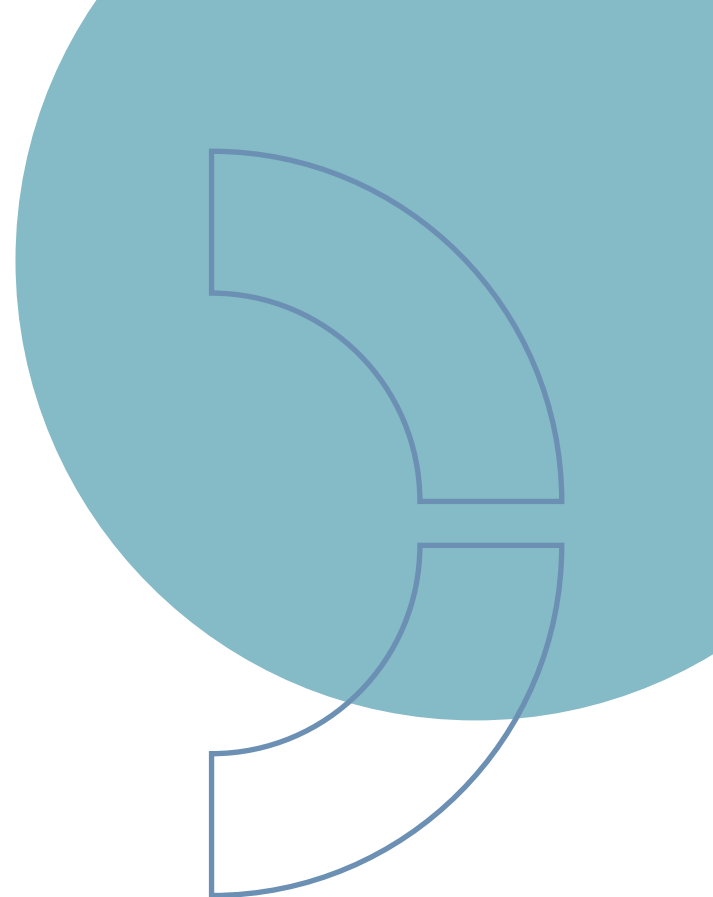
BACKGROUND, AIMS AND OBJECTIVES

The Digital Education Strategy will provide the necessary framework for the adoption of 21st-century digital skills, which entices digital readiness to surmount the challenges in an ever-evolving digital era. MEYR is committed to working with key stakeholders from the non-governmental and private sectors to create a truly effective digital education ecosystem that will provide the skills required for tomorrow's workforce.

The Government's economic vision for the next decade includes education as one of the five pillars that underscore its successful attainment (Malta's Economic Vision, 2021-2031). The role of education is seen as crucial in equipping the future workforce with the skills to meet the demands of the digital economy, specifically skills in AI, VR and other related digital specialisations.

Notwithstanding research and projections on education and employment listing digital competencies and skills as one of the top requirements, constant technological change requires the lifelong development of competencies and skills of all learners for Europe to remain economically competitive and for everyone to experience healthy social growth.

The Digital Education Strategy will strive to scale down the digital divide by spearheading measures that will increase access to technology and digital competencies for society but also address the specific needs of different social groups.



WHAT IS DIGITAL EDUCATION?

Digital Education incorporates two complementary aspects, which comprise the development of technologies to facilitate, enhance and transform learning and teaching (Eurydice, 2018).

Digital Competence is one of the key competencies for lifelong learning:

Digital competence involves the confident, critical, and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competencies related to cybersecurity), intellectual property-related questions, problem-solving and critical thinking (Council Recommendation on Key Competences for Lifelong Learning, 22 May 2018, ST 9009 2018 INIT).

In addition to skills in technology, digital competence also has the added value of achieving transversal competencies such as communication, language skills, or basic skills in maths and science.

The European Commission has developed the European Digital Competence Framework for Citizens (DigComp) which is divided into five areas: information and data literacy; communication and collaboration; digital content creation; safety; and problem-solving.

The Digital Education Strategy is aligned with DigiComp 2.2 and may be revised should further revisions of DigiComp be made in the future.

NATIONAL FRAMEWORKS AND INITIATIVES

- In 2016, the One Tablet Per Child project under the European Social Fund 2014-2020, provided a technical and pedagogical framework for the effective use of tablets in a teaching and learning environment. Significant emphasis was placed on literacy, digital literacy, and numeracy, whereby over 15,000 devices were distributed between 2016 and 2018, covering all Year 4 to Year 6 students. This Directorate will move on with this project and extend it to incorporate the new project One Device Per Child, through which a laptop will be distributed to all students in Year 7. Thus, the ODPC will be following the OTPC project as a seamless continuation from primary to secondary education.
- In 2019, Malta launched the Strategy and Vision for Artificial Intelligence in Malta 2030, with the specific aim of mapping the digital path through measures that help Malta gain a strategic competitive advantage in the global economy as a leader in the AI field, including measures to train educators in AI and adapt learning and assessment processes.
- In 2022, the eSkills Malta Foundation launched The Maltese National eSkills Strategy 2022-2025 to maximise the acquisition of digital skills. That same year, the Ministry of Economy, European Funds, and Lands launched the Malta Digital Strategy 2023-2027 which is a roadmap of how Malta will maintain its momentum as a leader in digital transformation.

The Ministry for Education, Sport, Youth, Research & Innovation acknowledges that a successful education strategy contributes towards effectively closing the skills gap while enabling access to further and higher education. A strong collaboration with key stakeholders has been established, including educational professionals, students, and employers, with a common vision to address the needs arising from labour market dynamics. In line with Malta's Sustainable Vision 2050, significant efforts will be made to identify transversal skills that contribute to both the digital and the green economy. This will facilitate future readiness in conquering the digital and skills challenges, which are fundamental for sustainable economic growth.

EU-DRIVE TOWARDS DIGITAL EDUCATION

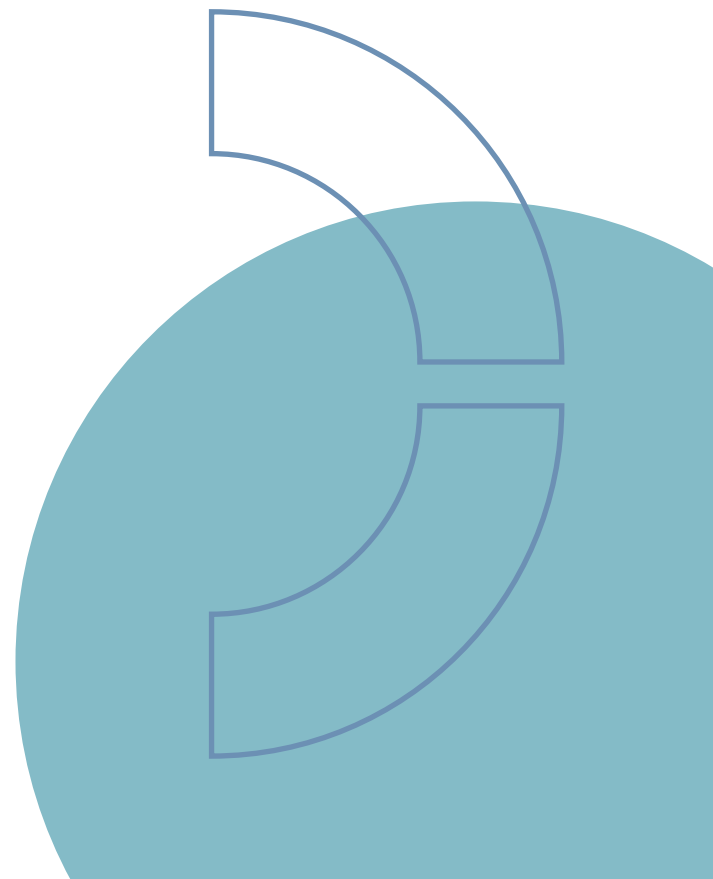
In recent years, the European Commission and Member States have embarked on several policy documents to confirm their commitment towards human-centred digital transformation, as outlined in the Digital Education Action Plan, the Digital Decade Policy Programme, the European Declaration on Digital Rights and Principles for the Digital Decade and the European strategy.

(A Digital Decade for children and youth: the new European strategy for a better internet for kids [BIK+]).

All these strategies set ambitious EU-level targets to encourage action on digital transformation and to ensure sustainable growth and innovation in the EU. The Declaration on Digital Rights and Principles recognises the acquisition of digital skills as a right for all, this being a key competence for lifelong learning.

The Digital Compass and the European Pillar of Social Rights Action Plan set ambitious targets to support Member States in their digital transformation. They aim to ensure that 80% of adults have at least basic digital skills and that 20 million ICT specialists are employed in the EU, with an increased participation from women. These targets are reflected in the decision to establish the Digital Decade Policy Programme 2030 and are complemented by a target set in the European Education Area of reducing the rate of low-achievers in computer and information literacy to less than 15%.

The Digital Education Strategy is also in line with the first principle of the European Pillar of Social Rights which stipulates that everyone has the right to quality and inclusive education, training, and lifelong learning to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.



CONSULTATION

Consultations with several stakeholders were held between 2020 and 2022. Due to COVID-19 measures, the consultation meetings were all held online. The feedback discussed and received enabled us to form the coming pillars.

Initial consultations were commenced with DDLTS Staff which at that time, was composed of EOs, HODs and Support Teachers (Primary & Secondary). All pillars were discussed and formed. Since HODs and support staff work in all early years, primary and secondary state schools in Malta and Gozo, their feedback was crucial in the drafting of the main pillars and in identifying the issues stemming from the use of technologies in class.

Other consultation sessions were eventually carried out with students, parents, Primary and Secondary educators and other ed-tech entities, such as the eSkills Foundation. Feedback was all noted by DDLTS staff. The analysis of the discussions was an iterative and lengthy process to identify the main issues which led to the construction of this digital education strategy.

During the IFE 2nd Annual Symposium, DDLTS was allocated a session for consultation about the strategy with the participants, who were educators and researchers. These discussions offered a deeper insight.

DIGITAL EDUCATION STRATEGY: OUTLINED

This Digital Education Strategy outlines four pillars, which were developed through the consultation sessions mentioned above. Within the four pillars, fourteen measures are taken into consideration which follows through the seventy-nine actions.

OUR PILLARS





OUR PILLARS

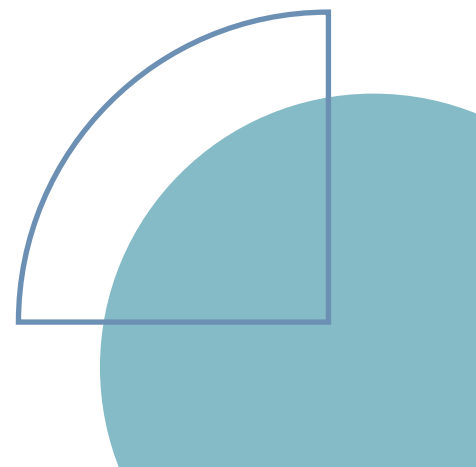
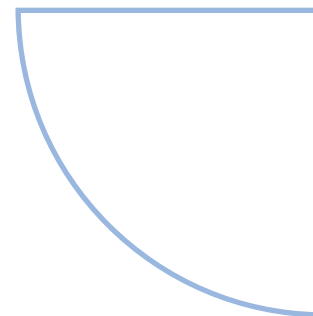
In our Digital Education Strategy, the DDLTS presents a comprehensive framework built upon four pillars, each of which is designed to transform education and prepare our learners for success in the digital era.

PILLAR 1: NURTURING DIGITAL GLOBAL CITIZENS

To thrive in today's interconnected, technology-driven world, individuals must possess the right blend of skills, knowledge, and attitudes. The strategic measures are aligned with the Council Resolution for European Cooperation in Education and Training (2021-2030), guiding learners to become successful digital global citizens.

PILLAR 2: EMPOWERING EDUCATORS FOR THE 21ST CENTURY

Educators are the cornerstone of this strategy, whereby they will be equipped with the essential digital competencies needed to support and empower our learners. Drawing from the European Framework for the Digital Competence of Educators (DigCompEdu) and the OECD 2030 Learning Compass, our actions aim to ensure that 80% of European citizens possess basic digital skills by 2030.





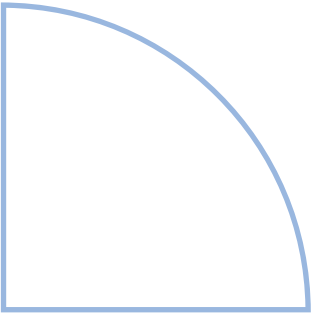
PILLAR 3: COMMUNITY ENGAGEMENT AND COLLABORATION

Engaging parents and guardians as partners in the learning process is a third pillar of our strategy. By creating a home environment which is conducive to technology-enhanced learning and responsible internet use, one would be further enabling effective digital education. DDLTS aims to foster strategic alliances with digital education experts, promoting collaborative efforts to develop innovative technologies and instructional strategies.

PILLAR 4: ENRICHING DIGITAL RESOURCES

The transformative potential of digital technology and resources will be recognised. Tablets and laptops in primary and secondary classrooms, enabling anytime-anywhere learning. Beyond hardware, the focus will be on cultivating digital skills and competencies, revamping online resources, and facilitating efficient e-assessment through the MySchool platform.

Through these four pillars, the aim is to empower Malta's education system to nurture digitally literate, adaptable individuals ready to meet the challenges of the future. Our Digital Education Strategy is a roadmap to a more dynamic, inclusive, and digitally advanced education system for our learners.



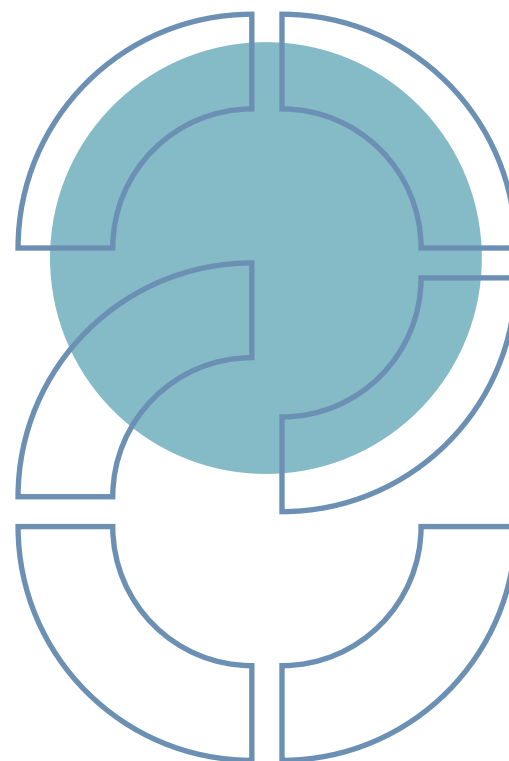
PILLAR 1





PILLAR 1: NURTURING DIGITAL GLOBAL CITIZENS

Becoming digital global citizens requires a combination of skills, knowledge, and attitudes that enable individuals to thrive in the interconnected and technology-driven world. The strategic measures and actions listed hereunder go in line with the strategic priorities listed in the Council Resolution on a Strategic Framework for European Cooperation in Education and Training Towards the European Education Area and Beyond (2021-2030).



1. MEASURES:

1.1

Introducing ICT/Digital Literacy in Primary Schools.

1.2

Learners will continue to achieve digital competencies as a core entitlement through ICT in secondary schools.

1.3

Learners will achieve educational learning outcomes through digital literacy.

1.4

Digital Citizenship Empowerment and eSafety Awareness.



MEASURE 1.1

INTRODUCING DIGITAL LITERACY IN PRIMARY SCHOOLS (INCLUDING ECEC).

This measure will ensure that all learners in primary schools (including ECEC) have allocated time to develop and enhance their digital skills and competencies.

Through the actions proposed, the aim is to reach the basic digital skills of 50% of the specialisations of the 2030 Digital Decade, which is part of the 2030 Digital Compass and demands a swift acceleration of Europe's digital transformation.

MEDIUM-TERM ACTIONS:

- By the sixth year of primary school, learners together with their educators, will be able to select software which suits their learning.
- By the sixth year of primary school, learners will gain a basic comprehension of the use of Artificial Intelligence (AI).

LONG-TERM ACTIONS:

- Educators in primary schools will dedicate time to Digital literacy.
- Digital competencies and skills will be met in School Development Plans.
- Learners are to acquire the basic skills of cyber safety and netiquette.
- Partnership with other entities, ministries, authorities, foundations, and the private industry sector.
- Early Years education will foster digital creativity with and through digital technologies.
- Learners will acquire 21st-century skills of global engagement, appreciation for diversity, global knowledge, and cultural understanding through eTwinning project activities.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Primary schools.

ACTION:

1.1.1

Educators in primary schools will dedicate time to Digital Literacy to ensure that learners are equipped with basic ICT skills and competencies. Learners will be exposed to various digital resources and learn to apply them. Class teachers will facilitate learners' acquisition of digital competencies across the skills spectrum. In-class support and training sessions will continue to be provided by staff from DDLTS and any other experts in the field.

The ICT C3 in secondary schools will thus be a continuation of this core foundation initiated in primary schools.

1.1.2

The acquisition of digital skills and competencies at the primary level wherein learners will gain transversal skills including, but not limited to, basic office software, how to save and create files and how to upload and share their work. When drafting the School Development Plan (SDP), educators will identify the digital gaps which will be integrated into their day-to-day teaching and learning.

1.1.3

In an age of the ubiquity of artificial intelligence, by year 6 learners will gain a basic comprehension of the use of Artificial Intelligence and its benefits to enable them to create images, text-to-speech, searching online and assessment. The Guidance for Generative AI in Education and Research (UNESCO 2030) proposes four categories of learning outcomes which can guide educators in the use of AI. These are values, foundational knowledge and skills, higher-order thinking skills and vocational skills which are essential when working with AI.

1.1.4

The "anytime-anywhere" aspect of digital devices provides immediate access, but it also implies that learners may have quick access to websites, videos, or games that they should not be using during that lesson. The increasing prevalence of digital technology, especially touchscreen devices, has transformed the way one lives and learns. Ensuring cyber-safety awareness in childhood education is crucial to empower children to navigate the digital world responsibly and safely while reaping the benefits of technology. It requires collaboration among educators, parents, policymakers, and technology companies to create a safer and more informed digital environment for children. Therefore, Internet Safety is of utmost importance and from a young age, learners are to acquire the basic skills, including but not limited to, safe browsing, not sharing passwords, not talking to strangers online, misinformation, disinformation, and fake news. (Netiquette)

1.1.5

Early Years education should foster creativity in children by allowing them to create their own digital stories, drawings or animations using age-appropriate tools. Further to this early childhood education shall create a safe digital environment where children can share and discuss their creations to enhance communication skills.

1.1.6

As per the document "Early Childhood Education and Care" (May 2021), early childhood education is to provide **"Meaningful opportunities for learning about, with and through digital technology to enhance the development of responsible multi-literacy communicative repertoires enabling children's successful participation in a digital society."**

1.1.7

By the sixth year of primary school, learners together with their educators, will be able to select software which suits their learning preferences. Learners will distinguish between paid and free apps.

1.1.8

Learners will be exposed to the latest developments in digital literacy, computer science and emergent technologies in partnership with other entities, ministries, authorities, foundations, and the private industry sector.

1.1.9

Acquisition of such skills and competencies can be achieved through eTwinning project activities. The eTwinning methodology supports the integration of digital literacy within a meaningful context, making it relevant and strengthening skills and competencies acquired. It will continue to foster 21st-century skills, including active global citizenship, through:

- Global Engagement.
- Appreciation for diversity.
- Global Knowledge.
- Cultural understanding

eTwinning is a stepping-stone, instrumental in leading to European collaboration, opportunities & resources. Subsequently, such intercultural awareness dismantles stereotyping and discrimination.

DDLTS staff and eTwinning Ambassadors will fully support educators through training and one-to-one mentoring in eTwinning methodology.



MEASURE 1.2

LEARNERS WILL CONTINUE TO ACHIEVE DIGITAL COMPETENCIES AS A CORE ENTITLEMENT THROUGH ICT IN MIDDLE AND SECONDARY SCHOOLS.

In middle and secondary schools, learners will continue to develop further the digital competencies acquired during their primary school education through the various set standards, experts, and stakeholders.

LONG-TERM ACTIONS:

- Through the ICT C3 certification, including computation thinking and coding, learners learn about the digital divide, and roles in IT and women in computer-oriented jobs.
- Learners will have the knowledge, skills and understanding for a dynamic information environment.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Middle and Secondary schools.

ACTION:

1.2.1

The ICT C3 certification is the new standard in digital education which is being taught nationwide in state and non-state schools and is now the national qualification in delivering 21st century skills to learners in compulsory education and beyond. Throughout the C3 programme, learners will be nurtured in 21st-century competencies, including computational thinking, problem-solving, coding, digital entrepreneurship, and other fundamental skills that our children need to become responsible digital citizens in a digital world.

1.2.2

Some of the specialisations currently acquired in the ICT C3 (<https://c3.skola.edu.mt/>) include:

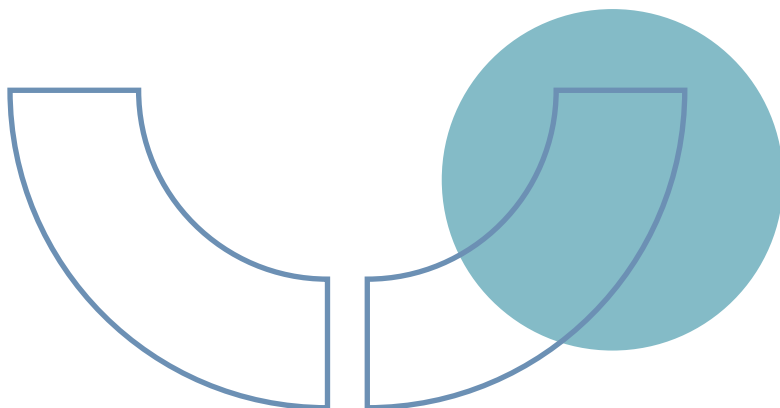
Artificial Intelligence:	Robotics and Artificial Intelligence (Year 11);
Cybersecurity:	Digital Ethics, social media (Year 9);
Internet of Things:	(Year 8, Year 10);
Software:	Operating Systems (Year 9);
Digital skills:	Data Processing; Sound editing, 3D Modelling (Year 10); Video editing, Web development (Year 9); Animation (Year 8).

1.2.3

Learners are also trained in critical areas including the digital divide, roles in IT, and the ever-important subject of women in computer-oriented jobs.

1.2.4

Malta is now participating in the ICILS, an international study which measures learners' computer and information literacy (CIL) competencies. MEYR are to ensure that learners will have the core knowledge, skills and understanding required to succeed in this dynamic information environment.



MEASURE 1.3

LEARNERS WILL ATTAIN EDUCATIONAL LEARNING OUTCOMES THROUGH TECHNOLOGY.

This measure underscores the role of technology in education as a means to achieve specific learning outcomes and, in the process, develop digital competencies. It also suggests the need to measure and assess students' entitlement to these digital competencies.

The attainment of specific educational learning outcomes through digital literacy ensures that basic competencies are achieved and monitored through continuous assessment.

MEDIUM-TERM ACTIONS:

- Selected generic learning outcomes will be achieved through the use of technologies in specific learning outcomes.
- Mapping LOF from primary to tertiary level with key stakeholders.
- Reach personalised learning through AI.

LONG-TERM ACTIONS:

- Actively engage learners in the use of digital technologies.
- Promote Project-Based Learning (PBL) through eTwinning.
- Use multimodal learning and immersive technologies.
- Support digital Inclusion for all learners through documents, different learning environments, technologies, and approaches.
- Schools are to continue participating in international studies.

MAIN STAKEHOLDER IN LIAISON WITH DDLTS:

eTwinning Ambassadors, Primary schools, Middle schools, Secondary schools, Sixth forms, UOM, NSSS, IMU, eSkills Foundation, Tech.MT and representation from the Industry.

ACTIONS:

1.3.1

Actively engage learners in the use of digital technologies that will provide them with opportunities to create and publish digital content to express their learning.

1.3.2

Selected generic learning outcomes will be achieved through the use of technologies in specific learning outcomes. These will be identified by the Subject Education Officers, together with Digital literacy Education Officers.

This will ensure the integration of technologies to achieve specific learning outcomes and, in the process, the development of digital competencies. It also suggests the need to measure and assess students' entitlement to these digital competencies.

1.3.3

Active participation in eTwinning projects, from the early years up to post-secondary will help consolidate and apply in practice the digital skills & competencies associated with specific learning outcomes.

eTwinning as an innovative pedagogy is based on Project-Based Learning (PBL). This involves collaborative projects that encourage active learner engagement, fostering deeper understanding, intercultural awareness, and knowledge acquisition through practical, hands-on tasks. Such practice integrates 21st-century skills enabling learners to become digital global citizens.

Integrating the eTwinning methodology in Learning Outcomes addresses the two core priorities of EU policy in school education towards building a European Education Area, as set out in the Communication 'On Achieving the European Education Area by 2025' and the Communication on the 'Digital Education Action Plan 2021-2027':

- i. *Fostering the development of a high-performing digital education ecosystem.*
- ii. *Enhancing Digital Skills and competencies for digital transformation.*

1.3.4

Schools are encouraged to promote multimodal learning and immersive technologies such as virtual and augmented realities, embedded learning programmes and other innovative technologies like AI-powered learning tools for all learners.

1.3.5

Support digital inclusion for all learners through the document A Policy on Inclusive Education in Schools: Route to Quality Inclusion and A National Inclusive Education Framework as well as through the provision of different learning environments, technologies, and approaches.

This will include, but not be limited to:

- Further collaboration with anti-bullying and anti-drugs area experts. Learners with special needs who need special digital equipment and resources for assistive learning. The National School Support Services (NSSS) at MEYR will have a contact person to liaise with the relevant entities/schools and contact DDLTS and IMU for their digital expertise.

1.3.6

Conduct a mapping exercise to ensure that the skills that are required for tomorrow's industry are properly included in the LOF from primary to tertiary level and support when necessary lifelong learning reskilling and upskilling efforts. This will be conducted upon consultation with key stakeholders from the industry, eSkills Foundation, Tech.MT and relevant entities. It also needs to be updated accordingly after several years.

1.3.7

Artificial Intelligence will continue to provide more personalised learning. MEYR is to encourage the procurement of both off-the-shelf as well as tailor-made products that target the needs of Maltese students. The collaboration with the University of Malta and various other experts in the field is to be sustained.

1.3.8

Schools are to continue the success achieved in previous years in international studies including TIMSS which provides reliable and timely trend data on mathematics and science.



MEASURE 1.4

DIGITAL CITIZENSHIP EMPOWERMENT AND ESAFETY AWARENESS

The Ministry for Education, Youth Sports, Research, and Innovation (MEYR) firmly believes in the online well-being and safety of each learner. Thus, to ensure responsible internet use, privacy, security and well-being, several actions are being proposed.

MEDIUM-TERM ACTIONS:

- DDLTS-EYLH-STEM will provide a Digital safety policy for schools.
- Develop digital citizenship awareness into schools' educational programmes.

LONG-TERM ACTIONS:

- Integrate digital citizenship awareness into schools' educational programme.
- Organise workshops, seminars, or debates for learners about addressing eSafety in schools and centres.
- Learners to learn how to manage internet use carried out through a cross-curriculum approach.
- Learners will be aware of intercultural diversity and intellectual property.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

EYLH, STEM and Maltese Safer Internet Center (BeSmartOnline!).

ACTIONS:

1.4.1

DDLTS-EYLH-STEM will provide a digital safety policy for schools and a set of guidelines to ensure learners' well-being when consuming and creating digital content, communicating on social media platforms, and using devices. The policy shall take a holistic approach, including digital safety and social, emotional, and physical health. This will ensure a safe environment where children feel encouraged to take risks and experiment and to consider critically the practices in which they engage. A template will be provided for ease of use and to ensure all aspects of eSafety are considered.

1.4.2

Develop and integrate digital citizenship awareness into schools' educational programs, focusing on online etiquette, responsible internet use, privacy, and security.

This can be carried out through the integration of topics related to digital citizenship and eSafety within various school subjects and fields.

Integration will enable learners to acquire essential eSafety skills, while simultaneously accomplishing additional competencies and learning outcomes such as reading, comprehension, and presentation.

This action will be carried out by DDLTS, in liaison with the Maltese Safer Internet Centre (SIC) (currently the BeSmartOnline!), and other entities and Departments within and outside MEYR.

1.4.3

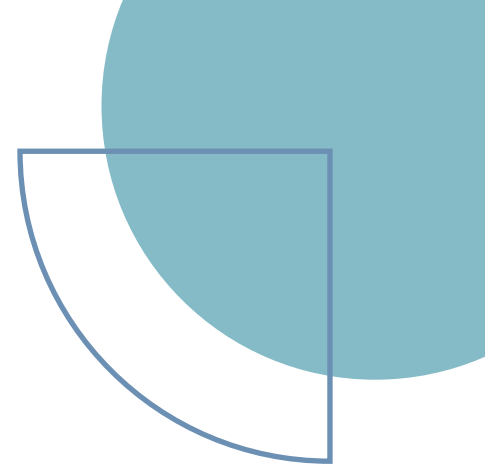
Workshops, seminars, or debates for learners about addressing eSafety, online threats, cyberbullying, ethics, and digital identity protection both in schools and in centres will be organised.

1.4.4

The entitlement of learners to learn how to manage internet use will be carried out through a cross-curricular approach. This will include but is not limited to, the principles of netiquette, what constitutes plagiarism and how to avoid it, how to protect devices from online risks and threats, online addiction, cyber-bullying and appropriate privacy and confidentiality procedures.

1.4.5

Learners will be aware of intercultural diversity and how to share information, access and distribute content without infringing upon other people's intellectual property.



PILLAR 2







PILLAR 2: EMPOWERING EDUCATORS FOR THE 21ST CENTURY

Educators need to adapt their teaching strategies and develop their competencies to be able to empower and support 21st-century learners, equipping them with new ways of thinking and working. The European Framework for the Digital Competence of Educators (DigCompEdu) represents a practical framework for this endeavour. In addition, the OECD 2030 Learning Compass presents a vision for digital transformation as key to “harnessing digital tools and artificial intelligence” (European Council, 2018; OECD, 2018).

The measures and actions mentioned specifically in this pillar complement others throughout the whole strategy and ensure that by 2030, 80% of European citizens should possess at least a basic level of digital skills, as also indicated in the Digital Decade European Commission strategic vision.

2. MEASURES:

2.1

Foster a digital school culture which integrates technologies and 21st-century skills.

2.2

Consolidate and promote professional development opportunities for all educators in digital literacy and technology-enhanced learning.

2.3

Develop digital competencies of prospective educators before entry into the profession.

2.4

Recognition of educators and schools who take up digital transformation.



2. MEASURES:

FOSTER A DIGITAL SCHOOL CULTURE WHICH INTEGRATES TECHNOLOGIES AND 21ST-CENTURY SKILLS.

This measure aims at creating a digital education ecosystem as envisaged by the Digital Education Action Plan 2021-2027. Further to this, it plans a complementary approach that incorporates the work carried out by different entities so that the preparation required by our schools to meet the evolving digital competencies will be coordinated and therefore will not put additional pressure on educators.

MEDIUM-TERM ACTIONS:

- Schools to develop digital literacy measures including eTwinning in School Development Plan.
- Connect and communicate between DDLTS, EYLH, STEM & VET Programmes Directorate, College Literacy Team and NLA.
- Create inter-ministerial collaboration on digital education.
- Development of an online platform for educators to share lesson plans and resources.
- Monitor progress in the European Commission's 2020 initiative "Grand Coalition for Digital Jobs31".

LONG-TERM ACTIONS:

- Schools to integrate digital literacy and eTwinning in School Development Plan.
- Community building activities and shared leadership concepts within schools.
- Encourage colleges and schools to organise Digital Literacy Day at cluster, college, school, or class level. Collaboration between DDLTS, EYLH, STEM & VET Programmes Directorate, College Literacy Team and NLA.
- Communities of learning within schools with key experts and independent players.
- Implementation of an online platform for educators to share, lesson plans and resources.
- Participation in Career Expos.
- Peer learning exchange opportunities.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Primary schools, Secondary schools, STEM & VET Programmes Directorate, College Literacy Team, EYLH, NLA, DRLLE and SIRAU.

ACTIONS:

2.1.1

Empower school leaders to take ownership of digital education in their school and include it as a priority in the School Development Plan (SDP) following an internal review that identifies the gaps in this area. This will ensure that the school sets and accomplishes specific targets while being able to manage digital resources, identify training needs, and provide continuous professional development to meet these needs. It is recommended that schools integrate selected digital literacy measures and actions as part of the School Development Plan.

Integrating eTwinning into the SDP action plan will also help the school in achieving these digital targets and learning outcomes.

DDLTS, together with the School Internal Review and Audit Unit (SIRAU), will continue to advise and support schools in the curricular integration of digital literacy as part of the SDP. A digitised system will be adopted for the SDP to ensure all national educational objectives and priorities are included. The DDLTS together with DQSE and IMU will work collaboratively on this live digital system. This system will increase operational efficiency, and provide real-time data, better data access and better integration.

2.1.2

Support school leaders to create the necessary spaces for community-building activities to foster a culture of positivity towards the sharing and adoption of new teaching methodologies and resources within the wider community. This empowerment will bring about less resistance and more informed and effective decisions.

Such communities of practice within the school will give the space and opportunity for educators to share best practices, learn from colleagues, reflect on their practices, voice, discuss challenges and find solutions. It will also provide the space for educators to discuss with school leaders' specific needs, strengths and issues empowering educators and bringing into practice the shared leadership concept. This concept is an integral aspect of the mission statement for eTwinning Schools. Such discussions which tackle school policies or other relevant issues adopt the bottom-up approach. Such an approach will give educators more responsibility and ownership of decisions taken.

2.1.3

Encourage colleges and schools to organise a digital literacy day at cluster, college, school, or class level. The aim is to expose good practices in digital literacy and showcase ways in which technologies are used in the learning and teaching process, including enabling learners to create their artefacts and assessments. This can be in conjunction with other national and international learning events, and webinars and should be open to the community. Such events will be fully supported by DDLTS.



2.1.4

The collaboration between DDLTS, EYLH, SEM & VET Programmes Directorate, the College Literacy Team within the National Literacy Agency (NLA) and other relevant areas is to be strengthened and further nurtured so that all learners receive the best possible educational provision.

2.1.5

Develop communities of learning within schools by bringing together key interdependent players and instilling a culture based on a sense of belonging, trust, and support. During curriculum time or subject meetings, educators meet up, share practice, discuss with key experts, and have similar opportunities to form such communities of practice.

2.1.6

Create inter-ministerial collaboration for a holistic perspective on digital education.

2.1.7

Incentive to upload and share lessons online which integrate technologies. An online platform and system wherein educators can share, upload, and download lesson plans and resources. The lessons will be moderated by a team of experts, who will also be available to discuss modifications needed.

2.1.8

Participate in career expos to inform learners about career opportunities in the digital sector and provide guidance on the skills required for green and blue jobs.

2.1.9

In line with the National Lifelong Learning Strategy, monitor progress in the European Commission's EU2020 initiative "Grand Coalition for Digital Jobs³¹" which aims to tackle the lack of ICT skills and unfilled ICT-related vacancies in Europe by creating awareness about ICT services and careers, increasing access to ICT training, sharing, and replicating best practices, and celebrating ICT and web entrepreneurship.

2.1.10

Create peer learning exchange opportunities to learn from other professionals and share good practices with European counterparts.

MEASURE 2.2

CONSOLIDATE AND PROMOTE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ALL EDUCATORS IN DIGITAL LITERACY AND TECHNOLOGY-ENHANCED LEARNING.

New technologies and competencies required in an ever-changing world bring with them considerations for learning and pedagogy. Professional development sessions in digital technology will address the challenges that teachers face and boost the confidence of teachers to use technologies. This will ensure the entitlement of all learners to digital education.

MEDIUM-TERM ACTIONS:

- Support educators in the use of self-reflective tools.
- Internship with state entities or private sector for educators.

LONG-TERM ACTIONS:

- Various Continuous Professional Development (CPD) for educators.
- Encourage educators to participate and contribute to European and other international platforms.
- Mentoring, updating, upskilling, and training school staff with updated digital technologies and digital transformation.
- DDLTS is the main provider of digital pedagogical professional development.
- Research on Digital Education to be disseminated to educators, school leaders and policymakers on specific events.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Primary schools, Middle schools, Secondary schools, industry, DRLLE and IFE.

ACTIONS:

2.2.1

Schools are to ensure that professional development sessions include technology integration in the classroom. Such opportunities include webinars, face-to-face/hybrid workshops/seminars, online courses, and MOOCs. The various Continuous Professional Development (CPD) will ensure that educators:

- are updated with the latest emerging technologies.
- acquire or enhance digital competencies that support pedagogy and their professional practice.
- can manage online individual learning programmes effectively and assess learning progression through formative and summative means.

2.2.2

Encourage educators to participate and contribute to European and other international platforms. This will further enrich their ideas and perspectives through participation and collaboration in projects, exchanges, seminars, and conferences both locally and abroad. Networking with other educators and educational leaders will help expand their horizons on best practices and solutions to common challenges. The European School Education Platform (ESEP), which includes eTwinning, has a host of professional development opportunities. Educators who are summoned to contribute to European and International events such as conferences, seminars, professional development workshops and other events outside school hours are to be acknowledged and celebrated.

2.2.3

Support educators in the use of self-reflective tools such as SELFIE to help them identify their strengths and areas for development, including the use of digital technologies and resources for teaching, learning and assessment.

2.2.4

Provide a wide selection of possible internships with state entities and/or the private sector, for educators to have opportunities to address areas that need further development and the acquisition of new knowledge regularly. This will include mentoring for newly qualified teachers.

2.2.5

With the introduction of digital technologies and the target of digital transformation, the need for mentoring, updating, upskilling, and training of school staff has increased. DDLTS is currently in the process of recruiting AI experts and personnel to research national and international policies and strategies in digital education.

To date the DDLTS is the main provider of digital pedagogical professional development, offering support to both educators and school leaders. School Leaders, educators, and learners are regularly invited to attend seminars, training, professional development, and workshops at the Digital Literacy Centre in Hamrun which has become a hub for Digital Education in Malta. These sessions take place in the Labs which are furnished with Future Classroom furniture intended to demonstrate the concept of open learning spaces. As our premises are limited and in high demand, with learners and educators regularly attending sessions and workshops, further partnerships will be extended with schools, departments or entities who can provide the needed space.

2.2.7

Several relevant and high-quality research studies such as dissertations, research papers and studies, are conducted in digital education in Malta. It is important to bridge the gap between research and practice by highlighting such research and disseminating and presenting findings and recommendations. State and non-state researchers, educators, school leaders and policymakers should come together in specific events.

MEYR can accomplish this by:

- (a) providing opportunities for the dissemination and presentation of research studies by organising events (which could be bi-annual) such as workshops, seminars, symposiums or by including them during other relevant events and conferences.
- (b) ensure that these studies are accessible to all educators through online platforms/web pages.

Such practice will raise the research literacy of educators, school leaders and other educational researchers by encouraging self-reflection and developing critical skills necessary to challenge, discuss and understand the quality of the research encountered.

It will also encourage more discussion and constructive criticism between all stakeholders involved.



MEASURE 2.3

DEVELOP DIGITAL COMPETENCIES OF PROSPECTIVE EDUCATORS BEFORE ENTRY INTO THE PROFESSION.

Collaboration with the University of Malta, MCAST and the Institute for Education such that new teachers will be competent in integrating technologies.

MEDIUM-TERM ACTIONS:

- Integration of digital competencies within Initial Teacher Education (ITE) institutions' programmes of study.
- Digital competencies will be part of the minimum entry requirements with educators' training institutions.
- Assessment of digital skills and listing of digital competencies on Europass CV.

LONG-TERM ACTIONS:

- Develop the eTwinning methodology in ITE institutions to further enable internationalisation and digital literacy.
- ITE eTwinning community will benefit from sharing sessions, fairs, conferences, seminars, and training.
- Encourage regular discussions with ITE providers to explore the possibilities and opportunities within eTwinning.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Primary schools, Middle schools, Secondary schools, and eTwinning NSO.

ACTIONS:

2.3.1

Collaborate and communicate with all Initial ITE institutions to ensure the integration of digital competencies within their programmes of study. Further discussions with educators' training institutions will identify units and programmes of study wherein digital literacy can be further integrated.

2.3.2

One of the priorities in the eTwinning Call document includes: Reinforcing the cooperation with Initial Teacher Education institutions.

Therefore, the eTwinning methodology is introduced in ITE for future teachers as a networking tool to enhance professional development with European educators and an innovative methodology to integrate digital literacy.

The eTwinning NSO and ambassadors will conduct introductory modules to eTwinning and /or integrate eTwinning into the curriculum of a course/module/credit.

The perceived impact of eTwinning on ITE institutions will include:

- Internationalising of institutions.
- Fostering inclusion and openness – bringing schools closer to ITE institutions.
- Recognition from the European Commission.
- Enabling ITE to develop an International/European network of future teachers in a cost-effective green way without the need for travel as eTwinning projects are carried out online.
- Develop pedagogical competencies in cross-curricular teaching and project-based learning as well as enhance intercultural awareness and digital competencies, through such interaction.
- Increase motivation and attractiveness to the teaching profession.

2.3.3

The ITE eTwinning community will benefit from

- Practice sharing sessions.
- Partner-finding fairs.
- European Online/Onsite Conferences/Seminars.
- Training and support from the Maltese eTwinning NSO and eTwinning ambassadors.

2.3.4

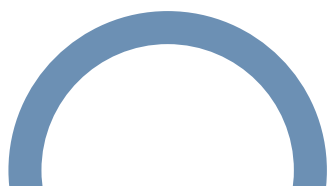
Encourage further discussions with ITE providers to explore the possibilities and opportunities within eTwinning for internationalisation and collaboration with other countries. This can include projects with ITE students and educators.

2.3.5

Educators' training institutions will be highly encouraged and assisted to include digital competencies as part of the minimum entry requirements. MEYR can provide preparatory courses for those who do not meet the required criteria.

2.3.6

Encourage the proper assessment of digital skills and listing of digital competencies on Europass CV.







MEASURE 2.4

RECOGNISING EDUCATORS & SCHOOLS WHO ENDEAVOUR IN DIGITAL TRANSFORMATION.

The aim is to recognise educators who have integrated technologies to achieve their subject-learning outcomes in ways which could not have been accomplished without technology.

LONG-TERM ACTIONS:

- Recognise educators and schools for their endeavours in digital literacy and digital transformation through an Award ceremony.
- DDLTS will establish a set of criteria for both educator and school awards.
- Educators are to be recognised for their efforts and endeavours in eTwinning Projects.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

Primary schools, Middle schools, Secondary schools, and eTwinning NSO.

ACTIONS:

2.4.1

Each year MEYR will hold an event to award and recognise educators and schools for their endeavours in digital literacy and digital transformation benefitting learners, educators, and the community at large. This acknowledgement and recognition will be an incentive to inspire educators and schools and subsequently lead to a thriving community of active global digital citizens.

2.4.2

Awards will be distributed to educators and schools. The DDLTS will establish a set of criteria for both educator and school awards.

2.4.3

Educators are to be recognised for their efforts and endeavours in eTwinning Projects. Only projects which are awarded the National Quality Label/European Quality Label will be entitled to a potential badge scheme.

PILLAR 3







PILLAR 3: COMMUNITY ENGAGEMENT AND COLLABORATION

Parents/guardians can serve as partners in the learning process by providing a conducive home environment for technology-enhanced learning (TEL) while ensuring responsible internet use.

This measure encourages schools to organise workshops and informational sessions led by experts and DDLTS staff to educate guardians on best practices for supporting their children's digital education.

Another measure in this pillar ensures strategic alliances with digital education experts, including educators, edtech companies, and IT professionals, offer a wealth of knowledge and resources. Collaborative efforts can lead to the development of innovative educational technologies, instructional strategies, and assessment tools that are informed by the latest research and pedagogical best practices. Incorporating expert insights into curriculum design and teacher training can ensure that digital education remains relevant, effective, and aligned with the ever-evolving technological landscape.

3. MEASURES:

3.1

Empower guardians/carers to support learners' digital competencies and effective learning.

3.2

Create strong relationships and strategic alliances with experts to enrich digital education through their expertise and knowledge.

MEASURE 3.1

EMPOWER PARENTS/GUARDIANS AND THE WIDER COMMUNITY TO SUPPORT LEARNERS' DIGITAL COMPETENCIES AND LEARNING.

MEYR is steadfast in its commitment to fostering a strong connection between schools, parents/guardians, and the community. This strategy recognises the invaluable role that parents and guardians play in a child's educational journey. Effective communication channels will be established to keep parents and guardians well-informed about their child's academic progress, school activities, and any pertinent updates. Furthermore, this strategy emphasises the importance of information sessions related to digital citizenship. In today's interconnected world, digital literacy and responsible online behaviour are vital skills. These sessions will equip both learners and parents with the knowledge and tools needed to navigate the digital landscape safely and responsibly. By involving parents and guardians in these educational initiatives, the values of digital citizenship are reinforced both at home and in the school environment.

MEDIUM-TERM ACTIONS:

- Set of guidelines on how schools, parents/guardians and lifelong learning centres can communicate effectively.
- Develop television programmes/video clips targeted to spread awareness of digital citizenship education.

LONG-TERM ACTIONS:

- Effective use of communication channels between schools and home.
- Information sessions to parents by DDLTS about the good use of technologies.
- Schools are to create outreach and informative activities to increase awareness of digital competencies.
- Colleges are to organise parenting courses on the well-being of their children in the digital age with the help of educational experts.
- In-person and online sessions for parents/guardians about the challenges posed by online communities.
- All children, irrespective of their socio-economic background will benefit from enriching STEAM activities.
- eTwinning Projects are to include participation and contribution from parents/carers/guardians and the local/global community.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

DRLLE, Primary schools, Middle schools, Secondary schools, and eTwinning NSO.

ACTIONS:

3.1.1

Strengthen home-school links through effective use of communication channels and regular updates about new initiatives, educational resources and learning methods adopted in schools.

3.1.2

Colleges will be supported to create a set of guidelines that delineates how schools and parents/guardians can communicate effectively. A second set of guidelines will be created for all lifelong learning centres. Special focus shall be placed on the appropriate use of digital platforms and means of communication, including the use of virtual meetings.

3.1.3

While each new generation of internet users tends to be more proficient with technology than the previous one, concerns about potential negative consequences, such as addiction, isolation, and electronic crime, persist. For this reason, information sessions to parents by DDLTS about good use of technologies particularly the internet are highly recommended.

3.1.4

Schools are encouraged to create outreach and informative activities to increase awareness of the importance of digital competencies in an ever-changing globalised world that is driven by digital activities and flooded with divergent information.

3.1.5

Colleges are encouraged to organise parenting courses and other initiatives in conjunction with educational experts to help parents build resilience and learn effective coping skills to better support the progress and well-being of their children in the digital age.

3.1.6

Onsite and online sessions for parents/guardians about the challenges posed by online communities are to include Digital Citizenship Education.

Existing informative material from official entities, including but not limited to the:

Council of Europe Digital Citizenship Working Group

(<https://www.coe.int/en/web/digital-citizenship-education/parents>),

BeSmartOnline! (<https://www.besmartonline.org.mt/resource-parents>) is to be disseminated.

3.1.7

Despite the outreach of the internet, media such as television is still the preferred communicator according to a BA survey by 44.5% of Maltese residents. Television programmes/video clips targeted at parents/guardians and the wider audience can help spread awareness of the importance of digital citizenship education. Similar programmes shall also be developed for computational thinking and the emerging technologies of robotics and artificial intelligence.

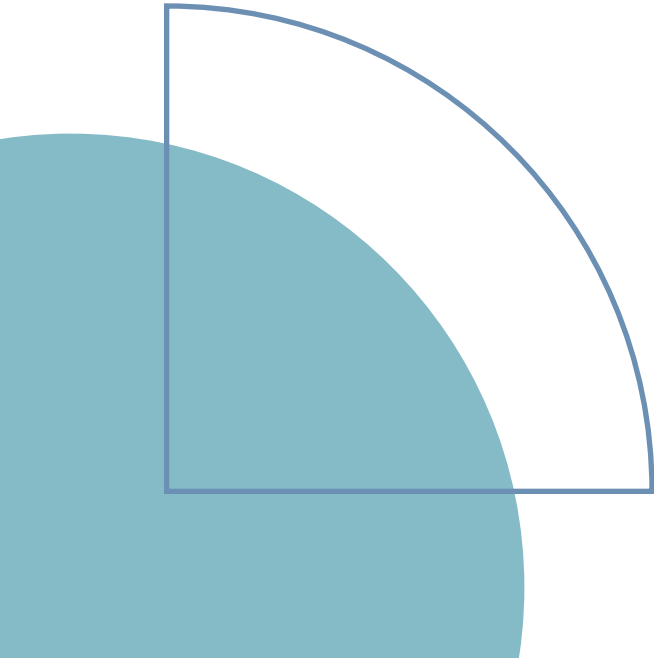
3.1.8

MEYR is committed to ensuring that all children, irrespective of their socio-economic background, benefit from enriching STEAM activities and that all learners will have the same degree of confidence and entitlement. Schools are to ensure that learners are not differentially positioned about digital learning.

3.1.9

eTwinning plays an important part in **building bridges and strengthening interaction between learners and the wider community** while empowering them to become global digital citizens. eTwinning Projects are not limited to the school community but where possible are to include participation and contribution from parents/carers/guardians and the local/global community.

Learners are to be exposed to the concept of global citizenship and cultural awareness. Projects include the sharing of traditions, cultural aspects, trades, legends and folklore by the children's parents, grandparents, or the community at large. Through integration with the local community, learners learn about and strengthen their own identity while also learning about foreign cultures and traditions. This is enabled through communication technologies such as video conferencing. Learners will learn to use such technologies and be able to transfer and apply these skills outside of the school environment and in future in their places of work.



Malta Broadcasting Authority, [13/22] Audience Survey June 2022,
<https://ba.org.mt/1322-audience-survey-june-2022>





MEASURE 3.2

CREATE STRONG RELATIONSHIPS AND STRATEGIC ALLIANCES WITH EXPERTS TO ENRICH DIGITAL EDUCATION THROUGH THEIR EXPERTISE AND KNOWLEDGE.

Collaboration with tech experts can help MEYR in the future readiness of our schools and enable pedagogical experts to adopt innovative teaching methods and technologies, ensuring that learners are prepared for the digital challenges of the future.

MEDIUM-TERM ACTIONS:

- Providing learning opportunities and support during and for completion of accredited courses in digital technologies in education.

LONG-TERM ACTIONS:

- Keeping MEYR abreast of the latest needs in the industry may serve as a guide to preparing a skilled workforce.
- Providing female role models and industry collaborations to address the gender gap in digital literacy and computer science.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

eSkills Foundation and National Skills Council (NSC).

ACTIONS:

3.2.1

Education authorities, directorates, and entities responsible for digital technologies in education are encouraged to coordinate with tech and management professionals in the public and private entities and educational institutions to continue providing learning opportunities and assist in accredited courses organised by MEYR.

3.2.2

Collaboration between MEYR and eSkills Foundation is to be strengthened to bring together tech experts from various fields and representatives from the industry to devise action plans on how to further promote digital competencies and skills. This will keep MEYR abreast of the latest needs in the industry which may serve as a guide to prepare a skilled workforce.

3.2.3

MEYR is to provide both male and female role models in digital literacy and computer science within the family context given the gender gap in computer-oriented sectors. This can be achieved through collaboration with the industry where learners can learn from the experience of female representatives of computer-oriented companies and other entities, including the National Skills Council (NSC).

PILLAR 4







PILLAR 4: ENRICHING DIGITAL RESOURCES

(Simplification, required resources, more support from DDLTS, the aspect of assessment, how learners can be digitally assessed)

The provision of tablets in primary classrooms and laptops in secondary classrooms is a strategic step towards harnessing the power of technology to enhance learning. These devices serve as gateways to a world of "anytime-anywhere" learning, facilitating interactive and engaging lessons that cater for different abilities.

This initiative should not only focus on hardware distribution but also on creating an ecosystem that nurtures digital skills and competencies. Providing resources and dedicated spaces for digital skill development is essential. It empowers educators and students to explore, create, and innovate with confidence. Moreover, this pillar encourages a stronger online corporate presence of MEYR, predominantly on the official website of MEYR, a transition which is in its initial stages.

The MySchool platform and other online resources play a pivotal role in facilitating e-assessment, which offers more flexibility and efficiency in evaluating student progress. By combining these elements, Malta's education system can truly empower learners to thrive in the digital age, fostering a generation of digitally literate and adaptable individuals ready to meet the challenges of the future. There will be discussions with the NCF Review Board and the Working Group in charge of the assessment guidelines.

4. MEASURES:

4.1

Unleashing the potential of every learner through digital integration with the provision of tablets in the primary classrooms and laptops in the secondary classrooms.

4.2

Provide resources and space for the development and strengthening of digital skills and competencies. This measure will also promote the online corporate presence of MEYR and sustainability in the procurement of digital software.

4.3

Provision of Maltese digital content software & resources.

4.4

MySchool platform and other online resources: e-assessment.

MEASURE 4.1

UNLEASHING THE POTENTIAL OF EVERY LEARNER THROUGH DIGITAL INTEGRATION WITH THE PROVISION OF TABLETS IN THE PRIMARY CLASSROOMS AND LAPTOPS IN THE SECONDARY CLASSROOMS.

Expanding the "One Tablet per Child" initiative to provide laptops to every learner in secondary schools is a significant step toward enhancing digital education and equipping learners with the necessary tools for learning in the 21st century. Both projects entail a comprehensive and sustainable approach that encompasses infrastructure, training, support, and careful planning to ensure its success.

LONG-TERM ACTIONS:

- OTPC Project(2014-2020) in Primary supports EU education benchmarks, particularly in Early School Leaving and Further and Higher Education.
- ODPC Project(2024-2030) in Middle/Secondary schools, promotes personalised and independent learning and reduces early school leavers.
- Learners will access digital resources to enhance education access, promote quality and inclusive education, and reduce ELET rates.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

ELET, Primary schools, Middle schools, and Secondary schools.

ACTIONS:

4.1.1

4.1.1 The launch of the One Tablet Per Child Project (European Social Fund 2014-2020, CF/ERDF/Grant Agreement) is supporting Malta's initiatives to:

- Achieve education benchmarks set by the European Union (EU).
- Address Early School Leaving (ESL) and Further and Higher Education.
- These two major areas were identified as requiring substantial efforts to meet EU-wide benchmarks.

4.1.2

After this project's success, MEYR commits to taking the One Tablet Per Child project to another level, further engaging students in Middle/Secondary schools by supporting personalised and independent learning and promoting learning anytime anywhere. This will also further reduce the rate of early school leavers. This new initiative, the One Device Per Child (ODPC) shall contribute towards the achievement of the Education Strategy 2024 – 2030 by providing learners with digital tools to develop the competencies and attributes required by the industry.

The project being proposed aims to progressively equip all secondary school learners in Malta, from Year 7 to Year 11, with individual laptops.

4.1.4

In addition, learners will be granted access to a variety of digital resources. The objective of these combined resources is to improve access to education, both within the school environment and at home, while promoting quality and inclusive education principles and reducing ELET rates.



MEASURE 4.2

PROVIDE RESOURCES & SPACE FOR THE DEVELOPMENT AND STRENGTHENING OF DIGITAL SKILLS AND COMPETENCIES. THIS MEASURE WILL ALSO PROMOTE THE ONLINE CORPORATE PRESENCE OF MEYR AND SUSTAINABILITY IN THE PROCUREMENT OF DIGITAL SOFTWARE.

A corporate online presence, through a cutting-edge design, should reflect the high standard and services which MEYR is providing. This online presence should serve as a gateway to effective communication, transparency, and resource accessibility. This measure also entails the collaboration between pedagogical and technical experts in the procurement of digital resources. Moreover, having dedicated technicians and resources to address digital needs is paramount for ensuring that teachers are being supported in the use of digital equipment.

MEDIUM-TERM ACTIONS:

- A comprehensive framework should guide schools, education officers, DDLTS, and IMU in procuring digital software.
- A digital solution will replace the traditional filing system.
- An internal audit to ensure appropriate digital resources are purchased.

LONG-TERM ACTIONS:

- Colleges will have a shared technician overseeing primary schools.
- Primary schools will be encouraged to identify specialised spaces for ICT/Digital Literacy activities when needed.
- MEYR is to continue improving its corporate online presence.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

IMU and Primary Schools.

ACTIONS:

4.2.1

Each college will have one shared technician who will oversee the college's primary schools. Updating and maintenance of software and hardware, together with the upkeeping of an inventory will be the responsibility of the technician. The technician will also assist teachers with any issues, including the installation of applications which require special access rights, and assistance when using the interactive flat panel and other technologies.

4.2.2

Each primary school will be encouraged and assisted to identify a specialised space to complement when-needed activities dedicated to ICT / Digital Literacy (as indicated in 1.1.1).

(Rationale)

The need for an area in primary schools for teaching digital literacy stems from the increasing role of technology in the educational landscape. Such a dedicated space for digital literacy is crucial for several reasons:

- A Focused Learning Environment.
- Increase Accessibility to Adequate Resources.
- Hands-On Learning.
- Customised Infrastructure.
- Monitoring of online safety and security.
- Collaborative learning.

Ultimately this will prepare learners for the demands of an increasingly digital society.

4.2.3

MEYR is to continue improving its corporate online presence (<https://education.gov.mt/>). Colleges and schools should be prominently visible in the organogram which is to be kept updated. The corporate branding of MEYR will not only encompass the Ministry's professional identity but also the user-friendliness of the services that are being provided.

eskola aims to align with broader trends in digital education transformation, emphasising the need for continuous adaptation and improvement based on stakeholder feedback. This transformation is also a revamp aimed at updating and renewing the existing structure to mirror the functionalities of a traditional, in-person school more closely.

The objectives include facilitating remote learning in Maltese schools, offering diverse lessons, and providing a user-friendly interface.

The newly revamped features include various course formats such as videos, quizzes, and forums, along with progress tracking and assessment tools.

4.2.4

A clear framework should be created to serve as guidance to schools, education officers as subject experts, DDLTS and IMU in the procurement of digital software. This framework should be based on a bottom-up approach and vetted by both curricula as well as technical experts.

4.2.5

A digital solution will replace the traditional filing system. A digitalised filing system will provide better traceability and accountability, more reliable backups together with improved security, operational efficiency, and better integration. This will further promote the greener dimension, in line with the green deal, by going paperless. Moreover, an online system will enhance transparency and streamlining of data collection, usage, and storage. The relevant sectors will have instant and more accurate access to data when requested. Indirectly, this digitised system will provide better services to educators and/or learners.

4.2.6

An internal audit to ensure appropriate digital resources purchased are being used and inform experts in strategic planning.

MEASURE 4.3

PROVISION OF MALTESE DIGITAL CONTENT SOFTWARE & RESOURCES.

This measure is intended to help create a digital ecosystem which serves as a firm platform for the Maltese language to thrive.

MEDIUM-TERM ACTIONS:

- Stakeholders to partner in Maltese digital resources.

LONG-TERM ACTIONS:

- Support its digital endeavours to further promote reading with the younger generations.
- Digital books and interactive activities will be available in a sustainable digital ecosystem promoting Maltese language learning outcomes.
- Educators working in eTwinning National Projects are to integrate aspects of the Maltese language culture and identity.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

NLA and eTwinning NSO

ACTIONS:

4.3.1

The DDLTS will continue collaborating with the NLA to support its digital endeavours to further promote reading with the younger generations through its several programmes.

4.3.2

Several digital books, which can be accessed by learners, will be available in a sustainable digital ecosystem. With an allocated budget which will support local publishers and stakeholders, it is envisaged that the digital books and resources will also include interactive activities which meet the learning outcomes associated with the Maltese language. Learners will continue to be exposed to the Maltese language also in the digital world. These will help our learners succeed in their educational journey.

4.3.3

Relevant stakeholders to partner in increasing Maltese digital resources.

4.3.4

Educators working in eTwinning National Projects are encouraged to integrate aspects of the Maltese language culture and identity.

Each year, the eTwinning NSO will award the best eTwinning National Project which demonstrates the best use/promotion of the Maltese language. This will be awarded during the eTwinning National Awards.







MEASURE 4.4

MYSCHOOL PLATFORM AND OTHER ONLINE RESOURCES: E-ASSESSMENT.

MySchool will serve as the central repository for continuous and formative assessment data. By unifying these data streams, it will create a comprehensive learner portfolio that showcases their academic journey. This portfolio will encapsulate their 21st-century digital competencies.

MEDIUM-TERM ACTIONS:

- Single sign-on with third-party software integration.

LONG-TERM ACTIONS:

- MySchool Platform continues e-assessment and fosters digital portfolio.

MAIN STAKEHOLDERS IN LIAISON WITH DDLTS:

DLAP, DDLTS and IMU

ACTIONS:

4.4.1

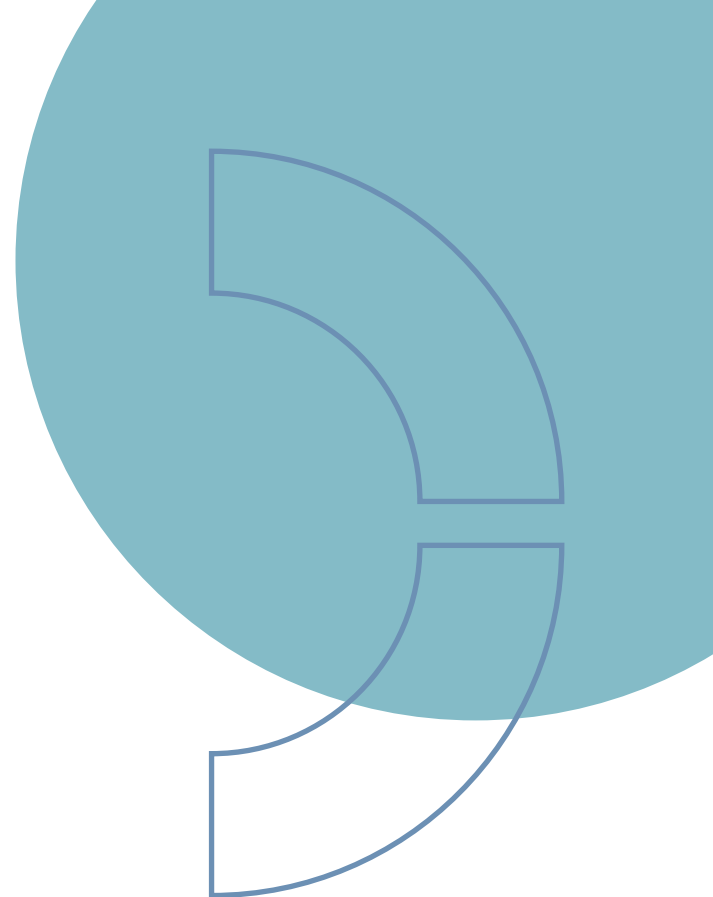
Single sign-on with third-party software integration should be facilitated to allow online tools, platforms, quizzes, or resources to be used for immediate, synchronous/asynchronous feedback and formative assessment such as Kahoot, or Mentimeter. EYLH, DDLTS and IMU collaboration with the MEYR legal team will ensure that the privacy policy is adhered to.

4.4.2

The **MySchool platform** will continue to enable e-assessment and at the same time foster the concept of an electronic portfolio to document learner's learning process and progress. Using such a digital portfolio to track learning journeys supports formative assessment, improves learning outcomes, and allows monitoring by parents/carers. Support will be provided to schools through training and information sessions.

MONITORING AND EVALUATION OF STRATEGY

This Digital Education Strategy will be measured annually and analysed in tandem with the identified strategic measures and actions. A DLTS Committee will be established by the Ministry of Education Sport, Youth, Research and Innovation and chaired by a selected member of the committee. Members will include representatives from DDLTS. The monitoring will be carried out through an action plan and an annual implementation report compiled together with DDLTS. This will be reviewed by the Policy Monitoring and Evaluation Directorate (PMED) within the Education Strategy and Quality Assurance Department. The performance analysis will use several data collection tools to assess whether the outcomes indicated for each priority area have been achieved within the timeframe indicated. Data collection should be both at policy and practice levels within schools.

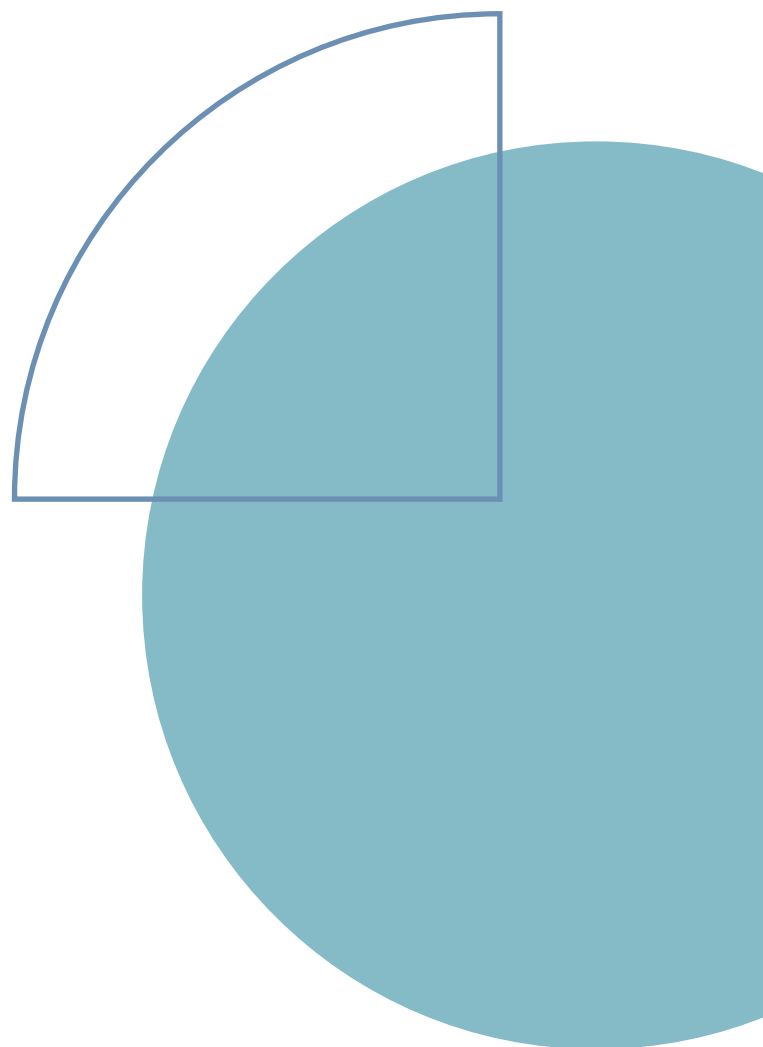




DDLTS: THE WAY FORWARD

The Digital Education Strategy sets a clear path for the future, recognising the profound impact of digital innovation on our society. In response to the evolving economic and social landscape, our educational system will prioritise digital literacy as a fundamental 21st-century skill. MEYR is committed to creating an environment that empowers educators and students to develop these vital competencies, ensuring equitable access to quality education for all, regardless of their geographic or socio-economic background.

In the digital age, education is not just a means of personal growth but also a cornerstone for employability, active citizenship, and social inclusion. MEYR is determined to reshape education in the digital society, fostering collaboration among policymakers, educators, learners, and stakeholders to meet the demands of a dynamic labour market and a digitalised democracy. This strategy places a strong emphasis on providing foundational digital competencies from early education, supporting those who require additional assistance, and advancing computing education to bolster our digital economy. Malta is committed to this transformative journey towards a digitally literate future, where education catalyzes individual and societal success.



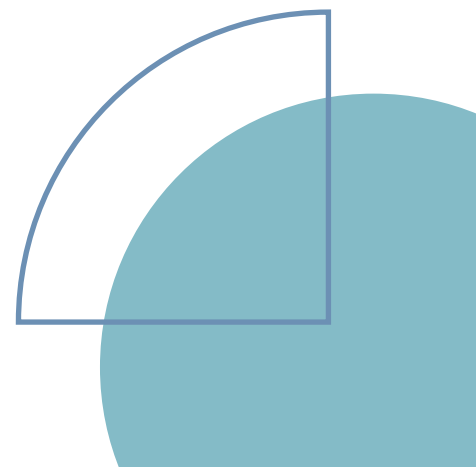
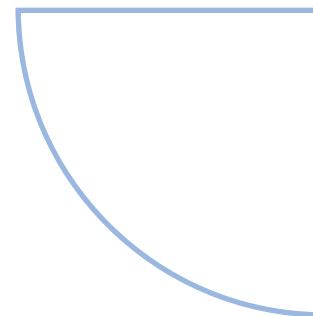
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P. 22 Digital Decade Policy Programme

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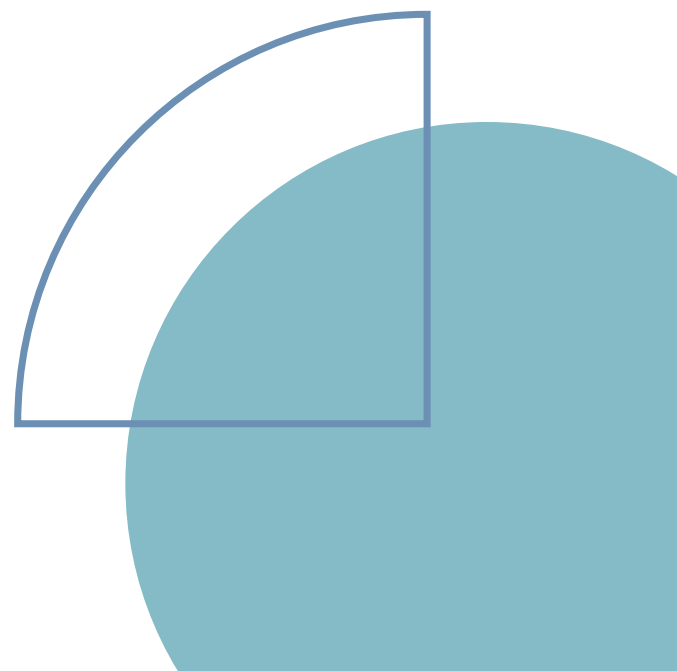
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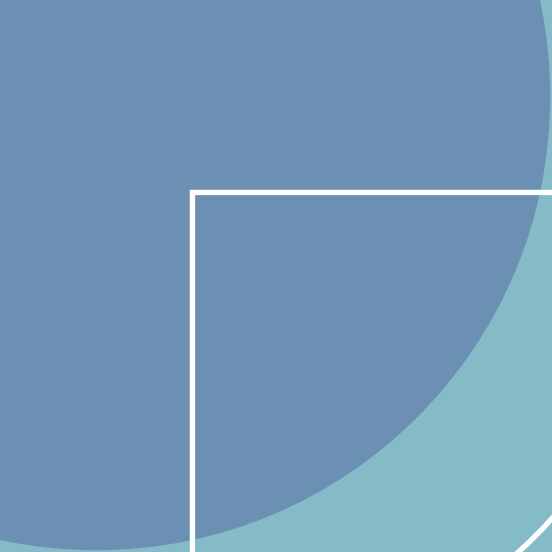
PILLAR 2:

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