Ministry for Education and Employment

During 2013 the Office of the Permanent Secretary within the Ministry for Education and Employment was responsible for the following Directorates / Departments:

DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
Curriculum and eLearning Department (CMeLD)
ELearning Department (ELD)
Quality Assurance Department (QAD)

DIRECTORATE FOR EDUCATIONAL SERVICES
Student Services Department
School Resources Department
Human Resources Office

RESEARCH AND DEVELOPMENT DEPARTMENT

DIRECTORATE FOR LIFELONG LEARNING

EU AFFAIRS DIRECTORATE

DIRECTORATE FOR PROGRAMME IMPLEMENTATION

CORPORATE SERVICES DIVISION

EXAMINATIONS DEPARTMENT

INFORMATION MANAGEMENT UNIT
DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION

Introduction

The Directorate for Quality and Standards in Education (DQSE) was established following the enactment of the amendments of the Education Act Chapter 327 in 2006. The mission of this Directorate is to regulate, establish, monitor and assure standards and quality in the programmes and educational services provided by schools, whether State schools or not, as provided for in this Act.

The Directorate for Quality and Standards in Education (DQSE) is led by a Director General and supported by three Directors responsible for specific Departments:

- Curriculum and eLearning Department (CMeLD)*
- eLearning Department (ELD)*
- Quality Assurance Department (QAD)

*A Director for eLearning was appointed on the 22nd October 2013 thus CMeLD is now two separate Departments that is: Department of Curriculum Management and the Department of eLearning.

Curriculum Management and eLearning Department

A National Curriculum Framework For All

In exercise of the powers conferred by article 47 and 135(e) of the Education Act, the Minister for Education and Employment, after consultation as provided in article 47 of the Education Act, revoked the National Curriculum Regulations, 2000.L.N. 132 of 2000, and made the following regulations:

- The title of these regulations is the National Curriculum Framework Regulations, 2013;
- The National Curriculum Framework of studies for all schools in Malta for the purposes of article 7 of the Education Act shall, with effect from 22nd February 2013, be that set out in the document entitled "A National Curriculum Framework for All" published by the Ministry responsible for Education in December 2012;
- The implementation of the National Curriculum Framework shall proceed in stages according to guidelines to be adopted by the Minister responsible for Education.

The National Curriculum Framework for All (2012) is:

- a reference for action based on general consensus and the contribution of stakeholders as well as those committed to its implementation;
- a living framework, in such a way that allows for adjustments to new developments during implementation;
- a policy instrument as well as information on the implementation strategy, actions and benchmarks for implementation, monitoring and evaluation;
- a response to the changing demands of individuals and society, rapid changes in our education system driven by globalisation, ICT development, competition, shift of traditional values and new paradigms.

The National Curriculum Framework for All aims at

- Encouraging children and young people and teachers to **work together** and learn from each other;
• Sustaining **individual attention**, so that all children fulfil their capacity;
• Supporting schools to fulfil the **expectations** of children and their parents;
• Providing **quality time** for social interaction, non-formal learning and peer activity;
• Directing education leaders to **rationalise** the content of Learning Programmes so as to ensure quality and not magnitude;
• Ensuring that, in the context of the holistic entitlement of the Learning Areas, young people in compulsory education have as an indispensible prerequisite mastery in Maltese and English, Mathematics, a Science subject and Digital Literacy;
• Helping children to regard social justice and solidarity as key values in the development of the Maltese society;
• Empowering parents and young people to work towards the acquisition of a **formal qualification** in key competences as the foundation for Lifelong Learning;
• Supporting education leaders to successfully implement the NCF and systematically monitor its development at **classroom level** so that national targets are achieved within established timeframes;
• Requesting teachers to regard children as Malta’s future **workforce** and therefore ensure that positive attitudes towards excellence, commitment, responsibility, flexibility and entrepreneurship form part of the learning process.

The National Curriculum Framework for All implementation board was set and has acquired ESF funds for designing the Learning Outcomes Framework (LOF) – ESF 1.228 that is part-financed by the European Union ESF Funds under: Operational Programme II – Cohesion Policy 2007 – 2013 – *Empowering People for More Jobs and a Better Quality of Life* - Employment part-financed by the European Union Social Fund (ESF) Co-financing rate: 85% EU funds; 15% National Funds.

**Learning Outcomes Framework Project (ESF 1.228)**

The project ESF 1.228 – Design of Learning Outcomes Framework, associated Learning and Assessment Programmes and Related Training has the scope to design a Learning Outcomes Framework, including the Learning and Assessment Programmes associated with it. This ESF project involves the development of the Learning Outcomes Framework for the eight Learning Areas and the six Cross-Curricular Themes as described in the National Curriculum Framework (2012). The project also involves the development of Learning and Assessment Programmes for the different subjects from Years 3 to 11.

An international tender has been issued in November 2013 for the development of a Learning Outcomes Framework (LOF) covering compulsory schooling years 3 to 11, related Learning and Assessment Programmes (LAP) for a range of subjects over the same schooling years, and a training programme to upskill key trainers and senior education staff with respect to these deliverables.

Separate calls for a Head of Project and for an Administrative Assistant have been issued in the Government Gazette. Selection boards were set up to interview the applicants. Both the Head of Project and the Administrative Assistant are expected to be on the job as from January 2014.

An expression of interest for local curriculum experts was issued in the Government Gazette in November 2013. The role of the Local Experts being engaged through this Expression of Interest is to validate the Learning Areas and the Cross-Curricular Themes of the Learning Outcomes Framework and the Learning and Assessment Programmes of the different subjects that will be developed through the tender.
The Secondary School Certificate and Profile (SSC&P)

2013 saw further improvements and developments in the SSC&P, the certificate assigned to students who end their secondary school cycle. A certificate at Level 1 or Level 2 within the Malta Qualifications Framework for Lifelong Learning and the European Qualifications Framework was an initiative taken by the Department for Curriculum Management and eLearning.

Spearheaded by the Director General (DQSE), its philosophy is to accredit all learning that happens in the life of a student during the years of Secondary education both within and outside school. It validates and documents all learning, in order to give a holistic picture of the individual student and shows the development taking place over the years.

The profiling of the student covers five years (as against the single form 5 of the former School Leaving Certificate) and incorporates attendance, formal education, personal qualities, non-formal education and informal learning. Among other things, improvement in the SSC&P has seen the removal of marks given to certain sectors. Informative meetings for staff and SMTs were held in all state Colleges as well as in Church and Independent Schools in order to explain the rationale behind the SSC&P.

In June 2013 the first cohort of form 5 students (over 4000 students) were assigned their SSC&P. 87% of state schools students obtained a SSC&P with no level and, as a reaction, the scholastic year 2013-14 was dedicated to informing parents in all colleges. The Directorate held meetings in all colleges starting from early October and ending in early December. Attendance was very satisfactory.

During the meeting parents were informed of the rationale of the SSC&P and the feedback obtained was a very positive one. More meetings were aimed at informing parents of primary year 6 students.

As a further improvement in the SSC&P, Informal learning is not mandatory any more. This came about after a thorough study on the feedback sent to The Curriculum management department by stakeholders. The cohort of students leaving the secondary cycle in 2014 will have their conditions changed towards much more just ones. Formal learning has now been allotted a 55% weighting, non-formal learning, 30% and informal learning 15%.

Through this change, informal learning will no longer determine whether a NCFHE level is accredited to the SSC&P or not, since, globally, a student needs just 50% to reach Level 1 and 75% to reach level 2. If a student does well in formal learning s/he will obtain a level without the need to have informal learning. However, informal learning still has its importance since 155 allotted to it can help any student achieve a level.

What is now mandatory (formal and non-formal learning) is under the complete control of schools. Naturally a pass in core subjects (Mathematics, English and Maltese) and an 85% attendance each year will continue to be mandatory for all students to obtain a level in their SSC&P. Without these, a SSC&P cannot achieve level 1 or 2.

Students who have left the secondary cycle in June 2013 will also enjoy the benefits of these changes.
The Skola website http://skola.edu.mt/secondary-school-certificate-and-profile/ was publicised with all parents and students. Informative articles about the SSC&P were sent to all band clubs and many had it published on their feast booklet.

Meetings were held with the Quality Assurance Department of DQSE in view of the fact that quality assurance plays an important role in the life and improvement of the SSC&P.

End of Primary Benchmark 2013 Assessment

A total of 3,595 candidates from Year 6 classes in State and Non-State schools participated in the End of Primary Benchmark 2013 assessments which were designed, implemented and reported in such a way as to inform students, parents, schools and other stakeholders about the achievement of each learner in the different skills (speaking, listening, reading with understanding and writing) in Maltese and English, and in mental and written Mathematics.

While the work connected with the preparation of the examination papers, their printing and the organization of the Benchmark was the responsibility of the Educational Assessment Unit, the Director General (DQSE) and the Director Curriculum Management and eLearning (now the Department of Curriculum Management) were actively involved in the planning and preparation of the Benchmark.

As part of the End of Primary Benchmark 2013 process, information meetings were held with Heads of School, teachers and parents in both Malta and Gozo. These were particularly necessary due to the introduction of two additional access arrangements, namely an electronic Reader for the Reading with Understanding components in Maltese and English and the services of a Scribe who transcribed illegible words after the students had completed their writing tasks. This additional help enabled the markers to gain better access to these students’ ideas and writing. Personnel in schools were also provided with the necessary training to provide the required access arrangements during the End of Primary Benchmark 2013.

Guidelines about the End of Primary Benchmark 2013, including these additional access arrangements for school personnel and parents were also developed in both Maltese and English and uploaded on the Department of Curriculum Management website.

The range of access arrangements and the number of students who benefitted from these access arrangements is shown in Table 1 below.

Table 1: Access Arrangements offered in the End of Primary Benchmark 2013

<table>
<thead>
<tr>
<th>Provision</th>
<th>Number of Students who benefitted from this provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader (for Mathematics)</td>
<td>335</td>
</tr>
<tr>
<td>Multiplication Tables (for Mathematics)</td>
<td>300</td>
</tr>
<tr>
<td>Enlarged Print</td>
<td>6</td>
</tr>
<tr>
<td>Communicator</td>
<td>8</td>
</tr>
<tr>
<td>Reading Assistance (Il-Malti: Il-Fehim mis-Smigh)</td>
<td>315</td>
</tr>
</tbody>
</table>
Evaluation meetings were held after the Benchmark session 2013 with Year 6 teachers. These meetings were in held in Malta and Gozo, for both State and Non-State schools between the last week on June and the first week of July 2013.

**Student Assessment and the Educational Assessment Unit (EAU)**

In 2013, the Educational Assessment Unit coordinated the construction of all the Annual Examination papers in State Schools at both Primary and Secondary level. It carried out the proof-reading, editing, printing, binding and distribution of these papers and was responsible for the drawing up of the timetables.

A total of 415 different examinations were held, resulting in the printing of 367,251 examination booklets. This year the Form 1 and Form 2 subject examination papers adhered to the levels system based on the new Curriculum. Form 2 students who were following the Core Competencies Skills Programme sat for the national Level 5 to 7 Annual Examination Paper in the Core Subjects (English Maltese and Mathematics) which served as a benchmark to decide the progression educational path to Form 3 for these students.

The End of Primary Benchmark 2013 report was prepared and produced by the Educational Assessment Unit. This annual report included, amongst other information, detailed statistical information, a review of the examination procedure, an analysis of the examination items, performance reports for each examination paper together with copies of the examination papers and marking schemes, provided on CD.

Student scripts were returned to the schools, together with detailed statistical information about the schools’ performance in the End of Primary Benchmark 2013 compared to the national performance. Sample scripts, together with the corresponding markers’ sheets, were kept at the Educational Assessment Unit for archiving and research purposes.

In 2013, the Educational Assessment Unit also organised staff development sessions focusing on the End of Primary Benchmark, the setting of examination papers, the Levels and Tracks model of Annual Examination papers and Interpretation of Statistical Data, for newly appointed Heads of Schools and Assistant Heads. The unit also provided its services to various schools in their Professional Development Session about assessment, including examination paper setting. A session about the End of Primary Benchmark was organised for University students following the Bachelor of Education degree course.

Education Officers (EOs) within the Educational Assessment Unit assisted Subject Education Officers in the eContent project which the DQSE has embarked on. The EOs attended the training course and helped out in the assessment tasks and the validation of the work.

The Unit also took care of the administration, maintenance and updating of the Department of Curriculum Management website, [www.curriculum.gov.mt](http://www.curriculum.gov.mt). A new website interface was inaugurated during this year. This site contains information about the services provided by the Department of Curriculum Management, the Primary and Secondary Syllabi, various
articles, resources and publications related to work carried out by the Department of Curriculum Management.

The Educational Assessment Unit also managed the generic email address of the Department of Curriculum Management website which involved receiving and replying to emails requesting feedback and/or putting forward queries from students, teachers and parents.

A Fronter page is also managed by the Educational Assessment Unit which is available for teachers, school management members and students were information about assessment, End of Primary Benchmark; Annual examination papers; and other resources can be accessed.

During 2013, the EAU moved its premises to a new location in Ħamrun. This was a much awaited move and members of staff have a much safer and conducive work environment.

Assessment for Learning

The following were the main activities carried out by the Assessment for Learning (AfL) team:

The Heads of Department Primary (Assessment) and the Education Officer AfL have supported 31 Primary Schools. They provided support through structured Curriculum sessions and demo lessons. Such schools were supported upon request and were furthermore supported in formulating an Action Plan that led to incorporating AfL in the School Development Plan. A number of Primary schools have developed an assessment Policy which is reviewed on a yearly basis. St Theresa College’s Principal organised AfL sessions for all the SMT in their colleges.

The AfL team helped (upon request) the Colleges’ half yearly examination committees in the reviewing of examination papers and in supporting Assistant Heads of School and teachers to understand how to plan a good examination paper. The AfL team held meetings with all the different EOs and support teachers who work in the primary sector in order to create a synergy which is essential when giving various support to schools. Teachers were observed during lessons and given feedback with regards to the implementation of AfL strategies. Meetings with various SMTs were held in order to understand the needs of their school with regards to teaching and learning and with what is the next step in the embedding of AfL at classroom level.

The AfL Room in Fronter was continuously updated with new resources and information and was made accessible to all the staff in Primary and Secondary schools. More resources that include lessons for learners from Year 1 to Year 6 in Maltese, English and Mathematics were uploaded in this room.

With regards to the Secondary sector, apart from professional development sessions, subject meetings were held and AfL strategies were explored. The focus was on understanding where the learner stands in his/her learning, clear and shared learning intentions and effective questioning. A number of secondary schools including St Margaret College Girls’ Secondary, St Ignatius College Girls’ Secondary, St Nicholas College Boys’ Secondary, St Clare College Boys’ Secondary, Maria Regina Boys’ Secondary and St Clare College Secondary have included an AfL strategy in their Staff Development Plans.
Professional Development Sessions and seminars about AfL strategies and how these can enhance learning were carried out in State, Church and Independent schools.

A 16-hour course ‘Learning through Assessment’ was organised in collaboration with the Summative Assessment EOs. It was intended for Assistant Heads in the Primary sector from state and non-state sector. It was held between the 8th November and 29th November 2013. The participants of this course were provided with detailed presentations and practical workshops on the implementation of AfL and important strategies to understand data collected from examinations and techniques that should be employed when preparing an examination paper. Two 2-hour sessions on AfL were held with teachers who were being trained in the Basic Skills course. A four hour session on AfL was held with the QAD newly appointed EOs. Kindergarten students at MCAST were exposed to a two hour session on Assessment for Learning and Learning Stories in January 2013. Continuous Professional Development sessions were held with the EOs of the Primary Sector. Professional development sessions were held with newly appointed Assistant Heads both in the Primary and in the Secondary sector.

To help in the effective implementation of the strategy where higher order questions are used in the classroom situation to provide effective opportunities of thinking on the students’ part, schools with an action plan on AfL and questioning were given a number of sets of Flowers with question stems for all abilities. This was part of a strategy to aid in the implementation of such an important aspect in teaching.

Feedback stars were also prepared to help teachers give the right scaffolding prompt for all evidence of work provided. This will help in creating a lifelong learner with a growth mindset. This resource will be used later on, at the end of scholastic year 2013-2014 and will be worked upon further in 2014-2015.

The AfL team has also started issuing an e-newsletter on Assessment for Learning twice yearly. It provides information about the different strategies, the techniques that can be employed, local and foreign research, best practices and updates with regards to what is being done by our team of people.

Core Curriculum Programme (CCP)

The Form 2 Core Competence Skills students sat for the Level 5-7 Annual examination papers in the core subjects (Maltese, English and Mathematics) providing a benchmark for these students to determine whether they are to follow the mainstream programme or the Core Competencies Programme (CCP) in Form 3.

This CCP programme is a curriculum initiative to support Basic Skills learners (low ability learners) during the last three years of the secondary cycle. The continuum of achievement outlined in the National Curriculum Framework (NCF) 2012 states that the curriculum will meet the needs of learners according to their stage of development. It is envisaged to be a seamless process in order to ensure continuity in the educational pathways followed by learners. This CCP programme was introduced in seven subjects: Mathematics, English, Maltese, Science & Technology, Religion, Italian and Physical Education.

The CCP is envisaged to be learner-centred, requiring the development of knowledge, skills and attitudes that promote self-directed and lifelong learning. It caters for the wellbeing of the learner and then provides the adequate environment for learning. Emphasis is on authenticity, relevance and transfer of knowledge. Assessment is based on achievement of
shared outcomes. This programme is pegged at MQC Level 1 certification for students who master the learning outcomes as described in the syllabi of each of these subjects.

Schools were given the flexibility to modify the programme in order to cater better for the different needs of their learners. The partners in this programme are state secondary schools, with support from the DCM, education officers, programme mentors, teachers and senior management teams within schools. The alternative form of assessment that this programme offers will give the possibility to those learners who have given up on education mainly due to continuous failure in standardised testing to end compulsory education with an MQF certificate at Level 1 in each subject studied provided they give evidence of the outcomes achieved.

The CCP was also presented at a KeyCoNet conference in Brussels in October 2013. KeyCoNet is a Key Competence Network on School Education among EU member states. Officials from this network and representatives from member states were extremely interested in this programme and they will be conducting a case study on the 25th, 26th and 27th March 2014. This case study will include interviews with the programme co-ordinators being Mr Gaetano Bugeja and Ms Joanne Grima, interviews with the Head of School of St Margaret College Zejtun GSS, Ms Anna Spiteri and the school CCP mentor Ms Massabielle Zammit, the Head of School of St Thomas More College St Lucia GSS, Mr Gaetano Calleja and The Assistant head in charge of the CCP at this school, Ms Joanne Mangion and the school CCP mentor Ms Ruth Farrell. Moreover, the students at both schools will be filmed during a Mentor session at Zejtun and during a PSD and a Mathematics lesson at St Lucia. The case study will then be presented at a final KeyCoNet conference late in 2014 so that the programme might be emulated in other countries on a larger scale. KeyCoNet associates were extremely interested in this initiative as the programme is presenting a practical way of disseminating key competences with the low achievers.

Moreover, on the 28th, 29th and 30th April, 2014 KeyCoNet representatives and associates from the different EU member states will be visiting Malta for a Peer Learning Visit. They will be meeting the Hon Minister Evarist Bartolo, the Director of Curriculum Management, Dr Frank Fabri, the co-ordinators of the programme, the Education Officers who wrote the subject programmes, a number of Heads of schools and a number of CCP mentors. They will also be visiting St Thomas More College St Lucia Girls’ Secondary School to meet the students and observe them at work.

Initial vocational pathways at secondary level

Introducing Vocational Subjects in the Secondary Cycle

As part of the National Curriculum Framework, the Directorate for Quality and Standards in Education (DQSE) worked on the introduction of vocational subjects in the secondary school cycle. Four vocational subject areas (BTEC Engineering, BTEC Health and Social Care, BTEC Hospitality, and BTEC Information Technology) were identified and scheduled to be piloted in six state colleges and 4 non-state schools from September 2011 onwards. These extended certificate qualifications are pegged at Level 3 on the Malta Qualifications Framework (MQF).

In November 2013, the Principals of the Malta College of Arts, Science and Technology (MCAST) and the Institute of Tourism Studies (ITS) held a meeting with all the teachers participating in this pilot to invite their participation in the design of new home-grown qualifications in the same subjects.
MCAST organised a one-day workshop seminar for the teachers managing the BTEC Engineering, Health and Social Care, and the Information Technology qualifications to go through the new home-grown qualifications designed by MCAST. Each group of subject teachers are currently meeting separately to identify and develop further the learning units with detailed syllabi and assessment procedures. The final draft of these qualifications should be presented to MCAST for approval by the end of March 2014.

**Ground-breaking regular meetings**

Since November 2013, representatives from the University of Malta, MATSEC Board, MCAST, ITS, Directorate for Quality and Standards in Education (DQSE) and the Ministry for Education and Employment (MEDE) have been holding regular meetings about Vocational and Educational Training (VET) provision in Malta.

A copy of these new MQF Level 3 VET qualifications - that would be replacing the current MQF Level 3 BTEC ones - have been forwarded to the representatives from the University of Malta and MATSEC for their comments and eventual approval. The aim is for the official certificate of these new vocational qualifications to display the endorsement of both the MATSEC Board and MCAST with regards MQF Level 3 Engineering, Health and Social Care, and Information Technology; and the MATSEC Board and ITS with regards to MQF Level 3 Hospitality and Tourism.

As from scholastic year 2013-2014, the Curriculum Management and eLearning Department (CMeLD has offered a three year Core-Curriculum Programme (CCP) in all secondary schools spread over three years, starting in Form 3 till Form 5 (ending in June), to be delivered and managed with students who are at risk of becoming early school leavers.

While retaining part of the mainstream curriculum learning programme, it offers students practical learning programmes in the following **Core Subjects**: Maltese, English, Mathematics, Science with Design & Technology, Italian, Religion, PE, ICT (for ECDL), Social Studies, History and Geography.

The Core-Curriculum Programme aims to support students in attaining the following **Soft Competences**:

- Learning to learn;
- Cultural Awareness and Expression; and
- Sense of initiative and Entrepreneurship, Social and Civic competence.

The Programme is envisaged to give the possibility to learners to reach MQF Level 3, 2 & 1 according to the evidence they provide re the outcomes achieved. Presently, the programme enables these learners to reach Level 1 only.

**Introducing other Vocational Pathways**

MQF Level 1 and 2 vocational courses are being taken on by some state secondary schools offering them to Form 4 and 5 students at risk of becoming early school leavers. The Learning Support Centre for male students is offering a reintegration learning programme of vocational pathways to highly-at-risk students, the majority of whom are fifth formers.

The Ministry for Education and Employment, in conjunction with MCAST, ITS, ETC, Youth.Inc., Aġenzija Żgħażagħ and the professionals within the Education Psycho-Social Services within the Directorate for Educational Services, are offering alternative learning
programmes, comprising a range of vocational pathways and student support services, to all
the current fifth formers who are at high risk of becoming early school leavers – students
who are either habitual absentees, or are not sitting for any SEC examination in
the May 2014 session, or are likely to fail to attain SEC standard in any subject.

Other curricular developments envisaging revised learning programmes based on learning
outcomes and leading to an MQF qualification.

**Personal, Social, and Career (PSCD) Education**

The Personal and Social Development Subject is to be renamed Personal, Social and
Career Development to include a greater component of career education. The introduction
of career education will help students develop the necessary career management skills
needed so that they can be able to gather, analyze, synthesise and organise self,
educational and occupational information and to make and implement informed decisions
and transitions. The secondary syllabi are being changed and updated to include a greater
component of career education. The primary syllabus will be updated and reviewed next
scholastic year.

Formative assessment will be introduced through the form of a portfolio in the upper forms.
The tasks assigned will directly and indirectly help students develop employability skills such
as thinking skills, research skills, collaborative skills, self presentation skills and others.

**Physical and Health Education (PHE)**

The PHE curriculum will, as from September 2014, be offering pathways to all learners
leading to MQF level 3.

The Physical and Health Education will offer all learners the possibility to learn about
Physical Education and Health and this leads to certification upon successful completion of
the coursework.

**National School of Sport**

Presently the Sport Programmes offered at the National School of Sport are being re-written
to be eligible to apply for certification as an MQF Level 3 qualification.

**Setting of Classes in Form 1**

Guidelines for the setting of Classes in Form 1 for Scholastic 2013 – 2014 for English,
Maltese and Mathematics were issued in July 2013 – reference CMeLD Circulars 15/2013
and 250/2013.

An options exercise for Students entering Form 1 was carried out as per Circular – ref

**Training and Professional Development Unit**

The Training and Professional Development Unit organised in-Service Training as stipulated
by the Government and Malta Union of Teachers Agreement on the following dates: July 8,
9, 10 and September 16, 17 and 18.

All the information relevant to these courses was published in a catalogue which was made
available online.
Data regarding these courses was as follows:

### July 2013 Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>No. of Courses</th>
<th>No. of Teachers Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fronter Courses</td>
<td>28</td>
<td>1849</td>
</tr>
<tr>
<td>Compulsory Courses</td>
<td>7</td>
<td>639</td>
</tr>
<tr>
<td>Voluntary Courses</td>
<td>20</td>
<td>394</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>2882</strong></td>
</tr>
</tbody>
</table>

### September 2013 Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>No. of Courses</th>
<th>No. of Teachers Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fronter Courses</td>
<td>24</td>
<td>682</td>
</tr>
<tr>
<td>Compulsory Courses</td>
<td>2</td>
<td>279</td>
</tr>
<tr>
<td>Voluntary Courses</td>
<td>13</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>1111</strong></td>
</tr>
</tbody>
</table>

In-service training courses are coordinated by the Training and Professional Development Unit and are of two types: Compulsory – teachers attend a specific course as directed by an Education Officer, their school or the Directorates; Voluntary – these are open to those teachers who are not called to attend a Compulsory course, or choose to attend an additional course on a Voluntary basis.

During Scholastic Year 2012-13, a significant number of teachers were obliged to attend FRONTER – training in the way they can use a Virtual Learning Environment platform, either as six 2-hour sessions staggered throughout their scholastic year, or three consecutive sessions during INSET days in July or September.

A number of compulsory courses in FRONTER training in July and September were organised for teaching staff who did not benefit from this training in the previous months.

A variety of courses have been organised addressing curricular, pedagogical and methodological needs. While some of the courses are subject or area specific and target educators who teach in particular classes or age-groups, other are more generic and target classroom management, lesson planning, creative teaching and assessment.

**ESF1.123 Training Support for The E-learning Programme**

The training and professional development unit had as one of its main projects the organisation of the Training Support for the E-Learning Programme. This project is part of the European Social Fund (ESF) 1.123 Malta 2007-2013 and comprises two different types of training: training on the Interactive White Boards which was held during professional development sessions and E-Learning Platform Training. The training on the Interactive White Boards was terminated by the end of calendar year 2012 while the E-Learning Platform training has been terminated by December 2013.
The project training support for the e-Learning Programme is a contract part financed by the European Union through European Social Funds (ESF) where the co-financing rate is 85% EU Funds and 15% National Funds.

Training for teaching staff in Malta and Gozo Colleges in the use of IWB was concluded in December 2012 and this year saw the conclusion of all administrative processes related to this tender. The training reached over 95% completion. All teaching staff was given a certificate of attendance at the end of the course.

Certificates of attendance were sent to schools this year and distributed according to the venue of training. Administrative processes related to this tender involved the filing of attendance sheets and extensive checking of data to ensure accuracy.

**Administration of the Programme**

The Training Support for the E-Learning Programme project involved the training of staff, as well as record keeping of all activities being held.

It also involved the preparation of the ground work for invoices to be submitted to the contractors for verification from their part before presenting these invoices for the required payment. This preparation consisted in going through and verifying the attendance sheets as presented to the Unit by the trainers from the various schools. These attendances were twinned with the sessions held last year, by comparing codes and venues. This list was sent to AVC Cutajar for verification on their part before submitting it for payment.

Furthermore, the project involved a Project Progress Report (PPR) on the training of the Fronter eLearning Platform which was updated every 6 months.

The Project Status Report (PSR) and the Tender Status Report (TSR) were updated every month with information regarding the progress of the project on training and payments; the report has to indicate whether its components were still ongoing or completed. These reports were uploaded on the Structural Funds Database (SFD) after being checked and verified by the Project Leader. The Disbursement Status which is taken from the SFD were updated at the end of each month and submitted to the Line Ministry. Moreover, the Statement of Expenditure, using the guidelines issued by the Planning and Priorities Coordinating Division (PPCD) after being updated and generated according to the invoices received of payments were uploaded on the Structural Funds Database (SFD).

There were on-the-spot check reports randomly carried out by personnel from the Managing Authority who were authorised to monitor and evaluate the project; files and documentation had to be prepared and updated for checking. Furthermore, Reports and recommendations by the Planning and Priorities Coordinating Division (PPCD) or the Managing Authority were followed, rectified and signed by the Project Leader before they were uploaded. These various activities were carried out in coordination with the Project Leader who signed and stamped all the documentation before it was uploaded on the system.

**Other Training Courses**

The Training and Professional Development Unit coordinated with the Health and Safety Department to organize a Course for Technicians between April and June 2013.
The Unit coordinates CEDEFOP applications of teaching grades for grants. There were Seventeen applicants from the DCM. A number of Education Officers and teachers have benefitted from these grants and attended study visits throughout this year.

The Training and Professional Development Unit has also coordinated the Council of Europe Workshops held throughout this year. A total of 5 educators attended these workshops. Another 2 educators attended workshops organised by the European Centre for Modern Languages.

A 33-hour course for Newly-Appointed Heads and Acting Heads of Schools was organised, between November 2012 and January 2013, to induct heads of schools in this new role and introduce them to the various sections and services provided by the Directorates.

Another 33-hour course for Newly-Appointed Assistant Heads – ‘Improving Quality Management in Schools’ was organised in February and March to induct Assistant Heads into this new role. Assistant Heads were introduced to assessment procedures, timetabling, health and safety issues, administrative issues and ways of how to support teachers in various curricular areas.

An intensive three-phase course for Newly-Appointed Education Officers was organised by the Training and Professional Development Unit in collaboration with the Quality Assurance Department. The induction course was part of the programme of professional development for Education Officers to be effective curriculum leaders in the context of the implementation of the National Curriculum Framework.

As part of the programme of upskilling of Assistant Heads of school to ensure more effective curriculum implementation in the context of the school development evaluation and planning process, the Curriculum Management and eLearning Department within the DQSE has organised an intensive course for one member of each SMT in state primary and secondary schools.

Full course attendance was required since this course was tied to the ability of the school to accomplish the various educational policies currently being implemented, and also with reference to the fulfilment of contractual obligations with respect to resources acquired through EU funding.

**Development of Programmes or Courses**

A framework for a training programme has been drawn up for a number of B.Ed (Hons.) candidates who are qualified to teach in the secondary sector but, for lack of opportunity, are currently deployed in state primary schools.

This proposed programme offers these teachers the required knowledge and competences to teach in the early and primary years and, on successful completion of this programme, can enable them to apply for a ‘regular’ post as primary school teachers within the Directorates for Education.

As stated earlier on, a Core Curriculum Programme developed in collaboration with the Assessment Unit has targeted students in Forms 3, 4 and 5 who fare in the lower percentile of their Form 2 annual examination of Maths, English and Maltese. A spiral curriculum emphasizing clear learning outcomes has been developed to inform teachers’ schemes of work and the way these teachers, and appointed mentors, try to help students reach those outcomes.
Students are assessed through continuous and summative assessment that provides evidence that the outcomes, set at Level 1, have been achieved, and follow the rest of the curriculum with mainstream classes. Assessment in these seven subjects is both formative and summative, and students have allocated time with their mentors who can support them in their learning experience. Twelve secondary schools have opted to offer this programme, or a modified version of it, to their Form 3 students.

The Humanities Section was responsible for co-ordinating the work involved in the teaching and learning of Social Studies, European Studies, History, Personal and Social Development, Citizenship, Democracy, Human Rights Education, Media and Communication, Religion, Art, Drama, Music and Physical Education.

The Humanities Section contributed towards the management of the Curriculum by liaising with Education Officers to ensure the development, monitoring and evaluation of teaching and learning and by providing support to teaching and learning.

Teaching of Ethics in Schools

As from September 2014 the Directorate for Quality and Standards in Education, through the Department of Curriculum Management within the Ministry for Education and Employment, is introducing Ethics in a number of schools.

The Faculty of Education at the University of Malta, in collaboration with the Ministry for Education and Employment, will be offering a postgraduate course in the Teaching of Ethics in Schools for Academic Year 2013 – 2014.

Postgraduate Course in the Teaching of Ethics in Schools - Academic Year 2013-2014

This Certificate Course is a postgraduate course in the Teaching of Ethics in Schools. It provides an overview of different ethical theories and the developmental stages of moral development, as well as the main theories of curriculum development.

The course explores some issues such as the political and ethical complexities of pedagogical relations in the ethics class, and the relationship between morality and spirituality. It also delves into the methodologies for the teaching of Ethics in schools and the best methods for assessing the knowledge, skills and dispositions related to the subject.

The course extends over a period of one year of part-time studies and lectures are held in the evening. It includes a teaching practicum which will be held during school hours.

The course is aimed at teachers and school personnel who are in possession of a teaching warrant and one year of teaching experience and are interested in teaching Ethics in primary and secondary schools.

Applicants need to be in possession of the degree of Bachelor of Education (Honours); or a first cycle degree together with a Postgraduate Certificate in Education; or a first cycle and/or second cycle degree or higher and a permanent teacher’s warrant; or any other recognized teaching qualification and a permanent teacher’s warrant.

Applicants need to be currently working in schools but not necessarily in a teaching role and have a minimum of one year’s teaching experience.
Citizenship and Human Rights Education

Together with the Director Curriculum Management and eLearning and the British Council work was carried out on the Connecting Classrooms 2010-2013 Project in 10 State and Non-State schools to develop an appreciation of and respect for the rich and diverse cultures in a global setting; to raise awareness of the pupils’ own culture in their own setting/country and of other cultures in their own and partner countries; to identify similarities and differences between these cultures; to develop skills and attitudes to enable the students to become global citizens and to promote the project in the wider community.

In March, the Assistant Director responsible for the Humanities Section participated in the international meeting of the Connecting Classrooms project in Lisbon in preparation for the conclusion of the three year project. In April, a meeting was held with British Council and the teachers from the 10 participating schools to evaluate the project and to plan for the concluding event which was a symposium held in June during which students from the 10 schools put forward a number of recommendations for the education authorities and Heads of School as a clear instruction of how the ideals and ideas of the Connecting Classrooms project can be developed further. These recommendations have been presented in a Manifesto.

The Humanities section continued to develop together with the Jesuit Refugee Service-JRS (Malta) – the School Outreach Project in schools to combat hostility and prejudice towards refugees and asylum seekers, to foster understanding, solidarity and a culture of welcome through the organisation. Meetings were held with JRS to discuss and work on an EU funded project to create awareness about the education of refugees and asylum seekers.

The Humanities Section collaborated with the North-South Centre of the Council of Europe and The Network University to promote two online courses designed for education practitioners. The Courses offered were:

- Global Education: The Intercultural Dimension;
- Global Education: The Human Rights Dimension.

Three teachers have been selected by the North-South Centre to participate.

The Humanities Section started collaborating with the EuroCentre for Educational Resilience and Socio-Emotional Health to begin implementing the introduction of Social and Emotional Education in Primary Schools. The aim is to introduce Circle Time as a pedagogical tool for Classroom teachers and for the development of social and emotional competences of children. A Compulsory INSET course entitled ‘Circle Time for the Primary School Teacher’ was organised for all Year 2 teachers and PSD peripatetic primary teachers.

Entrepreneurship Education

In collaboration with the Ministry for Finance, the Economy and Investment the Section promoted the Entrepreneurship through Education Scheme, which is open for State and Non-State Schools. It encourages Heads of Schools to submit projects intended to promote entrepreneurial qualities among students and to provide practical experience in entrepreneurial activity.

Through the implementation of these projects, students should be able to acquire the skills and motivation which will allow them to employ these entrepreneurial qualities in a variety of settings. The scheme also encourages teacher training project.
Support for Third Country Nationals (TCNs)

In March, the Section handed the report for the Integration of Third Country Nationals within the Education System to both Directors General. As a result, in May the Minister for Education and Employment gave direction to set up a Unit to address effectively the multicultural and curricular integration of TCN learners and their families. In June two internal calls were issued: i) to regularise the position of the two teachers who were working as Language Support Teachers; ii) for two support teachers to develop and implement the ethics programme with TCNs.

In June, discussions started between DCMel and the staff of the Department of Education Studies within the Faculty of Education, University of Malta, to co-develop the ‘Teaching of Ethics in Schools’ programme to cover Early, Junior, Middle and Secondary Years; for the training and mentoring of the Ethics programme support teachers to be deployed in September 2013 and for the development and provision of a part-time Certificate programme which will eventually conduct teachers to teach the Ethics programme in schools. In July the Section drafted a National Literacy Strategy for TCNs.

Home Economics Seminar Centre (HESC)

The Home Economics Seminar Centre (HESC) within the Curriculum Management and eLearning Department, DQSE offers its services to both schools and the wider community.

The HESC is committed to:

- Improve the quality of everyday life for students, their families and the community, through the efficient, effective and sustainable management of their resources.
- Create and maintain supportive environments which promote healthy eating and living.
- Address the determinants of health in order to enable students, families and other community members to adopt and enhance lifestyle activities which are conducive to health.

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**Programmes / Seminars / Practical Interventions**

Primary & Secondary (Kinder 2 up to Form 5)

- Collaboration with stakeholders
  - Networking with government departments, NGOs; consultations with manufacturers and importers, product vetting

- Involvement in the School Fruit & Veg. Scheme
- Market research
- Publications

**Support services to schools**
- SDPs, special events e.g. health awareness weeks, tailor made interventions, guidance re. development of school nutrition policy...

**Contribution to media programmes**

- Community Outreach
  - Day centres, mother and baby clubs, local councils, parish groups...

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Through the execution of its duties in schools and in the community, the HESC focuses on primary prevention of non-communicable diseases, hence promoting community action for health. This is done through a variety of means as indicated in the HESC’s remit snapshot below:

Tables 2.1 and 2.2 outline a breakdown of the total population reached by HESC staff during 2013.

<table>
<thead>
<tr>
<th>Seminar / Programme</th>
<th>Age group</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils</td>
<td>Parents</td>
</tr>
<tr>
<td>A Healthy Breakfast</td>
<td>Year 3 pupils and their parents</td>
<td>1388</td>
</tr>
<tr>
<td>for a Good Start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gawdi Saħħtek u</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saħħet Uliedek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duq il-Qawsalla</td>
<td>Year 5</td>
<td>882</td>
</tr>
<tr>
<td>Nutrition Alert</td>
<td>Form 1</td>
<td>402</td>
</tr>
<tr>
<td>It’s All About You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart Snacking</td>
<td>Form 2</td>
<td>409</td>
</tr>
<tr>
<td>Aliens in Our Food</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme</th>
<th>Age group</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventions in schools</td>
<td>Primary school pupils</td>
<td>6632</td>
</tr>
<tr>
<td></td>
<td>Secondary school students</td>
<td>1061</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>929</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td>1120</td>
</tr>
<tr>
<td>Interventions in the community</td>
<td>Social Clubs / Local Councils</td>
<td>79</td>
</tr>
</tbody>
</table>

**HESC Programmes and Interventions**

Programmes facilitated in schools target diverse year groups and each intervention centres on a particular theme. The HESC staff strongly believes that it is crucial to cater for all age groups commencing from the early years up to Secondary school. In its endeavour to reach further participants, HESC’s programmes also address adult and senior audiences. Thus, the pedagogy is tailored according to the age, needs and differentiated abilities of the target audience.

The constructivist pedagogy frames HESC’s work, guiding the participants in steps from what they presently know into what is unknown. This is done through various pedagogical techniques including e-skills, discussions, hands-on activities, experiments, practical sessions, creative work, problem solving and decision making case studies, collaborative pair and group work and through knowledge construction. All HESC seminars and programmes are bilingual; English and Maltese.
Tables 3.1 and 3.2 outline the various programmes/interventions which were offered in schools during 2013.

**Table 3.1: Programmes conducted at the HESC (Jan – Nov 2013)**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Sector</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Healthy Breakfast for a Good Start</td>
<td>Primary</td>
<td>Year 3</td>
</tr>
<tr>
<td>Duq il-Qawsalla</td>
<td>Primary</td>
<td>Year 5</td>
</tr>
<tr>
<td>It’s all About You</td>
<td>Secondary</td>
<td>Form 1</td>
</tr>
<tr>
<td>Nutrition Alert</td>
<td>Secondary</td>
<td>Form 1</td>
</tr>
<tr>
<td>Aliens in our Food</td>
<td>Secondary</td>
<td>Form 2</td>
</tr>
<tr>
<td>Smart Snacking</td>
<td>Secondary</td>
<td>Form 2</td>
</tr>
<tr>
<td>Gawdi Saħħtek u Saħħet Uliedek</td>
<td>Community</td>
<td>Parents</td>
</tr>
</tbody>
</table>

**Table 3.2: Programmes conducted in schools and community entities (Jan – Nov 2013)**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Sector</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ħamsa llum Kul Minna Kuljum</td>
<td>Primary</td>
<td>Kinder 2</td>
</tr>
<tr>
<td>Ikel Bnin ghall-Festin</td>
<td>Primary</td>
<td>Year 1</td>
</tr>
<tr>
<td>Milk Power</td>
<td>Primary</td>
<td>Year 2</td>
</tr>
<tr>
<td>Mystery at Hogwarts: Uncovering Packed Lunches</td>
<td>Primary</td>
<td>Year 4</td>
</tr>
<tr>
<td>Personal Hygiene/ Gawdi Saħħtek</td>
<td>Primary</td>
<td>Year 6</td>
</tr>
<tr>
<td>Breakfast events presentations</td>
<td>Primary</td>
<td>Pupils</td>
</tr>
<tr>
<td>Practical sessions</td>
<td>Primary &amp; Parents</td>
<td>Pupils &amp; Parents</td>
</tr>
<tr>
<td>Trendy Choices for Smart Teens</td>
<td>Secondary</td>
<td>Forms 1,2</td>
</tr>
<tr>
<td>Nutrition CSI</td>
<td>Secondary</td>
<td>Form 3-5</td>
</tr>
<tr>
<td>Practical sessions</td>
<td>Resource Centres</td>
<td>Young adults</td>
</tr>
<tr>
<td>SDP</td>
<td>Schools</td>
<td>Teachers</td>
</tr>
<tr>
<td>Early Childhood Educators In-service Course</td>
<td>Schools</td>
<td>KG Assistants</td>
</tr>
<tr>
<td>Building Healthy Families</td>
<td>Community</td>
<td>Parents/Carers</td>
</tr>
<tr>
<td>Nimmaturaw f’Saħhitna</td>
<td>Community</td>
<td>Senior citizens</td>
</tr>
</tbody>
</table>

**Parents’ Programmes**

The National Curriculum Framework (Ministry for Education and Employment, 2012) delineates the importance of involving parents in the educational process. Besides hosting parents on premises, HESC staff facilitates other health-related interventions to parents.

**Tailor-made Seminars/ Interventions for Parents**

HESC was approached by the Senior management teams [SMT] at St Ignatius College, Luqa and Maria Regina College, Naxxar Primary schools to organise tailor-made seminars
for parents over a span of several weeks. A total of five seminars were carried out focusing on healthy eating, benefits of fruit and vegetables, healthy lunches, food labelling and food safety. A practical session including a selection of healthy patties, smoothies and vegetable salads was also held at Luqa Primary school since they had an equipped food lab.

A college based session for parents of children attending St Thomas More College was held in relation to the importance of choosing the right food for a healthy heart.

A workshop for parents of the young adults attending the Learning Resource Centre in Wardija was organized to address the common health misconceptions and difficulties encountered when planning and providing food for the family.

Practical Sessions for Primary School Pupils together with their Parents/ Guardians

The HESC in liaison with the Senior management teams [SMT] of various schools including Bahrija (KG 1 & 2 classes), Imqabba (KG 2 classes), San Gwann (Year 4) and Siġġiewi (Year 6 classes), organised different healthy food events. These events included a theoretical session and a practical intervention with both pupils and their parents/guardians. The main aim of such an intervention was to help pupils and parents acquire the knowledge, skills and attitudes which would enable them to make informed healthier food choices and to plan, prepare and serve healthy dishes.

Tailor-made on-premises Seminars

Students from Lorenzo Manche Boys School, Ospizio, Floriana and Mater Dei School, Msida attended the HESC for the four Secondary seminars outlined above (Table 3.1).

After consultation with the teachers, the activities which form part of these seminars were re-constructed to suit the needs of the students and to cater for the different abilities and varying attention spans. A practical component was also introduced as students were offered a healthy breakfast during their break to further link theory with practice.

Tailor-made off-premises Interventions

HESC regularly develops programmes to meet requests from schools and other educational entities. The following are examples of tailor-made programmes conducted during the year 2013 (Jan – Nov).

- St Monica ‘Healthy eating day’ – All year groups were targeted on a class basis accompanied by a special assembly featuring Fonzu I-Fenek;
- San Lawrenz Primary, Gozo – An accompanying measure to the SFS. A whole school approach was adopted promoting fruit and vegetables;
- Promoting the Daily Consumption of Natural Water – A whole school approach at Marsa Primary, Hamrun SS Primary and Dun Manwel Attard Young Adults Resource Centre. This programme included a sketch, interactive PowerPoint presentation and a water relay game. Resources were tailor-made to suit different age groups;
- Healthy food events for Young Adults Resource Centre, Wardija – Theoretical and practical interventions were facilitated on three consecutive days. The main aim of these events was to help students learn basic food preparation skills as well as to practise safety and hygiene procedures while preparing food;
- St Michael church school’s promotion of Home Economics – HESC was given the opportunity to participate in talks to promote Home Economics. These talks were carried with all Form 2 students and their parents/guardians;
• Special assembly and activities related to health at Mariam al Batool School – This whole school activity which was co-ordinated by Dr Suzanne Piscopo, involved the participation of a HESC staff who acted the role of Fonzu l-Fenek;
• Early Childhood Education: In Service Course – The aim of this two-day course was to empower participants to gain further knowledge and skills in relation to basic health and nutrition of young children. Participants were also given the opportunity for hands-on practical interventions, wherein cooking with young children was explored. The importance of food safety and hygiene during practical interventions was also highlighted;

Participation in the Media

The media provides the staff at HESC with a valuable opportunity to widen their outreach to the community. HESC staff participated in a radio programme hosted by Ms Sonia Young (Radio, RTK) focusing on the HELP document and health educational initiatives being taken up by schools to promote healthier sustainable behaviours.

Collaboration with stakeholders

The following are exemplars of collaborative ventures that HESC staff has embarked on during the year 2013.

• Participation in the official launch of ‘Nieklu Bil-Ghaqal ma’ Fonzu’ Educational Resource Packs. This was a collaborative initiative between the Curriculum Management and eLearning Department, the British Nutrition Foundation and Dr Suzanne Piscopo, Resource Packs’ Developer;
• Kampanja Flusi f’Idejja. This intervention was organised by the Birkirkara Community Services of Aġenzija Appoġġ together with the HESC and the Drama Unit within St. Therese College. It addressed Year 5 and 6 students and their parents/guardians. The main aim was to create awareness on the importance of budgeting, through skills provided to the family units;
• Il-Ħalib Tajjeb Naturalment. HESC collaborated with MPS to create milk-related resources as part of the EU co-funded campaign titled Il-Ħalib Tajjeb Naturalment. Interventions targeting Year 2 and Year 4 pupils were held in ten different schools comprising of State, Church and Independent schools;
• The Rotary Club Malta Initiative – Booklet. HESC has been approached by the Permanent Secretary to work with Rotary Club Malta on the production of a booklet addressing healthy food choices in English and Maltese. This is intended to be distributed to all students in Year 5 and 6, (state and non-state) and to be launched soon by the Hon. Minister during this scholastic year 2013-14;
• Cross Curricular Intervention – Maths and Home Economics. HESC staff together with a Mathematics support teacher organised an interdisciplinary collaborative teaching event. This event included a theoretical session and a practical intervention targeting Year 4 students;
• Health and Safety Expo. HESC’s input in this expo was related to the importance of planning healthy packed lunches through demonstrations of healthy smoothies. A display of home-made dips and the setting up of a station displaying six types of healthy sustainable lunchboxes ideas was also organized by HESC staff;
• The mathematics of healthy living – planning, preparing and cooking a healthy meal. An Interdisciplinary collaborative teaching between the Mathematics and the Nutrition, Consumer and Family Studies Departments within the Faculty of Education, University of Malta was held at the Home Economics Food Lab of St Ġorġ Preca College, Maria Assumpta Girls’ Secondary. This activity, which was planned and co-ordinated by Dr Leonard Bezzina and Dr Karen Mugliett, sought to integrate Units MSM4108: Resources in...
Mathematics Education and MSN2027: Teaching Strategies in Home Economics and Textiles. The Home Economics EO, a member of HESC staff and two Heads of Departments (HE), paid a visit during the cooking phase. This concept of interdisciplinary teaching is already being utilised at HESC, whereby through a central theme, different concepts tackled in Home Economics are co-planned with other subjects (Cross-curricular Maths activity, Kampanja Flusi flidejja).

Inter-Sectorial and Inter-Ministerial Meetings
During the year 2013, the HESC staff worked with a number of entities to carry out the following activities:

- HESC Staff has participated in several inter-ministerial committee meetings with the Ministry of Sustainable Development, Environment and Climate Change [MSDEC] to discuss ideas that were implemented during scholastic year 2012-2013 in relation to the EU Co-Funded School Fruit Scheme [SFS]. Various topics have been discussed which amongst others included fruit and vegetable supply, communication to children and parents as well as accompanying measures. HESC staff was involved in the creation of a recipe calendar (featuring tried and tested recipes) as an accompanying measure to the Scheme. Meetings with the Health Prevention and Disease Prevention Department [HPDPD] representatives were also held to allocate work related to the calendar;

- HESC has attended three workshops in relation to the ‘Healthy Plate’ chaired by Dr Mariella Buontempo [HPDPD]. Various members hailing from different nutrition/health entities in Malta carried an extensive literature review on food intake and health outcomes. HESC was assigned the task of researching into milk recommendations and dietary guides currently being used in European and other countries. The ultimate aim of this workshop is to produce draft food-based national guidelines to replace the existing ones accompanied by a graphical design.

Staff Development Plan

Birżebbuġa Primary School within St.Benedict College sought the assistance of HESC staff to help initiate awareness on the appropriate use of the newly launched food lab at the same school. The main aim was to sensitize the teachers of the hazards that may be present in a food lab and to discuss the appropriate safety measures and regulations in place in schools.

Another key focus was to guide teachers through the choice of healthier food for school children that may be prepared during practical sessions and to provide useful related resources. The staff was then distributed into groups and involved in a workshop to identify areas in the curriculum where food and practical sessions could be incorporated.

Interventions in the Community
The HESC staff facilitates a variety of seminars catering for different community members from young participants to adults and senior citizens in different localities. This year these interventions were organized in the following villages:

- Żebbuġ and Hamrun Social clubs and Mtarfa Ladies Parish Group – these seminars aimed to influence the health behaviour of individuals, thus helping participants to acquire the right skills and attitudes that promote change. Practical tips for achieving a healthier lifestyle included the consumption of a healthy, balanced diet that meets their particular needs as well as the inclusion of exercise as part of their daily routine;

- Birżebbuġa football nursery – this year, HESC staff was once again invited at the Windmills Football Nursery in Birżebbuġa to participate in an educational evening organized for the local young footballers. The presentation targeted the importance of healthy eating for young people, with special focus on basic and practical sports nutrition
concepts. Nutritious snacks and the choice of healthy meals and beverages were discussed, debated and numerous queries were answered. Following this intervention, the Windmills Football Nursery at Birżebbuġa promised to engage in the process of implementing a food nutrition policy for its young footballers.

Support for Schools and other Stakeholders - HELP document

During the year 2013, the HESC staff continued to fulfil its role in offering support and guidance in the area of health, food and nutrition in order to ensure that schools give high priority to a healthy lifestyle. Specifically, HESC staff collaborated and built alliances with different sectors and stakeholders including community members, food manufacturers and distributors to ensure that school food and nutrition policies are devised, implemented and sustained.

The HESC staff has supported and collaborated with the SMT and teachers of St. Clare College, San Ġwann Primary, during the evaluation process of their food and nutrition policy. Another request came from the Senior Management Team of Maria Regina College, Żokrija Boys Secondary school. HESC staff was asked to give advice on the food being sold at their tuck-shop and provide feedback in relation to the HELP guidelines.

The success of the HESC is dependent on the teamwork and constant collaboration between all the HESC staff under the headship of Ms E. Mallia E.O, as well as other governmental and non-governmental entities. The HESC strives to achieve the Centre's objectives and hence improve the quality of life of Maltese students and that of their families, providing enriching learning opportunities to all members of the Maltese community for a healthier population.

Documentation and Teacher's Documentation Centre

The aim of the Department was to deliver most of the books for scholastic year 2013-2014 before the schools closed down for the summer recess.

Procurement of Text Books

Textbook requests from all Primary and Secondary schools were carefully vetted early in the year and visits to the schools’ textbook store were carried out in order to eliminate wastage and also unnecessary expenditure. However, such requirements were delivered later than usual but before the commencement of the scholastic year, due to the fact that the National Budget was approved by Parliament when it convened after the national elections. Distribution of the new Religion workbooks for Years 1, 5, the revised edition for year 6 and the textbook for year 9 (Form 3) took place at a later date, as soon as they were made available by the Office of Religious Education. As usual the whole process of securing that schools are supplied with the necessary requirements with regard to books ran smoothly with the support of personnel from the Procurement and Stores section.

This year there was once again some student movement from one college to another, as in the case of St Thomas More Girls' Secondary and St Ignatius Girls' Secondary, or within the same college, as in the case of the new co-education school which opened at St Clare College. Therefore, besides the annual meetings with secondary school teacher librarians and with Heads/Assistant Heads in the Primary sector, other meetings with the former were held after a plan for the transfer of would be 'idle books' from one secondary school to another was drawn up in May. The transfer was carried out before the start of the summer holidays, in most cases with the help of the Transport section, in order to have such textbooks in place when schools opened in September.
This year saw the introduction and distribution of not only new Religion workbooks or textbooks but also a new departmental publication - the Geography textbook for Form 3 students. The project for the introduction of new Maltese Novels textbooks for Forms 1 and 2 is under way.

Books procured during 2013 amounted to €312,781.56 for the Primary and €120,757.87 for the Secondary Sector, a total of €433,539.43.

Documentation Room

The Documentation Room was vacated in March, as it was needed for other purposes, and all documents, dissertations and other publications were packed and removed to the Directorates’ general stores till an adequate place is found for the purpose.

United World Colleges

Various committee meetings were held by the Chair (EO Documentation) of the UWC Malta Committee; questionnaires sent by the International Office answered; and an annual report was drawn up. Unfortunately the awarding of full scholarships from one of the 12 international colleges is on the decrease because of financial restrictions and the move to needs-based financial aid; hence the ones offered to the national committee consisted only of unfunded ones which could not be accepted.

The UWC Malta Committee is now working closely with the newly set up Alumni Association in order for the latter to find ways for possible fund raising. Malta was represented by the Chair at own expense (except for congress fee and 80% of air fare) at the UWC Global International Committee meeting and the International Congress held in Cardiff, Wales from the 20th to the 23rd February.

Gender Mainstreaming

Heads of Section within the Ministry for Education and Employment were invited to select a department representative on Gender Mainstreaming issues. An informal meeting on the subject was organised by the MEDE representative (EO Documentation) and a one hour training session for those who accepted the invitation was held at the Curriculum Centre on Feb 15, 2013. It was conducted by Ms Maria Borg Filletti from NCPE in preparation for the drawing up of the annual report.

Religious Education

The Education Officers for Religious Education are working within the R.E. office (which is made up of representatives from the Episcopal Conference for Catechism, other persons responsible for Religious Education in Schools and the Education Officers).

Together with the rest of the R.E. office, the Education Officers contributed towards the following:

- Promoting and developing Religious Education in the Primary, Secondary, Post-Secondary and University sector;
- Vetting the development and the updating of the RE syllabus of Year 1, Year 2, Year 4, Year 5 and Form 3, according to the new reform;
• Organising and carrying out In-service training for the teachers concerned with the new implementation of new books and syllabus;
• Introducing the new Form 3 textbook and Year 1 and Year 5 workbook in schools and supporting the concerned teachers throughout;
• Working on the Year 2 and Year 4 workbook;
• Holding meetings with Fr Reuben Gauci, Head of the Religious Counsellors and other members at the Archbishop’s Curia to decide the role of Religious Counsellors in the State schools.

Professional support was given to Religion teachers during confirmation visits, routine visits and follow-up visits. Lessons were observed both in the Primary and the Secondary Sectors (especially in Year 1 and Year 6 classes in the Primary sector and Form 3 in the secondary sector) and strengths and areas for improvement were identified. Feedback was given and new reform strategies were shared and discussed.

Due to the introduction of the new Year 1 and Year 5 syllabus in the Primary sector, the Education Officers of Religion conducted various Professional Development and Curriculum Development Training Sessions (both on demand and also on their own initiative) in Primary Schools such as Pietà, Mosta, Rabat, San Ġwann, Qormi Primary Schools.

Participation in Selection Boards involved the vetting of applications and interviewing applicants for Regular and Supply Religion teachers. The Education Officers were also asked to be on Selection Boards for Regular and Supply Accounts teachers, Regular Geography teachers and Supply Primary teachers.

The Education Officers also worked on two in-service courses, one for Year 1 and one for Year 5, to make the introduction of the new two primary workbooks as smooth as possible.

The Education Officers for Religious Education also planned the Core Curriculum Programme for students in Form 3 and, with the help of the Heads of Department for Religious Education, they are providing the necessary resources online.

Regular weekly meetings were held with the Heads of Department of Religion. During these meetings issues related to the teaching and learning of Religion have been discussed.

Preparation of Annual Examination papers and marking schemes, proof reading and moderation was carried out with the help of the Heads of Department. Specimen papers were prepared and shared online for Year 5 and Form 3 (both for the mainstream and for the CCP Programme).

The Education Officers for Religious Education also held several meetings during the curriculum slots and meeting with Assistant Heads in the Primary sector in preparing graded, differentiated primary half yearly exam papers.

The Education Officers for Religious Education gave their input in a half day seminar, ‘Il-Mixja Spiritwali’ for the Religion teachers of Church schools.

The introduction of a room on the VLE named ‘Religious EOs.’ Teachers from both the primary and secondary sector can download directly in their classrooms Religious Education resources on the interactive white board in their classrooms, thus making lessons more differentiated, graded, interactive and interesting.
The Education Officers attended various Seminars, Courses, Conferences to keep in touch with modern issues and themes related to their subject.

Meetings were held with the Faculty of Theology to reform the Religion PGCE course at university. One of the Education Officers gave lectures to PGCE students and B.Ed 2nd years. Both Education Officers participated as tutors in the teaching practice of PGCE Student-Teachers of Religious Education.

**Media Education**

Work covered by the Media Education Officer included the organization and facilitation of Media Awareness talks with students and parents from different Colleges with regards to the awareness and uses of different types of media. These talks included the use of PowerPoint Presentations, the use and showing of different accessories used in Media, analysis of print media, short film clips and handouts for follow up work.

The Media Education Officer was also involved in different schools’ Professional Development Sessions for Teachers with particular reference to the use of Media to enhance the Curriculum. While visiting Secondary schools, the Media Education Officer was often asked for advice as to what type of Media Activities schools should produce and attend. She also organized demonstration/hands-on-lessons in the use of Media and differentiated teaching and learning for Primary Schools.

The Media Education officer also collaborated with Culture’s Media Desk to promote the Young Audience Film Day which was held on the 5th May 2013.

On 20th November 2013 the Media Education Officer organized a Media Seminar re: Newsletter/Magazine Production Seminar for Secondary Schools involving teachers and students.

Some of the Seminars/Fora which the Media Education Officer attended include: a Film Forum organized by the Dyslexia Group of School Teen-agers entitled: **Like Stars on Earth**, the Education Officer Music’s End of Scholastic Year Concert involving students and teachers, the Church School’s Secretariat Media Education Seminar and The Commissioner for Children/UNICEF’s: **Portrayal of Children in the Media** Seminar.

With the help of a support teacher from the eLearning Department, the Education Officer for Media set up the Media Education’s Fronter Page which can be accessed for information regarding Media Material by teachers.

The Media Education Officer had discussions/consultations with fellow Education Officers in the sharing of educational resources which may be of use for different subjects.

**Art**

The Education Officer responsible for Art together with other Education Officers responsible for Music and Drama worked on a new project: Visual and Performing Arts for Form 1 students. This project reflects the philosophy proposed by the NCF.

The Arts department worked in close collaboration with Heritage Malta and contributed to the Żigużajk Festival by coordinating the participation of the Art and Design teachers in the various workshops. The Festival was held between 18th and 24th November 2013.
Another event which was carried out in collaboration with other organizations was ‘A Voice for your Voice’. In this event, which was held on 13th November, 2013, Children from different schools and colleges participated by being young illustrators for the event.

The Education Officer for Art worked also in collaboration with the Service Manager for projects and initiatives on the selection of the best Art work in the Arts Competition.

Subject meetings for Heads of Department were carried out every Tuesday. During such meetings the main focus was on the revision of assessment methods, examination papers, and guidelines re the implementation of the Form 3 syllabus.

Routine school and classroom visits together with visits for confirmation of newly qualified teachers were carried out regularly. Continuous support and advice were given to teachers about schemes of work and lesson planning to ensure curriculum development and implementation.

The Education Officer for Art animated professional development sessions for teachers; participated oneself in a Support Programme: ‘Training to Middle Management on Psychosocial and Disability Issues at Work’.

An in-service course was organized for Peripatetic Teachers on Project-Based learning within Art Education.

Initiatives taken by the teachers of Art in various colleges were encouraged and given support.

Music

A sample Matsec paper was designed by the Education Officer and Head of Department responsible for the subject. The paper focuses on the four main areas of Music Studies at SEC level, (a) musicianship and theory, (b) performance, (c) composition and (d) history and analysis. It aims to evaluate the musical abilities of the student through the assessment of skills explored in these four main areas.

Work has been carried out on the expansion of the Music Option Programme in Form 1 and 2 classes in all colleges in Malta and higher classes at the Gozo College. A listening programme for Form 1 has been designed in line with the music option curriculum.

Music peripatetic teachers worked on the new music textbook entitled Music Shines II as a follow-up to Music Shines I. Teachers worked on the writing of the book during the professional development sessions under the guidance of the Education Officer responsible for the subject. These professional development sessions were organized every Friday on a weekly basis. During these sessions teaches followed professional development sessions, including recorder lessons and methodology and pedagogy tutorials by various specialists in music education.

Peripatetic teachers completed the second part of the recorder course. This was conducted by the Head of Johann Strauss School of Music.

A recorder recital was organized for primary students. In these recitals music peripatetic teachers performed a variety of repertoire. During the second part of the event, students took part in a workshop.
Various recitals in a number of schools from various colleges were performed by music option students as part of the music option curriculum.

The Education Officer for the subject conducted visits in a number of schools.

Other work included the compilation of reports and a number of test and exam papers. The Education Officer chaired various interviews for the selection of teachers.

**Drama Unit**

During 2013, the Drama Unit presented six Theatre-in-Education (TIE) projects for students of different ages covering from Year 1 to Year 11 (Form 5).

- **Offside** for Forms 4 and 5 students. This was held during February and March 2013, at the Drama Unit. The aim of this project was to tackle citizenship education and human rights. Bullying, racism and identity were amongst the topics discussed. A total number of 400 students attended;
- **Three Little Pigs** for Year 1 and 2 students. This project was held during January, February, March and April 2013 and Drama teachers toured Primary Schools with this project. The aim of this project was to make students aware about individual and collective responsibility and decision making. A total number of about 1,200 students were reached;
- **In-Nannu Mhux Jaghratni** for Years 4 and 5 students was held during April and May 2013, at the St Vincent de Paule Theatre. This TIE was based on the fairy-tale of ‘Little Red Riding Hood’ and aimed at making students aware of persons suffering from dementia, how it affects them and those around them and how to relate to this condition. A total number of 800 students attended;
- **Il-Hajt** for Year 6 and Form 1 students was held in May 2013, at the Drama Unit. This TIE was based on a legend and its aim was to make students aware of our unfounded prejudices, sometimes spelt out by tradition, concerning people who have different beliefs or nationalities. A total number of 750 students attended. This TIE was also chosen by the organizers of Żigużajg Festival and was held at the Manoel Theatre in November 2013 as part of the same Festival. A total number of 480 students and parents were reached;
- **Paddy Boom** was a TIE aimed at students of any age and it was part of the Bookfest, held in November 2013, at the Mediterranean Conference Centre. The aim of this project was to make children aware that technology and books can coexist together, neither one being more important than the other but complementing each other. Around 1,150 primary and secondary students attended. The Drama Unit was contacted and asked to extend this TIE to other schools during this scholastic year as part of Literacy Day celebrations held in schools;
- **Nagraw is-Soċjetà** for Years 5 and 6, and Forms 1 and 2 students was carried out in collaboration with the National Statistics Office (NSO) to celebrate the closing of the International Year of Statistics. The aim of this TIE was to help students understand that statistics can help us predict the future by reading the past. Besides, students were also helped to understand the different types of graphs used to represent statistics. Around 1,000 students have attended.

The Drama Unit teachers visited schools throughout the year, on Mondays, Tuesdays and Wednesdays. During their visits in Schools and Colleges the Drama teachers gave drama lessons, helped teachers in using drama in their lessons, helped in the putting up of various programmes related to drama and theatre, such as school based initiatives like Open Days, Celebration Days and School Concerts, as well as College based initiatives like Moving On
Celebrations and launching of school projects. Drama teachers collaborated with College Principals and Heads of Schools in the filming of video clips to promote various Schools and Colleges. Some Drama Unit teachers also helped Secondary Schools by doing Social Drama in support zones.

On Thursdays and Fridays all the drama teachers were involved in the preparation, rehearsals, and performances of TIE projects and other projects like the Bookfest and Żigużajg Festival.

Workshops about the beauty of reading and how creative one can be were also held by the Drama Teachers in the Bookfest 2013. These workshops included Storytelling, Bookmaking, Drawing Comics and Singing. Many students attended these workshops in small groups as part of their visit to the Bookfest.

All the Drama Teachers had their inset in the form of drama workshops with English playwright Edward Bond and theatre director Chris Cooper from the Big Brom TIE company of Birmingham UK (both leading figures in devising and directing TIE programmes).

During 2013 a teacher from the Drama Unit visited various schools to deliver drama lessons, lead drama workshops, and film videos designed to prepare students to participate in drama projects aimed to further awareness of Valletta being the European Capital City of Culture in 2018.

LET ME LEARN PROGRAMME

Training and Mentoring

January 2013 saw the continuation of teacher training in the LML Process, which started in November 2012 and ended in May 2013. Apart from sessions held at the NCC Ħamrun, training included 3 school visits for each of the participants who completed the training. In November 2013, the LML team has begun another teacher training course which will end in June 2014.

Throughout the year, LML was also involved in the continuation of in-class mentoring provision to both past training participants and newly graduated B.Ed. students who covered credits in the LML process at University. This service, which is on the increase, includes LML awareness sessions, validation of inventories and profiling, co-teaching and study skills embedded with LML practices.

Whole School Approaches

Meetings took place with a number of both state and non-state SMTs aimed to either consolidate LML implementation already taking place within their schools, or to introduce LML among their staff hence fostering interest in attending future training. A number of PDS were therefore held in both state and non-state schools, including schools in Gozo. The aim was to make educators aware of learning patterns among students and to provide them with initial knowledge about how these can impact their academic lives. Such sessions resulted in having further teachers being enrolled in the current LML training and in celebration activities of LML practice in particular schools.

Parent Training

Parent training was also repeated this year with the aim of helping parents understand both themselves and their children as learners. Four consecutive weekly sessions focused upon
understanding communication problems arising from a mismatch in learning patterns, task decoding and strategising. Study skills were also on the agenda of these meetings.

Celebration of successes

The LML certification ceremony saw the award of participants who completed the training along with other teachers who received the ‘Certificate in Mentored Practice’ after meeting the criteria of offered mentored service along the scholastic year.

Networking

LML strives to network with other programmes and to share examples of good practice amongst educators. The LML team works on the collection, editing and sharing of LML material on the new LML website. It also distributed the annual issue of the LML newsletter ‘Netwerk’, inclusive of a collection of narratives and experiences by teachers, LSAs and administrators implementing LML to all schools.

The LML team also networked with other programmes. During 2013, the LML team has collaborated with the Maths support team, the primary peripatetic teachers of Science and Technology, the Literacy team, the Malta Writing Programme, AFL and Writing support teachers. LML also featured during Literacy Week and the LML Maths and Science seminar which was organised on a national level. LML was also involved in consecutive PDS amongst FES staff.

SCIENCE STRATEGY

In November 2008, the Director General for Quality and Standards in Education set up a taskforce of science and science education experts to analyse the current situation of science education in Malta and to suggest a way forward that adequately addresses current as well as future national needs in the area. The task force included the main education stakeholders, that is, University of Malta, Education Officers for the Science subjects, representatives of the non-state sector and Matsec.

The Science Strategy document stated that science education must develop the scientific literacy of all learners, enabling them to make wise decisions as they strive to improve their quality of life and to understand the changing contexts. Science education must also seek to develop skills and ways of thinking that are important for decision-making and problem solving using an evidence-based approach. Science education should also provide a strong foundation for learners who wish to pursue a career in science and other science related careers that require them to focus on science at post-secondary and tertiary levels.

The following steps are being taken to implement the Science Strategy:

- A focus on inquiry based learning strategy for science teachers was launched. This was performed through the participation in an EU FP7 project called PRIMAS (Promoting inquiry-based learning (IBL) in mathematics and science across Europe) and in another EU project called PRI-SCI-NET;
- The class size of the science classes in Forms 1 and 2 was restricted to a maximum of 16 students per class. This enabled the science teacher to conduct more investigations and inquiry based teaching and learning as proposed by the Science Strategy document;
- A number of science popularization activities have taken place in schools and outside schools. Two secondary schools are presently using local Entrepreneurship project funds to organize a number of science popularization activities in their colleges. These activities target Form 2 students, so as to increase the number of students who choose science subjects in their options at Form 3;
• The Learning Outcomes Framework for All document, named the new science subjects to be developed in secondary schools. Work has started to develop a new Learning Outcomes Framework and Learning and Assessment Programmes for the Physical Science, Materials Science and Life Science subjects.

Little Scientists Project

The Department of Curriculum Management in collaboration with MCST is participating in the acclaimed German Little Scientists Project. The project is designed to facilitate young children’s curiosity for science, maths and technology through creative, playful, fun activities throughout Early Years and Primary schooling.

The train-the-trainer model has been adopted. Indeed the team of Science peripatetic teachers received training related to pedagogical concepts to successfully facilitate the implementation of the teaching and learning process of science in primary classes. The trained teachers will train the primary class teachers during the scholastic year.

Primary Science

The Primary Science Peripatetic Team organized regular Professional Development meetings with the teachers deployed at the Science Centre or at the NCC (Hamrun) to discuss relevant issues and developments and to plan for forthcoming projects and initiatives.

In terms of training and Professional Development in Primary Science the Education Officer in-charge coordinated and led Professional Development Sessions related to Primary Science in a number of schools that have requested this service.

The Primary Science Peripatetic Team assisted in the organisation of the Pri-Sci-Net Course that was led by Professor Suzanne Gatt, University of Malta. Pri-Sci-Net aimed at the promotion of more innovative ways and means of delivering more exciting and interactive Primary Science lessons.

The Education Officer in charge of the Primary Science Peripatetic team coordinated the construction and administering of the Primary Science Task Assessment process at the end of the scholastic year 2012-2013 for years 4, 5 and 6 of the primary sector in the State Schools of Malta and Gozo. This involved the drafting, piloting, administration, marking of scripts, and dissemination of the results obtained.

Primary Science Initiatives and Activities

The Primary Science Peripatetic Team focused on concerted efforts towards Science popularization. Members of the Primary Science Peripatetic Team have conducted Fieldwork excursions with Year 1 and Year 6 pupils from both State and Non-State Schools conducted at the Kitchen Garden of the Presidential Palace, at Buskett Woodland areas, and Qawra seashore. The main objectives of these activities included the exploration and investigation of the natural environment in a controlled and scientific manner appropriate to the age of the participants.

Another aspect of this subject popularization drive involved the organization of hands-on Technology workshops at the Design and Technology Learning Centre at Santa Venera for Year 5 and 6 pupils.
Furthermore, Primary Science Team members have actively involved themselves on a regular basis in a large spectrum of other school or college based related activities such as Science Days, Science Exhibitions, Science Competitions and Science Challenges amongst many others initiatives and also worked closely with other bodies related to Science teaching and learning such as MASE (Maltese Association of Science Educators), MCST (Malta Council for Science & Technology) and the Faculty of Education of the University of Malta amongst others.

Integrated Science

The last scholastic year centred around the implementation of the new Form 2 science curriculum. Regular visits were carried out in schools to support science teachers and collect their feedback. Furthermore regular contact was kept with the science teachers in Church Schools through the Science Head of Department.

As part of this reform, the Science section introduced a new science package in state schools. This was a gradual change and throughout the last scholastic year this package was made available to form 2 students. This package includes a student book, a number of resources such as teachers’ book, homework and class work book, interactive book, assessment CD and other resources. A hands-on session related to the use of these resources was delivered by a representative of the publisher at the Science Centre, Pembroke.

Prior to their teaching practice, a number of sessions were held with B.Ed. students during which students had the opportunity to discuss and evaluate the Integrated Science syllabus and present some lessons as part of their training.

The implementation of the new curriculum advocates the use of Inquiry Based Learning (IBL). For the second consecutive year a number of science and maths teachers took part in PRIMAS - a research project supported by the European Union within the Seventh Framework Programme (FP7) in which the University of Malta is a partner. DQSE collaborated with the Faculty of Education and took up the role of Professional Development Facilitators to create a supportive environment for inquiry based learning within a number of local schools.

A three-day course focusing of inquiry-based, hands-on teaching and learning was held for the integrated science team. During this course, foreign speakers provided various ideas and activities to be used in class to make science more relevant and attractive to the students. The Section was invited to give a number of PD sessions in state school to present the way of doing science through IBL. Heads of Department were also involved in this exercise. Integrated Science Education Officer and Heads of Department were invited to a seminar to discuss results of TIMMS tests.

The science team was involved in the preparation of resource packs related to the Malta National Aquarium educational site-visits. This involved visits to the construction site, meetings with aquarium personnel and related research.

As part of the curriculum duties, the science department is currently involved in the development of form 1 & 2 e-content material. This involved writing scripts made up of 2 RLOs (reusable learning objects) and assessment questions based on the objectives indicated in the science syllabus. A three-day training session was carried out in relation to this project.
Physics

The Physics Section focused on the promotion of Physics teaching and learning in schools through the use of new technologies, the promotion of inquiry based learning methodologies and through the support provided to teachers. Through its participation in the PRIMAS project, it focused on the development of inquiry based science education amongst all teachers of Physics. Collaboration with the Head of Department for Physics for Church Schools continued throughout the year. A training session in the use of the data loggers in science teaching and learning was organized for all 3rd Year B.Ed students of science subjects.

A new Education Officer for Physics has been appointed.

This section kept the local Physics website, http://physics.skola.edu.mt on-going and is now in the process of revamping this website. Physics teachers use the website to share digital resources and inform themselves about forthcoming events related to science. The section also published the Sci-News newsletter in collaboration with the Maltese Association for Science Educators (MASE).

Biology

This year the Biology section prioritized the dissemination of practices related to Inquiry Based Learning (IBL). Apart from participating in the second year of the PRIMAS project in collaboration with the University of Malta, the Biology section in collaboration with the University of Malta promoted IBL by organizing a lecture/workshop by Professor Malcolm Swan. During the same academic year the Education Officer and Heads of Department of Biology participated in a training course related to Inquiry-Based Science Education (IBSE) pedagogy. This was conducted as part of the ESTABLISH project.

The Biology section concluded the compilation of a teaching tool related to site visits that feature strongly in the biology and science curricula. Indeed the teachers concerned were provided the CD version of a booklet entitled ‘Guide for Biology Site Visits’. The tool includes guidelines related to 27 ascertained local site visits and a research project highlighting the validity of out-of-classroom activities.

For the first scholastic year all school based Advanced and Intermediate exams for both state post-secondary schools within DQSE namely Giovanni Curmi Higher Secondary School and MA Refalo Upper Lyceum were compiled by the Biology section. Furthermore the Biology section embarked on a moderation exercise related to half-yearly exam papers in state secondary schools. The aim of this is to streamline the structure format and above all to enhance the validity and reliability of the biology half yearly exam papers.

The Biology section collaborated with environmental NGO’s particularly Birdlife and Nature Trust to promote the role of education for sustainable development in local schools. Moreover another teacher was seconded to Xrobb l-Ghagin Nature Park and Sustainable Development Centre to facilitate educational visits on site. The Biology section represented the DQSE in the EkoSkola and Dinja Wahda annual award ceremonies. The Biology section also supported individual teachers in their participation in national and/or international ESD related events specifically the Young Reporters for the Environment (YRE) and the NSTF science week.
The Biology section drafted and compiled the 'Living World' strand of the Core Curriculum Programme (CCP). For this first phase of the project the theme related to 'Diversity of Life' was explored and developed for Form 3 students.

The Biology section contributed to the preparation of worksheets for form 3 and 4 secondary students visiting the Malta National Aquarium. Furthermore science and biology state and non-state teachers were invited for a familiarisation visit to promote educational visits at the aquarium.

**Chemistry**

The newly appointed Education Officer (EO) for chemistry carried out a series of talks for form 2 students and their parents in order to inform them about chemistry as a subject option. These talks were carried out in four phasing-in schools. In the same schools, an assessment of chemistry lab resource needs was carried out, and the EO oversaw the transfer of chemicals and equipment from phasing-out schools to phasing-in schools as well as monitoring the ordering of new chemicals and equipment needed for the teaching of the chemistry syllabus in the following scholastic year. Numerous visits to these schools were carried out during which the EO liaised with the Heads of School as well as the laboratory technicians.

The Chemistry section organised a laboratory technician upskilling course spread over three days in collaboration with the School Resources Department. The EO together with the two Heads of Department (HODs) and a chemistry teacher ran the hands-on training course aimed at improving current laboratory practices and enhancing the technical support given to chemistry/science teachers in order to provide students with a positive laboratory experience.

The EO and his two HODs also embarked on an exercise aimed at enhancing the validity of chemistry exam papers. This was aimed at encouraging the use of an inquiry-based pedagogy in the chemistry classroom and laboratory. A more structured approach to creating exam papers was adopted, and for the first time, a track 2 level paper was introduced to meet the more diverse needs of a growing chemistry student population.

The chemistry aspects of the Science Core Curriculum Programme for form 3 were formulated by the EO, in collaboration with the EOs of Biology and Design and Technology. Information meetings were carried out with CCP science teachers in Malta and Gozo.

A thorough schedule of classroom visits was set in place and carried through, wherein all chemistry teachers were observed teaching during the first term of the scholastic year and adequate feedback was provided. These visits were complemented by support visits carried out by the 2 chemistry HODs.

A training seminar about effective use of questioning in the chemistry classroom (an important component of an inquiry-based pedagogy) was organized at the Science Centre in collaboration with the HOD chemistry for Church Schools. Participants included Church school chemistry teachers and State School HODs. The session also included presentations by teachers who trialled out the teaching techniques discussed in the previous chemistry inset such as the use of the jigsaw collaborative learning approach. Furthermore a number of school PD sessions for schools and a session for newly appointed Assistant Heads related to the use of inquiry-based pedagogy were carried out by the EO.
A bi-weekly continuous professional development course related to the use of inquiry-based learning in chemistry was organized and run by the EO. Teachers in phasing-in schools (where chemistry was being taught for the first time) and HODs (both from the State and Church Sector) participated in this ongoing training. Participants are introduced to some of the practical tools necessary for the implementation of an IBL pedagogy in the classroom. This training opportunity also offers the participants an excellent chance to test the tools, reflect on their effectiveness in class and share their experiences.

**Primary Maths**

The Education Officer Primary Mathematics coordinates the Mathematics Support Team. The Primary Mathematics Support Team has grown slightly from ten Mathematics Support Teachers (MSTs) to eleven. Eight of the MSTs are deployed in Malta and two MSTs are deployed in Gozo.

The Maths Support Team is currently servicing all the Primary State Schools in Malta. As in the previous years, during this period in review, the Mathematics Support Team has always given priority to teacher support, curriculum management and TEAM teaching.

Team support and peer development sessions were held regularly thus ensuring that the whole team is thoroughly grounded in skills, resources, processes, procedures and mind-set. Amongst other initiatives the Mathematics Support Team, together with the Education Officer [Primary Mathematics] maintain a website http://primarymaths.skola.edu.mt and a room on the eLearning Platform [Primary Maths Room] with the ultimate intention of sharing good practices and resources with teachers and parents. Maths Clubs, Maths Trails, Themed Fun Days, Mathematical Problem Solving and Investigation Sessions were also amongst the initiatives which the Mathematics Support Team has taken on board and implemented. Furthermore, the MSTs have encouraged participation in projects and international competitions in accordance with the SDP targets and as agreed with the Senior Management Team. In fact, once again this year the MSTs have assisted schools who were interested in participating in the SuperTmatik International Mental Maths Challenge.

This year our students have managed to achieve an outstanding result. The Maths Support Team also assisted schools in ensuring that resources related to the subject are organised well within schools and good use of such resources is promoted.

Besides the day to day routine school support visits and confirmation visits by the Education Officer, further assistance was also given to College Principals, SMTs and Teachers upon their request. The team and Education Officer Primary Mathematics have animated a substantial number of Mathematics Workshops for Parents in Primary Schools (within the State and Church Sector) and they have also animated School Development Session (SDP) sessions, Professional Development (PD) sessions and Curriculum Time.

Some of the sessions animated focused on: Primary Calculation Strategies; Connecting Mathematics to real life; Mathematics through Stories; Cross-Curricular Application of Mathematics; Problem Solving; Mental Mathematics; Effective Questioning; Making good use of Resources and Differentiated Mathematics Teaching and Learning.

The Education Officer Primary Mathematics and the MSTs have produced a CD with a database of resources for Alternative Papers in Year 4 and Year 5 which was distributed to all Primary State Schools. Further guidelines to assist schools with the Alternative Papers were circulated on the 30th May.
The MSTs have also assisted colleges/schools in the setting of Alternative Mathematics Examination papers and they have co-ordinated and assisted other assessment processes upon requests from schools.

For the first time this year, the Maths Support Team has also had the opportunity to support a group of students from the National School of Sports who were encountering some difficulties in Maths in Form 1. Assigned MSTs organized weekly tutorial sessions for a period of 10 weeks (requested by the school after the students’ performance in the Half Yearly Exams).

The Education Officer Primary Mathematics, together with the Maths Support Team, has also taken every opportunity to design and animate further professional training for teachers such as: the Maths Compulsory Inset Training ‘Maths Matters’ for Year 4 teachers (in July – parallel workshops in Malta and in Gozo); the TIMSS training workshops for Early Years Educators, the Let Me Learn Maths Seminar (in May); the Let Me Learn Maths and Science Seminar (in December), training for KGAs and training for MCAST students about pre-numeracy issues.

In February the Education Officer Primary Mathematics animated a session focusing on *Effective Questioning* and Strategies *and Methods in Primary* during the Core Competence Training Course for Core Competence Mathematics Teachers in Secondary.

The setting up of the Year 4 and Year 5 Annual Examination papers with their respective marking schemes was undertaken by the Education Officer for Primary Mathematics in collaboration with the Education Assessment Unit. Assistance was also offered to Colleges/Schools in the drawing of the Half Yearly Mathematics papers (Year 4 – Year 6) upon request.

The Education Officer Primary Mathematics chaired the Mathematics End of Primary Benchmark Board in 2013 and was also responsible for: the coordination of the drafting of the Papers (including revising, editing and proofreading); the coordination of the markers’ meetings; the moderation of scripts and the drafting of the Mathematics End of Primary Benchmark Report. Feedback Seminars re End of Primary Benchmark were organised in June. The Education Officer Primary Mathematics was also responsible to draw a report on the Mathematics End of Primary Benchmark thus giving feedback regarding the design of the Papers and the candidates’ performance and also sharing recommendations for more effective teaching and learning of Primary Mathematics. The Education Officer Primary Mathematics was also appointed to chair the Mathematics End of Primary Benchmark 2014.

The Education Officer Primary Mathematics was also nominated to chair the Selection Board related to the Internal Call for Support Teachers of Mathematics in State Primary schools in Malta for 2013-2016 and also served as a member on the interviewing board for the Internal Call for Support Teachers of Mathematics in State Primary schools in Gozo for 2013-2016. The invitation to serve as a Teaching Practice Examiner within the Primary Sector during November – December period was also accepted.

Participation in a number of seminars, meetings and workshops was also given its due importance. The Maths Support Team and the Education Officer Primary Mathematics has participated in a number of sessions during the 5 day Literacy Course offered by the Speech Language Department and they have also participated in the Not Just Numbers Toolkit – Interculturalism Training. In November the Maths Support Team has participated in a seminar focusing on the Creative Little Scientists Project. During this seminar, the
Education Officer has chaired a workshop tackling Mathematics. Prior to this and related to this, the Education Officer has participated in a Focus Group related to this project.

In March 2013, the Education Office Primary Mathematics has participated in a Cedefop Study Visit through the EUPA. The study visit entitled: Cross-curricular application of mathematics for 4-to-16 year-olds took place in Solihull, England, United Kingdom. Participants from ten countries, including Malta, learned about: initiatives to embed mathematics teaching and learning across the curriculum; improved effectiveness of using and applying mathematics in primary and secondary education and how link with local industry and business have improved learning mathematics. Participants were also given the opportunity to: visit primary and secondary schools that have developed outstanding practice in using and applying mathematics; observe teachers working in the classroom and discuss impact of approaches and to meet local leaders of education and in-service trainers who have supported schools in developing their practices. Participants have kept in contact to date via email and are currently exploring the possibility of embarking on a Comenius Multilateral Maths Project.

The second issue of the online newsletter Maths Matters has been uploaded and made available in August 2013.

**Secondary Maths**

Two new Education Officers for Secondary Mathematics were appointed in December 2012 and October 2013.

In February an intensive Core Competences Support (CCS) Training Programme was held. The programme held over a week for teachers who were teaching CCS level or who would be teaching this level during the scholastic year 2013-2014. Non-State schools were also invited to participate.

Support meetings were regularly held for Form 1 and Form 2 CCS teachers during the scholastic year 2012-13. During an introductory meeting held in the first term of the scholastic year 2013-14, teachers were given guidelines on how to carry out the Diagnostic Test with their students. Furthermore form 3 syllabi were amended in view of the changes to the objectives in the Form 1 and Form 2 syllabi.

A Core Curriculum Programme (CCP) targeting low ability secondary school learners was introduced for Form 3 students to enable them to attain MQF Level 1 in Mathematics by the end of compulsory schooling. Assessment of learning will be both continuous and summative. A meeting for Form 3 CCP teachers was held where guidelines and information with regards to the implementation and assessment of this programme were given.

Six hands-on Mathematical activities were held after school hours for Gifted and Talented Form 4 students from state and non-state Secondary Schools. Students who attended four sessions were awarded a certificate of participation valid for the SSC&P as informal education.

The 7th Malta Mathematics Olympiad was held. This biennial competition involved the participation of teams of Form 3 and Form 4 students from both state and non-state Schools. Furthermore the Maths Venture held over two days, was organised by the Mathematics Department within CMeLD in conjunction with the Department of Maths, Faculty of
Education, University of Malta. Form 3 students attending state and non-state schools participated in this event. It consisted of a number of tasks including a Maths trail in Mdina linking aspects of History and culture with mathematics. Moreover a number of Secondary schools participated in the SuperTmatik International Mental Maths Challenge.

The PRIMAS Project (Promoting Inquiry Based Learning in Mathematics and Science) was implemented in three Colleges. The aim of the project was to promote inquiry based learning (IBL) in Mathematics and Science across Europe. The project provided an opportunity for teachers to work together, share experiences and discuss good practices. Furthermore the Mathematics EOs and HoDs are currently involved in the e-content script writing of Reusable Learning Objects (RLOs) for Form 1 and Form 2 learning objectives in the Mathematics curriculum.

Regular routine visits were carried out and subject departmental meetings were attended in State Secondary Schools. Furthermore the Secondary Mathematics Education Officers participated in College Staff Development Programmes. Participation in various interviewing boards involved the vetting of applications and interviewing of applicants for regular and supply teachers.

Two Education Officers participated in a CEDOFOP study visit in “The Development of Key Competences in Mathematics and Science”.

**Business Studies and Accounting**

The Business Studies EO and HoDs prepared the EO Business Studies Fronter Room with resources that teachers can use including worksheets, flash notes, power points, games, links, case studies, videos, handouts and mind maps.

The Business Studies and Accounting Section revised the Business Studies Form 3, 4 and 5 syllabus and changed the Form 3 syllabus from a concentric method to a modular format – the change came into effect as from September 2013.

Constant consultation with the teachers of Business Studies with regards to the syllabus change was conducted. Furthermore a consultation meeting was held between the Director of DCMeLD and the teachers of Business Studies with regards to the change in the syllabus. Preparation of the Form 3 sample annual paper and marking scheme – taking into consideration the new syllabus and the introduction of one graded annual paper instead of Track 2 and Track 3 was also carried out.

The project at the end of Form 3 Business Studies was revised – the project is now allocated 15 marks of the total annual mark. A good number of project titles are provided to help teachers find a topic on which students are assessed progressively.

The Education officer held talks about the Business Studies option at Naxxar Boys Secondary.

The Education Officer for Business Studies was also given the responsibility of Accounting. Indeed the Accounting Syllabus – Form 3, 4 and 5 syllabus including the syllabus aims, learning outcomes, strands, assessment objectives, scheme of assessment, new terminology, formats IAS1 and recommended textbooks.
The preparation of notes for training of Teachers for the subject of Accounts and delivery of training sessions to prospective teachers of Accounting were also held. Three textbooks were selected for students taking the Business Studies Option.

- GCSE Business Studies 3rd edition by David Butler and John Hardy;
- OCR Business Studies for GCSE 2nd edition by Peter Kennerdell, Alan Williams and Mike Schofield;
- GCSE Business Studies A for AQA by Arthur Jenkins and David Hamman.

The Education Officer conducted a study to know the number of teachers eligible and willing to teach Accounting besides Business Studies. The EO also attended and Entrepreneurship Education course at Naxxar Boys Sec (4 sessions) and a concluding seminar at Attard Primary which can really help teachers in delivering entrepreneurship skills to our students - essential especially to the subject.

The Education Officer for Business Studies conducted regular meetings with the eLearning department about matters related to (Junior Achievement – Young enterprise – Malta Foundation) re entrepreneurship courses for Form 2 and 4.

The Education Officer in charge of Business Studies also participated in a number of training seminars including:

- 3 seminars organised by MCCAA at Mediterranean Conference Valletta – Consumer Protection, Competition Law and Distance and Doorstep Selling: Rights, Regulations and Obligations, Competition and Consumer Affairs. These are all part of the Business Studies topics so they can be used for an inservice course in the future;
- 5 sessions on BOV 2013 Investor Education Programme - these sessions dealt with services offered by commercial banks – topics which are dealt with in Business Studies syllabus (though at very easier level). The EO took the opportunity to speak to the manager so that he can deliver lessons to students at schools in the future re banking services;
- An Employee’s Support Programme on voluntary basis – Training to Middle Management on Psychosocial and disability issues at work;
- A web course on “Evaluating Teachers for better teaching”.

**Design and Technology**

The Design and Technology Learning Centre [DTLC] supports teachers and schools in the implementation of the Design and Technology [D&T] curriculum and its provisions.

D&T support teachers maintained their scheduled visits in state schools and when necessary, held ad-hoc sessions with our teachers at the centre. These sessions included training in Food and Textiles for NQTs and training on CNC machines and other equipment. Additionally, the latter training and other services were offered to church schools’ HoD for D&T.

The centre ran courses in plastic technologies for teachers from Maria Regina College Special School of Wardija and St. Gorġ Preca College Boys Learning Centre of Floriana. The centre also organized courses for D&T technicians in Resistant Materials and Electronics.
The DTLC retained its responsibilities in setting up, furbishing and maintaining D&T labs in schools. In fact this year, the centre has co-ordinated with the Foundation for Tomorrow’s Schools (FTS) to set up workshops at St.Margaret College in Żejtun. It also continued to provide assistance to both state and non-state schools as regards specifications for labs, tools and equipment. Amongst the assisted schools were: the Senior School of the Convent of the Sacred Heart School Foundation in St.Julians and St.Michael School in St.Venera. The support staff carried out site inspections for proposed new labs and procured various tools and supplies as required.

Apart from these visits, support staff performed other regular checks on the other laboratories and workshops for availability and up-keeping of tools and equipment. The centre continued to give advice in the drafting of various tenders and their adjudication as requested by the Directorate. The Youth Inc. programme, managed by the FTS, is also making use of the DTLC labs on a regular basis.

Last scholastic year, a new programme was established and co-ordinated with the Science Centre to offer hands-on experience to primary school students in D&T. This programme is now up and running at the centre with weekly visits from students who do practical work in all areas of the subject. Furthermore the centre is open for school-visits by secondary students who do not have CNC equipment in their schools. Such visits are aimed to provide hands-on experience to these students on CAD/CAM technologies. These technologies and other facilities were also made available to university students following the “B.Ed.(Hons.) with Technical Design and Technology” course. The DTLC was also in charge of updating the Fronter rooms of both the subject and the centre itself. Moreover, support staff are evaluating software and testing new technologies for their possible implementation in class in order to enhance teaching and learning of the subject.

**French and the Franco Maltese Resource Centre**

The Education Officer responsible for the French Department within the Curriculum Management and eLearning Department carried out the following projects and activities during the year under review:

Schools visits were carried out in Malta and Gozo to support and monitor teachers of French. Various departmental meetings were also held in the schools and support was given to teachers of French who visited the Franco Maltese Centre for research, students’ activities or other purposes.

The Education Officer served as Chairperson or Member on various PSC interviewing boards which involved the vetting of applications and interviewing of applicants for regular and supply teachers.

Regular weekly meetings with Heads of Department were held every Thursday at the Franco-Maltese centre. During these meetings issues in connection with the teaching and assessment of French were discussed. Other activities, like the annual Francofête, the French stagiaire’s activities in the schools and students’ visits to the French Centre were discussed and planned during these meetings.

Annual examination papers and marking schemes were prepared with the support of Heads of Department.
Cluster groups of teachers of French in connection with the preparation and proof reading of resources for use with the new units for Form 2 were organised.

A voluntary in-Service Training Course for teachers of French in State and Non State schools was held at the University of Malta in April. This two day course, which dealt with the use of interactive whiteboards for the teaching of French, was attended by around fifty teachers and was totally financed by the French Institute de Francais.

Co-ordination and monitoring the implementation of the awareness programme of French in the Primary Schools was also carried out. This also involved the preparation and distribution of resources to teachers who participated in this programme as well as regular visits to teachers involved in this programme during its implementation in the Primary Schools.

Contacts with the French Embassy were kept through regular meetings with the Conseiller de Co-opération et d’Action Culturelle. The purpose of these meetings is mainly to consolidate and uphold the excellent relations with the Embassy, to continue providing resources for teachers of French and the Centre, and to implement the Protocol. During these meetings cultural and educational activities for students of French were discussed.

The annual Francofete was held at San Gorg Preca College Boys’ Secondary School Hamrun. The French Ambassador as well as the Conseiller de Co-opération et d’Action Culturelle and other French Embassy staff were present.

On the recommendation of the French Ambassador and the Conseiller de Co-opération et d’Action Culturelle, the Education Officer for this subject was decorated with the title of Chevalier dans l’Ordre des Palmes Academiques at the residence of the Ambassador in Zebug on the 28 November 2013. This honour was awarded to the Education Officer for his continuous efforts to promote the French language and Culture especially during his term of office as EO and Director of the Franco Maltese Centre.

**Geography**

The Geography section was fully engaged with the preparation and writing of the new Form 3 Geography (General) syllabus. The document consists of a number of curriculum units listing the teaching objectives and learning outcomes that need to be achieved by Form 3 students. These documents are designed to promote constructivist approaches for effective teaching and learning, where learners are actively involved in using a wide range of resources including ICT.

To help teachers implement the new syllabus and its pedagogy, a new textbook entitled, *Id-Dinja Darna – niskopru l-ambjent ġegografiku tagħna* has been produced by the Geography section. This new textbook has been distributed to all Form 3 students at the beginning of scholastic year 2013-14. The textbook has an appealing design with an attractive layout, high quality illustrations, maps and photographs. It provides clear explanation of geographical processes in a format which is clear and easy to follow. A set of tasks follows each chapter while difficult words are explained in a glossary of terms.

An extensive pack containing broad, balanced, relevant and differentiated resources to supplement the new textbook has been uploaded on the VLE. These include: a bank of questions and activities to cater for students working at different levels; a bank of resources, including diagrams, images and video clips; a model scheme of work; a large map of Malta with all the place names in Maltese; and an updated list of geographic terms in English with
their Maltese equivalent. Teachers have been encouraged to use these resources to stimulate students' motivation and engage them in active learning.

The Geography section was involved with the development of 54 digital lessons intended for Forms 1 and 2 students as part of the eContent project. The team working on this project, consisting of four Heads of Department and the Education Officer, were able to meet the challenging timelines providing a total of 158 interactive learning activities and 54 formative assessment tasks in the stipulated timeframe. Besides the textual description for each learning activity, the team working on the project procured additional support material such as web links, videos, images, sketches and maps to help SIVECO produce highly interactive material. The Geography section provided feedback and advice to SIVECO indicating clearly where modifications and adjustments to the storyboards supplied needed to be carried out prior to their final approval.

The Geography section was also engaged in the preparation and setting of 24 annual examination papers including marking schemes and specification grids for both the Geography general and option classes. Examination papers for general classes were set in both English and Maltese. A new graded specimen paper for Form 3 students was also prepared and presented to schools in March.

The Geography section organises the Global Education Week on an annual basis. The theme chosen this year was **Moving towards one World**. The intensive programme consisted of a visit to the Stock Exchange, followed by various other activities which were further complemented by presentations conducted by students themselves as well as workshops at the National Curriculum Centre.

During 2013, the Fronter Geography Room was launched with the aim of bringing teachers of the subject on a single platform, through which they can share good practices and resources. It was designed to support teachers by providing resources and ideas on how to make learning more meaningful, catering for students with different abilities and aptitudes.

**German and the German Resource Room**

An Education Officer and four Heads of Department make up the German Department. During the year in review the following activities and projects were carried out:

**The Pasch-Initiative in Malta Background**

The Foreign Office of the Federal Republic of Germany launched the initiative "Schools: Partners for the Future" (PASCH) in 2008. The initiative’s goal is to build a worldwide network of 1,500 partner schools and thus to arouse interest in modern Germany and its society in young people. Further information can be obtained on the following website [http://www.pasch-net.de/udi/enindex.htm](http://www.pasch-net.de/udi/enindex.htm)

**Pasch School Malta**

As a result of extensive negotiations and several meetings and exchanges between the Education Officer - German, officials of the German Embassy in Malta and officials of the Goethe Institute - South West Region, Brussels, a programme of visits to Colleges was set up in December 2012 in order to evaluate the best possible choice for a PASCH-School Malta. These visits were carried out according to criteria stipulated by the German Embassy and the Goethe Institute and approved by the Director CMeLD.
Early in January 2013 St.Margaret College was announced as the PASCH SCHOOL MALTA by the German Embassy in Malta and the college started participating and benefitting immediately from the PASCH programme.

According to the Memorandum of Understanding approved by Director CMeLD and signed by the Principal of St.Margaret College and Mr Uwe Mohr, Head of the Language Department responsible for South West Europe, St.Margaret College and the Goethe-Institute are committed to making the schools a centre of excellence for the teaching and learning of German which will be a model to others both in Malta and worldwide.

Under this initiative, the Goethe-Institute Brussels, represented by its Director Dr. Berthold Franke, and the St.Margaret College, Malta, represented by its College Principal Maria McNamara, agreed the following:

The Goethe-Institute will undertake to support the St.Margaret College in its efforts to expand its offer of German through the following:

- Scholarships for students to participate in youth courses in Germany;
- Organisation of projects, activities and cultural events related to German / Germany for pupils;
- Networking activities to connect the partner schools;
- Promotion of Goethe-Institute certificates specially geared towards young people;
- Training courses for teachers in methodology, didactics and language in Malta and Germany;
- Use of the learning platform PASCH-net by teachers and students;
- Provision of teaching materials and didactical tips.

In partnership with the Goethe-Institute St.Margaret College agrees:

- To continue supporting the existing German department and to develop it;
- To support the teachers in their efforts to participate in training courses and to allow them to follow courses in Germany;
- To facilitate student activities in German;
- To cooperate with the team PASCH of the Goethe-Institute and other project partners.

Moreover St Margaret’s College, in coordination with the Directorate for Quality and Standards in Education within the Ministry for Education and Employment commits itself to ensure that it shares and/or disseminates the positive deliverables and outcomes of this agreement with the other schools in Malta, so as to maximise the positive potential of this agreement.

This memorandum of understanding is valid until 12 December 2015 and can continue with mutual agreement.

The Project was officially launched by the Honourable Minister of Education and his Excellency the Ambassador of Germany on the 24\textsuperscript{th} April 2013. During the year in review the following activities were funded by the Initiative:

- Participation by 10 students and 2 teachers in the Transit Theater Festival in German held in Barcelona. (Preparations for next year’s Festival to be held in Portugal are already under way);
- Participation by students in various international PASCH competitions (various Maltese winners, and nominations. Students’ work was published online as well as in books);
- Two different 3 week scholarships in Germany, one for a student from Zejtun GSS and one for a student from Verdala BSS;
- One scholarship for a teacher of German serving in St Margaret College;
- The setting up of a German Room in Zejtun GSS and various resources for both Secondary schools in St Margaret College;
- German Language Awareness Programme in Primary Schools.

The German Language Awareness Programme in Primary Schools continued successfully during the year in review. All colleges were provided with this service. As a result the number of students in Form 1 choosing German continued to increase.

Didactical material for the teachers serving in the programme was obtained from the Goethe Institute, Brussels. Teachers can borrow this material from the German Resource Room.

**Voluntary In-Service Course**

Continuing the policy of giving a high profile to the use of ICT in the teaching and learning process, the Education Officer organised a voluntary In-Service course on the use of Interactive White Board in the teaching of German as a Foreign Language for all teachers of German in State schools, non-State teachers, teachers from the Life Long Learning Department and ITS. The course was very well attended.

On the request of the Education Officer, a specialist teacher trainer and IWB material for use in the classroom were supplied free of charge by the Goethe Institute, Brussels.

During the year in review teachers were given continuous support by the Education Officer and the Heads of Department. School visits were held regularly. Posters and surplus books from the German Resource Room were distributed to schools.

The website was continually updated and more teachers set up individual school/classroom websites which could be accessed by students and their parents/guardians. The practice of cluster groups was continued not only for the preparation of the Half Yearly examinations but also for the development of teaching materials.

The Education Officer set up a Fronter Page for German and populated it. As a result teachers have access to an extensive range of teaching material, didactic and personal development material, which is updated regularly. Through the Fronter page teachers are able to share ideas and material, thus networking of teachers was strengthened.

A questionnaire on the Form 2 syllabus was sent to teachers for feedback. Guidelines for the Form 3 syllabi and graded specimen papers were drawn up and uploaded on the Curriculum Website and on the Fronter page. In collaboration with Heads of Department the Education Officer administered the setting of the annual Examination papers and marking schemes and proof reading. Moderation reports were used for review and benchmarking purposes.

The Education Officer for German regularly attends meetings of the Round Table for the Promotion of German in Malta which is organised by the German Embassy.
History

The highlights of the work carried out were:

- The revision and restructuring of the Form 3 syllabus for History;
- The preparation of econtent material for Forms 1 and 2 and the coordination of the team entrusted with delivering the material for the project;
- The setting up and development of a History Room on https://ilearn.edu.mt/gmain.phtml;
- The development of a glossary of technical terms both in English and Maltese thus enhancing inclusion;
- Professional training through participation in a conference entitled 'Traces of the Past in Historical Memory and Heritage for Living Together in the Present' held in San Sebastian, Spain;
- Upgrading of the History webpage which can be viewed on http://schoolnet.gov.mt/history/;
- Recurring items:
  - The preparation of examination papers for Forms 1 to 5;
  - A moderation exercise after the annual examinations;
  - Chairing interviewing boards for Regular and Supply Teachers for History and European Studies;
  - Weekly meetings with Heads of Department;
  - Routine visits in school offering support;
  - Confirmation of appointment of regular teachers and recommendations to Directorate re: the granting of warrants;
  - Coordination with University re: training of prospective teachers;
  - Attendance at meetings and seminars organised by the Directorate.

Italian

The highlights of the Curriculum projects of the Italian section within the Curriculum Management Department for 2013 included the following activities:

To further promote the use of technology in education, the website for the Italian section was updated with the creation of a new website at the domain address http://italian.skola.edu.mt. This site was then linked to the Italian page on the Fronter platform. Content includes classroom resources and aching materials for various levels including support for the foreign language awareness in the primary and secondary classes.

Weekly meetings were held with the Heads of Department to discuss assessment and curricular matters, mainly regarding syllabi. With the collaboration of Heads of Department, examination papers (track 2 and 3) were prepared and delivered on time at the Education Assessment Unit. For Form 1 and Form 2 graded annual examination papers were set up.

The Education Officer worked closely with her counterparts in other subjects to see the introduction of the Core Curriculum Programme (CCP) at Form 3 level. A new syllabus was created which encourages students to learn Italian through a hands on approach. 11 schools adopted the programme and training was provided to teachers for the first term for the scholastic year 2013-2014. Topics included testing, creating of resources, intra college collaboration.
During the month of October, as part of the activities of *La settimana della lingua italiana nel mondo*, various schools participated in a treasure hunt in the capital city, organised by the Istituto Italiano di Cultura. Talks are under way with the Education Officer so that the event is repeated with the possibility of organising a similar event in Gozo. A positive relationship was maintained also with the Italian Embassy in Malta to create projects within schools.

The collaboration between the Italian section and the Department of Arts and Languages within the Faculty of Education at the University of Malta was maintained. In November, students of Italian hailing from 4 colleges alongside students from independent and church schools participated in the Discover University event, entitled *Divertiamoci con l'Italiano* to promote the study of the Italian language.

The magazine *Lo Stivale* was again published and distributed to schools in Malta and Gozo. The 2013 edition also included works in collaboration with an Italian language assistant participating in the Comenius project to promote in schools cross curricular and intercultural aspects as described in the National Curriculum Framework for all.

In the month of October, the voluntary organization *Fondazione Montecristo* donated a substantial amount of books to St.Margaret’s College to be used among all the secondary schools within the college. The Foundation plans to continue with this initiative and donate more books to colleges in Malta and Gozo in the scholastic year 2013-2014.

The Foreign Language awareness programme continued in all the colleges across Malta and Gozo with the participation of 10 teachers, one per college. Fruitful relationships were also maintained with independent and church schools. The Education Officer served as Chairperson or Member on various interviewing Public Service Commission (PSC) boards as requested by the PSC. Moreover she was present at seminars organised by the Employee Support Programme and at events events organised at primary, secondary and post secondary schools.

**Physical Education And Sport**

The Education Officer set up and updated the Fronter room for Physical Education and Sport whereby all the necessary information regarding PE & Sport for Primary and Secondary Schools can be found. This ranges from the PE curricula to lesson plans to research papers and articles to lesson plans and other support material.

School visits to support teachers and to help improve their practice were carried out. Each teacher was given feedback to help him/her improve on current practice and to understand how such performance could be improved.

Peripatetic teachers attended regular meetings every Friday and issues that relate to teaching and learning at this level were addressed. Practical and theoretical sessions were held and these helped to equip the teachers in terms of content and pedagogy. Peripatetic teachers prepared lesson notes on Athletics, Fundamentals and Dance and these were posted on Fronter so that both peripatetic teachers and class teachers could make extensive use of this resource.

The PE Core Curriculum Programme was introduced as an Option for schools who applied to offer such an option. This meant that students could obtain a Level 1 in Physical Education and Sport following successful completion of the course.

The EO started to work on the PHE curriculum so that this subject will be introduced in all Form 1 secondary schools as from September 2014. The EO prepared also a level 1 certificate for the Alternative Programme which will commence in January 2014. These
programmes will help to certify achievement in Physical Education and Sports while making
our learners healthier and more active.

The Sport Promotion Unit falls under the curricular guidance of the EO PE & Sports and a
greater synergy between the two entities has been established. Various festivals and
workshops in many different sports have been organised to provide a positive learning
experience for many students. SPU personnel are currently performing lessons in the
primary in the areas of Fundamentals, Athletics, Gymnastics and Games such that the
students’ entitlement in Physical Education has increased. The Swimming and Outdoor
Adventure programmes have been confirmed.

**Personal and Social Development**

Meetings, seminars and In-set courses aimed at strengthening content, methodology and
pedagogy were organized for various sections of the Personal and Social Development
(PSD) teachers in both the Primary Sector and Secondary Sector.

The Continuous Development Course of Primary PSD teachers started in 2010 continued
throughout the year, on Friday afternoons. This year the focus was on the delivery of
effective and appropriate Sexuality and Relationships Education within a primary setting.

Collaboration with Heads of Department of Church schools on various projects namely
training on the introduction of the new Form 3 PSD syllabus.

Collaboration with the Malta PSD association in the organization of a seminar entitled ‘Feel
and Achieve – a seminar on emotional literacy’ held on Saturday 11th May at Mosta Boys
School.

Active contribution was given to the formulation of National Sexual Health Strategy and its
implementation. Work was also carried out on various recommendations as a result of the
PSD review in schools, namely the formulation of Sexuality and Relationship Education
guidelines for teachers; the setting up of a committee to discuss and plan a way forward on
prevention lessons with the aim of reducing repetition and using human resources better.

Since the Section was given ministerial direction to include an element of career education in
PSD with the aim of developing career management skills in students, various meetings
were held with Ms. Dorianne Gravina (college career advisor) to write the rationale and
framework for career education in Maltese schools. Other meetings were held with DG,
Director and other interested parties to discuss and formulate the way forward.

The Section continued to work with the Malta Communications Authority on The Be Smart
online project which is a co-funded project of the European Union. This year the focus was
on ‘Digital citizenship – Rights and Responsibilities’.

Active contribution in the organization of the seminar ‘A voice for a voice’ is being organized
by the Ministry for Social Policy with the aim of giving a voice to students on the selection
process of the New Commissioner for Children.

Various educational publications and resources regarding sexuality and relationship
education were planned in collaboration with the Commissioner for Children and MCAST.
The promotion and setting up of Student Councils in the Primary sector was continued and
strengthened.
The PSD website and Fronter were maintained and updated on a regular basis.

Meetings were held with Director Generals, Directors, Assistant Directors, PSD Heads of Department of both State as well as Church sector, a number of Heads of Schools, with other Education Officers, various Service Managers, College Career Advisors, with University of Malta members of staff, and with various organizations and agencies, amongst which The Career Guidance Association, SEDQA, Kummissjoni Nazzjonali Persuni b’Diżabilità, Birdlife Malta, JRS, SOS Malta, MCA, International Vocational College Malta and Malta PSD association.

Professional support and advice was given to PSD teachers during progression visits, confirmation visits, routine visits and follow-up visits. Lessons were observed, strengths and areas for improvement were identified and feedback given.

The Reflective Handbooks of Forms 1 and 2 were developed into Reflective logbooks, as per feedback by PSD teachers. The Form 3 Reflective logbook was written and developed.

Interviews for the selection and eventual employment of regular teachers of PSD and supply teachers of PSD were held.

Participation in Selection Boards involved the vetting of applications and interviewing applicants for various posts within State Schools and for the post of Head of Department of PSD in Church Schools.

The Education Officers attended and participated in various Seminars/Courses/Conferences to keep in touch with modern issues and themes related to the subject.

**SOCIAL STUDIES PRIMARY**

The website/blog at [http://primarysocialstudies.skola.edu.mt](http://primarysocialstudies.skola.edu.mt) continued to be maintained and developed for the benefit of all Primary school teachers, students and parents. On the website numerous teaching resources supplied voluntarily by primary school teachers themselves continued to be uploaded. This facilitates sharing and pooling of resources.

The blog at [http://primarysocialstudies.skola.edu.mt](http://primarysocialstudies.skola.edu.mt) focuses primarily on the teaching of Social Studies at Primary level, but it also contains various documents relating to various subjects and disciplines taught at Primary level. The focus for the present year was Year Three.

Numerous teaching resources for Year Three were this year updated and an English version was created from scratch. The Year 3 Social Studies resources in the English language can be downloaded from: [http://primarysocialstudies.skola.edu.mt/schoolnet/year3-EN.htm](http://primarysocialstudies.skola.edu.mt/schoolnet/year3-EN.htm)

The main project for 2013 was SSAR. SSAR stands for Social Studies Assessment Reorganization. SSAR is being implemented in all Year 5 state school classes. The EO Social Studies (Primary), besides creating all the documents relevant for SSAR, also provided support to College Principals, SMTs and Year 5 teachers throughout 2013-14, so that all aspects of this initiative were understood and implemented effectively.

All relevant documents that can support the implementation of this reorganization are available at: FRONTER – EO’s SUBJECT ROOMS – SOCIAL STUDIES PRIMARY or else link directly to: [http://primarysocialstudies.skola.edu.mt/?page_id=2144](http://primarysocialstudies.skola.edu.mt/?page_id=2144).
SSAR in brief:

- The Core Curriculum – 50%, i.e. 20 LOs; these were identified by CMeLD and the Annual June 2014 exam will be based solely on these Los; the written paper will be marked out of a maximum of 80 marks;
- The Elective Syllabus-based content – consisting of two-thirds of the rest, i.e. 13 LOs, chosen by Year 5 teachers; the Mid-Year exam will be based on these 13 LOs only. The written exam will be assessed out of a maximum of 80 marks;
- A Fieldwork trip to one of the old cities of Mdina, Birgu or Cittadella, to be assessed out of a maximum of 20 marks;
- A project chosen from a provided list, to be assessed out of a maximum of 20 marks.

To support SMTs and teachers the EO visited the majority of Maltese and Gozitan state schools. A two-hour training session was delivered to Year 5 teachers attending INSET at the Catholic Institute on 09.07.2013.

The Education Officer, Social Studies Primary chaired the interviewing board that processed and held interviews for the posts of Regular Teacher in Primary Education. He also chaired the second batch (June – October 2013) Supply Teachers Primary.

The Education Officer Primary set music to lyrics published by San Ġorġ Preca College Floriana Primary in a special booklet named Għanjiet u Taqbil. The final versions can be viewed at: http://primarysocialstudies.skola.edu.mt/schoolnet/taqbiltiet.htm. Training was held for Kindergarten Assistants.

The Education Officer responsible for Social Studies carried out a number of school visits identifying teachers’ strengths and areas for improvement in classroom practice. Professional support and feedback (re confirmation visits and routine visits and follow-up visits) were provided.

**Social Studies (Secondary) and European Studies**

During the current year the Education Officer of Social Studies (Secondary), in collaboration with the Courts of Justice and the Chief Justice, organised a programme of scheduled school visits for Form 4 students to the Courts of Justice. These visits complement part of the Form 4 Social Studies Curriculum which deals with the theme of justice and with the Courts of Justice as one of the highest institutions of the country.

The dedicated programme consists of a tour round the main departments and sections of the Courts of Justice in Valletta, which is complemented by a talk and presentation to students delivered either by the Chief Justice himself or by one of the members of the Judiciary. Students had the opportunity to ask questions related to the justice system in Malta, how judges are appointed to the Bench, and how this institution maintains the rule of law in the country.

These visits were organised once every two weeks. The feedback given by schools after each visit was positive. During the year under review about 750 students visited the Courts of Justice.

The Education Officer of Social Studies (Secondary), in collaboration with the House of Representatives and the Speaker of the House of Representatives, organised a programme of scheduled visits for Form 4 students to the House of Representatives. This institution is studied in detail by Social Studies students at Form 4 level in part of their preparation for the Social Studies SEC examination at the end of Form 5.
The dedicated programme consists of a general tour around the main departments and sections of the House of Representatives, which is further complemented by a talk and presentation to students delivered either by the Speaker of the House or by one of the Members of Parliament. In the absence of these, the presentation is given by another officer. These visits were organised once every two weeks.

The feedback given by schools regarding these visits was positive. About 900 students visited the House of Representatives.

The Education Officer of Social Studies (Secondary), in collaboration with the Office of the Prime Minister and the management of St. James Cavalier, organised a programme of scheduled visits for Form 4 students to the Office of Prime Minister and the Auberge de Castille. The dedicated programme consists of a general tour around the main departments of the Auberge de Castille, which is further complemented by presentations and workshop at St. James Cavalier, organised by the management of this organisation. Here students learn about democracy and politics, with particular reference to the parliamentary system in Malta. These visits were organised on an almost weekly basis. There were also occasions when the Prime Minister himself welcomed the students and talked to them about his daily work at his office. The feedback given by schools regarding these visits was positive. Between October and December 2011 about 800 students visited the Office of Prime Minister.

The Education Officer of Social Studies (Secondary) developed two Rooms on the e-Learning platform (Fronter), one for Social Studies (Secondary) and the other for European Studies. These two rooms contain a variety of resources which teachers and students can use during their lessons or at home. Besides the rooms contain useful information, for example the subject curricula, assessment guidelines, letter circulars and links to useful websites.

**Spanish**

Clustering of teachers for the Review of Annual/Half Yearly Examination Papers was carried out. Meetings were co-ordinated and monitored by the Heads of Department of Spanish and feedback specifically about Annual Examinations was collated.

The books selected last year (which are compatible with the Form 1 syllabus in state Secondary Schools) started being used and teachers asked to give feedback by heads of department.

A meeting was held for all teachers of Spanish and the director explained the way forward until a new Education Officer was selected.

Language Assistants of Spanish are participating in the teaching of Spanish in Secondary Schools as in previous years. This year has seen a record number of Language Assistants coming over to secondary schools. Their major role is to assist the teacher in exposing our students to Spanish culture and spoken Spanish through first-hand experience via classroom dynamics and other educational activities.

Setting, proof-reading and moderation of Annual Examination papers and marking schemes were carried out by the respective Heads of Department; content-wise certain amendments have been carried out vis-à-vis the Annual Papers and Half Yearly papers, amendments which render Exam Papers more student friendly and equally teacher friendly in view of the ample instruction and guidelines provided for the respective marker/s. Such an exercise was
the result of endless discussion and consultation sessions with the Assistant Director in charge.

Regular school visits and departmental meetings with Teachers of Spanish have been held and follow-up meetings organized where and when the need arises.

Mentoring sessions have been carried out by the respective Heads of Department with mentees from amongst the newly recruits entrusted with the teaching of Spanish at secondary school level – a highly rewarding exercise for both mentor and mentee alike.

The Form 2 syllabus has been revised and reduced in content by a team of volunteer teachers from amongst Teachers of Spanish who were in turn led and monitored by the respective Heads of Department. Consequently, an updated version of the previous syllabus has been presented to the Directorate. This revised syllabus will reach Teachers of Spanish in due time. It is to be implemented by the scholastic year, 2014-2015. The new updated version aims at meeting the linguistic needs and interests of students opting for Spanish as a foreign language in their second year of secondary education within a realistic span of time.

**Arabic and the Arabic Language Centre**

For the greatest part of 2013, the Arabic department did not have an Education Officer but teaching was seen to and teachers informed about the person in charge of the subject. Thus channels of communication have been kept open.

Until the EO was present, continuous support kept being given to teachers of Arabic who sought help from the Arabic Language Centre. Teachers were helped to prepare Power Point Presentations to promote the teaching of Arabic in schools. Various teaching resources and traditional Arab items/artefacts were borrowed by the teachers from the Arabic Language Centre to accompany their presentations.

Support and assistance was also given to the Arabic teaching staff of a local independent school in the teaching of Arabic by the EO.

The Annual Examination papers and marking schemes, proof reading and moderation for Arabic was duly carried out by a person chosen by the Educational Assessment Unit.

Routine school visits, confirmation visits and follow-up visits in State schools in Malta and Gozo were held by the EO until the time she had to leave the department. Through classroom observation, identification of strengths and areas for improvement in classroom practice was carried out. Feedback and support were given with emphasis on differentiation and the integration of ICT in teaching.

The Education Officer carried out interpretation tasks and translations in connection with the North African conflicts that ensued during the year in question. Maintenance and upkeep of the premises of the Arabic Language Resource Centre was carried out.

**Education for Sustainable Development (ESD)**

Education for Sustainable Development has steadily been enhanced primarily through the EkoSkola, Dinja Wahda and Eco Gozo Programmes.

Dinja Wahda has engaged the students in over 80 primary schools. Furthermore students from primary and secondary schools participated in visits to Is-Simar Nature Reserve,
Ghadira Nature Reserve and Foresta 2000. Dinja Wahda has also been extended as a pilot project in a secondary school.

**Schools participating in the EkoSkola Programme**

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Total</th>
<th>No. of Green flags</th>
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<td>0</td>
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<tr>
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</tr>
<tr>
<td>2012-13</td>
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</tr>
</tbody>
</table>

**Relation to National Numbers**

- **Children**: 71.1%
- **Teachers**: 56.4%
- **Schools**: 54.6%
- **Local Councillors**: 45.6%

**Schools participating in EkoSkola by Level**

- **Primary**: 55
- **Secondary**: 22
- **Prim/Sec**: 33
- **Special Needs**: 9
- **Post Sec**: 2
- **Total No. of Schools**
  - **Awarded GF**: 9

52
As part of its ongoing quality assurance exercise to ensure international standards, the EkoSkola team removed 14 schools from its list of registered schools. With 3 new schools joining EkoSkola, the programme now involves 100 schools catering for over 70% of the student population. 37 schools have received the Green Flag.

The following is a list of the major events organised during the 2012-13 scholastic year.

- **The Eco-Schools National Operators’ Meeting** was held on 7th November 2012 and was attended by 65 delegates from 46 different countries involved in the programme. Extra care was taken to ensure that during this 4-day event, paper use was kept to a minimum by using online media rather than printing. Disposables were avoided, car pooling was promoted and the event included tree planting and beach cleaning. This Green Conference was presented as an example of good practice for the European Week for Waste Reduction. For this event, EkoSkola, run by Nature Trust, won Category B for NGOs and other Non-Commercial Entities in the Waste Minimisation Award organised by WasteServ Malta and the Cleaner Technology Centre;

- **The Alter Aqua project**: a programme aimed at promoting the use of non conventional water resources in Malta. The project aims to optimise rainwater harvesting as an alternative for supplying freshwater, by installing modern innovative rainwater harvesting systems in public buildings and areas and by training technicians on new techniques and materials available. The project also fostered sustainable water use through an educational pack containing hands-on activities and resources especially produced for the local context. Teacher training courses were held to familiarise teachers with the educational pack;

- Two **Annual EkoSkola Seminars** were organised in Malta (attended by a total of 70 schools, that is 78 teachers and 95 students) and Gozo (attended by 47 schools, that is 25 teachers and 35 students). The seminars were structured into two streams: one for teachers and another one for students. During these sessions, attendees were introduced to the LEAF and YRE programmes as well as sustainable development issues related to water;

- **An Award Giving Ceremony** was held on the 11th December 2011 at the St.Monica School, Gżira to give the awards for the various FEE programmes;

- **An Environmental Audit at Le Meridien Hotel** by the EkoSkola Committee members from six nearby schools. As a follow-up, the respective schools formulated an action plan.
that was presented to Mr Joseph Zammit, Security and Health and Safety Manager at Le Meridien;

- The **Young People’s Summit** involving students from 24 schools were given the opportunity to meet and discuss their environmental concerns and their future. The students produced a declaration that was presented to representatives of the political parties contesting the elections;
- The 9th **EkoSkola Parliament Session** was attended by 62 students from 31 different schools accompanied by 23 Members of Parliament;
- EkoSkola launched **Ninu and Nina**, two ants who will act as its environmental mascots. They will be featured on promotional and educational material.

**LEAF- Learning about Forests**

**Preamble**

The very low forest cover and the ever so present anthropogenic pressures make the operation of the LEAF programme in Malta very challenging to say the least. Nevertheless the programme is quickly gaining popularity in schools. The main aim of the programme is to foster awareness about the importance and vulnerability of the last remaining pockets of native forest. Secondly, the programme is trying to instil the love for trees irrespective of the places they occur. With the majority of the population living in urban areas the first encounter with trees is usually in urban spaces. The trees or the lack of them, the way they are cared for or otherwise mistreated is one more aspect that needs to be addressed. Thirdly and arguably the toughest of them all, is to convince all stakeholders about the importance of making responsible choices. That the choices we make each day could compromise the very same forests we rely so much upon and the livelihood of wildlife and indigenous people found therein. Last but not least is creating a general drive and a concerted effort to grow and plant more trees.

**Educational for Sustainable Development and the National curriculum Framework**

Educational for Sustainable development is being currently proposed as one of the main cross curricular themes in the National Curriculum Framework. The Eco-Schools programme, together with YRE are already being considered as the main vectors of ESD in schools. It is envisaged that LEAF will eventually become another vector of ESD. All three programmes complement each other and in their own distinctive way empower students to adopt an active role in environmental decision-making and action in their school community.

**LEAF projects submitted for Awards**

- **San Anton School**: The Gharghar woodlot at Wied il-Miżieb.
- **St Edward’s College**: The indigenous trees in our school grounds.
- **St Francis School Cospicua**: Our Greenhouse.
- **St Michael School**: The indigenous plants and trees- A landscaping project.

**Projections for next year**

**LEAF Award plaque** – To be introduced during this year’s LEAF Award ceremony. A first for Malta and all the LEAF countries.

**LEAFlet** – Drafted but needs to be finalised, printed and distributed.
LEAF freebies – To be designed by students in LEAF workshops.

LEAF Website launch – Many of the sections have been populated. Further sections to be included.

Student exchanges - The need for students to experience the forests remains an issue. Possibility to organise student exchanges to be discussed during LEAF NOM 2014 in Latvia.

Sponsors – The Section should definitely maximise on the sponsor schemes that exist to further assist the afforestation initiatives in Malta namely; Panasonic Tree planting sponsorship and FEE’s Global forest fund. This was also one of the main targets identified last year but has still to be enacted. Local companies could contribute through CSR (Corporate Social Responsibility) exercise by providing the trees. The funds of Panasonic could then be used by the respective schools to raise awareness or buy more trees.

Tree planting - Malta is now also a member of a large network of teachers/ administrators through the ENO programme that amongst other targets has the mammoth task of contributing to the 100 million Trees (by 2017) campaign. Tree planting will thus be very high on the agenda for the next scholastic year. Due to the fact that potential sites for afforestation are few and far between the possibility of involving the private sector might be also looked into.

Capacity building - Meetings with experts and entities which could assist school reach their targets and whose mission is in line with that of LEAF. A number of meetings have already been held and LEAF schools are already benefitting from this. Other potential experts, entities and private companies have already been contacted and meetings are also scheduled.

YRE

During the scholastic year 2012–2013, FEE Malta, represented locally by Nature Trust, participated in all the FEE programmes, namely Blue Flag, Green Key, Eco Schools, LEAF and YRE. FEE Malta also hosted two NOMs; one for Eco Schools in October 2012 and one in February 2013. Over 100 delegates attended for both meetings, representing more than 70 countries.

The YRE programme in Malta introduced the two new sections: Press Kids for primary schools students and participation in the Wrigley Litterless Campaign for Seconday and post-Secondary School students. Malta was chosen to participate in the second cycle Wrigley Litterless Campaign through the YRE programme. 10 Countries participated this year, while another 5 will join in the third cycle in 2013–2014.

The total number of participating secondary schools increased to 27, while the Press Kids category, still in its pilot phase, consisted of 5 schools.

The number of local projects also shot up, with a total number of entries reaching 130. The incentives offered by the Wrigley Litter Less Campaign motivated further schools to participate in the programme and try to make a change in the environmental situation around them.

The most popular category remains the photo section, particularly the 11-14 age group. In the 19+ category the only participants were Zejtun Eco Centre, with one video entry.

The YRE-Litterless award ceremony was held on 5th June 2013, World Environment Day, at Xorb l-Għaġin Nature Park and Sustainable Centre. The YRE awards will be held at the beginning of the next scholastic year.

Local winners for the YRE-Litterless campaign received awards consisting of tablets, cameras, iPods, camping kits, and cash vouchers. There were a total of 4 international winners in the year’s competition.
Prizes were possible with the help of Wrigley finds and, locally, with sponsorship from WasteServ Ltd and Nectar Ltd. All local winners will be participating in an international mission which will be take place between October and December 2014.

**Plans for 2013–2014**

During the scholastic year 2013-2014, the programme will continue running and will, for the last time, be sponsored by the Wrigley Litter Less Campaign. Prizes are highly motivating factors in a programme, and the prospect of participating in an international mission is an attractive incentive for schools.

WasteServ has once again accepted to sponsor the best entry focused on reducing and reusing. The best entries will get smartphones, cash gifts and participation in a mission.

The official launch for this year’s Litter less Campaign was held on 8th November 2013 at Paradise Bay, where professional divers cleaned the seabed and the students separated the waste collected. Five loggerhead turtles were then released in the sea, followed by a launch of the campaign where littering was less highly emphasised.

The Litter Less mission for winners for the second cycle will take place in Stockholm, Sweden, between 23 – 27 January 2014. 8 students from Malta will be participating.

Plans for YRE include conducting more workshops, possibly in schools to make it more feasible for them. Integration with EkoSkola and LEAF projects is also highly encouraged. Of particular focus will be the dimension of the projects in the local media, and the shift from competition to programme.

The annual FEE seminar was held between 22 - 25 November 2013 in Gozo and Malta respectively. The award ceremonies for the FEE programmes were held between 2-3 December 2013 at Xorb I-Għaġin Park and the President’s Palace respectively.

The annual YRE NOM for next scholastic year will be held in February 2014 in Morocco. Maltese representatives will attend the meeting.

Registrations for participation for the scholastic year 2013-2014 are currently open. The interest from post-secondary schools this year is highly remarkable, with students opting to integrate their Systems of Knowledge (SoK) projects with YRE.

**Department of e Learning**

*A Director for eLearning was appointed on the 22nd October 2013 thus CMeLD is now two separate Departments: The Department of Curriculum Management and the Department of eLearning.

**The eLearning Centre**

The eLearning Centre falls under the two directorates. The staff which is predominantly made up of support teachers answers to two different departments, the Department of Curriculum Management and eLearning (CMeLD), and the Department of School Resources (DSR). Out of the 75 personnel working at the eLearning centre, 32 are eLearning teachers who support the class teacher in schools and answer to the CMeLD. The rest are DSR personnel.

The Department of eLearning is now responsible for the 32 (19 primary, 11 secondary and 2 eTwinning National Support Service) eLearning support teachers.
eLearning Primary School Support

There are 19 eLearning support primary teachers who visited schools regularly. Their work was divided between technical and pedagogical training.

Part A: Technical work
As eLearning Support Teachers in Primary Schools they provided the first line of technical support to SMT, Teachers, LSAs, KGAs, Peripatetic Teachers and EOs. This included the following:

- Computers, Laptops and Peripherals: basic technical faults, installation of peripherals, software updates, backup of data;
- Software: Installation, testing and assessing compatibility, evaluating and giving feedback;
- Interactive whiteboards: data collection, inventories, compatibility issues, Smart Tools settings;
- VLE: E1 – acting as liaison with SIS: pincode resetting, recording of attendance, inputting exam results, iLearn – acting as liaison with Helpdesk to reset passwords (educators and pupils) and other technical issues, activating rooms, renaming rooms, redesigning rooms;
- Internet: acting as liaison with MITA, assisting teaching staff to reset corp passwords, checking connectivity on laptops and desktops.

Part B: Work related to the Curriculum
Their role was to promote a positive approach to eLearning in primary schools. They supported schools and educators by encouraging the use of and integration of technology and eLearning across the Curriculum.

They were regularly involved in Teacher Training, In-Service Courses, School Development Plans, Professional Development meetings, One to One sessions and in-class support. As part of their duties they also initiated and supported eLearning related projects between schools where they acted as coordinators in projects involving foreign schools such as eTwinning and Comenius projects. The eLearning support teachers in the primary worked with the following groups:

Education Officers (EOs)

Each one of them was assigned a particular EO (or EOs) to consult with and help them plan, set up and populate their respective rooms in iLearn (the virtual learning environment) by uploading resources according to their needs.

School Management Team (SMT)

Professional Development (PD) – the teachers were consulted, and they helped co-ordinate and plan with SMT about relevant PD agendas and delivered accordingly.

School Development Plans (SDP) – the teachers were again consulted, co-ordinated and planned for the inclusion of eLearning in education. This also included their participation in the VLE’s implementation consultancy meetings called IC 2&3. These IC2 and IC3 meetings were held in the school, and the support teachers were directly involved in SDP workshops and also gave presentations where required.

They provided support to SMT about appropriate software for specific tasks.
Class teachers, Peripatetic teachers, KGAs and LSAs

- Promoted new digital resources and web 2 tools;
- Administered self-review surveys re: internet, IWB and iLearn;
- Assisted teachers to create resources;
- Created resources for demo sessions or to be uploaded;
- Delivered demo sessions (such as ClassComm 5 which is a voting system);
- Promoted participation and helped teachers to participate in EMBED 2013.

iLearn - Sessions with pupils from Year 2 to Year 6

iLearn - Sessions with pupils from Year 2 to Year 6 in all schools, this included – introducing the iLearn platform and the resources available in various rooms; distributed student logins and gave hands-on practice on how to use some of the iLearn tools such as stickies, email, messages.

They also promoted the use of the Oxford Owl website as an online reading library.

eLearning Secondary School Support

The 11 eLearning Secondary Support teachers visited schools and helped teachers in embracing technology as a teaching and learning tool. The main objective of this team is to:

- Identify, with the help of the SMT, technological and pedagogical gaps in teacher ICT skills and competencies;
- Help out in SDP where technology is concerned and if required;
- Organise teachers into small groups and address their particular needs and difficulties in integrating the available technology in classroom practice.

The support was provided either to groups of teachers or more frequently on a one-to-one basis, depending on the requirements of the staff. The eLearning support service was embraced by most schools and was highly requested by teachers and other members of staff. Teachers generally made use of the email address provided to reserve a support session while others preferred to attend a session informally without any reservation.

The pie chart below illustrates the different types of support provided throughout the scholastic year 2012-2013.
Other Duties and Responsibilities

- Discussed and developed the Mission Statement and Vision for the Future of the eLearning Department;
- Discussed and evaluated the Technology Integration Matrix;
- Evaluated and simplified the objectives for the Learning Platform which was used by the SMT during the implementation consultancy meetings and to design the school development plans;
- Developed the eLearning Component for the Form 2 Curricula;
- Reviewed and finalised the Zito digital content exercises;
- Delivered final training phases of Fronter INSETS;
- Attended ClassComm Training and delivered ClassComm Training Sessions;
- Participated in the eTwinning Learning event: The Other side of eTwinning;
- Supported Subject EOs with the activation and population of Fronter rooms;
- Provided support to school SMTs in the Information Consultancy (IC2) Meetings;
- Judged the submissions for EMBED Awards 2013 under categories ‘Leader of the Year’, ‘Collaborative’, ‘Smart Learning Support’ and ‘Outstanding Educator’;
- Attended ‘Story Telling Alice’ training workshop delivered by Ms Vanessa Camilleri;
- Calculated and derived the School Support Annual Statistics for secondary schools and compiled the School Support Annual Report;
- Planned, prepared and delivered workshops for EMBED;
- Attended eContent Script Development Training, supported EOs and HoDs with Script development and developed scripts ourselves.

eLearning Support Teacher performing duties at the eLearning Centre

Desksops, Laptops & Interactive whiteboards (iwb)

During the year the collection and delivery of desktops for schools is managed by the eLearning centre. The classification with the number of classes and students is received in September. Different files regarding the collection and delivery of the desktops are created. Desktops are collected from faced out schools and schools where the number of classes and population decreased. Desktops are given to those schools where there is an increasing population and the number of classes increased.

The same section collected and deployed laptops to NQTs, EOs, SMTs, HoDs and teachers resuming teaching duties from parental or maternity leave. Data tracking of movement was kept at the centre and the unit liaised with schools/personnel to retrieve laptops of staff who had resigned, retired, availed of parental, study, long sick leave. Inventories were kept and updated. In 2013 the unit received calls for laptop repairs and reimaging.

The iwb section liaised with technicians to remove and install iwbs from school to school, tracked movement of iwbs, replaced damages, supported software updates and acted as first line support for teachers.

Robotics Unit

- Worked with other entities in the organisation of Robotics Week 2013 where secondary school students attended a number of activities associated with the building of robots and problem solving;
- Supported issues arising from problems in using robotic kits in secondary schools;
• Moved NXT kits between schools depending on computing students' population;
• Organised the Robotics NXT Challenge 2013;
• Prepared schools for the National Robotics Olympiad 2014 in liaison with MCST and IMS;
• Organised WeDo workshops for Primary Schools during the Science week Expo;
• Organised WeDo workshops in primary schools who asked for support.

Initiatives for Secondary Schools

• Liaised with MITA and Faculty of Education in the organisation of SCRATCH and Only Girls competition. The first Scratch Online course for educators was delivered by the eLearning department;
• Robotics NXT Challenge 2013. Planned and delivered robotics workshops during Science Week, Embed and at Figura Primary. Checked, sorted, designed and assembled the WeDo and NXT kits and their appropriate modules for WeDo/ NXT Robotics Challenge. The unit also compiled WeDo activities to be used during the robotic workshops.

SSR

SSR is an in-house built programme that assesses secondary school students in ICT skills in a hand-on environment. Meetings with MITA re new network setup vis-a-vis this assessment tool (SSR) were held and the test was implemented in the yearly Form 5 annual exam.

Training

The eLearning support teachers coordinated with various schools regarding training and personal development sessions. They also liaised with tutors and schools about training sessions, prepared notes and resources for training sessions and uploading of teaching material for Fronter to be used by Fronter trainers and teachers (Maltese Secondary room).

Notes were designed and developed for various kinds of training together with supporting videos which were uploaded onto YouTube and accessed from the VLE.

The eLearning Centre used the train the trainer approach on a number of courses. During 2013 all the eLearning teachers were trained in the use of voting systems and wireless tablets (slates) and re-accredited as Fronter trainers. In turn all support teachers were involved in professional development in schools training teachers on the same hardware. Other eLearning courses were specifically designed for the SMTs. One course about Internet citizenship was designed and delivered to the clergy who work with youths.

One new area which was started in September 2013 was the liaising with the EO Music regarding teaching material on the VLE. Various meetings with music teachers were conducted and their suggestions and feedback regarding their needs as regards Fronter was implemented. Music lessons and other teaching material were uploaded into the Music Teachers’ room. The use of the Sibelius software among music teachers in state schools was investigated.

The distribution of the Interactive whiteboards (iwb) in scholastic year 2012-2013 involved the use of a voting system. All state school teachers received training from the eLearning support teachers during 2013. Sessions for B.Ed and MCAST students about the use of the iwb and the voting system in class were also held at the eLearning centre.
**Fronter**

The help desk associated with the Fronter Virtual Learning Environment supports teachers and students. The unit answered calls and emails related to Fronter and ilearn email. They kept up the Forum in Fronter by answering queries. They created new accounts for school staff and other educators. They also created new rooms, renamed accounts and changed and controlled passwords for all primary and secondary school students and teachers. The help desk room was updated regularly and new digital content was uploaded into the Malta Content Repository room. All the staff at the eLearning centre conducted consultation meetings and implementation consultancy meeting with staff from Computer Domain and all the Primary and Secondary State schools.

The unit also attended weekly advisory board meetings held with MITA, SIS, DES, Computer Domain and Fronter representatives.

The same unit:

- Managed the BlueCoat internet filter system on schools network;
- Managed the skola.edu.mt site and subdomains i.e over 120 websites on server;
- Held discussion on the acquisition of a new server to be funded by CIO to host Content Management systems created;
- Held discussion on the decommissioning of the schoolnet.gov.mt server and moving data to skola.edu.mt server;
- Designed and created an online election system for the Health and Safety Section;
- Started working on the design and creating of a teachers’ Laptop Inventory Management System which is soon to take over the current system;
- Offered technical assistance in various meetings held with MITA.

**Project Management Unit**

During 2013 the project management team:

- Issued tenders for Network Switches, Wireless Access Points, Electrical and Network Materials, the Eyegaze Project, 100 Interactive Whiteboards, 50 laptops for teachers. They were also involved in the adjudication process;
- Public Quotes were also issued for OTRS, eTwinning Accounts, colour printer/copier for Fronter Section, 4 projectors and 2 Imac Mini and accessories for the eLearning Centre – they Issued the Public Quote and were involved in the adjudication process and implementation;
- Adjudicated laptop computers for IMU; and
- Delivered Professional Development sessions on Fronter.

**ESF Projects**

- The same unit worked on the Tenders for eContent Primary and Secondary schools- Issuing of tender and implementation;
- They also participated actively in the formulation of the Learning Framework Objectives (LFO) Tender;
- They were involved in the overall planning and write up of the call for pilot projects for the tablets in education.
eTwinning

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

The eTwinning action promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools.

Throughout 2013, the eTwinning National Support Service (NSS) provided pedagogical and technical assistance to schools through personalised school visits for teachers requiring first hand assistance, to group training organised by schools in the form of Professional Development Sessions (both during and after school hours). Apart from training as requested by teachers, the eTwinning NSS also organised training open to the general educational public, both face to face and online. These included:

- Training for new eTwinners, on the Desktop and TwinSpace tools (two separate sessions, at the beginning and towards the end of the scholastic year);
- Training in the use of Web 2.0 tools in education to assist project based learning (various sessions throughout the year);
- Training eLearning Support Teachers (secondary) in the use of tablets in education (May-June 2013);
- Organisation of online course in eTwinning tools open to all educators (May-June 2013);
- Liaising with eTwinning NSS from other European Countries to organise an eTwinning Contact Seminar (with the aim of registering new eTwinning collaborative projects) in Malta in March 2013. This event was open to teachers and educators in primary schools. At the same time the eTwinning NSS searched for opportunities overseas for teachers and sponsored attendance for these teachers during professional development workshops abroad;
- Organisation of the eTwinning Awards during EMBED week, as well as training for both teachers and students on innovative technologies;
- To consolidate the training offered to teachers, and to keep teachers updated on the ongoing activities and competitions, the eTwinning National Support Service regularly updates its blog (http://etwinning.skola.edu.mt) and Facebook page (http://facebook.com/etwinningmalta); as well as running an open chat on the eTwinning Gmail (etwinningmalta@gmail.com). The eTwinning NSS may also be reached on iLearn via etwinning@ilearn.edu.mt.

1 to 1 pilot project

In September 2013 the 1 to 1 tablet pilot project was set in motion. Gaps in the Internet bandwidth per school were identified and a scheme of possible scenarios and the budget involved was worked out. A call for interested parties to participate in the pilot project was drafted as part of the roadmap to the eventual national rollout.
Be SmartOnline2

Support teachers from the eLearning centre worked on the write-up of a lesson for the BeSmartOnline2 project to be delivered to Form 3 students. Teachers created a lesson pack entitled Digital Footprint. MCA then commissioned private agencies to create the resources (a video, tokens, cards for students etc.) for the pack. The unit supported MCA about what should feature in the video, what kind of games would be best for students etc. so that these ideas could be produced.

The unit co-ordinated the schedule for the BeSmartOnline2 Secondary schools visits. Talks on BeSmartOnline2 were held at St Benedict College Kirkop Boys Secondary Form 3 students, Gozo College Boys secondary Form 4 students about Cyber bullying and at Xghajra Primary for year 4 students about social networking. A talk was also delivered to their respective parents about the same issues. The unit keeps a Room about Internet Safety on Fronter.

Graphics Unit

The graphics unit designed work as required by the eLearning Centre while maintaining the Embed website. Created a number of drawings for the Literacy and Geography departments and compiled articles and published three e-newsletters LearnIT. Artwork and setting of Music Shines book 2 and the artwork for eTwinning Year Planner, leaflets, posters, certificates and Diaries was also done in this unit.


The same group piloted a podcasting project, with colleagues at Xghajra Primary school. The episodes can be found at http://xghajrayr5.blogspot.com/ while the RSS feed is: http://feeds.feedburner.com/blogspot/MMEGr.

1:1 netbook pilot project (end date June 2013)

The elearning Centre provided support to the 5 teachers participating in 1:1 Netbook pilot project.

During scholastic year 2012-2013 the project included five teachers. The teachers were at different levels of ICT use. The supporting teacher’s role was to create learner accounts to access online resources such as PurpleMash, Education City, and the class blog in which learners were active contributors. In the case of the state schools the support teacher also made active use of facilities available in the ilearn VLE.

The three teachers, who were new to the project, received training and were shown how the Intel Classmate PCs can be pedagogically used during learning, while the teachers acclimatised themselves with the available software.

1:1 research project

A second evaluation (first evaluation was carried out in 2011) of the one to one netbook project was carried out this year where a pre-test and a post-test were administered to 155 learners in the identified schools. The post-test was administered between April-May 2013. As regards ICT, the aim of this research was two-fold:
to investigate whether learners who participate in the 1:1 netbook pilot project acquire any ICT skills which learners without any exposure to the project do not manage to master through engagement in other digital activities within different learning contexts;

- to investigate whether learners who availed themselves of the netbooks without time table restrictions could master better ICT skills when compared to the rest of the cohort. Other research teams were involved in this evaluation project during this scholastic year to assess the impact of 1:1 technologies on the development of linguistic abilities.

**ECDL Administration**

The eLearning Centre is an accredited testing centre and as such offers the students and teachers all the facilities for testing and training. During 2013 the unit:

- Registered candidates for ECDL Core, Advanced and CAD;
- Liaised with Examinations Department and scheduled ECDL invigilation duties for January and July sessions;
- Entered Data for the examination sessions in July 2013;
- Liaised with ECDL Malta for certificates and the procurement of Registration Numbers.
- Liaised with MITA support personnel for maintenance of ECDL test centres;
- Other administrative work included the procurement of licences, payment of invigilators, keeping of ECDL accounts at eLearning Centre and ensured that the test centre meets the standards as outlined by ECDL Malta for auditing;
- Checked computer labs at eLearning Centre and satellite test centres before ECDL examination for secondary students. Computers were checked for correct functioning within the main operating system and in virtual machine mode;
- Updates were also installed in the computer labs to ensure that Enlight mock and exam packages were working properly;
- Throughout the year the computer labs were continuously checked prior each exam session to ensure the test centre meets the standards as outlined by ECDL Malta for audit purposes;
- The eLearning centre was audited by ECDL Malta to verify whether the centre complies with the set regulations. All data was checked prior the audit and no discrepancies were found by the auditor as outlined in the Audit Report.

**Digital Lessons**

During the last months of 2013 the support teachers at the centre were involved in preparing Reusable Learning Objects (RLO). After being trained by SIVECO (Romanian digital content provider), the support teachers helped Education Officers of seven different subjects to write scripts from which story boards and digital lessons were produced by the Romanian company.

One eLearning support teacher worked on the following items during the last few months of 2013:

**Scientific Literacy & Vocational Science Syllabus**

- MQF Level 1, 2 & 3 vocational science syllabus;
• Examination of primary, secondary and MCAST Applied science school syllabi to avoid replication in the vocational science syllabus;
• Cross-cutting concepts of a new vocational scientific framework including: Observed Patterns, Cause & Effect, Scale Proportion and Quantities, Systems and System Models, Energy & Matter, Structure & Fraction and Stability & Change;
• Lacunae in Maltese Science Teaching;
• Learning Science Outcomes for students in the 21st century;
• Vocational Syllabus & Scientific Literacy.

**eBooks for Tablets**

• Compiled a list of textbooks and publishers used in Primary Schools;
• Contacted a provider and discussed the conversion of Maltese Primary Textbooks to eBooks for tablets;
• Compiled the pros and cons of using mobi or epub as the reader of choice;
• Meetings with Ipad, Google and Vodafone (Amazon) officials concerning eBook architecture on a choice of tablets;
• Meeting with University student and lecturer concerning interactive eBook readers suitable for disabled students;
• Studied publishing, publisher and copywrite problems concerning eBooks and the setting up of eLibraries and depositories;
• Compiled the pros and cons of using eBooks with students, educational administrators and parents;
• Studied strategies for using eBooks in classrooms.

**Special Education Needs Unit (SEN)**

The aim of this unit is to provide support both in methodology and ICT implementation within the curriculum. Teachers and LSAs were supported in the basic handling and management of the computer peripherals through hardware and software/gadget loaned to schools and centres so these could be used by children with special needs in their classrooms. With specialised software and hardware, students with disabilities participated in the school’s syllabus.

The unit trained the staff and implemented the use of assistive technology which provides individualised education. The main roles of the unit included: assisting schools, INCOs and special needs centres, supporting and implementing special software as suggested by the ACTU.

Re-installation and calibrating the special software and hardware owing to the upgrade to Windows 7 and tackled onsite troubleshooting.

**Education Officers**

The Education Officer for ICT (Secondary) had to deal with a new ECDL syllabus. The task included:

• Understanding the new ECDL syllabus;
• Evaluating the resources and time needed for fitting the new ECDL in the current time-table framework;
• Designing a new curriculum representing the new ECDL framework;
• Designing a smooth transition system for the phasing-in of the new ECDL and the phasing-out of the old ECDL;
• Gathering of current students’ data to ensure a smooth assessment system at schools;

The Education Officer designed a new ICT syllabus, independent from the ECDL program as asked by Director General, Quality and Standards in Education. This involved:

• Meeting some of the ICT teachers to listen to their wishes and concerns;
• Conducting local and international research in relation to secondary ICT study programs;
• Holding meetings with stakeholders in the field through specifically formed bodies such as the e-skills alliance.

With the help of the ICT heads of department, a new ICT high-level syllabus was designed and drafted. This syllabus was presented to the Director Curriculum and the Director General. EO then conducted a comparative analysis between the new ECDL and the new ICT syllabus, after which the decision was taken to follow the new ECDL structure.

INSET for ICT Teachers

A 2-day INSET was conducted where all ICT Teachers were consulted about the new ECDL.

Media Coverage

The Education Officer in charge of ICT conducted two radio programmes about the use of ICT which covered various areas of ICT. A set of guidelines about the use of social media, aimed at secondary students, were drawn up and circulated in schools.

eLEARNING

The Education Officer in charge of eLearning finalised and submitted pre-test observation (One-to-One project) and attended St Albert the Great school in connection with the same project to conduct observations and post testing. Delivered Fronter training and mapped the Memorandum of Understanding signed between the MEDE and the MUT with Fronter objectives on the London MLE data provided. He coordinated e-Learning Support teachers with various subject EOs to populate subject rooms on the VLE; attended and participated in various meeting and sat on a number of interviewing boards; coordinated the work done by peripatetic staff in the primary section and also coordinated the Fronter translation from English to Maltese. In the last months of 2013 he was in charge of overseeing the work done in the eContent project for the Primary schools.

Computing

The Education Officer in charge of computing joined the eLearning Centre on the 23rd of October 2013. The said position was vacant for over 2 years. In the last few months of 2013 he visited a number of schools making sure that teachers are all on the same wavelength as regards to pedagogy.

Work has started on designing and creating a new curriculum for the Computing subject. This led to multiple short meetings with the Director and meetings with different stakeholders namely the University of Malta both with the faculty of IT as well as the faculty of Education, and the Digital Outreach department at MITA.

Embed

• Organisation of this event;
• Embed site development and updating;
• Embed Facebook page development and updating;
• Embed Awards – development of criteria, submission form, circulars etc;
• Fronter Awards;
• Other related tasks.

The organising team worked on courses: issuing of circulars; coordination with various tutors; inputting of data; distribution lists; sending and answering emails and telephone calls regarding courses; preparation and printing of certificates and labels; sending certificates; liaised with training department regarding Fronter sessions and other training to various participants including school technicians, Health and Safety, Kindergarten Assistants and B.Ed students; and coordinated Fronter Consultation sessions with schools, tutors, Help Desk and training department.

It also prepared and delivered various professional development sessions, INSETs and courses regarding eLearning in Primary, Secondary and centres and prepared surveys in English and Maltese regarding the use of Fronter in schools. Helped other colleagues, like lab preparation; installation of software; ECDL inputting; translations of documents; printed and binded notes for eLearning courses

Tasks Related to Fronter

• Training for Teachers & PD sessions;
• Answering calls related to Fronter and ilearn email;
• Answering emails related to Fronter and ilearn email;
• Answering queries on the Helpdesk Forum in Fronter;
• Creating new accounts for school staff and high level personnel;
• Creating new rooms on Fronter;
• Renaming email accounts;
• Changing Fronter passwords;
• Updating Help Desk Room, Educational Entities Rooms, Rooms for Students, Educational Officers Rooms, Circulars Room and other rooms;
• Uploading content on the Malta Content Repository Room;
• Meetings with support staff on Fronter;
• Fronter Consulation Meetings with all schools which received Fronter Training;
• Developing Fronter notes;
• Delivering courses for Science, ICT and Desing & Technology Technicians;
• Testing Fronter features & new WebFronter tool & Blackboard Collaborate;
• Checking out accounts before training;
• Cooperating with clerks, SIS;
• Adding members to Rooms;
• Logging calls with Microsoft and Fronter when troubleshooting;
• Training for eLearning Call Centre Advisors on Fronter;
• Resetting rooms with primary templates or from archived rooms;
• Drafted list of all student usernames;
• Updating Notices on ilearn Help Desk;
• Delivered Fronter training inservice courses;
• Uploading circulars in the Circulars Room.
Tasks related to Voting System

- Testing Voting System and Tablet;
- PD sessions on Voting System and Tablet in Schools.

Tasks related to EMBED

- Assistive Technology – Stand;
- Ushering teachers and students around the different stands;
- NXT Robotics – Stand.

Other related Tasks

- Organised a course specifically designed for SMTs during Summer;
- Up to September 2013 was responsible for the lending of wiis and video cameras and projectors;
- Gave a talk on online safety to a group of priests who work directly with youths.

Quality Assurance Department

Vision

The Quality Assurance Department (QAD) is set to nurture and monitor a quality holistic educational provision in Maltese compulsory schooling, which seeks to assist every individual achieve his/her own full potential and reach personal fulfilment through lifelong learning, participation in the world of work and active citizenship for all.

Mission Statement

As part of the Directoarte for Quality and Standards in Education (DQSE) within the Ministry for Education and Employment (MEDE), the mission of the QAD is to regulate, establish, monitor and assure standards and quality in the programmes and educational services provided by Maltese State and Non-State Schools, as provided for in the Education Act.

School Improvement

In line with international developments, and recommendations by the seminal document published by the OECD entitled *Synergies for Better Learning* (2013), the QAD has been investing its efforts in merging Internal and External Review processes into what is being referred to as the Integrated School Improvement Framework (see models below).
Whilst Assistant Directors for Internal and External Reviews, have distinct responsibilities for their respective areas, the shift to an Integrated School Improvement Framework approach, led to a greater collaboration and sharing of responsibilities. The same Human Resources have always been serving both spheres.

Diagram 2 – Systems View of Reviews & Assessment

Internal Reviews

- Nurturing a culture of Self Evaluation, at individual, organisational and system level by initiating, coordinating, monitoring and reviewing (as may be required):
  
  o School Self Evaluation through the effective adoption of School Development Planning;
  
  o Individual Self Evaluation through the Performance Management and Professional Development Programme (PMPDP), particularly with Newly Qualified Teachers (NQTs) and Educators voluntarily requesting to participate in such programme;
• Reviewing and consolidating the Induction and Mentoring Programme for NQTs;
• Supporting State and Non-State Schools in Quality Assurance issues, particularly by establishing and maintaining the QAD College Focal Person role;
• Creating synergies with External Reviews;
• Coordinating ongoing QAD Professional Development initiatives.

External Reviews

• Planning, coordinating, administering, monitoring and reviewing external school reviews. This includes proposing schools to be reviewed following established criteria;
• Coordinating initiatives related to the Standing International Conference of Inspectorates (SICI). This is an association of national and regional inspectorates of education in Europe covering 32 member inspectorates aiming to support the improvement of education through improving inspection processes;
• Creating synergies with Internal Reviews;
• Assisting in the coordination of Professional Development initiatives for QAD staff members.

College QAD Focal Person

Apart from performing work related to internal and external reviews as may be required and scheduled by the Director and Assistant Directors, each Education Officer has been assigned a State College (Gozo College and Non-State Schools covered by ADEs) with which s/he needs to fulfil the role of the College QAD Focal Person (QAD FP). In this role they are expected to offer support to Educational Leaders (primarily the College Principal and the schools’ Senior Management Team - SMT) by acting as a Critical Friend, Consultant, Liaison Officer and Monitor on the areas specified in Diagram 1 which collectively form part of an increasingly cohesive Integrated School Improvement Framework.

Education Regulatory Compliance Section

The Education Regulatory Compliance Section (ERCS) is particularly responsible for the Non-State Educational Sector, namely Church Schools, Independent Schools, International Schools and Independent Summer Clubs. The main functions of this section are to:

• Regulate and ensure compliance on the part of Non-State Schools;
• Register new schools and summer clubs;
• Approve the appointment of all staff recruited by church schools;
• Approve the appointment of S/LSAs and confirm teaching staff in Independent and International Schools;
• Ensure that all schools follow the National Curriculum Framework and adhere to the National Minimum Conditions as outlined in the Education Act of 1988 (amended in 2007) and the related legal notices.

This is specifically achieved through:

• Approval for reimbursement of all staff members recruited by Church Schools;
• Approval for reimbursement of S/LSAs employed by Independent and International schools;
• Confirmation of administrative and teaching staff recruited by Independent and International Schools;
• Compliance Checks to Church and Independent Schools focussing on absenteeism returns, staff lists (teaching and support staff), the Non State Schools Information System, Learning Support Assistant (LSA) entitlement and approvals for reimbursement of salaries;
• Monitoring the compliance to National Minimum Conditions of Non State Schools, which may include unannounced visits to schools;
• Courtesy visits to Non State Schools and attendance to events organised by the latter to remain abreast with the field and nurture positive working relationships;
• Hold regular meetings with the Church Secretariat for Catholic Education to discuss arising issues;
• Establish links and meet with internal (MEDE) and external (DSWS, DIER, etc...) entities;
• Collection and updating of statistical data which includes school population, absenteeism, staff, SEC examination results, students with special educational needs and school fees, collected in the Non State Schools Information System (NSSIS) database;
• Issuing and regular updating of School Licences to Non State Schools;
• Registration of Non State Summer Schools as per Legal Notice 185 of 2009;
• Registration of Child Care Centres as Educational Establishments (current transition to take additional responsibilities from the DSWS);
• Ongoing provision of information and support to all Church/Independent Schools in connection with the education reforms taking place;
• Answering queries from the general public, parents and educators pertaining to Non State Schools;
• Investigation and taking the necessary remedial action on complaints and queries by parents;
• Provision of information requested to answer PQs;
• Liaison with the Council for the Teaching Profession on the issuing of Temporary and Permanent Warrants to educators in Non State Schools;
• Processing of applications by Church and Independent Schools for the 15.25% Grant related to Eligible Expenditure for Works of a Capital Nature in relation to the reform regarding the transition from Primary to Secondary level;
• Processing of applications by Independent Schools for the Per Capita Grant scheme related to investments in Services and Facilities required for the Implementation of Educational Reforms for All Children to Succeed.

Supporting Maltese Living Abroad

European Schools

• Coordinate related initiatives and tasks together with the educational officials given the additional roles of responsibility related to European Schools, namely the Maltese Representative on the Board of Governors for European Schools (David Muscat – EO Malti) and the Maltese Inspector for European Schools (George Mifsud – EO Malti) (Anthony Grech, EO QA, is currently being proposed for nomination to the Board of Governors as the second Inspector for European Schools);
• Ensure Malta’s compliance with agreements made with the European Commission, particularly by seconding the stipulated number of educators to European Schools;
• Act as a point of reference on issues related to European Schools for major stakeholders, including representatives of Maltese Parents of students attending European Schools;
• Liaise with various entities, including the University of Malta and other Further and Higher Educational Institutions to ensure eligibility of Maltese students attending European Schools in comparability with Maltese students attending local institutions;
Supporting the Teaching of Maltese in Emigrant Communities

Council for Maltese Living Abroad

- Liaise with the Director at the Ministry for Foreign Affairs responsible for the Council for Maltese Living Abroad on requests being made to support the teaching of Maltese abroad;
- Seek Ministerial approval and act upon initiatives to support the Teaching of Maltese to emigrant communities (currently initiating recruitment to second a Teacher of Maltese to the Victorian School of Languages for a period of one year with a possible extension to two years as a pilot project).

Operations 2013

The preceding Roles and Functions Section describes the ongoing work, whilst this Section makes reference to specific achievements in 2013. Table 1 below, gives a synthesis of the work performed by the QAD in 2013 and needs to be continued in 2014.

These achievements are further expanded within the Section.

**Synthesis of Work Performed in 2013 and Continuing in 2014**

<table>
<thead>
<tr>
<th>School Improvement:</th>
<th>Education Regulatory Compliance Section:</th>
</tr>
</thead>
</table>
| **Internal**  
- Review of School Development Planning Process and Documentation;  
- Greater support to Colleges and schools through the College QAD Focal Person;  
- Greater synergy and coherence between Internal and External School Reviews; |  
- Nurture closer collaboration with Non-State Schools which balances support with accountability;  
- Ensure a more rigorous and effective approval system for the reimbursement of staff members employed by Church Schools whilst proposing and negotiating a more sustainable model of implementing the Agreement between the Republic of Malta and the Holy See on Church Schools;  
- Administer and process Grant Schemes, whilst spurring an initial discussion on potential Schemes for future funding of Non-State Schools (differentiating between Church and Independent);  |
| **External**  
- Review of External School Reviews Process and Documentation to ensure greater sustainability in the Cycle of reviews;  
- Greater synergy and coherence between External and Internal School Reviews;  
- Organise a SICI Conference in Malta; |
Supporting Maltese Living Abroad:

<table>
<thead>
<tr>
<th>European Schools</th>
<th>Council for Maltese Living Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ensure successful recruitment of staff required to reach Malta’s complement and obligation towards European Schools;</td>
<td>- Refine a proposed contract between MEDE and the Victorian School of Languages (Australia) to eventually issue a Call for Application to second teachers to assist the teaching of Maltese amongst emigrant communities;</td>
</tr>
<tr>
<td>- Ensure protection of entitlement (both with regard to study programme as well as accessibility to Further and Higher Education) of Maltese students attending European Schools;</td>
<td>- Liaise with key players to enhance the presence of emigration in the Curriculum;</td>
</tr>
</tbody>
</table>

Table 1

School Improvement – Internal Reviews

The main highlights of the School Improvement Section in 2013 were:

- The review and consolidation of the Induction and Mentoring programme for Newly Qualified Teachers (NQTs);
- The review of the Performance Management and Professional Development Programme (PMPDP) for first and second year NQTs;
- Augmenting support structures to help schools in administering mentoring, PMPDP and School Development Plans (SDP);
- Creating synergies with the external reviews;
- The development and implementation of a professional development programme for the QAD staff;
- Reviewing School Self Evaluation and establishing new SDP to be piloted in 2014.

The Review and Consolidation of the Induction and Mentoring Programme For Newly Qualified Teachers

An Induction Seminar for Newly Qualified Teachers (NQTs) was organised during 13th, 16th and 17th September 2013 based on the experience and feedback obtained during the last three seminars organised by the QAD. The aim of the seminar was to assist the NQTs in familiarising themselves with the structures of the two Directorates and to introduce the concept of Induction and Mentoring and the PMPDP. As in previous seminars NQTs from the church schools were invited to attend on the first day. College Principals were given more autonomy to administer the induction of the NQTs in their respective college in the second and third day of the seminar. Representatives of the QAD were assigned to each college to assist when necessary. Monthly sessions were organised to assist the induction of NQTs employed after the 17th September. The Induction handbook indicating all aspects of the Induction process was updated and uploaded on the QAD website. A link to the handbook was provided to all stakeholders.

One hundred and thirty five (135) NQTs were included in the Induction and Mentoring process for the scholastic year 2013-14. A further twenty one teachers who requested mentoring also availed themselves from this service.
The QAD reviewed training courses for both mentors and IM coordinators and modified courses to take into account feedback from internal quality assurance. The mentoring courses retained their accreditation by the Malta Qualifications Council at level 6 and were transferable. Forty nine (49) prospective mentors attended the courses. The courses were also open to employees from the non state sector and were organised in the evening.

The Review and Consolidation of the PMPDP for First and Second Year NQTs

In July 2013 an evaluation seminar was conducted to evaluate the perceived effectiveness of the Performance Management and Professional Development Programme (PMPDP) for first and second year Newly Qualified Teachers (NQTs). This was augmented by two online anonymous questionnaires distributed in February and July 2013. One to one interviews and focus groups were conducted with all stakeholders. Feedback from the participants was overwhelmingly positive.

Familiarisation sessions were introduced to the mentors and Induction Coordinators reading the mentoring and induction co-ordination course organised by the QAD. NQTs were briefed on the PMPDP process during the induction seminar and monthly sessions were organised to cater for the teachers employed during the scholastic year.

<table>
<thead>
<tr>
<th></th>
<th>June 2012 survey</th>
<th>School visits</th>
<th>June 2013 survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am satisfied with the relationship with NQTs.</td>
<td>1.81</td>
<td>1.71</td>
</tr>
<tr>
<td>2</td>
<td>I am satisfied with the relationship with mentors.</td>
<td>1.22</td>
<td>1.60</td>
</tr>
<tr>
<td>3</td>
<td>I am satisfied with the mentoring process/the mentoring system currently provided in schools is effective.</td>
<td>1.00</td>
<td>1.44</td>
</tr>
<tr>
<td>4</td>
<td>I am satisfied with QAD support.</td>
<td>1.37</td>
<td>1.47</td>
</tr>
</tbody>
</table>

2 = Strongly Agree; 1 = Agree; 0 = Unsure; -1 = Disagree; -2 = Strongly Disagree
Table 2 – Induction Coordinators Perception on Mentoring

1   I am satisfied with the relationship with my mentor.  
2   I am satisfied with the support from the Induction Coordinator.  
3   I am satisfied with the mentoring process..  
4   I am satisfied with QAD support.  

<table>
<thead>
<tr>
<th></th>
<th>January survey</th>
<th>School visits</th>
<th>Evaluative seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the relationship with my mentor.</td>
<td>1.66</td>
<td>1.86</td>
<td>1.56</td>
</tr>
<tr>
<td>I am satisfied with the support from the Induction Coordinator.</td>
<td>1.38</td>
<td>1.52</td>
<td>1.31</td>
</tr>
<tr>
<td>I am satisfied with the mentoring process..</td>
<td>1.39</td>
<td>1.52</td>
<td>1.47</td>
</tr>
<tr>
<td>I am satisfied with QAD support.</td>
<td>1.06</td>
<td>1.02</td>
<td>0.78</td>
</tr>
</tbody>
</table>

2 = Strongly Agree; 1 = Agree; 0 = Unsure; -1 = Disagree; -2 = Strongly Disagree

Table 3 – NQT Perception on Mentoring

1   The seminar was well organised.  
2   The seminar organisers kept to the scheduled time.  
3   The session providers were well prepared.  
4   Materials disseminated during the seminar were useful.  
5   Topics tackled by speakers were relevant.  

<table>
<thead>
<tr>
<th></th>
<th>January 2013 survey</th>
<th>school visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The seminar was well organised.</td>
<td>0.92</td>
<td>1.18</td>
</tr>
<tr>
<td>The seminar organisers kept to the scheduled time.</td>
<td>0.98</td>
<td>1.37</td>
</tr>
<tr>
<td>The session providers were well prepared.</td>
<td>1.30</td>
<td>1.57</td>
</tr>
<tr>
<td>Materials disseminated during the seminar were useful.</td>
<td>0.89</td>
<td>1.13</td>
</tr>
<tr>
<td>Topics tackled by speakers were relevant.</td>
<td>0.98</td>
<td>1.15</td>
</tr>
</tbody>
</table>
Establishing Support Structures to Help Schools in Administering Mentoring, PMPDP and SDPs

The QAD revamped the support structures aiding the schools in administering, mentoring, PMPDP and School Development Plans (SDPs). An Education Officer was assigned to every college to serve as a focal person for all aspects related to the QAD. Efforts were undertaken to increase availability and presence of the designated Education Officers in the schools.

The Assistant Directors (School Improvement) took direct responsibility of assisting the church schools and Gozo College until the full complement of Education Officers is in place. The ADE School Improvement and EOs responsible for Induction visited colleges to explain procedures and increase the QAD’s visibility. A Quality Assurance structure was established that includes visiting a minimum of all NQTs to serve as a feedback mechanism to schools.

The new system was implemented as a pilot project and a feedback mechanism was put in place to allow for review and analysis of its effectiveness. Initial feedback is indicating that the system is effectively reaching its aims.

Virtual rooms were also created on the Fronter Platform to assist stakeholders and serve as first point of reference on all aspects related to the induction process.

Creating Synergies with the External Reviews

A consolidated effort to consolidate synergies between the internal and external review processes was initiated. The Assistant Directors (School Improvement – Internal and External Reviews) established a joint calendar (see Table 12 on in Work Plan 2014 Section on page 21) and job schedule and created an open access policy to ensure a greater awareness of each other’s duties. Job Shadowing and CPD sessions were conducted to facilitate the familiarisation process.

The nomenclature of both Assistant Directors was changed to School Improvement and, whilst retaining their respective responsibilities, shared roles and job duties. An exercise of consolidating all paperwork and policies was initiated to ensure that the internal and external reviews do not create unnecessary bureaucracy and, above all, convey the same message.
This was accompanied by an extensive effort to ensure that schools are supported on Quality Assurance Issues. Whilst Education Officers visited all the Colleges and started working in close collaboration with the respective schools as assigned to them (see Table 5 below), Assistant Directors supported an extensive number of schools and Colleges as portrayed in Table 5 below.

<table>
<thead>
<tr>
<th>College</th>
<th>QAD Focal Person</th>
<th>Subsidiary QAD FP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gozo College</td>
<td>Mr Kenneth Camilleri (ADE)</td>
<td>Mr David Polidano (EO)</td>
</tr>
<tr>
<td>Maria Regina College</td>
<td>Mr Chris Kenely (EO)</td>
<td>Ms Isabelle Ciangura (EO)</td>
</tr>
<tr>
<td>San Gorg Preca College</td>
<td>Ms Sandra Ebejer (EO)</td>
<td>Mr Carlos Grima (EO)</td>
</tr>
<tr>
<td>St Benedict College</td>
<td>Mr Sinclair Grima (EO)</td>
<td>Mr Anthony Grech (EO)</td>
</tr>
<tr>
<td>St Clare College</td>
<td>Sr Josette Attard (EO)</td>
<td>Ms Denise Gatt (EO)</td>
</tr>
<tr>
<td>St Ignatius College</td>
<td>Mr Carlos Grima (EO)</td>
<td>Ms Sandra Ebejer (EO)</td>
</tr>
<tr>
<td>St Margaret College</td>
<td>Ms Denise Gatt (EO)</td>
<td>Sr Josette Attard (EO)</td>
</tr>
<tr>
<td>St Nicholas College</td>
<td>Mr Anthony Grech (EO)</td>
<td>Mr Sinclair Grima (EO)</td>
</tr>
<tr>
<td>St Theresa College</td>
<td>Ms Isabelle Ciangura (EO)</td>
<td>Mr Chris Kenely (EO)</td>
</tr>
<tr>
<td>St Thomas More College</td>
<td>Mr David Polidano (EO)</td>
<td>Mr Kenneth Camilleri (ADE)</td>
</tr>
</tbody>
</table>

Table 5 - QAD Official Assigned Per College

<table>
<thead>
<tr>
<th>Primary Schools</th>
<th>PD</th>
<th>SMT</th>
<th>HOS</th>
<th>Secondary Schools</th>
<th>PD</th>
<th>SMT</th>
<th>HOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nadur, Gozo</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Victoria BSS, Gozo</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Qala, Gozo</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Victoria GSS, Gozo</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Sannat, Gozo</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>B’Kara, BSS, S. Theresa</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Xaghra, Gozo</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>S. Venera, BSS, S.Theresa</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Xewkija, Gozo</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Cospicua, GSS, S. Margarita</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ghajnsielem, Gozo</td>
<td>1</td>
<td>1</td>
<td></td>
<td>Mosta, BSS, Maria Regina</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gharb, Gozo</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Verdala, BSS, S.Benedittu</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B.Kara, Theresa</td>
<td>S.</td>
<td>1</td>
<td>2</td>
<td>Sliema, BSS, S.Clara</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Msida, Theresa</td>
<td>S.</td>
<td>2</td>
<td>1</td>
<td>Pembroke, Middle School, S.Clara</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>St Venera, Theresa</td>
<td>S.</td>
<td>1</td>
<td>2</td>
<td>Mtarfa, BSS, S.Nikola</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Paola, S.</td>
<td>3</td>
<td>2</td>
<td></td>
<td>Handaq, BSS,</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

77
The Development and Implementation of a Professional Development Programme for the QAD Staff

The QAD’s policy of prioritising the professional development of its human resources was maintained and specific dates were designated to internal professional development. The programme was designed to be flexible to the changing needs and aimed to tackle three aspects of learning: knowledge, skills and attitudes. Formal meetings were organised every month to complement the frequent informal meetings to ensure that the training programme is on track and is meeting EOs’ expectations. A quality assurance system based on questionnaires and focus group discussions was used to analyse effectiveness and relevance.

The main focus of the 2013 programme was to expose the QAD staff to all the different elements in the external and internal reviews so they could support schools as focal persons. Following feedback from the evaluation process of the 2012 training programme this year’s training placed a strong emphasis on hands on activities and job shadowing.

The staff in the QAD was also encouraged to apply for training courses abroad. All EOs applied and five were selected to attend training seminars. A system of internal dissemination of knowledge gained during these exchanges was implemented. All participants were asked to identify areas of interest and were assisted to proceed with their
professional development in these areas. EOs were also encouraged to attend at least two PD sessions organised by CDRT or similar institutions during the 2013. A database of all CPD attended was initiated to maximise efficient use of limited human capital.

**Reviewing School Self Evaluation and Establishing New SDP to be Piloted in 2014**

Arguably the main focus in the area of school improvement for 2013 was the review of the school self evaluation process and the design of a new SDP to be piloted in 2014. All government schools were visited to obtain feedback on the current practices and identify the strengths and weaknesses of the process. An analysis of the SDP documents themselves was also undertaken and feedback given to all schools in this regard. A new SDP process was designed and schools were invited to participate in piloting the new system. Gozo College and eleven schools from various colleges in Malta decided to anticipate the proposed initiation date (Sept 2014) and adopted aspects of the new format during the current scholastic year (2013/14). Extra support in the form of PD sessions, critical friends and support visits were conducted with these schools (see Table 6). Feedback mechanisms were established to ensure potential problems were quickly identified and a system of sharing of good practices was established to further aid the schools.

**School Improvement – External Reviews**

**SICI Activities**

In 2013 the QAD started planning the organisation of a SICI conference to be held in Malta in March 2014. The Standing International Conference of Inspectorate (SICI) is the organisation of national and regional inspectorates of education in Europe. SICI serves as a medium for the members to:

- exchange information;
- improve professional work;
- cooperate; and
- access information from member or non-member countries.

SICI has two main objectives. Firstly it provides Professional Services. Secondly, it contributes to Understanding of Education developments in Europe and in its member countries.

The SICI workshop being held at The Corinthia Marina Bay/San Gorg Hotels in St Julian’s Malta, on the 27th and the 28th March 2014 is entitled – School Evaluation for Improvement and Accountability: Striking the Right Balance – Alternative School Inspection and Evaluation Models. Keynote speakers will present different models of school evaluation enacted in their respective contexts against a backdrop set by an OCED representative from the team responsible for drawing up the seminal publication *Synergies for Better Learning*. Participants will have the opportunity to discuss this critical theme and engage in reflections on the purposes being served by contemporary school evaluation systems.

Moreover the QAD invests efforts to participate in SICI events held in other member countries to acquire further insights, strengthen relationships and increase its influence at a European level.

**Implementing the Quality Assurance framework for schools**
This year three new Education Officers joined the team bringing the total of Education Officers within the QAD to nine. These three new officers joined the other teams in school reviews as part of their induction and training.

The QAD has continued external reviews in state, church and independent schools. Twelve schools were reviewed while another two schools were revisited this year since external reviews highlighted areas of concern. All schools reported general satisfaction with the professional work performed by the QAD officials. Reports were written after each review and findings were disseminated amongst all stakeholders as established in the External Review Parameters. Unannounced follow-up visits were held in all reviewed Schools between the months of October and December. These visits were conducted by the Assistant Director, the review leader and another review member. In these follow-ups reviewers see whether the school has started working on the recommendations of the report. They also serve to confirm that the review week was a typical school week. Short reports were issued after each follow-up visit highlighting to what extent the school has worked on the recommendations made in the External Review report.

During the summer months the QAD staff went through and amended most of the documents used for External Reviews. These were uploaded on the QAD website. As part of this process the review cycle gained considerable efficiency without compromising the validity and quality of reviews being performed.

Table 7 below gives the list of Anonymous Schools (the actual names of reviewed schools may be given to authorised internal officers) externally reviewed in 2013, apart from follow-up visits performed in relation to external reviews held in the previous year. Due to the logistics related to schooling, external reviews are actually organised around the scholastic year.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church Secondary School</td>
<td>January</td>
</tr>
<tr>
<td>Church Secondary School</td>
<td>January</td>
</tr>
<tr>
<td>Independent Kindergarten</td>
<td>February</td>
</tr>
<tr>
<td>State Primary School</td>
<td>February</td>
</tr>
<tr>
<td>Independent Secondary School</td>
<td>April</td>
</tr>
<tr>
<td>State Primary School</td>
<td>May</td>
</tr>
<tr>
<td>State Primary School</td>
<td>May</td>
</tr>
<tr>
<td>Church Primary School</td>
<td>June</td>
</tr>
<tr>
<td>Church Primary School</td>
<td>June</td>
</tr>
<tr>
<td>Church Primary School</td>
<td>June</td>
</tr>
<tr>
<td>Independent Kindergarten</td>
<td>June</td>
</tr>
<tr>
<td>State Secondary School</td>
<td>October</td>
</tr>
<tr>
<td>Church Primary School</td>
<td>October</td>
</tr>
<tr>
<td>State Primary School</td>
<td>November</td>
</tr>
<tr>
<td>State Primary School</td>
<td>November</td>
</tr>
</tbody>
</table>

Table 7 – External Reviews Performed in 2013
Participation in Cedefop Study Visits

In 2013 the Assistant Director and Education Officers have attended seminars and conferences both in Malta and abroad. Material distributed during these seminars and conferences was shared among all QAD staff. This has been beneficial for the professional development of all the QAD staff.

All members of the QAD staff were encouraged to apply for Cedefop Study Visits. Five members were given the opportunity to participate. These were held in various countries. These study visits were all related to the work of reviewers. After these visits the members who participated disseminated the report and other relevant literature with all the QAD staff. Sessions were also held where information and examples of good practice was shared with the whole team. Discussions were held on how these experiences can enrich our work within the QAD.

Education Regulatory Compliance Section

As per Tables 8, 9 and 10 overleaf, the Education Regulatory Compliance Section (ERCS) caters for 142 Non-State Educational Institutions, which collectively employ 2,983 educators and give service to 23,446 students. Beyond what has been outlined in the Roles and Functions Section, the main tasks carried out by the Education Regulatory Compliance Section during 2013 were:

- 10 full Compliance Checks were performed; 5 were held in Church Schools and 5 in Independent schools; 2 partial Compliance checks were also held in connection with staff entitlement;
- Ongoing provision of information and support to all Church Schools in connection with the education reform taking place;
- As per Table 11, 1,175 approvals of staff members recruited by Non-State Schools were processed in 2013; 111 of these were S/LSAs employed by the Independent and International Schools whose salary is reimbursed under the Government Scheme to support students with SEN in such schools;
- Monthly meetings were held with the Secretariat for Catholic Education and when required these were followed up by intervention or further communication;
- Customer Care service with the community, was mainly dealing with complaints from parents on perceived and/or actual disservice to their children; these were all investigated and remedied through cooperation with the respective schools;
- Relationships with school communities were fostered through a variety of visits from formal meetings to attendance to Prize Days and informal social events;
- Following the Government’s decision to shift Child Care under the responsibility of MEDE, transitional meetings started being held with the DSWS to establish a transitional plan of action and subsequently act upon it;
- The collection, updating and provision of statistical data related to Non-State Schools, has continued to prove an integral part of the Section’s function to meet the needs of the Ministry and Directorates as may be required;
- In 2013, an intensified effort was made to align the provision of S/LSAs to be assigned to students having a Statement of Needs in Non-State Schools with the State Sector;
- Temporary Licences of Non-State Compulsory Schools were renewed as applicable and New Registrations included Child Care Centres as Educational Establishments and Non State Summer Schools;
- 83 applications under the 15.25% Grant Scheme were processed in 2013. Invoices submitted with these applications reached the amount of €6,102,214.19, hence the
approved refundable value according to the parameters established within the same Scheme from the VAT Department for schools was € 930,587.66;

- 23 applications under the Per Capita Grant Scheme were processed in 2013. The approved refundable value according to the parameters established within the same Scheme for Independent Schools was € 636,857.90.

<table>
<thead>
<tr>
<th></th>
<th>Pre-Primary</th>
<th>Primary</th>
<th>Secondary</th>
<th>Post Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church Schools</td>
<td>32</td>
<td>27</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Independent/International Schools</td>
<td>24</td>
<td>15</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>42</td>
<td>37</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 8 - Number of Licensed Schools in Non-State Sector

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Church Schools Population</td>
<td>Independent School Population</td>
</tr>
<tr>
<td>Sector</td>
<td>Male</td>
</tr>
<tr>
<td>Pre-Primary</td>
<td>396</td>
</tr>
<tr>
<td>Primary</td>
<td>412</td>
</tr>
<tr>
<td>Secondary</td>
<td>384</td>
</tr>
<tr>
<td>Post Secondary</td>
<td>443</td>
</tr>
<tr>
<td>Total</td>
<td>880</td>
</tr>
</tbody>
</table>

| Sector                                                     | Male           | Female         | Total  | Classes |
| Pre-Primary                                                | 853            | 709            | 156    | 86      |
| Primary                                                    | 166            | 1290           | 295    | 151     |
| Secondary                                                  | 129            | 997            | 229    | 134     |
| Post Secondary                                             | 136            | 150            | 286    | 18      |
| Total                                                      | 394            | 3146           | 709    | 389     |

Table 9 - Student Population and Number of Classes in Non-State Sector
<table>
<thead>
<tr>
<th>Church Schools</th>
<th>Independent Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Staff as at September 2013</strong></td>
<td><strong>Teaching Staff as at September 2013</strong></td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Heads of School</td>
<td>41</td>
</tr>
<tr>
<td>Assistant Heads</td>
<td>84</td>
</tr>
<tr>
<td>Complementary Teachers</td>
<td>24</td>
</tr>
<tr>
<td>Teachers</td>
<td>1139</td>
</tr>
<tr>
<td>Instructors</td>
<td>15</td>
</tr>
<tr>
<td>Supply Graduate Teachers</td>
<td>66</td>
</tr>
<tr>
<td>INCOS</td>
<td>10</td>
</tr>
<tr>
<td>Supply Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Kindergarten Assistants</td>
<td>64</td>
</tr>
<tr>
<td>Supply Learning Support Assistant</td>
<td>284</td>
</tr>
<tr>
<td>Learning Support Assistants</td>
<td>36</td>
</tr>
<tr>
<td>Learning Support Assistants I</td>
<td>95</td>
</tr>
<tr>
<td>Learning Support Assistants II</td>
<td>206</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2082</strong></td>
</tr>
</tbody>
</table>

Table 10 - Teaching Staff in Church and Independent/International Schools
### Distribution of approvals processed by the Non-State Schools for staff in Church Schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of School</td>
<td>3 + 1 *</td>
</tr>
<tr>
<td>Assistant Heads</td>
<td>13</td>
</tr>
<tr>
<td>Complementary Teachers/Supply Complementary Teacher</td>
<td>6</td>
</tr>
<tr>
<td>Peripatetic Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teachers / Retired Teachers</td>
<td>208</td>
</tr>
<tr>
<td>Health &amp; Safety Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Supply Graduate Teachers</td>
<td>119</td>
</tr>
<tr>
<td>Supply Teachers</td>
<td>21</td>
</tr>
<tr>
<td>Kindergarten Assistants / Supply Kindergarten</td>
<td>24</td>
</tr>
<tr>
<td>Learning Support Assistants I</td>
<td>23</td>
</tr>
<tr>
<td>Learning Support Assistants II</td>
<td>49</td>
</tr>
<tr>
<td>Supply Learning Support Assistant</td>
<td>346</td>
</tr>
<tr>
<td>Youth Workers</td>
<td>3</td>
</tr>
<tr>
<td>Social Worker</td>
<td>4</td>
</tr>
<tr>
<td>Domestic/Cleaners</td>
<td>57</td>
</tr>
<tr>
<td>Operative</td>
<td>2</td>
</tr>
<tr>
<td>Secretary</td>
<td>1</td>
</tr>
<tr>
<td>Clerks</td>
<td>10</td>
</tr>
<tr>
<td>Computer Lab Technician</td>
<td>2</td>
</tr>
<tr>
<td>Science Lab Technicians</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>903</strong></td>
</tr>
</tbody>
</table>

* Acting Head of School, St Joseph Sliema (Juniors)

### Distribution of Approvals processed by the Non-State Section for staff in Independent/International Schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of School</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Heads</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>24</td>
</tr>
<tr>
<td>Supply Graduate Teachers</td>
<td>74</td>
</tr>
<tr>
<td>Supply Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Kindergarten Assistants/Supply Kindergartens</td>
<td>9</td>
</tr>
<tr>
<td>Learning Support Assistants II</td>
<td>4</td>
</tr>
<tr>
<td>Supply Learning Support Assistant</td>
<td>149</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>272</strong></td>
</tr>
</tbody>
</table>

### Supporting Maltese Living Abroad

#### European Schools

In 2013, the QAD took over added responsibilities related to European Schools from MEDE just before the General Elections. Of particular mention are:
• Assisted the transition from the former (Joyce Pullicino – Retired Educational Official) to the current (David Muscat – EO Malti) Maltese Representative on the Board of Governors for European Schools;
• Held regular meetings with the educational officials given the additional roles of responsibility related to European Schools and kept the Director General, Permanent Secretary and Ministry Officials updated and informed of developments giving the required recommendations and taking the necessary actions whenever appropriate;
• In order to ensure Malta’s compliance with the stipulated number of educators seconded to European Schools agreements Calls for Teachers to teach in Brussels I and Luxembourg II were issued to increase the complement to 5. Calls were issued twice and after having performed interviews managed to employ and eventually deploy 1 teacher to Brussels I;
• Met and liaised with representatives of Maltese parents of students attending European Schools;
• Liaised with the Higher Secondary School and the University of Malta to ensure eligibility of Maltese students attending European Schools in comparability with Maltese students attending local institutions, whilst considering the contextual limitations for students attending European Schools.

Supporting the Teaching of Maltese in Emigrant Communities

Council for Maltese Living Abroad

• Met Mr Frank Merlino (Principal – Victorian School of Languages, Australia) locally and discussed the possibility of supporting the teaching of Maltese by this institution through a secondment programme for a Teacher Assistant who could act as Curricular Developer. A short but informative visit to a number of local schools was organized for Merlino to acquire a better understanding of the Maltese Educational System;
• Initiated a working relationship with the Director at the Ministry for Foreign Affairs (MFA) responsible for the Council for Maltese Living Abroad on requests being made to support the teaching of Maltese abroad;
• Attending a Conference organised by MFA for the Council for Maltese Living Abroad, in which the latter presented their requests to MEDE amongst other Ministries; these requests were communicated and discussed internally, leading to initiating work on the prospective Call for a Teacher to be seconded to Australia as a Pilot Project;

Work Plan 2014

<table>
<thead>
<tr>
<th>Section within QAD</th>
<th>Activity &amp; Deliverables</th>
<th>Timeframe</th>
<th>Budgetary Allocation If Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Improvement – Internal Reviews</td>
<td>Support Colleges and Schools through the newly introduced QAD Focal Person; Review the School Development process and documentation to propose a more relevant and pragmatic approach; Pursue professional development initiatives for educators in Colleges and Schools;</td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By Q2 2014</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td>School Improvement – External Reviews</td>
<td>Pursue professional development initiatives for QAD team members;</td>
<td>As per Year Planner in Table 12</td>
<td>N/A</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>External Reviews of State and Non-State Schools listed in Table 13;</td>
<td>As per Year Planner in Table 12</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Perform Follow-Up visits to External Reviews</td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Continue Refining External Review Parameters and tools to improve effectiveness and sustainability of cyclical model;</td>
<td>By Q3 2014</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Organise SICI Workshop/Conference in Malta;</td>
<td>March 2014</td>
<td>€ 6,000.00 From DCM; Waived SICI Membership fees for 2013 &amp; 2014</td>
</tr>
<tr>
<td>School Improvement – Internal &amp; External Reviews</td>
<td>Increasingly align Internal and External Reviews to develop a coherent Integrated School Improvement Framework;</td>
<td>By Q4 2014</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Register Non-State Schools &amp; Summer Schools as may be required, and perform related compliance checks to ensure adherence to NMC;</td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Take over the regulation of Child Care from DSWS</td>
<td>By Q4 2014</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Approve reimbursement of staff members recruited by Church Schools as applicable and maintain related records/statistics;</td>
<td>Ongoing</td>
<td>€ 48,500,000.00* Administered by Finance DCS MEDE</td>
</tr>
<tr>
<td></td>
<td>Propose and discuss an alternative model for funding Church Schools;</td>
<td>Q1 – Q2 2014</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Approve notifications of staff members recruited by Independent Schools and maintain related records/statistics;</td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Approve reimbursement of S/LSAs recruited by Independent Schools as applicable;</td>
<td>Ongoing</td>
<td>€ 600,000.00* Administered by Finance DCS MEDE</td>
</tr>
<tr>
<td></td>
<td>Propose and discuss an alternative funding system for Independent Schools to replace the 15.25% (in conjunction with VAT Department) and Per Capita Schemes which ends in 2014;</td>
<td>Q3 2014</td>
<td>€ 1,000,000.00*† Per Capita Scheme Administered by Finance DCS MEDE</td>
</tr>
<tr>
<td>Educational Regulatory Compliance Section (ERCS)</td>
<td>Liaise with stakeholders as may be required;</td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Recruit Teacher/s for secondment to ES and VSL;</td>
<td>By Q2 2014</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>- Emoluments</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>
Directorate For Educational Services

INTRODUCTION
The Directorate for Educational Services (DES) was established following the enactment of the amendments of the Education Act Chapter 327 in 2006.

The mission of the Directorate is to ensure the effective and efficient operation and delivery of services to the colleges and state schools within an established framework of decentralisation and autonomy and includes the general function of planning; providing and allocating resources, human and otherwise; services, and learning tools, both of a pedagogical, psychosocial, managerial and operative nature as well as other additional support tools, as required in the state colleges, schools and educational institutions.

The Directorate for Educational Services (DES) is led by a Director General and supported by three Directors responsible for specific Departments:

- Student Services Department;
- School Resources Department;
- Human Resources Office.

Student Services Department

In the area of student services, recruitment of psycho-social services has been an on-going process. Thus students will continue to receive enhanced services to eliminate any obstacles to learning and entitlement. Learning Support Centres, Learning Support Zones and Nurture Groups have been increased and maintained. Presently, DES is giving importance to streamlining referrals so as to ensure an efficient service to the client, as well as the maximisation of human resources.

Objectives

- To support and encourage schools and Colleges in the promotion of School Library services and cultural activities within schools;
- To ensure the provision of effective services of counsellors, social workers, psychologists and other professional persons according to the needs of students and their families in collaboration with the Colleges;
- To provide the resources required for inclusive and special educational programmes and for other schemes related to individual educational needs in conjunction with Colleges and schools;
- To ensure the supply and the coordination of vocational and career guidance services, including the implementation of programmes aimed at achieving improved school-workplace correlation and assist in the transition stages, including those from school to work;
- To ensure the provision of services required to deal effectively with issues of good conduct and discipline, of child abuse, of bullying and of drug abuse;
- To promote the physical and mental health of students through health information and promotion, medical screening services and healthy life-style programmes;
- To support the Colleges in the organisation of special initiatives and projects;
- To cooperate with local and foreign institutions, and encourage and facilitate a better participation in programmes, and the international exchange of students and personnel, particularly in the institutions and programmes of the European Union.
Professional Staff

To achieve this aim the following management staff makes up Student Services, one Director and four Service Managers. The four Service Managers are managing the following sections:

- Education Psycho-Social Services;
- Special Education and Resource Centres;
- Inclusive Education;
- Projects and Initiatives.

The Centre now houses various facilities to complement the services offered by the above-mentioned sections. These include:

- A fully equipped playroom for early intervention services;
- Counselling rooms;
- Assessment rooms;
- Access to Communication and Technology Assessment Lab;
- Training Facilities;

Education Psycho-Social Services

The Education Psycho-Social Services within the Student Services Department (SSD) seeks to provide quality service by qualified personnel to clients within the educational system according to the specific needs of students. These Services are intended to assist students in their holistic development as individuals, and help them become active and responsible members of society.

The Education Psycho-Social Services is comprised of the following Services:

- School Psychological Service;
- Psychotherapy Service;
- Social Work Service;
- Safe Schools Programme which incorporates the Child Safety Services, Anti-Bullying Services and Anti-Substance Abuse Service;
- Career Guidance Service;
- Education Medical Service;
- Servizz Għożża;
- Counselling Services;
- College Prefect of Discipline.

The persons working in this sector are operating from the Centre and give their services to the colleges, where every professional is responsible of a college or a number of colleges. In the meantime, there are other professionals who are working within the colleges.

Services Operating from Student Services Department to Colleges

- Career Guidance Teachers;
- School Psychological Service;
- Psychotherapy Service;
- Safe Schools Programme;
• Education Medical Service;
• Principal Social Worker.

Centre situated at Qormi

• Servizz Għożża.

Personnel working in the schools within the Colleges

• College Counsellor;
• Counsellor;
• Trainee Counsellors;
• College Career Advisor;
• Trainee Career Advisors;
• School Counsellors;
• Guidance Teachers;
• College Prefects of Discipline;
• Social Workers;
• Social Support Workers.

Employment of new recruitment – Investment in more Manpower – New Posts / Positions

As from September 2009 to date, different professionals have been employed with the Student Services Department within the Directorate for Educational Services.

The professionals are operating in the respective colleges. Whilst the educational psychological staff are operating at the Student Services Department, they are responsible for a particular college. Hence all colleges have their own multi-disciplinary team.

All personnel are working on a 40 hour weekly basis all year round. Hence, for the first time in our schools there was a continuation of services even during the summer holidays, school holidays and even after school hours. Although only two years have passed since the introduction of a 40 hour week employment, such service has proved to be of great benefit to both students and parents.

The new recruitment has brought as well the implementation of the reform as regards the specialisation of services. Through the employment of the College Counsellors, the College Career Advisors, Counsellors, the trainee counsellors and trainee career advisors, the two fields of discipline mainly personal counselling and career guidance will be provided by these different personnel, who will be focusing either on personal counselling or career guidance according to their present role.

This year, the counsellors, the psychotherapists, the psychologists and the guidance teachers who work in specialised sectors, were once again given personal and group professional supervision sessions. This service is still ongoing and was very useful for the individuals in the development and professional knowledge regarding their work and also was a learning experience for their personal development.

Regular meetings have been held during 2013 between all professionals at national, college and school level.

The Service Manager, Education Psycho-Social Services is the national delegate and 2 College Career Advisors are members on the European Lifelong Guidance Programme Network
The reason for the European Lifelong Guidance Policy Network (ELGPN) is for the exchange of information, knowledge and practice in the Lifelong Guidance Policy Network sector, in the European context. The Education Psycho-Social Services within the Student Services Department is contributing in Policy Review Cluster 2 – Career Management Skills (PRC2). The participants within this group, amongst which Malta, evaluate European Policies on Career Management Skills. As from September 2009, Malta has participated actively in all preliminary meetings and in the workshops organised related to WP 1.

School Psychological Service (SPS)

Mission Statement

The School Psychological Service strives to promote the optimal psycho-educational environment that facilitates the learning and development of children and young people. This is undertaken through partnership with parents and collaboration with school staff and other child professionals and services.

Services

The main services offered by the School Psychological Service during 2013 included:

- Psycho-educational assessment and intervention for children and young people with learning and behavioural difficulties. The majority of referrals requested support relating to severe emotional and/or behavioural difficulties (including aggression, depression, suicidal behaviour, anxiety, disruption and school refusal) and identification of learning difficulties predominantly relating to dyslexia, dyspraxia, mental disability, ADD/ADHD and autism;
- One-to-one therapeutic work with children as well as systemic family work and peer support programmes;
- Crisis intervention measures involving rapid individual, family and school support in traumatic situations;
- Group sessions with teachers working with children with SEBD in secondary schools;
- Professional Development Sessions with Kindergarten Assistants;
- Issuing of psycho-educational reports for special educational and/or examination provision (e.g. as part of the documentation required for ‘statementing’, applications for University of Malta SEC, Intermediate and Advanced examinations, ECDL, Edexcel, examinations etc.);
- Telephone consultation with parents, school staff and professionals in other agencies/services;
- Attendance for case conferences and IEP meetings;
- Advising SMTs, teachers and parents on the psycho-educational needs of children;
- Liaising with other units within the Student Services Department of the Directorate for Educational Services and with external child-support agencies;
- Participation in whole-school development, relating to children’s psycho-educational development and/or special educational needs;
- Contributions to professional development of school personnel;
- Contributions to policy review and participation in workgroups, government boards and committees;
- Supervision and mentoring of trainee psychologists.

Referrals

- Closed referrals (received during or prior to 2013): 817
Training and Supervision

The main thrust of the educational psychologists’ activity during the current year was the continued training and supervision of junior personnel. This involved the following activities: placement supervision of trainees undertaking professional training at either the University of Malta or the University of East London; internal supervision of psychology assistants and trainee educational psychologists not in formal university training; participation in conferences, seminars, workshops and other CPD activities.

A number of personnel were in full-time or part-time training on a formal university course. Some completed their professional training by obtaining the following degrees: Masters in Drama Therapy, Masters in Transcultural Counselling (Maryland), Doctorates in Educational and Child Psychology (Lond.).

Supervision of trainee educational psychologists

Junior personnel received internal supervision on a regular basis by SPS psychologists and were also given opportunities to co-work with qualified personnel in various work activities. External group supervision was also provided.

University of Malta and University of East London trainees received regular individual and/or group supervision with SPS psychologists. They also had various opportunities to shadow psychologists, psychotherapists and other SSD professionals at work and to visit a range of educational set-ups and child-support services.

Continuous Professional Development (CPD)

The CPD activities in which SPS personnel participated are tabulated below:

<table>
<thead>
<tr>
<th>CPD Activity</th>
<th>Date/s</th>
<th>Location</th>
<th>Organised by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis Management in Schools</td>
<td>4 to 10/03/2013</td>
<td>San Antonio Hotel</td>
<td>ISPA</td>
</tr>
<tr>
<td>Crisis Prevention in Schools</td>
<td>10 to 18/08/2013</td>
<td>Ibis, Porto</td>
<td>ISPA</td>
</tr>
<tr>
<td>Abuse with children and young people</td>
<td>09/10/2013</td>
<td>Mount Carmel Hospital</td>
<td>MUMN</td>
</tr>
<tr>
<td>What does not kill you makes you stronger.</td>
<td>23/10/2013</td>
<td>Dolmen Richmond Hotel</td>
<td>Richmond</td>
</tr>
<tr>
<td>Helping yourself, our children and grandchildren avoid, survive and grow through trauma.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPD Activity</td>
<td>Date/s</td>
<td>Location</td>
<td>Organised by</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Preventing Early School Leavers</td>
<td>06/04/2013</td>
<td>MCC, Valletta</td>
<td>MEE</td>
</tr>
<tr>
<td>CBT with Young People</td>
<td>28/11/2013</td>
<td>UOM</td>
<td>UOM</td>
</tr>
<tr>
<td>Children in poverty in today’s world.</td>
<td>29/11/2013</td>
<td>Mount St Joseph</td>
<td>APF Malta</td>
</tr>
<tr>
<td>Fronter Trainer</td>
<td>July 2013</td>
<td>Pembroke</td>
<td>MEE</td>
</tr>
</tbody>
</table>

**Projects and Initiatives**

**Collaborative work with the Child Guidance Clinic (CGC), St. Luke’s Hospital**

As from 2010 the Student Services Department liaised with the Child Guidance Clinic (St. Luke’s Hospital) to offer better access to the services of a psychiatrist. Consultative meetings were held at approximately monthly intervals at the School Psychological Services.

**Psychotherapy Service**

The main service offered by the psychotherapists comprises Psychotherapeutic Intervention in cases of Social, Emotional and Behavioural difficulties experienced by Children and Young People.

During 2013 the service increased its personnel serving the colleges and contributing to the development of inter-disciplinary and transdisciplinary college professional teamwork.

The majority of referrals were made through Heads of Schools, Counsellors, Social Workers and other professionals; requesting support relating to depression, death wishes, self-harm, school refusal, anxiety, obsessive compulsive disorder, disorganised and disruptive behaviour, transition difficulties associated with fostering, adoption and care placements as well as other developmental and clinical issues.

Professional tasks included the following:

- One-to-one therapeutic work with both primary and secondary school children as well as group therapy;
- Filial work and family based interventions as part of therapeutic programme;
- Working relationally with teachers/learning support assistants and youngsters to enhance students' learning and well-being;
- Immediate intervention measures involving individual, family and school support in traumatic situations;
- Telephone consultation with parents, school staff and professionals in other agencies/services;
- Consultation meetings using a collaborative approach in addressing client needs with guidance and counselling services, senior management team, other SSD support services, Child Guidance Clinic and outside agencies which are also involved with DSS clients;
- Participating in IEP meetings, case conferences and review meetings;
- Screening of cases together with college team professionals in order to prioritize cases effectively;
- Contributions to professional development of school personnel;
- Actively encouraging healthy dialogue on a whole-school level on positive approaches to students' increased well-being;
- Attendance for Individual and group supervision on a regular basis;
- Attendance at activities for continuous professional development.

Referral data is included in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Referrals to Psychotherapy Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>92</td>
</tr>
<tr>
<td>Secondary</td>
<td>87</td>
</tr>
<tr>
<td>TOTAL</td>
<td>179</td>
</tr>
</tbody>
</table>

**Training and Supervision**

In the past two years one of the psychotherapists has been reading a Diploma in Child and Adolescent Psychotherapy

Another psychotherapist is reading a Doctorate in Existential Counselling Psychology and Psychotherapy with the New School for Psychotherapy and Counselling (NSPC) in collaboration with Middlesex University starting from the 8th of September 2013 till September 2017.

Another psychotherapist completed her Training as a Psychotherapy Supervisor with the European Centre of Psychotherapy Studies (EUROCP).  

**CPD Activities by Personnel**

March 2013 – Fronter  
March 2013 – Training in Psychotherapy with Children and Adolescents  
May 2013 – Training in Psychotherapy with Children and Adolescents  
June 2013 – One Day Seminar – Issues Related to Child and Adolescent Mental Health – Nurse Education Unit – Mental Health Services  
June 2013 – One Day Seminar - Aspects of Abuse – Nurse Education Unit – Mental Health Services  
July 2013 – Fronter Training  
November 2013 – Training in Psychotherapy with Children and Adolescents  
November 2013 – 10th National Conference – Boundaries and Space: Creating a Framework for Wellbeing – Malta Association for the Counselling Profession  
Initiatives

As from 2010 the Student Services Department liaised with the Child Guidance Clinic (St.Luke’s Hospital) to offer better access to the services of a psychiatrist. Consultative meetings were held at approximately monthly intervals at the School Psychological Services. These meetings served to enhance ease of communication among professionals from the two agencies. Direct referral from psychotherapy personnel was established and this too was felt to have increased the efficiency of our work.

Services were provided both in the schools as well as at Education Psycho-Social Services, Hamrun, depending on the nature of the cases involved. Provision of the service out-of-school was reported by a number of parents and students as being beneficial when working on sensitive issues.

Regular transdisciplinary meetings in the working team from School Psychological Services, Psychotherapy Service and Counselling Services in St Margaret College, St Clare’s College and St Benedict College have proved to be a very beneficial approach in addressing client intervention – as creative ways of supporting the client were explored. Moreover, there was a fair distribution of work tasks related to very challenging cases among all professionals concerned.

College teams have come to know more clearly and value more highly the work of the psychotherapists in their team and this has helped psychotherapists consolidate their working relationships within their team and experience a sense of groundedness and increased effectiveness in their work.

Social Work Service (SWS)

Mission Statement

To provide an effective social work service to all students of compulsory school age in support of their education and personal growth, working within the students’ educational, family and social environment.

Aims and Objectives

Broad Aim: To ensure that all students develop their full learning potential.

Specific Aims of the Social Work Service are the following:

- To intervene early and effectively to reduce the rate of habitual absenteeism in state schools;
- To improve the quality of life of students with particular attention to the most vulnerable and excluded;
- To provide social work services within the Colleges;
- To build and enhance formal and informal support networks for the benefit of the students;
- To strengthen students’ learning potential through support and empowerment.

Services Offered

The Social Work Service provides the following:
• Serving as links between the school and home through social work intervention with habitually absent students, their families and school staff. School visits and home visits are carried out as and where necessary;
• Providing practical assistance to families of habitually absent students including teaching them home management, parenting and interpersonal for the benefit of the education of the children;
• Supporting and guiding students on personal matters, including stigmatisation, scapegoating, labelling, self-fulfilling prophecies, bullying, substance abuse, challenging behaviour and relationship difficulties;
• Working with families concerning home situations that relate to school attitudes and performance;
• Implementing and promoting anti-discriminatory practice;
• Empowering students, parents and school staff to access available opportunities and resources to fully develop each student’s learning potential;
• Acting as liaison with students, parents, school staff and community resources;
• Ensuring the law on compulsory education is adhered to by parents, keeping track of truant students and addressing issues that are leading to absenteeism;
• Working within a multidisciplinary team in the respective College;
• Referring students to other professionals and specialist agencies as and when required and subsequently monitoring the student’s process;
• Organizing and participating in case conferences and inter-agency liaison meetings;
• Providing the necessary support to students, parents or guardians and other family members, School Management Teams and teaching Staff and act as a mediator between the school and family;
• Serving as an advocate for students by ensuring equity regarding service provision as well as demonstrate awareness of cultural differences and individual needs of students particularly those coming from vulnerable groups;
• Preparing and presenting social reports for, and participating in, Regional Tribunal Sittings, and the Juvenile Court;
• Providing consultation on relative matters to College Principals, School Management Teams, teachers and other professionals within DES;
• Carrying out relevant research work and preparing reports on specialised issues;
• Assessing and vetting applications for exemptions.

Social Support Workers (SSW)

The new role of the SSW focuses on offering practical assistance to families of habitually absent students followed by the College Social Workers. They are following families identified during supervision sessions. It is important to stress that case responsibility will rest with the Social Worker. Consequently, the following duties and responsibilities of the SSW were identified as follows:

• Conducting home visits and other visits as may be required to communicate with target families identified by the supervisor of the social worker working within the respective College, so as to prevent, minimize or eliminate absenteeism from school;
• Assist the social worker in implementing care plans discussed in supervision in relation to students whose educational achievement is effected by personal, social and family matters. Such difficulties may include social exclusion, challenging behaviour and difficult family situations;
• Support families by helping them in practical ways to deal with the educational needs of their children;
- Teaching home management, parenting and interpersonal skills to families for the benefit of the education of the children;
- Participating in case conferences and work-related meetings when required;
- Keeping records of all visits and substantive communications and information learnt from and about target families.

Being based in the College provides a valuable opportunity to work within a multi-disciplinary team and be in close contact with the schools management teams.

**Access to Students’ Data per College**

As from January 2013 the social workers and social support workers had access to the attendance of all primary schools and secondary schools through the E1 platform. Hence, all workers were expected to check the attendance of all students attending the schools that fall within their College once a month as well as the attendance of active cases once every fortnight. All social workers and social support workers also submit statistics of interventions with individual students who are not attending school regularly to the Principal Social Worker by the end of each month. Compiled statistics are inserted in the annual report issued by the Education Psycho-Social Services and are also used to substantiate requests for more human resources since recent statistics indicate that following regular interventions by the said professionals the rate of absenteeism in primary schools has declined.

**Working with Early School Leavers**

For the third consecutive year career advisors, social workers and social support workers worked jointly to identify fifth formers who are at risk of becoming early school leavers in their respective College. This initiative entails the identification of 5th formers who do not intend to sit for any Matsec O Level or for only one or two. Priority is given to those students who are also habitual absentees. An individual meeting is scheduled with the students to explore their career paths. This year the social workers and social support workers identified those students amongst the above who were not attending school and made contact with them mainly through home or office visits to explore their interests and vocational aptitudes and consequently served as a link with the career guidance service provided at College level. Social workers and social support workers also give their input in programmes organised for these students at College level.

**Summer Initiatives**

**Tackling Unauthorised School Absences**

During summer 2013 the social workers conducted office visits with most of the parents of primary school children who were absent from school for more than 20 unauthorised days during scholastic year 2012-2013. After reviewing all students’ attendance through the E1 platform, the Service Manager identified this cut off line in view of the Director General’s directive to reduce habitual absenteeism in schools. It was also agreed that the social workers together with the social support workers will follow cases of secondary students who were absent from school for the same number of days giving priority to students in Form 1 and Form 2. 202 primary school children and 140 secondary students were identified from all Colleges.

The parents/guardians of these students were notified through a letter of an office visit scheduled with the social worker held at the respective schools or office. 185 visits where held in schools or in the office situated in the respective College to make it more accessible for the parents/guardians to attend. When parents/guardians did not turn up for the planned office visits the social worker tried to contact them to schedule another school, office or home visit. In cases
where parents/guardians could not be reached by phone a surprise home visit was conducted in pairs for safety reasons. 91 home visits were conducted.

Creating awareness regarding the importance of regular school attendance at College Level

Social workers and social support workers attended meetings held with parents in Primary and Secondary schools between September and October as part of the service’s strategy to increase awareness regarding the importance of regular school attendance. In certain Colleges professionals were given the opportunity to attend PD sessions within primary schools during which they explained their role and referral system so that teachers will know what is expected of them with regards to reporting absenteeism.

Other Input at College Level

The social workers and social support workers give their input in several programmes and initiatives organised at College Level. They participate in transition visits, At St Margaret, St Clare, St Theresa and St Gorg Preca Colleges the SW and SSW assist the youth workers with their interventions with youth. This mainly entails participating in the facilitation of youth clubs held after school hours as well as provide an input in EU funded projects. The following are the projects the staff assisted according to the respective College:

St Gorg Preca College

- Social workers assisted in the organisation of the transition visits for year 6 students;
- Participated in College activities including San Gorg Preca Day and Career day in primary schools;
- Participated in Job Exposure Experiences by visiting number of students at the place of work as supervision;
- Assisted in the Form 5s Project in conjunction with another college titled ‘YOLO’;
- Participated in college youth club.

St Margaret College

- Social worker and social support worker assisted youth worker in various projects including Dance for Inclusion Wara l-Kantuniera and The Next Step. Social worker also attended youth club held once a week all year round;
- Social worker and social support worker participated in College Activities – Pool Marathon.

St Thomas More College

- Social worker participated in transition activity for Year 6 girls titled Moving On;
- Participated in activity organised by career guidance for year 4 students titled Nahdu Bizlien.

St Clare College

- Social support worker participated in the project Vitality of Water together with the youth worker;
- Social support worker was given a project targeting Year 1 students that were absent for only a few days as a preventive measure to combat absenteeism.
Maria Regina College

- Social support worker participated in the Job Exposure;
- Social support worker participated in the Youth Exchange which entails a one week programme, involving group of students from the College secondary schools and other group of students from Hungary.

St Theresa College

- Assisted in a youth exchanged programme organised by the youth worker.

Legal Measures to Reduce Rate of Absenteeism

Social Workers attend Regional Tribunal sittings to give feedback to the Commissioner of Justice presiding the hearing regarding their interventions with habitually absent students. This information will assist the Commissioner when passing judgement. Meetings are also held with the Commissioner of Justice to discuss the way forward regarding tackling cases of habitual absenteeism. Since the present legal system lacks enforcement measures recommendations to improve the effectiveness of the system were presented and discussed with the Hon. Dr Owen Bonnici in October 2013. This is to be followed up in the coming weeks.

Participation in the Juvenile Court

One of the roles of the social work service with SSD is to attend Juvenile Court hearings and advice the Magistrate presiding with the following information of school aged offenders:

- Student’s school attendance;
- Behaviour of student at school and if social worker is in contact with the family provide information regarding behaviour at home and in other social settings;
- Interventions carried out on behalf of the student by professional services provided by the Directorates;
- Updates regarding any programmes student follows through Student Services Department such as the Individual Educational Programme (IEP).

The social worker also acquaints the Magistrate about current programmes and services within the Directorate that the student might benefit from. Another role is that of liaising with the probation officers who are assigned to follow individual students. During 2013 the social worker attended 13 hearings.

As from this year the social worker working at the Gozo College is attending the Juvenile Court in Gozo.

Continuous Professional Development and Staff Support

Social workers and social support workers attended conferences and seminars throughout the year including:

- Il-Faqar fit-Tfal fid-Dinja tal-Lum – Anti-poverty Forum Malta;
- Public lecture organised by Richmond Foundation;
- CDRT training in Communication Dynamics;
- Supervisory Skills Training.
One of the social workers working at St Gorg Preca College and the senior social worker were also chosen to attend training abroad. Both applied on their own personal initiative and attended the following training programmes:

- EUPA Comenius Training in Copenhagen – Strength Based Coaching;
- EUPA TICTAC Training in Paris – Team Building and Project Planning and Development.

The staff also attended the in-service training provided for teachers and organised by DES together with DQSE held in July and September respectively as well as a training session organised by STS regarding the use of the new database – the E1platform.

Team meetings were also held bi-monthly and two team building sessions were held with the Social Support Workers.

**Provision of Professional Supervision**

Supervision is a very important tool in social work as it provides continuous professional development whilst ensuring that service users are receiving a professional service.

Alternate supervision sessions are held in the respective colleges so that the Principal Social Worker has the chance to observe the social workers in their setting as well as maintain regular contact with the College Principals.

The Senior Social Worker provided supervision to the Social Support Worker every three weeks. It was decided that the Senior Social Worker will manage the social support workers to ensure uniformity in service provision.

Regular case consultation and case discussion were also provided by the Principal and Senior Social Worker whenever requested. Team meetings were organised every two months.

**Participation in Tri-Partite Committee Meeting**

The Principal Social Worker was appointed to represent the DES in the sub-committee dealing with the legal aspects and the justice system. She attended two meetings and gave her input especially with regards to amendments to improve the present legal system applied to tackle long term absenteeism.
## Interventions

<table>
<thead>
<tr>
<th>Type of Intervention</th>
<th>Total No of Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home visits</td>
<td>1161</td>
</tr>
<tr>
<td>School Visits</td>
<td>1059</td>
</tr>
<tr>
<td>Office Visits</td>
<td>805</td>
</tr>
<tr>
<td>Other visits</td>
<td>172</td>
</tr>
<tr>
<td>Other contact with family and/or significant others</td>
<td>554</td>
</tr>
<tr>
<td>Case Reviews</td>
<td>64</td>
</tr>
<tr>
<td>Case Conferences</td>
<td>69</td>
</tr>
<tr>
<td>Referrals to other services</td>
<td>70</td>
</tr>
<tr>
<td>Case discussions</td>
<td>1095</td>
</tr>
<tr>
<td>Meetings with Professionals</td>
<td>611</td>
</tr>
<tr>
<td>Phone calls with family members</td>
<td>3773</td>
</tr>
<tr>
<td>Phone calls with professionals and/or significant others</td>
<td>1734</td>
</tr>
<tr>
<td>Supervision (hours)</td>
<td>395</td>
</tr>
<tr>
<td>Recording/Reports (hours)</td>
<td>2931</td>
</tr>
<tr>
<td>Vetting Court Files (hours)</td>
<td>256.5</td>
</tr>
<tr>
<td>Tribunal (hours)</td>
<td>140</td>
</tr>
</tbody>
</table>
Caseload Statistics

Social Work

During scholastic year 2012-2013 the social workers followed 338 primary and 356 secondary students. Following social work intervention, 221 cases are complex cases. These include students with challenging behaviour, families with financial difficulties, marital problems, issues of child abuse, learning difficulties, mental health problems, chronic illness and domestic violence.

Social Support Workers

During scholastic year 2012-2013 the social support workers followed 91 primary and 104 secondary students. 27 of these cases are complex cases. Hence, even though the initial problem was absenteeism, the social support workers also focused on social problems which lead to habitual absenteeism. This included lack of parental skills, lack of home management skills, mental health problems and challenging behaviour. Through their interventions social support workers worked on preventing neglect as well as reducing absenteeism – in fact there were instances where they accompanied students regularly to and from school. They also accompanied parents for medical appointments.

Following the interventions of both social workers and social support workers 276 students resumed attending school more regularly.

Tribunal Court Sittings

During this year the social workers attended the following sittings:

<table>
<thead>
<tr>
<th>Total Tribunal Sittings</th>
<th>54</th>
</tr>
</thead>
</table>

Number of sittings per tribunal:

<table>
<thead>
<tr>
<th>Valletta</th>
<th>Lvant</th>
<th>Qormi</th>
<th>Gozo</th>
<th>Tramuntana</th>
<th>Zejtun</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>6</td>
<td>21</td>
<td>4</td>
<td>8</td>
<td>15</td>
<td>54</td>
</tr>
</tbody>
</table>

Absenteeism reports (SEWO) submitted by schools during scholastic 2012 – 2013

<table>
<thead>
<tr>
<th>Number of absenteeism reports (SEWO) sent by schools and processed by the clerks of the service*</th>
<th>10,842</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3,541 of these reports were referred to the Tribunals)</td>
<td></td>
</tr>
<tr>
<td>Number of Students whose parents were arraigned in the respective Tribunals because of school absenteeism</td>
<td>1,399</td>
</tr>
<tr>
<td>Private / Church Schools</td>
<td>10</td>
</tr>
</tbody>
</table>

*All schools are obliged to report to the Social Work Service when students miss school for more than 3 days in a month.

Juvenile Court Sittings

Number of sessions attended:

<table>
<thead>
<tr>
<th>Juvenile Court (Malta)</th>
<th>14</th>
</tr>
</thead>
</table>
School Exemption Issued During Scholastic Year 2012-2013

Permanent Exemption +16

<table>
<thead>
<tr>
<th></th>
<th>Issued</th>
<th>Refused</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Form (humanitarian cases)</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Form 5 (issued on completion)</td>
<td>323</td>
<td>2</td>
<td>325</td>
</tr>
<tr>
<td>6th Form</td>
<td>13</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>340</td>
<td>2</td>
<td>342</td>
</tr>
</tbody>
</table>

Temporary Exemption – 16

<table>
<thead>
<tr>
<th></th>
<th>Issued</th>
<th>Refused</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form (humanitarian case)</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Form (humanitarian cases)</td>
<td>15</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Form 5</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>6th Form</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31</td>
<td>7</td>
<td>38</td>
</tr>
</tbody>
</table>

Permanent Exemption -16

<table>
<thead>
<tr>
<th></th>
<th>Issued</th>
<th>Refused</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Form (humanitarian cases)</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Form 5 (issued on completion)</td>
<td>78</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>6th Form</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>81</td>
<td>2</td>
<td>83</td>
</tr>
</tbody>
</table>

TOTAL - 452 Issued and 11 Refused

NB Students who apply for an exemption are to be at least 15 years old.

The Safe Schools Programme

The Safe Schools Programme is composed of the Child Safety Services, Anti-Substance Abuse and Anti-Bullying Services.

Child Safety Services (CSS)

The Child Safety Services form part of the Safe Schools Programme, in the Education Psychosocial Services within the Student Services Department.
Child Safety Services (CSS) is a specialized service working in the area of child abuse. It is an educational, coordinating and therapeutic service, offering intervention and prevention services to students, parents and school staff. CSS strives to offer effective and professional services catering for the needs of children who have experienced or are still experiencing abuse.

Child Safety Services has the following functions: prevention; consultation; monitoring of cases and coordination of services with agencies both outside and inside the directorate; training; intervention; research; tracing; counselling and multidisciplinary team work.

**Prevention**

Prevention work is a continuous process in schools. This includes awareness raising sessions with parents and prevention sessions with students.

The Parental session is an informative talk on the different types of abuse, positive discipline and parents’ attitude when a disclosure about abusive situations takes place.

Prevention programmes are offered primarily to Year 4 students in both Malta and Gozo state schools. The Year 4 programme includes an interactive story focusing mainly on child safety from abusive situations. CSS guidance teachers then follow those students who show any concern either to the SMT or the class teacher. CSS guidance teachers are also available to those students who wish to self-refer something related to the lesson.

As from last scholastic year (2012-2013), a Year 6 and Form 2 prevention programme has been initiated at the Gozo College. The Year 6 programme includes a class based power point presentation on “Dangers on Internet” whilst the Form 2 programme addresses child abuse. All Year 6 and Form 2 sessions include an activity sheet.

As from October 2013, a prevention programme was also initiated with Form 1 classes at St. Clare’s College Coeducational School. This programme addresses the issue of child abuse in a coeducational setting.

Prevention talks for primary and secondary students are also delivered to church and independent schools upon request.

All the above mentioned programmes aim at equipping students with the necessary knowledge about child abuse and vital skills necessary to protect oneself.

**Consultation**

Consultation with various schools has been a main priority for CSS since its onset. Normally, school staff or other professionals within the Directorate for Educational Services call CSS for consultation. Consultations are being made mainly over the phone. However, in certain complicated cases, consultation meetings are held within the school and with the members of staff concerned. The aim of these consultations is to decide whether the school needs to refer the case for investigation or if the case needs to be observed further by the school before being referred. In the case of the latter, CSS together with the school, design an observation programme and time frame. Consultations have also been requested by parents, other professionals working within the Student Services Department and other outside agencies. In most cases, following the consultation, the school makes a referral.
In other circumstances, CSS staff consult with Appoġġ for more professional guidance before a referral is made.

**Monitoring of Cases and Co-ordination of Services**

Once a referral is received, CSS monitors the case and co-ordinates any work that needs to be done by other student services and/or other agencies. In most cases a team of professionals from different agencies are involved with the case. CSS offers to be a link between schools and the service delivery units of the psychosocial Services Department and/or other agencies/professionals outside the DES. Very often, before starting to investigate cases, a school meeting is called for. CSS organises such a meeting with all the professionals involved. During these school meetings a way forward is usually planned after collecting more information from those involved.

**Support given to students**

All CSS members are following and supporting students who disclose abuse. As from this scholastic year, two CSS members, who are reading for a Master’s degree in counselling, are fulfilling part of their placement at CSS. CSS also offers counselling to students who have suffered abuse and whose case has been already investigated, when requested by Appoġġ.

**Training by CSS**

CSS participates in staff development meetings in schools upon request. During these sessions CSS presents the four forms of child abuse namely physical, neglect, emotional and sexual abuse. Members of staff are trained to identify as early as possible those students who are victims of any form of abuse. CSS personnel then outlines the main points of the National Policy for Child Protection, emphasising what a member of staff should do when a case of child abuse arises.

Other training programmes delivered by CSS staff during the year included:

- A member of staff addressed a number of newly appointed heads and acting heads of school in order to sensitise them further to the seriousness of abuse and to indicate what steps are to be taken in cases where there is a strong suspicion, disclosure or other evidence of abuse, according to the Child Protection Policy;
- A member of staff addressed the psychosocial team belonging to St. Nicholas College;
- A member of staff delivered a training session to the guidance teachers at Santa Lucia Girls’ Secondary;
- A member of staff carried out a training session to the Learning Zone teachers at Verdala Boys’ Secondary.

**Research**

This year CSS has fully developed its new Year 4 programme which was launched in schools this October. This programme is centred around an interactive power point presentation depicting an abusive situation. Students are encouraged to participate and share their opinions on the above mentioned situation. They are hence equipped on what to do and to whom to speak if such a situation occurs.

**Tracing**

CSS is often asked by Appoġġ to trace students in schools so that they can investigate or follow up cases of child abuse. Till May this task involved phoning schools to confirm whether students attended there or not. SIS (School Information System) came to the rescue when students
could not be found. When students are not found in state schools CSS members have to contact Church and Independent schools to confirm if the student is listed in one of their schools.

In May, CSS members underwent training in E1. This training gave CSS members access to the student name lists in all state schools. This facilitated the tracing process. The process for the church and independent schools remained the same. Tracing involves gathering information from schools about the students especially if there are any concerns present on the wellbeing of the child.

In 2013, CSS received 193 requests for tracing from Child Protection Services and the Initial Family Support Services at Appoġġ.

**Professional Teams**

CSS has continued to be part of the Professionals’ Team at Senglea Primary School. This team consists of a multidisciplinary team that caters for children with learning problems. It also tries to identify and help students at risk.

**Media Awareness**

Media Awareness has continued during this calendar year. This year, a member of staff was invited to take part in a Gozitan community radio programme on the issue of child abuse and the services offered by CSS.

**Continued Professional Development in 2013:**

**Further Education**

- Two members of staff are currently reading a Master’s Degree in Counselling at the University of Malta;
- Another member of staff is currently reading a Post Graduate Diploma in Educational Leadership at the University of Malta, Gozo Branch.

**Conferences**

- Four members of staff attended the conference organized by Sedqa named “One Too Many”;
- Two members of staff attended the Conference held at the Mediterranean Conference Centre dedicated to Early School Leavers. Preceeding this conference CSS was asked to write a detailed feedback report regarding this published document;
- Three members of staff attended a one day conference organized by Richmond Foundation named “What Does not Kill Us Makes Us Stronger! Helping Ourselves, Our Children and Grandchildren Avoid, Survive and Grow through Trauma.” This was addressed by Dr. Felicity De Zulueta;
- Two members of staff attended a morning seminar entitled “Paedophilia: Knowledge and Approach”;
- Four members of staff attended a one-day conference entitled “It-Tfal fil-Faqar fid-Dinja tal-ium” organised by the Anti-Poverty Forum, Malta;
- Two members of staff attended the MACP Training week and National Conference entitled “Boundaries and Spaces: creating a framework for well-being” which was addressed by Prof. Val Potter.
Other

- All CSS staff attended E1 training held in May;
- A member of staff attended a monthly Counsellor’s Professional Development course;
- All CSS personnel regularly benefitted from personal and group supervision – 24 sessions of Personal Supervision and 5 sessions of Group Supervision;
- CSS members held monthly unit meetings.

Others

- CSS presented a detailed statistic report on the referrals received in the last five years as requested by the Service Manager;
- Feedback is given on cases on request to heads of schools, counsellors and guidance teachers;
- Continuous updating of the Database and Filing System;
- Answering to parliamentary questions in relation to child abuse.

Referrals

In the year 2013, Child Safety Services received 223 referrals of child abuse of which 28 cases were re-activated and 2 were referred to the Director General, Department of Student Services. 149 cases were closed during 2013. The following table shows the types of cases referred to CSS in 2013:

<table>
<thead>
<tr>
<th>Type of Abuse</th>
<th>Number of Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>42</td>
</tr>
<tr>
<td>Neglect</td>
<td>69</td>
</tr>
<tr>
<td>Physical</td>
<td>25</td>
</tr>
<tr>
<td>Sexual</td>
<td>24</td>
</tr>
<tr>
<td>Emotional and Neglect</td>
<td>5</td>
</tr>
<tr>
<td>Emotional, Neglect and Physical</td>
<td>3</td>
</tr>
<tr>
<td>Emotional, Neglect and Sexual</td>
<td>1</td>
</tr>
<tr>
<td>Emotional and Physical</td>
<td>26</td>
</tr>
<tr>
<td>Emotional, Physical and Sexual</td>
<td>4</td>
</tr>
<tr>
<td>Emotional and Sexual</td>
<td>10</td>
</tr>
<tr>
<td>Emotional, Neglect, Physical and Sexual</td>
<td>2</td>
</tr>
<tr>
<td>Neglect and Physical</td>
<td>5</td>
</tr>
<tr>
<td>Neglect and Sexual</td>
<td>2</td>
</tr>
<tr>
<td>Physical and Sexual</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>223</strong></td>
</tr>
</tbody>
</table>

Statistics

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation to Senior Management Team</td>
<td>160</td>
</tr>
<tr>
<td>Consultation given to parents</td>
<td>63</td>
</tr>
</tbody>
</table>
The Anti-Substance Abuse Service

The Anti-_Substance Abuse Service which forms part of the Safe School Programme within the Education-Psycho Social Services empowers youths and adults (teaching staff and parents) with factual information about drugs so they can make informed decisions and live drug-free.

The role of Anti-Substance Abuse Service

During the year 2013, all Focal Persons working within the Anti-Substance Unit strived to give an effective and timely help to students suffering from substance abuse while at the same time ensuring a safe school environment. Focal Persons made sure to: plan primary prevention programmes for students, parents and members of staff; to train school's staff concerning substance abuse issues with the aim of curbing substance abuse; develop and administer intervention services within the DES; co-ordinate procedures for early identification of students at risk for substance abuse and students showing symptoms that are indicative of substance abuse; provide group/individualized support to students affected by or who demonstrate concerns related to substance abuse or who are at risk; facilitate conferences with all stakeholders involved to review, discuss and implement the appropriate strategies for intervention; work in co-operation with all stakeholders involved in developing and following through with after care plans; co-ordinate the referral system and treatment options with all stakeholders involved; and conduct research on latest developments in the area of addiction.
During the year 2013, the Focal Persons worked towards reaching the aims and objectives mainly being:

- To ensure understanding of the implications and possible consequences of use and misuse of any substance and the law;
- To widen understanding about related health and social issues e.g. sex and sexuality, crime, HIV and Aids etc;
- To help develop the moral courage to reject peer pressure, which may lead to experimentation with illegal substances;
- To provide pupils and other individuals with accurate information about drugs and other harmful substances and make them aware of the potential consequences of substance misuse;
- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing coping strategies;
- To actively discourage the use of illegal drugs and to treat cases of drug usage by pupils as serious misconduct, which will be investigated and may lead to the imposition of sanctions against pupils;
- To enable pupils who may be in difficulty and whose achievement and performance is impaired to identify sources of appropriate support;
- To ensure that schools are a safe environment that is conducive to learning.

Anti-Substance Service Mission Statement

“We strive to keep schools safe from substance abuse in all its forms and from all stakeholders. This stance warrants the planning and implementation of preventive strategies and intervention for students, school staff and parents.”

The Service considers that the use of illegal drugs by pupils will:

- Undermine the student’s health, safety, independence, opportunity and respect for the law;
- Undermine the integrity of the school community by exposing other pupils to temptation and to the risk of criminal proceedings.

The Anti-substance Service together with schools are acting upon the community’s and parents’ expectation that the schools will provide the most conducive learning environment, recognised that unless schools and their students are substance (drug and alcohol) free, optimum conditions for learning will not exist.

As already stated, Focal Persons with the help of every member of the schools staff are to ensure that every individual on school premises are free of substance abuse. This is because when an individual is under the effect of any form of substance the whole school environment will be effected and may become unsafe. The behaviour of that individual under the effect of substance may change in a way that they put the safety of other individuals in danger. Behavioural changes such as being unusually clumsy, stumbling, lack of coordination; hostility or anger; decreased motivation; loud or obnoxious behaviour; could be some of the reasons why the whole environment will become unsafe.

Focal Persons make every effort to prevent student involvement with drugs, alcohol, tobacco and other harmful behaviour-health concerns by providing age appropriate education, programs and supportive roles. Throughout year 2013, students, parents and school staff
received detailed information and training about the procedures and consequences, legal
and health-related material of the dangerous substances and tobacco.

The Service concentrated in areas of education, prevention and support. Being drug-free
takes more than “just saying no.” Focal persons are continuously teaching our students to
KNOW, and how to say NO. It takes time and effort; it involves everyone the student relates
to: teachers, administrators, staff and most important parents. After all, parents are a child’s
first and most important teachers. Parental involvement is encouraged as much as possible.

Services offered by the Anti-Substance Abuse Focal Persons

Consultation services

Focal Persons offered assistance to schools whenever cases of alleged substance abuse
occurred. The personnel offered technical advice on matters of policy and procedures
regarding school referrals. This was an integral part of the service offered because it strives
to strike a balance between the needs of the alleged user and the safeguarding of the
school.

Intervention Services

In spite of great efforts, the school understands that a student may become harmfully
involved with some substance abuse, threatening the safety and well being of him/herself
and/or others. Focal Persons assisted individuals who were allegedly abusing or at risk of
substance abuse. In some cases, where several professionals are involved, Focal Persons
set up case conferences with all those involved being school administration, staff, social
workers, INCO, prefect of discipline, counsellors/trainee counsellors and guidance amongst
others, and discuss and agree on an action plan on how to help that particular student. The
process of intervention involved an array of indirect and/or direct strategies which included
classroom sessions, fora, seminars, staff development meetings and other preventive work.
Other strategies involved sessions with abusers, parents and staff concerned in the case.

From January till 30th November 2013 a total of 113 referrals were received at the Anti-
Substance Abuse Service. More details are shown in the tables below. These cases
involved a total of 396 sessions, such as, individual sessions with the students, meeting with
parents/guardians, SMT, Guidance Teachers, Social Workers (Youth in Focus), Police Drug
Squad and other professionals such as Prefects of Discipline, Trainee Counsellors,
Counsellors etc. Very often, case conferences were also organised to discuss the best
possible way forward to help the child. The fact that for most of the year the Service offered
its support without the full complement of Focal Persons also affected the number of
referrals which were received during the year. Focal Persons believe that when their
presence in colleges is felt and work closely with guidance teachers, the number of referrals
and cases also increase.

Some of the cases needed to be referred to Sedqa/(Appoġġ) Youth in Focus or Caritas
(Malta) so that the student will be given further assistance. Focal Persons also asked for
feedback from the agencies concerned and supported the students accordingly.

Prevention Service

No one questions the severity of the drug problem and its devastating impact on youth.
Academic results suffer and, even worse, drugs undermine health and destroy young lives.
The best solution is to reach young people with effective, fact-based drug education before they start experimenting with drugs. Tweens, teens and young adults who know the facts about drugs are much less likely to start using them.

The term “drug prevention” is a short hand reference to the issue of helping people (often with a focus on young people) avoid drug use and substance abuse. This includes preventing “problematic use” and avoiding the harm that drugs can cause.

An Education curriculum emphasizing primary prevention of substance abuse is implemented by the Anti-substance Service in order to provide students with information and developmental exercises which will encourage responsible decision-making skills regarding the use of tobacco, alcohol and other drugs. Education and other activities aimed at personality development are the most important steps that are taken towards drug abuse prevention. They contribute to the development of a healthy life and psychological well-being.

Professionals tried to provide Prevention Programmes in three different levels being Universal Prevention, Selective Prevention and Indicated Prevention.

**Universal prevention**

Universal prevention strategies addressed the entire school population (mainly Form 3, 4 and 5). The aim of universal prevention is to deter or to delay the onset of substance abuse by providing all individuals the information and skills necessary to prevent the problem. Universal prevention programs are delivered to large groups without any prior screening for substance abuse risk. All students share the same general risk for substance abuse, although the risk may vary greatly among individuals. Here Form 5 students are the main target. Talks are delivered in collaboration with the Drug Squad Police. Students are given the possibility to get to know the legal aspect related to drugs and also are being shown samples of the most common types of drugs.

**Selective prevention**

Focal Persons in the Anti-Substance Abuse Service also implement Selective prevention which serves specific sub-populations whose risk of a disorder is significantly higher than average, either imminently or over a lifetime. This responds to the growing importance of identifiable risk factors for understanding the initiation and progression of substance abuse, particularly among young people.

**Indicated prevention**

When conducting Indicated prevention this aims to identify individuals who are exhibiting indicators that are highly correlated with an individual risk of developing substance abuse later in their life (such as psychiatric disorder, school failure, dissocial behaviour etc.) or additionally early signs of problematic substance use (but not clinical criteria for dependence) and to target them with special interventions. Identifiers for increased individual risk can be, falling grades, conduct disorders, and alienation from parents, school, and positive peer groups. The aim of indicated prevention efforts is not necessarily to prevent the initiation of use nor the use of substances but to prevent the (fast) development of a dependence, to diminish the frequency and to prevent “dangerous” substance use (e.g. moderate instead of binge-drinking.)
During the year 2013, the Anti-Substance Abuse Team worked on a Preventive and Intervention Programme with 1679 students (667 boys and 1012 girls) coming from the following groups: Form 1 – 36 students; Form 2 – 13 students; Form 3 – 232 students; Form 4 – 1131 students; Form5 – 192 students and 6th Form 75 students.

No one, especially a young person, likes to be lectured about what he or she can or cannot do. Thus, Focal Persons provide the facts that empower youths to choose not to take drugs in the first place. Additionally, the unit’s drug prevention work consists of activities that students can join which popularize drug-free living. These activities are simple, effective and can involve people of all ages.

This programme was delivered in the following colleges:

- Maria Regina College – GSS – Mosta;
- St Benedict College – BSS - Kirkop;
- St Benedict College – GSS – Tarxien;
- Santa Margerita – BSS – Cospicua;
- St Margerita – GSS – Zejtun;
- St Clare College – BSS – Gzira;
- St Clare College – GSS – Pembroke;
- St Micheal School – Qormi;
- St Theresa College – GSS – Mrieħel;
- St Ignatius College – BSS – Ħandaq;
- St Thomas More College – GSS – St Lucija;
- Gozo College – BSS - Victoria Gozo;
- Gozo College – GSS – Victoria Gozo;
- Gozo 6th Form Sir Michelang Refalo;
- Our Lady of Immaculate Girls’ Secondary Ħamrun;
- Saint Augustine College;
- San Gorg Preca College – BSS - Zebbug;
- San Gorg Preca College – GSS – Ħamrun;
- Skola Nazzjonali tal-I-sports.

The aims of the programme are:

- To help students understand that information in the media that seeks to glamorize drugs does not reflect the reality of what life on drugs is really like;
- To help students understand why people take drugs;
- To analyse and reflect on the importance of self-esteem and self-concept;
- To educate students on the facts about drugs and its short- and long-term impact on a person’s health and well-being both physical and psychological;
- To educate students how, through knowing the truth about drugs, they can make informed decisions;
- To give students confidence that they can deal with peer pressure;
- To inform students of how to further expand their knowledge about the negative impacts of drugs and to help others do the same;
- To help students understand that they can learn from the experiences of others who have taken drugs so they can avoid making the same mistakes;
- To raise awareness about the effect and the law relating to illegal drugs;
- To enhance students’ understanding of why there are rules to cover people’s actions;
• To help students understand that a very important starting point for healthy choices is valuing oneself and other people and to engage in anti-drug activities such as sports, get involved in hobbies, voluntary work and so on.

This programme consists of a mixture of activities such as discussions; case studies; Powerpoint Presentations; video clips and so on. The programme is designed to have a duration of approximately 4 sessions with each class, preferably being two double lessons. Unfortunately, many schools find it difficult to allocate 4 lessons for substance abuse prevention. Very often this programme is being delivered on only two lessons due to the fact that students are having a lot of interruptions throughout the year and subject teachers will be faced with a lot of restrictions in order to cover the whole syllabus. This is limiting the amount of information that is being given and the time allowed for discussion.

At the end of the Prevention Programme Sessions, students are given an evaluation sheet to analyze various areas of this programme so as to help the Focal Persons to make improvements, both in the upcoming sessions and also for the next scholastic year. Focal Persons analysed these questionnaires in detail and acted accordingly. After analysing the data, the Focal Persons compiled a report for each school in which the programme was delivered and a copy of this report was presented to the Head of School.

Evaluation

The following are the results extracted from an evaluation sheet given to each student at the end of the programme. Individual reports were also presented to each and every school involved in this programme.

REPORT: Statistics Jan – Dec 2013

Students were asked to indicate whether they found these session interesting or not.

All the students except for 1% found the sessions interesting. 60% of students stated that the sessions were very interesting while 39% of the students said that sessions were interesting.
When asked whether the students wanted to discuss other issues apart from those presented, the following answers were given:

90% of students said that the content delivered was sufficient while the other 10% wanted to hear more information related to the topic. Some students wanted more information about drugs signs and symptoms; how are they taken; from where do they come etc.

With regards to the duration of the programme offered, we had the following results:

60% of the students stated that the duration of the programme was good enough while the other 40% stated that if extra sessions are added to the programme it would be better. This particular programme is designed as a 3 hour programme. Unfortunately when we considered to increase the duration of the programme, we found it difficult because of very restricted school timetables as it is explained at a later stage in this report.
The students were also asked about the way the programme was delivered by the Focal Person. The following results were given:

98% of the students were satisfied by the way the programme was delivered. Only 2% were not of the same opinion.

Another question was about whether the students found this programme useful for their future. The following results were given:

95% of the students were satisfied by the way the programme was delivered. 5% were not of the same opinion.

The last question asked in the evaluation sheet was whether they would like to have a similar programme in the future.
90% of students expressed the idea that in the future they would appreciate if they have similar sessions. Only 10% expressed the idea that they do not want to have other similar programmes in the future.

The results presented are very encouraging. This programme was introduced by the personnel at the Anti-Substance Abuse Service as from scholastic year 2009/10 and from time to time updates are implemented to make this programme as interesting as possible to the students.

**Prevention in collaboration with Drama Unit**

The Anti-Substance Abuse Service cannot work in isolation: in order to perform its tasks effectively it must actively engage with other partners, working both in the educational set-up (such as PSD teachers and Guidance teachers) and in other areas such as Drama Unit teachers. Scholastic year 2012-13 was a year particularly rich in terms of collaborative ventures especially with the drama unit teachers.

**Other Activities**

Seminars on the effects of alcohol on health, abuse and internet safety and boy-girl relationships were conducted during the months of April and May at the Zebbug Parish Centre. The main targets were all form 4 secondary state school students. The program reached a total of about 200 students.

**Parents Prevention Exercise (Malta)**

The rights and responsibilities of parents as partners to their children’s socialisation and education have been recognised in every educational treatise. As a service in conjunction with personnel from schools and other agencies, the Focal Persons aim to inform and equip parents with skills to assist their children in this challenging and stimulating part of their life. These activities take the form of formal meetings. Substance abuse educational and training programs are provided for parents on a regular basis at various times and locations.
Parent Involvement – Gozo

The rights and responsibilities of parents as the primary carers of students have been recognized in every educational treatise. It is the duty of every focal person to work in collaboration with parents both in the prevention of substance abuse by educating parents on how to recognize early warning signs and symptoms of addiction as well as to foster an anti-substance abuse mentality among their children from an early age, as early as primary. As a result, a number of talks were delivered in secondary and primary schools.

Talks for parents were held in the various schools. In order to increase attendance, these were delivered in collaboration with Child Safety Services and the Social Workers.

Talks for parents were held in the following schools:

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Target Group</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gozo College Kercem Primary</td>
<td>Parents of year 5 &amp; 6</td>
<td>January 2013</td>
</tr>
<tr>
<td>Gozo College Girls Secondary</td>
<td>Parents of Form 3</td>
<td>January 2013</td>
</tr>
<tr>
<td>Gozo College Xewkija Primary</td>
<td>Parents of year 5 &amp; 6</td>
<td>February 2013</td>
</tr>
<tr>
<td>Gozo College Zebbug Primary</td>
<td>Parents of year 5 &amp; 6</td>
<td>March 2013</td>
</tr>
<tr>
<td>Gozo College Nadur Primary</td>
<td>Parents of year 5 &amp; 6</td>
<td>March 2013</td>
</tr>
<tr>
<td>Gozo College Qala Primary</td>
<td>Parents of year 4-6</td>
<td>May 2013</td>
</tr>
</tbody>
</table>

Information Sessions from Drug Squad

During the Year 2013, Police Officer Jason Caruana from the Drug Squad was invited to deliver the talks in the various colleges to Form 5 students. During these talks, Mr Caruana explained the legal aspect related to drugs. He also mentioned certain circumstances which he came across when on duty at the Drug squad. He also showed samples of the various drugs. This left an impact on students. The focal persons received very positive feedback both from the students and the teachers who listened to these talks. Mr Caruana delivered talks in practically all colleges in Malta and Gozo.

Meetings, Talks and Seminars

During this period, the Anti-Substance Abuse Service was invited to deliver various talks during School/Staff Development Sessions. A wide overview of the services that are offered was given and an explanation on how to implement the Substance Abuse Policy was also delivered. The Service also gave information about certain signs and symptoms which all school staff need to know for them to be able to identify students who are at risk or even abusing. For this same reason talks were also delivered to the newly appointed Assistant Heads and Heads.

During these meetings, all school personnel were instructed about the nature of substance problems with particular emphasis to their potential negative impact in the classroom as well as to the appropriate referral procedures for students whom they may suspect are experiencing problems related to substance abuse. Substance abuse educational and training programs is provided for parents and teachers on a regular basis at various times and locations.

Talks were also given to the newly-appointed Assistant Heads of Schools and newly-appointed Head of schools.
The anti-substance service also took the initiative and organized meetings with Caritas and Appoġġ (Youth in Focus) focusing mainly on how to co-ordinate the work in the best possible way. These meetings especially with Youth in Focus were organised on a regular basis throughout this scholastic year.

During this scholastic year, Focal Person Ms Pamela Portelli also participated in two radio Gozitan stations – Radju Lehen Vicotia and Radju Lauretana discussing the topic substance abuse.

Meetings with other Agencies/Sections

Towards the end of year 2012 and the first quarter of year 2013, the National Commission on the Abuse of Drugs, Alcohol and other Dependencies (NCADAD) organised several meetings with the aim to try to come up with a number of possible solutions in order to create a ‘Coordinating Body’, which will be tasked with the coordination of the implementation of prevention programmes in a more systematic way.

Reitox Conference

On the 10th of October 2013, The Anti Substance Services team attended a day training seminar on Best Practice in Prevention organised by the REITOX National Academy in collaboration with the European Monitoring Centre for Drugs and Drug Addiction. The main aims of the training targeted approaches for drug prevention. An opportunity was given to share and discuss best practices in prevention with the other personnel from the other agencies who attended for this training seminar.

Each team presented to the other agencies and the board, information on their respective services. A power point presentation was used to explain the services provided to schools.

This was a very useful opportunity since staff met other professionals. It was also important to be exposed to other professionals who work hands-on, on prevention even in other countries and to keep an open mind to innovative ideas.

Database

A computerised database is used in which all the necessary case information is recorded and updated on a daily basis. This record keeping is of vital importance for accountability and future references and also facilitates the work during case conferences. This year due to security reasons, Focal Persons decided to take further action and created an official shared folder which could be seen by the authorised Focal Persons only.

The Design of a new Leaflet and a new Logo

To make a better promotion to the service, towards the end of year 2012 and the beginning of 2013, a new logo and new printed material were launched. The production of the leaflet, entailed a lot of research both with regards to the content and also to the design so as to make it as attractive as possible.

Training and Research

Focal Persons always feel the need to continuously keep themselves updated and be informed about the current trends that develop from time to time in this area. In keeping oneself updated, Focal Persons participated and attended various meetings and
conferences. Meetings with Sedqa, Appoġġ: Youth in focus; Caritas and Drug Squad are made on a regular basis.

During this scholastic year, Focal Persons also attended the following courses:

<table>
<thead>
<tr>
<th>CPD</th>
<th>Name of Organization</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systemic Therapy</td>
<td>Education Department</td>
<td>Jan – March 2013</td>
</tr>
<tr>
<td>The Recovery Model for Mental Health</td>
<td>Malta Psychological Association</td>
<td>March 2013</td>
</tr>
<tr>
<td>Addiction Counselling</td>
<td>University of Malta</td>
<td>April 2013</td>
</tr>
<tr>
<td>International Art Therapy Conference</td>
<td>Goldsmiths University of London</td>
<td>April 2013</td>
</tr>
<tr>
<td>One too many – Alcohol and Substance Abuse Prevention Seminar</td>
<td>Sedqa</td>
<td>May 2013</td>
</tr>
<tr>
<td>Research Methods</td>
<td>City University London</td>
<td>May 2013</td>
</tr>
<tr>
<td>An Introduction to therapeutic intervention for eating disorders.</td>
<td>Malta Psychological Association</td>
<td>Oct 2013</td>
</tr>
<tr>
<td>Conference on Psychological health and well-being</td>
<td>BetaPsy in Collaboration with the University of Malta</td>
<td>Nov 2013</td>
</tr>
</tbody>
</table>

Focal persons feel that it is of vital importance to keep themselves up-to-date with the latest trends that are developing in this sector. To do this, Focal Persons analyse very attentively all research that is being published related to substance. The European Monitoring Centre for Drugs and Drug Addiction Annual Report published in 2012 and ESPAD documents are two examples of such reports. The information revealed from these reports is of vital importance because the Focal Persons will come to know exactly the current trends that are going around in Malta and Europe. In doing so, Focal Persons are continuously updating their material which is being used during Prevention Sessions, Staff Development Meetings, Parents’ Meetings and so on.

**Supervision Sessions**

During the year 2013, Focal Persons working within this Service were given the possibility to attend professional supervision sessions. Sessions were organized approximately once every month. As an innovation, each individual was given the possibility to attend both group supervision and individual sessions.

**Anti-Bullying Service**

The Anti-Bullying Service forms part of the Safe Schools Programme in the Education Psycho-Social Services within the Student Services Department.

**Mission Statement**

Personnel aim to ensure that schools are providing a safe and secure environment, where students are allowed to flourish in their social capacities and academic capabilities. Their role is to ensure that students are feeling secure in a non-threatening environment, and to encourage and motivate students to respect each other, as well as accept and allow for personal differences.
The Service

- Awareness and prevention programmes are held with the three main stakeholders, these being the parents, the students and staff complement. The aim is to empower all parties involved clearly outlining their roles and responsibilities. On various occasions, the anti-bullying guidance teachers serve as a bridge to bring these three major stakeholders together so as to foster better communication;
- Makes interventions in all cases referred to the service, where support is provided to individuals (students, parents and staff) to increase their competence and confidence in dealing with bullying behaviour. Furthermore the team aims to help schools identify the various forms of bullying and clearly distinguish where incidents are behavioural difficulties and/or conflict, rather than bullying. Referrals are received from both staff and parents via telephone, email and drop-in service;
- Targets are supported with assertiveness training, often carried out through role-play and other activities. Bystanders are often encouraged to realise their responsibility. Circle of friends is organised and follow-up sessions are held with these groups. There are several methods how to run small groups with a focus-student at the centre; the aims of such groups are to respect the dignity and self-respect of the focus-pupil whilst simultaneously challenging any difficult behaviour. Another aim is to emphasise the importance of everybody’s involvement by sharing responsibility through mutual support;
- The service aims to provide individual support to perpetrators, helping them with anger management techniques and sessions encouraging self-control. The anti-bullying guidance teachers implement a No-Blame approach so that the alleged aggressor feels understood and treated fairly;
- The team liaises with various professionals as outlined in the table below. Team members organise and take part in Case Conferences with these professionals to discuss the way forward with certain cases.

<table>
<thead>
<tr>
<th>Professional</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Principal</td>
<td>Open communication channels with the respective college principals so as to gain the adequate support when required.</td>
</tr>
<tr>
<td>School’s SMT</td>
<td>The school’s SMT is to ensure that any necessary action which is required on school-level as discussed with the anti-bullying team is implemented and continuation is ensured.</td>
</tr>
<tr>
<td>College/School Counsellor</td>
<td>The school counsellor as well as the trainee counsellor might often be the person who files a referral with the anti-bullying service. Furthermore, work in liaison with these professionals will ensure that the students involved have the opportunity to benefit from therapeutic as well as disciplinary interventions.</td>
</tr>
<tr>
<td>Trainee Counsellor</td>
<td></td>
</tr>
<tr>
<td>College Prefect of Discipline</td>
<td>Although the prefects of discipline are the first people to generally encounter serious cases of undesirable behaviour, they work with the anti-bullying service whenever they deem it necessary as the perpetrator or the target can benefit from further interventions.</td>
</tr>
<tr>
<td>INCO</td>
<td>The inclusion coordinators are the main people of reference whenever the students involved in bullying incidents are students with specific learning difficulties.</td>
</tr>
<tr>
<td>Psychoterapists (SPS)</td>
<td>The work with the professionals at the school psychological service involves discussion of specific cases and when needed collaboration takes place amongst us to tackle more complex issues.</td>
</tr>
<tr>
<td>Psychologists (SPS)</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>The class-teachers are always duty-bound to tackle bullying</td>
</tr>
<tr>
<td>Professional</td>
<td>Role</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>issues at classroom-level in a non-judgemental and democratic way. Furthermore they should seek the support of the SMT and also of the anti-bullying service if deemed necessary. This can be required as the class-teachers might sometimes find it challenging to maintain an objective stance.</td>
</tr>
<tr>
<td>Guidance Teachers</td>
<td>The guidance teachers are the professionals who more often than not offer the first form of caring support. Students therefore generally refer to them whenever they feel the need and thus they know the children’s background very well. Collaboration amongst guidance teachers in schools and the anti-bullying team is imperative as they offer beneficial information for the success of our interventions.</td>
</tr>
<tr>
<td>Learning Support Assistants</td>
<td>Methods for follow-up can be discussed with the LSA’s in charge of specific cases for continuation.</td>
</tr>
<tr>
<td>Child Safety Services</td>
<td>The anti-bullying team works with the other two teams that make up the Safe Schools Programme whenever professionals from the different teams are involved in the same case. This multi-disciplinary approach is aimed for the professionals to gain further insight in order to be able to offer more effective intervention strategies.</td>
</tr>
<tr>
<td>Anti-Substances Abuse Service</td>
<td>Whenever a particular case is being followed by the college social workers and a referral is filed with the anti-bullying service about the same student, the professionals work together to address any issues that might also be triggered due to difficulties arising from troubled home backgrounds.</td>
</tr>
<tr>
<td>College Social Workers</td>
<td>The anti-bullying team works with the support staff which make up these services in both primary and secondary schools whenever students involved are already attending the learning support zone or the nurture group. Referrals in this case can take place both ways.</td>
</tr>
<tr>
<td>Learning Support Zone Support Staff</td>
<td>The SEBD specialists take up the most serious cases of unruly behaviour and they can liaise with the anti-bullying team for specific referrals and also to facilitate the reintegration from the learning support centres to mainstream.</td>
</tr>
<tr>
<td>SEBD Specialists</td>
<td>The youth workers can provide a lot of insight about a particular student as they would know the individual on a very personal level. Furthermore they can also support the work that the anti-bullying team would have done with particular students, on a more regular basis.</td>
</tr>
<tr>
<td>Parents</td>
<td>Parents are the main stakeholders in this regard. It is important to provide the adequate information and support to them so as to foster a positive working relationship with them.</td>
</tr>
<tr>
<td>Sedqa</td>
<td>These two agencies work in schools and through their work they might feel the need to refer cases to the anti-bullying team. However the team can also seek the agencies’ help as necessary.</td>
</tr>
<tr>
<td>Appogg</td>
<td>Whenever bullying behaviours amount to serious incidents which are bound by the criminal code, the parents might choose to seek the help of the police forces by filing a report and proceed accordingly. The anti-bullying team might need to acquire further information so as to choose the best</td>
</tr>
</tbody>
</table>
Support is provided to schools to develop a school ethos which promotes pro-social behaviour, and helps schools draft and implement tailor-made anti-bullying policies. It has been noticed that much bullying arises from individuals who lack a sense of belonging within their school, thus finding it difficult to form positive relationships with adults and peers alike. Furthermore the anti-bullying service promotes and participates in Friendship Weeks, thus moving the focus towards a more positive outlook to healthy friendships and acceptable behaviour amongst peers;

Presently the team is in the process of drafting an updated version of the national anti-bullying policy. The need to update the mentioned policy was given rise from the need to include the relatively ‘new’ forms of bullying, such as Cyberbullying, which are often being referred to the service. Moreover, the updated version aims to give rise to more awareness about different vulnerable groups whilst outlining the difference between conflict and bullying.

**Awareness Programmes**

**Awareness in Schools:**

- An important part of the service’s work is to raise awareness about the nature and effects of bullying. This is achieved through meetings, class interventions and sessions with parents as well as staff development for teaching staff;
- The team aims to help parents identify symptoms and interpret behaviours that would imply that their child is being bullied, what to do if they think their child is being bullied, and why it wouldn’t help parents to react defensively if the school approaches them saying that their child is bullying others. These sessions have proven to be very fruitful with positive feedback from both parents and staff;
- Talks are held for students on a variety of topics, such as the importance of respecting each other and valuing friendships, how to choose friends and different ways of assertively coping with bullying behaviours. Furthermore, other talks address Cyberbullying and provide examples of why it is important to keep ourselves safe online;
- School Development Programmes are organised about the psychological effects that bullying behaviour can have on students, whilst increasing the awareness of their important role in stopping teasing behaviour and conflict. These programmes offer techniques how to appropriately deal with instances of bullying behaviours and how the referral system works.

**Awareness through the Media and Community**

- When requested the service takes part in TV and radio programmes to raise awareness about various topics such as bullying and aggressive behaviours in children. Moreover tips are given to parents on how to handle difficult behaviours and how to support their children in the best way possible;
- Personnel are also sometimes interviewed for articles in local newspapers and magazines;
- Sometimes the team members are invited to give talks, seminars and workshops in social gatherings and meetings held by local councils, church organizations, scout groups, and parents’ meetings.
Awareness and Prevention Programmes in Schools

- The service organises a number of prevention activities in schools, focusing more on the value and importance of friendships. Talks are also given with the aim of promoting empathy, developing positive social behaviours, whilst focusing on the importance of inclusion;
- Anger management sessions are being held with students who have been identified with potential bullying tendencies;
- The team has been working on an awareness and prevention programme which will be implemented as from scholastic year 2013-14. The year 5 stream has been specifically selected for this programme, since other programmes are catering for the other years. If the need arises, the focus will be more on intervention.

Awareness and Prevention Sessions

<table>
<thead>
<tr>
<th>Classes</th>
<th>Teachers</th>
<th>Parents</th>
<th>Media</th>
<th>Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>245</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Intervention Programme
Strategies responding to the issue of bullying behaviour are continuously discussed amongst the team members and updated accordingly. These are held with individuals, groups, classes, staff and parents.

- **On a Class Level**: Through whole-class sessions, everyone is brought in the picture highlighting the important and very often overlooked role of the bystanders thus sharing responsibility. The ultimate aim is to include the participation of all the students to thrive towards a safe and positive environment for them to talk about an issue of concern. The whole group is encouraged to discuss ways to help all the students involved in the problem;
- **On an Individual Level**: The anti-bullying guidance teachers hold one-to-one sessions with the identified targets to further explore methods of support. The professional involved ensures that the victims are safeguarded; helps them overcome their fears and acquire coping skills. It is not uncommon for role-plays to take place during these sessions. Alleged perpetrators are assisted to become aware of the negative outcomes arising from their behaviour. Support and help is offered to them to help them overcome their pride and come to terms with the aforementioned behaviour whilst encouraging them to come up with ways how to improve the situation. Support is given to both targets and aggressors, and very often to bystanders as well;
- **With Parents**: Parents are encouraged to collaborate with the school on bullying, and assisted to seek help if problems are not resolved to their satisfaction. They are also made more aware of how they could prevent, permit or promote bullying in the family environment. Some parents are then provided with specific support to help deal with their child’s behaviour.

Referrals

Referrals are made by guidance teachers, counsellors, Heads of Schools, parents of either victims or perpetrators themselves. Referrals were also made by social work services, school
psychologists, counsellors and guidance teachers, social workers from Appoġġ and Support Line 179 (Appoġġ). Moreover advice is often given over the phone when requested. In the year 2013 referrals received by the anti-bullying service were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Boys' Sec</th>
<th>Girls' Sec</th>
</tr>
</thead>
<tbody>
<tr>
<td>State (Malta)</td>
<td>83</td>
<td>74</td>
<td>36</td>
</tr>
<tr>
<td>Church (Malta)</td>
<td>14</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Independent (Malta)</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>State (Gozo)</td>
<td>11</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Church (Gozo)</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

The total number of referrals during calendar year 2013 was 254.

Constant contact was kept via telephone with parents and schools. All ten state colleges as well as most independent and Church schools were visited during 2013 for purposes of staff development, parents’ meetings, individual cases and/or class contact.

**Professional Development**

- One member of staff benefited from a week’s training abroad about Bullying and Cyberbullying. This was held in Ireland in May;
- One member of staff attended a seminar about the Psychology of Obesity organised by the Malta Psychological Association, a seminar on Post-Traumatic Stress Disorder and Attachment organised by the Richmond Foundation and a national conference on Boundaries and Space organised by the Malta Association for the Counselling Profession.

**Other**

All staff members benefitted from a two hour group supervision session every month, as well as one individual supervision session every term. Members of staff experienced the supervision to be very helpful and essential to their profession.

**Career Guidance Service (CGS)**

**January 2013 – December 2013**

The Career Guidance Service (CGS) within the Education Psycho-Social Services consists of a team of five guidance teachers.

The team carries out various duties within the area of Career Education and Guidance.

**Delivery of the Career Seminar for Form four students (state schools)**

The seminar duration is of 6 lessons. These are based on discussions, power point presentations, role-play and exercises (group and individual) carried out on a workbook that is distributed to each student. The themes focus on self-awareness (particularly awareness of external influences upon personal choices, as well as awareness of personal values, interests and skills), job-market awareness (local and global, as well as skills associated with employability), life-long and life-wide learning, post-secondary educational pathways, and
practical issues such as sitting for an interview, writing a letter of application and compiling a Curriculum Vitae based on the latest version of the Europass CV.

The students receiving the seminar are encouraged to discuss any personal issues/queries with the particular teacher from CGS by asking for an appointment on a one-to-one basis. Besides carrying out this service in-between the delivery of lessons on the same day, there are also instances where Career Guidance teachers (CGT) visit the schools specifically to carry out career guidance duties.

During this year, the CGT delivered 147 seminars with Form 4 classes, which also included 6 seminars within Servizz Ghożża. The Career Guidance Team performed 127 one-to-one sessions with students, and 12 group sessions in relation to the Career Exposure. Furthermore, career guidance teachers were involved in 30 interviews in relation to the selection of students for the Career Exposure.

National Job Exposure versus Career Exposure

As from this year, the National Job Exposure did not take place to give way to a new initiative named Career Exposure. With the new format, the Career Exposure is spread throughout the scholastic year as opposed to previous years whereby the National Job Exposure was held over a two-week period from end of June till first week of July. The aim of the Career Exposure is to eliminate the duplication of placements whereby a College Exposure and the National Job Exposure were held in the same year.

The Career Exposure is a scholastic year project whereby students are placed within a workplace for one week. There they observe workers on the job, whilst also performing some small tasks. Students and parents are invited for an informative meeting whereby the rationale of the experience is explained. Parents or guardians give their consent to allow students to participate in the project. Throughout the placement, the students are visited regularly by the CGT as well as the College Career Advisor, the Trainee Career Advisor and/or the guidance teacher of the college.

The Career Guidance Teachers held a number of meetings with different entities in order to highlight the benefits of the new Career Exposure format (organised throughout the scholastic year) over the Job-Exposure (organised over a two-week period from end of June till beginning of July).

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting with</th>
</tr>
</thead>
<tbody>
<tr>
<td>17th January 2013; 3rd October 2013</td>
<td>Meeting with representatives of MFH (Ministry for Health)</td>
</tr>
<tr>
<td>4th April 2013</td>
<td>Meeting with MCST (Malta Council of Science and Technology)</td>
</tr>
<tr>
<td>9th October 2013</td>
<td>Meeting with MTA (Malta Tourism Authority)</td>
</tr>
</tbody>
</table>

A meeting was also held with MFSA and MITA respectively.

Career-Exposure Financial Sector

The CGT are collaborating with the ECC – MFSA in providing placements to Form 4 students within the Financial Sector. Following the initial meeting (refer to table above), a schedule was organised and presently the Career Guidance section is responsible for liaising with schools and the various entities for the smooth running of the project. In all 22 entities within the Financial
Services that are supporting the initiative offered 84 placements throughout scholastic year 2013–14.

**Career-Exposure ICT Sector**

The CGT are collaborating with MITA in order to provide placements to Form 4 students within the ICT Sector. It was agreed that MITA will contact entities within the industry to host students for a one-week Career Exposure spread throughout the scholastic year. MITA has committed itself to find 77 placements throughout scholastic year 2013–14. As part of this initiative, a remote preparation and follow-up activity is planned with the aim of enhancing the participants’ entrepreneurial skills.

**Career-Exposure Health Sector**

The CGT are collaborating with the MFH (Ministry for Health) in order to provide placements for Form 4 students within the Health Sector. The MFH will coordinate with the industry to find placements for our students. The Ministry has committed itself to finding around 385 placements throughout the scholastic year 2013-2014. In all 18 entities within the health sector are supporting the initiative.

**Career-Exposure Tourism Industry**

The CGT are also collaborating with the MTA in order to provide placements for Form 4 students within the Tourism Industry. The MTA will coordinate with different entities to find placements for our students. It has committed itself to finding around 82 placements throughout the scholastic year 2013-2014. In all 8 entities within the Tourism Industry are supporting the initiative.

**Career Guidance / Information Provision for other clients**

Seven parents of school-age children accessed the services of the team via email, phone or visited the team at the DSS, seeking information or guidance in order to be able to make informed career decisions.

**New Blog**

A team member created a blog specifically designed to give information on Career Guidance. A career guidance teacher embarked on this venture and created ‘The Careers Guidance Malta blog’. careerguidancemalta.blogspot.com is a blog created with the main purpose to inform students, parents, teachers and all those practitioners who are interested in careers as a wholistic, lifelong journey. The blog is updated on a day-to-day basis with articles and information related to career. It includes articles concerning institutions providing educational training, institutions providing vocational training and hints related to careers. The advantage of a blog over a website is that the blog gives the readers the faculty to communicate with the administrators of the blog. This helps clarify any difficulties or queries the readers might have. Users can also post their own comments regarding the articles. They can even share their own information on the blog, which after being moderated, are also viewable by all other readers. In a nutshell, the blog will help us extend our services to a strata of the population that was previously difficult to reach on a 24/7 basis. To date the blog has been accessed over 4000 times.

**Ġurnata Volontarjat 2 – Residenza San Vinčenz de Paul**

One of the benefits of volunteering is as a route to a career. This activity does not only provide one with an insight into the workplace, but also helps strengthen existing skills whilst potentially
exploring others. Furthermore volunteering can be a catalyst to adequate career development and help in the job search process. In view of this, the Career Guidance teachers within the Psycho-Social Services decided to expose students to voluntary work and, together with the support of the Active Ageing Unit personnel at St Vincent de Paul Residence, launched the Voluntary Day Initiative for the second year running. This one-day voluntary experience was open to all Form 4 students in state secondary schools together with any Form 5 students who had participated in last year’s initiative. College career advisors, trainee career advisors, councillors and guidance teachers were all encouraged to promote this initiative amongst students in their respective schools and/or colleges. A promotional flyer, an application and a consent form were drawn up to be distributed in schools. Many Form 4 students showed interest in the initiative. Correspondence via email was used to primarily ensure students’ interest in the initiative is maintained and to clarify any queries. 64 students participated in the Gurnata Volontarjat 2 held on the 5th July, 2013.

Throughout the 12-hour initiative, volunteers kept residents company whilst listening to their anecdotes and reading them stories, were engaged in various craft-making activities to be presented to the residents, animated mass, entertained residents by the traditional game of bingo and ultimately put up a show where students’ various talents came to the fore. The Career Guidance Team delivered a talk regarding elderly needs and how to best engage with them. A volunteer who had participated in last year’s initiative also shared her positive experience with the rest of the volunteers.

This Voluntary Day Initiative proved to be yet another accomplishment not only in generating a feel-good aura amongst all those involved, but also in helping students become more aware of their strengths and weaknesses when facing new challenges. Students were encouraged to work in teams where a culture of sharing was fostered, show empathy with weaker residents and celebrate their talents amongst others. They were also provided with an opportunity to widen their circle of friends and also served as a thought-provoking exercise in challenging any stereotypes regarding the elderly. Towards the end of the activity, students were awarded a certificate of participation. Students were also served food as a thank you for the time they offered to make these people happy. Moreover, as a follow-up, an article describing the event was drafted to raise consciousness whilst serving as a promotional exercise.

### Participation in College-based initiatives

A number of colleges organised various career-related initiatives. The career guidance teachers were directly involved in a number of activities, namely:

- Helping in the filling of students’ portfolio; which included also one-to-one sessions;
- Attending committee meetings;
- Working with students who are frequently absent from school;
- Finding placements for Career Exposure;
- Forming part of an interviewing board in conjunction with Career Exposure;
- Delivering a talk to teachers during an SDP session in order to promote awareness of our services;
- Attending and delivering informative talks to parents during Parents’ Meetings (at times even after school hours) in conjunction with Career Exposure;
- Attending meetings with college career advisors, trainee career advisors and guidance teachers in conjunction with Career Exposure;
- Supporting trainee career advisors and guidance teachers with career-related initiatives;
- Supporting foundation Form 5 students during an ETC activity which aimed at making students conscious of their strengths and skills whilst also helping them to compile a CV;
- Attending and participating in post-secondary institutions visits whereby foundation students were exposed to hands-on activities;
- Attending CPD team building sessions within respective colleges;
- Attending college-based familiarisation visit to Servizz Għożża;
- Attending psychosocial meetings within respective colleges;
- Supporting a 1-day Career Seminar for Year 5 students within respective college;
- Actively being involved in Certificate Giving Ceremony of the College Job Shadowing experience.

Other duties and initiatives:

Apart from being involved in college-based activities, the career guidance teachers carried out other duties to improve performance within schools whilst also increase the bond with respective colleges. Duties involved:

- **Voluntary Day** – organising and coordinating voluntary days within respective colleges;
- **Choice Programme** – we encouraged students to participate in the programme whilst supporting them in the project they had to do. CGT attended the Choice Programme Certificate Giving Ceremony on the 30th of May 2013 at Le Meridien Hotel St Julians;
- **Post-Secondary Activities** – we attended and co-ordinated post-secondary meetings within respective colleges;
- **Remote-Preparation** – we delivered remote preparation activities prior to the MCAST main campus and satellites visits;
- **Booklet** – As part of the new format of the Career Exposure, we drafted a new booklet to be used during the Career Seminars. Amongst other activities within the booklet, we inserted the updated version of the Europass CV as well as a new sample of a letter of application;
- **Newsletters** – the team collaborated with Post-Secondary Institutions in the production of a number of newsletters. In all, 4 MCAST and 3 Higher Secondary newsletters were mail shot to Form 5 students who forwarded their emails after parents’ consent;
- **End of Year Feedback** – we conducted end of year meetings with guidance teachers of respective colleges. The objective behind such meetings was to obtain feedback about career orientation visits and any other activities we organise as a team so as to improve our service;
- **ESL (Early School Leavers)** – supporting respective colleges to reach out dropout students or early school leavers (ESL). This national initiative, which was introduced earlier this year, aims at trying to address this issue through other alternative measures to reintroduce drop outs to other forms of learning. The CGT helped through telephone calling and one-to-one sessions. Workshops hosted by Agenzija Żgħażagħ and Youth.inc among others, were offered for both students and parents;
- **ALP (Alternative Learning Programme)** – this national initiative was introduced during the second half of the year. CGT supported their respective colleges to reach out students who will not sit for any O-Level examinations or who will sit for either 1 or 2 O-Levels. Telephone sessions followed by one-to-one sessions helped to encourage students to participate in the ALP programme;
- **Teacher Training (Financial Sector)** – the Career Guidance Services collaborated with ECC (Education Consultative Council) within the MFSA in order to give 30 guidance teachers the possibility of deepening their awareness of the Financial Sector. From informal feedback gathered, the outcome was very positive. The MFSA aims at giving this opportunity to another cohort of teachers next May;
- **Compilation of Statistics** – the career guidance teachers supported the DES in compiling statistics related to the various transitions students undergo throughout their schooling,
namely sessions held by guidance teachers in view of Year 6 to Form 1 transition, Subject Choice in Form 2, Personal guidance sessions and the Tracer Study.

The Career Guidance Team is also committed to its continuous professional development.

**Continuous Professional Development**

- On the 22nd February the Career Guidance Teachers had the first Team Building Sessions;
- On the 10th April the Career Guidance Team attended the 1st IVC International Conference on Intrapreneurship – organised by IVC International School at the International Vocational College Buildings St Julians;
- On the 16th May we had a whole day seminar in relation to the Financial Sector. During the first part of the day, each one of us visited different financial entities to have a first-hand experience. During the second part of the day, we attended a meeting within the MFSA buildings in Mrieħel;
- On the 24th May we attended the Early School Leaving Conference at Mediterranean Conference Centre Valletta;
- On the 23rd, 25th, 28th and 30th October, four members of the team attended training sessions held in the evening. It was a training programme on Entrepreneurship Education for teachers entitled ‘Entrepreneurship Education for the Classroom: Implementation within the Curriculum’. Sessions were held at St Nicholas College Naxxar BSS;
- On the 18th November – four members of the team attended the concluding seminar as part of the Global Entrepreneurship Week at the Hall of St Nicholas College, Attard Primary;
- On the 25th November – four members attended the Euroguidance Annual Conference 2013 organised by EUPA at The Palace Hotel Sliema;
- On the 29th November – one member of the team attended a Child Poverty Conference entitled ‘Children in poverty in today’s world’ at Mount St Joseph Retreat House, Mosta. The conference was organised by the Anti-Poverty Forum Malta.

**Organisation of visits to workplaces and Post-Secondary Institutions**

Following feedback gathered from schools, a number of meetings were held with entities that contribute to the smooth running of the Career Orientation Visits:

- ITS Personnel – (2nd May);
- AFM – (19th November);
- MCAST Institutes’ Directors – (meetings are envisaged to be scheduled between 16th to 20th December).

The team co-ordinated all visits for State-school students to the following places:

**For Third Form students:** Malta Police Force (various sections including the Police Museum), Heritage Malta (Bighi Restoration Centre and Museums), entities within the ICT sector, STC and Tourism Industry in collaboration with MTA. Students attending this visit are invited to participate in the Choice Programme. The CGT took the initiative to support students in their projects which is an integral part of the said programme. From this scholastic year a visit to AFM has been rescheduled after a one-year absence.

**For Fourth Form students:** St Vincent de Paul Residence and Karin Grech Day Hospital (from January till May 2013), Mater Dei Hospital and CareMalta (from October till December 2013), for
the Health Sector. Malta Financial Services Authority, Malta Stock Exchange, Central Bank of Malta, Middle-Sea Insurance for the Financial Sector.

**For Fifth Form students:** Malta College of Arts, Science and Technology – MCAST (after last year’s feedback, we rescheduled this visit on a tour system whereby students have the opportunity to visit more than one institute). The team took the initiative to pilot study remote preparation of these visits. This year the Career Guidance Team re-established the remote preparation for the MCAST visit which is targeted for Fifth Formers.

**Statistics**

**Form 3:**
- **Armed Forces of Malta:** 120 students
- **Police Force:** 314 students
- **Tourism Industry** (through MTA) – various entities within the industry 350 students
- **Heritage Malta:** 303 students
- **ICT Industry** – ICT firms: 396 students, Swatar Training Centre: 75 students

**Form 4:**
- **Health Sector** - Mater Dei Hospital: 193 students, SVPR: 66 students, CareMalta: 168 students, and Karin Grech Rehabilitation Hospital: 119 students
- **Financial Sector** - Middle Sea Insurance: 251 students, Malta Stock Exchange: 79 students, Malta Financial Services Authority: 156 students and Central Bank of Malta: 149 students

**Form 5:**
- **Institute of Tourism Studies:** 886
- **Malta College of Arts, Science and Technology (MCAST)** – 1827 students visited at least one Institute. Data includes both Main Campus and Satellites.

**Educational Medical Services**

**Administration of Regular Medication at Schools**

**Visiting Nursing Services at Schools**
During the previous scholastic year 2012 - 2013, the administration of medicines and other nursing services in state schools continued to be offered by the contractor (MMDNA) to 193 students, on a daily basis and covering Malta and Gozo. All students, medically certified, and requiring regular medication during school hours for chronic conditions were met. Such visits also catered for diabetic students on insulin and requiring blood sugar level monitoring. Others involved urinary catheterisations and the changing of colostomy bags. Wasted visits started to be paid by the schools, rather than EMS, when the student is absent and the service provider is not informed beforehand.

**Head lice Screening Programme**
The head lice screening programme was carried out to meet the demands of individual school administrators. In certain schools (including private and church schools) when head lice infestation was reported, inspection for head lice was carried out without delay. The service was also being provided uninterruptedly during the summer months, during which SkolaSajf centres were visited. During the scholastic year of 2012-2013, 14,248 head lice screening sessions were carried with the boys and 15,341 sessions were carried with girls. A total of 29,589 sessions were carried out. The service of scalp scanning to State Schools has been contracted out (Top Brands Malta) as from the 27th September 2013.
**Hepatitis Immunisation Programme**

The Hepatitis B Vaccination programme of special schools staff, due to the particular exposure to body fluids which arises from the nature of their working conditions, is organised by the unit. This service relies on the liaison with the Health Division. The EMS purchases Hep B vaccines from the Health Division and the necessary authorisations are issued to eligible special school staff members to be offered Hep B vaccination and relevant tests at Floriana Immunisation Centre.

**Servizz Għożża**

**Mission Statement**

To provide a support service and an educational programme to unmarried pregnant minors. The programme seeks to achieve its objectives by promoting the psycho-social and emotional well-being of unmarried teenage mothers encouraging them to adopt a positive attitude towards motherhood, as well as emphasising the importance of education and employment by empowering the girls to pursue their career paths.

**Structure**

Servizz GĦOŻŻA is situated in Fredrick Maempel Square in Qormi. The service offered forms part of the Education Psycho-Social Services stationed in Hamrun, within the Student Services Department.

Personnel are bound to keep all the information, requests and issues brought forward by pregnant minors and their families strictly confidential. The team strives to provide all the necessary support to the unmarried pregnant minors before and after the birth of their offsprings.

The main policy remains to provide a positive passage of experience through teenage pregnancy, encouragement to continue with education courses and empowerment to pursue career paths. For this purpose the staff works closely with the following personnel within the Education Directortates mainly; Heads of Schools, School and College Counsellors, Trainee Counsellors, Social Workers, Career Guidance Teachers, Guidance Teachers, Career Advisors and Career Trainee Advisors.

The staff also liaises with other agents to emphasise the importance of education and employment by collaborating with the Employment Training Corporation and to help the young mothers with any future courses which they might want to take or any job prospects. As from this year, the staff have also started collaborating with YOUTH.Inc and MCAST.

**The referral system relies on the following procedures**

For pregnant girls of compulsory school age, after informing the Head of School, she may choose to follow one of the following three options:

- She may continue attending school regularly and approach Serviżz Għożża for counselling and to seek any other relevant information;
- She may stop attending school until she gives birth and attend the full programme at Servizz Għożża;
- She may decide to attend the unit on the days when the programme is held; mainly Monday, Tuesday and Thursday while attending school on Wednesday and Friday. At this stage, such an arrangement is at the discretion of the Head of school.

Regular attendance is compulsory for the school aged girls. When a girl starts attending the full programme, the respective Head of School is notified by telephone as well as via any other correspondence.
Once giving birth, the girl is encouraged by the personnel to return to school however one has to bear in mind that the likelihood of the girl to resume schooling is conditioned by various factors; medical, social and psychological. Hence it is difficult to stipulate a definite period of time when the girl should return to school. Nevertheless, the personnel continues to offer support and counselling throughout this difficult time.

Personnel maintain a weekly contact with the Midwives Booking Office at Mater Dei Hospital hence, the majority of cases are referred by this personnel after the girl has done her first hospital visit and opened her medical file. The staff are in direct contact with the midwife in charge of the booking system at the Outpatients department at Mater Dei Hospital.

A number of girls seek the services themselves and are therefore self-referred or referred by members of their family or by school personnel or by other professionals giving their service in the colleges mainly; Heads of Schools, Counsellors, Social Workers, Guidance Teachers and Probation Officers where it is deemed necessary.

As regards pregnant teenage girls who are post compulsory school age, these girls are encouraged to attend the full programme, however attendance is not compulsory.

With regards to girls who are pregnant and are pursuing their studies at post-secondary level, the staff liaises with counsellors and the girls themselves to inform them about any important sessions that they are willing to attend. In such circumstances, the girls are exempted from any lectures/lessons since they are following our programme as necessary.

Statistics/Attendance from January 2013-December 2013
From January 2013 till December 2013, Servizz Għożża dealt with 72 new cases of unwed teenage mothers.

<table>
<thead>
<tr>
<th>Age of Pregnant Girls</th>
<th>Number of Pregnant Girls</th>
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<tbody>
<tr>
<td>12 years</td>
<td>1</td>
</tr>
<tr>
<td>13 years</td>
<td>2</td>
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<tr>
<td>14 years</td>
<td>3</td>
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<td>18+</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
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<table>
<thead>
<tr>
<th>Pregnant Girls referred to Servizz Għożża</th>
<th>Number of girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the age of 16</td>
<td>9</td>
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<tr>
<td>Between the age of 16-18</td>
<td>53</td>
</tr>
<tr>
<td>Above the age of 18</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
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Programmes

Servizz Għożża offers a number of Programmes including;
Adolescent Pregnancy - Programm Tfaljiet

The Adolescent Pregnancy programme uses a holistic approach that aims to empower the pregnant girl as it focuses on a combination of PSD sessions which deal with self-development and pregnancy issues. Parent-craft sessions are also held by a midwife from Mater Dei to address further pregnancy issues. Art and Design sessions are also organised to enhance the girls’ creative skills and these sessions are related with the rest of the programme. In addition to this, the programme also emphasises the importance of education and employment, thus helping the unwed teenage mother to develop personal goals and the desire for a productive future. With this purpose in mind, Career guidance teachers from the Careers section within the Education Psycho-Social Services are invited to give an input. This year there was also direct collaboration with ETC, three team leaders came over to our premises and worked on a one to one basis with the girls vis a vis their ambitions and aspirations with regards to their ideal job and career.

Furthermore, a number of speakers from various agencies are contacted and invited to give talks to the girls pertaining to the physical and psychological well-being of the baby as well as legal matters, social benefits and registration of name.

Of particular interest this year, various professionals from different fields (such as Social Benefits, Public Registry, Immunisation, First Aid, Spiritual Guidance, Nutritionist, Paediatrician) gave their valid contribution so as to help the girls enrich their knowledge in various fields as well as widening the holistic approach that our programmes offer.

Servizz GĦOŻŻA has taken spiritual guidance a step further this year. The guidance team worked hand in hand with The Millenium Chapel and Fr Saviour Grima who dedicated a one-day seminar to the development of the spiritual self of the pregnant girl. This took place in March and December 2013.

A couple of initiatives have been taken this year; mainly the team has consolidated an activity which was a success last year where on the occasion of Woman’s Day, once again the team liaised with Kalkara Primary School and organised a visit to the Kindergarten classes in this school, whereby the girls could observe and interact with the toddlers in class in order to get first hand experience with story telling, colouring and other educational, toddler-friendly activities that provide for spending good quality and interactive time with their own children. We have also added another activity, this time in collaboration with the Tbissima Child Care Centre Coordinator situated on our same premises in Qormi. The Coordinator gave her input vis a vis how the pregnant girls can make use of any child care centre once they have their baby and would like to juggle motherhood as well as proceeding with their studies or careers. The pregnant girls were given the opportunity to visit the child care centre as well.

Another successful activity that took place this year was a Healthy Eating Day organised by the team for the teenage pregnant girls, where girls together with staff compiled a healthy menu which was cooked and eaten on the premises. Such an activity helped the girls and the staff to work together as a team and interact in an informal setting and it also gave the girls a sense of achievement and belonging since they felt useful at having compiled a task which they do not normally do at home whilst enjoying and tasting its immediate result.

As from this year Servizz GĦOŻŻA also focused on making the girls aware of the consequences of abusive relationships and with this purpose in mind, we liaised with Ms Moira Sammut guidance teacher from Child Safety Services. The girls were exposed to the term ‘abuse’ which then led to more specific abuse which our girls might experience in their relationships with their partners and boyfriends. Child Abuse also featured in the second part of the seminar.
**Service to Parents**

Parents are involved in the programme to gain further knowledge of how they can assist in their teen daughter's pregnancy, by providing a supportive and nurturing family life, supporting the teen in setting a realistic life agenda and encouraging the development of a hopeful sense of the future. This is often done through counselling which is offered not only to the pregnant girl's parents but also to the parents of her partner.

Parents are always invited to attend on the following occasions:

- The first time the girl comes to Servizz Għożża;
- For the parentcraft/labour session held at Mater Dei by the midwife;
- For a special session delivered by personnel from the Public Registry and the Social Service as well as the lawyer's intervention.

As from February 2013 the personnel have also embarked on a pilot project ‘Nanniet Bla Hsieb’ which involved inviting the parents to attend a number of parenting sessions. This was done in order to create the needed bridge between Servizz GĦOŻŻA and the pregnant girls as well as empowering the parents of the pregnant girl to assert their parenting role despite the fact that their daughter is becoming a parent herself. The parents were also given tips how to support and help their pregnant daughter without taking over the parenting duties that their pregnant daughter should dutifully assume. This service was also offered to the partners’ parents.

Speakers who contributed to the Adolescent Pregnancy Programme:

- Lawyer specialising in Family Law;
- Public Office Registration Section;
- Ass Director Social Services;
- Easter spiritual preparation;
- Guidance Teacher Child Safety Services;
- Guidance Teacher Anti-Substance Abuse;
- Beautician;
- Success Stories Seminar delivered by ex GĦOŻŻA students;
- A three-hour course for the pregnant girls at Microsoft Head Office in SkyParks Luqa.

**Mother and Baby Support Group**

The Mother and Baby Group is held weekly on a Friday. The programme is designed to offer the teen mothers a supportive and nurturing environment, where they can learn about parenthood responsibility and their obligation to cherish and nurture their infant child. Issues relevant mainly to personal and social situations and parenting skills are tackled and carried out through discussions and inviting different speakers.

Art and Design sessions are also held to enhance creativity and bonding between mother and child and outings are organised to boost social communication and cohesion in the group. A certificate is given to the girls who regularly attend the programme.

A number of speakers were invited to give their input with regards to various topics related to motherhood and the upbringing of their offsprings.
This year in particular, a private company delivered a weaning session to the girls and provided the girls with samples. Other companies also sponsored the girls with baby products as well as personal hygiene products which were distributed to the young mothers as well as the pregnant girls.

The young mother as an early school leaver was an issue which Servizz GĦOŻŻA has taken seriously and therefore a number of initiatives have been taken mainly;

- Liaising with YOUTH.Inc so as to help those mothers who for some reason or another did not finish their compulsory education or lack certain basic qualifications which does not enable them to follow courses at Post secondary level;
- Liaising with MCAST so as to encourage our girls who were already following an MCAST course before getting pregnant and did not continue once the baby was born and also those mothers who would like to pursue their studies and would like to enrol for one of the many courses offered by MCAST.

As from this scholastic year, we have started collecting information for our future tracer study where we follow up all the referred girls to see what they have been up to after the birth of their baby, especially those who do not attend the mother and baby programme on a Friday.

Prevention Programme in Primary Schools - Nifhmu l-Uliedna fil-Bidliet

The aim of the talk is to make parents of year 5 and year 6 students aware of the physical, sexual and psychological changes that children experience when reaching puberty and how these parents can identify such changes and deal with them.

The talk focuses on the importance of building good communication skills with the children as well as enhancing the children’s self-esteem and assertiveness skills.

It empowers parents to deal with this sensitive topic despite the fact that children are usually exposed to such information during PSD and Science lessons in their Primary and Secondary schools. The difference being that whereas teachers and other professionals provide factual information, parents pass on a message which promotes their values, responsibility, love and information since parents know their children better and can evaluate the right time and method when such information can be given.

These talks are regularly carried out on Wednesdays and throughout the past scholastic year (2012-2013) these talks were held in

- 23 State Schools;
- 7 Church Schools;
- 1 Independent School in Malta.

An annual talk was held at the Gozo College Boys’ Secondary School in Victoria and the parents of year 5 and year 6 students attending the 11 Primary State Schools and 4 Primary Church Schools in Gozo were invited to attend.

As from September 2013 the prevention programme ‘Nifhmu l’Uliedna fil-Bidliet’ started catering for parents of Form1/Year 7 students attending secondary schools. The content of the seminar has slightly changed with addressing the introduction of co-education and therefore apart from focusing on the physical and psychological changes that puberty brings about, there is also focus on how to help parents address their children’s needs to adapt to the co-ed transition. Till December 2013, the talk was delivered in 9 secondary schools of which four were Boys’ Secondary schools, two were Girls’ Secondary schools and another two were Co-ed
schools. Another talk was delivered to the Gozo College, which included both the Boys’ and the Girls’ Secondary schools. Talks in the remaining schools will be dealt with throughout the academic year 2013-2014.

Bandiera Bajda - A prevention programme aimed for teenage boys

The pilot project ‘Bandiera Bajda’ was launched in April 2013. Servizz GĦOŻŻA collaborated with a number of colleges where a selected group of boys from different Secondary schools, (selection took place at the discretion of the respective guidance and counselling team of each school) came over to our premises on a Wednesday and they were exposed to a three hour seminar which focused on sexual education as well as teenage pregnancy with specific attention to the role and the responsibilities of a teenage father. The aim of Servizz GĦOŻŻA is to launch the programme in all Boys’ Secondary Schools as from February/March 2014.

Throughout this year we have also started working on a very similar project as the one mentioned above, aimed at teenage girls. Servizz GĦOŻŻA guidance and counselling team have researched and formulated the material to be used throughout the project and the idea is to embark on a pilot project very similar to the one which took place with a number of Boys’ Secondary Schools, this time with a number of Girls’ Secondary Schools, with the intention of launching it in all Girls’ Secondary Schools in the next academic year. We have also drafted a title for this programme- ‘Jien ser Inbennen?!’

Promo Talks

As from January 2013, Servizz GĦOŻŻA has held a number of Promo talks with all the different professionals pertaining to the ten colleges around Malta and Gozo. These professionals were invited over to the premises and whilst given a tour of the premises, they were informed of the services offered by the guidance and counselling team of Servizz GĦOŻŻA so as to enhance communication as well as the existing collaboration between schools and Servizz GĦOŻŻA. These Promo talks were also given by our Officer in Charge during Council of Heads meeting with College Principals as well as the respective Heads of Schools of each and every College.

Liasing with Dar ĠUŻEPPA Debono - GOZO

As from this year, Servizz GĦOŻŻA and Dar Ġużeppa Debono have worked together on two separate occasions. The first one involved taking over our pregnant girls for a one-day seminar in Gozo, precisely at Dar Ġużeppa Debono where the girls interacted and discussed several adolescent issues including teenage pregnancy with other teenage students.

The second project consisted of a two-day Live in with the Mother and Baby Friday Group which took place at the end of May in 2013.

Counselling Service

Counselling is offered at all times. It is requested by the pregnant girls and their partners as well as their families. Counselling is also requested by the teen mothers. Counselling is also offered to students should the Guidance teachers perceive the need. They continue to be considered as clients of the unit until their child reaches the age of three. Helping skills are constantly conducted by the guidance teachers.

Personnel have also strengthened their liaisons with the different agencies involved and a number of case conferences concerning a number of girls were held at the unit with various counsellors, social workers, Appoġġ and the Learning Development Centre.
Library

The team have invested in new books especially pertinent to the experience of the young pregnant student and also in the psychology of teenage pregnancy. These books are available to the students to encourage them to read and to realise that even if they are not in the service they can learn about their social reality through literature.

Research

Opportunity for research is given when requested from students pursuing various University Courses. Permission is always requested and standards requested by the Data Protection Act are strictly adhered to.

Staff Professional Development

As from September 2013, the guidance team at Servizz GĦOŻŻA has started joining other professionals for monthly college meetings. The aim behind all this is to enhance the already existing communication and collaboration with several professionals in each and every college.

Career Guidance Service in the schools

The College Career Advisors, School Counsellors, guidance teachers and trainee career advisors assist learners in managing life situations more effectively and acquiring the necessary key competences so as to attain their curricular performance goals while developing holistically as a person.

The service covers

- Curricular, vocational and career guidance with students and parents;
- Developmental guidance based on identifying and meeting the personal and social needs of the pupils/students and helping them deal successfully with their concerns;
- Transition programmes for both pupils/students and their parents starting from home to kinder, from primary to secondary schools, from secondary schools to post secondary and work place;
- Choice of subjects for pupils of year 6 and Subject Options for Form 2. Talks, discussions, meetings with students and parents;
- Information about post-secondary courses. Talks to 5th Formers on various courses available, visits to different post-secondary institutions, individual and group guidance. This exercise is a year-long process;
- Orientation visits to different work places;
- Talks and programmes re Careers’ Market, Careers’ Week and Career Fairs;
- Job Exposure Initiatives;
- Seminars for students and personnel in collaboration with ETC;
- Liaison with other entities.

Choice Programme

The Industry Human Resources Development Unit (IHRD) within the Malta Tourism Authority (MTA) has been organising the CHOICE Programme in collaboration with the Institute for Tourism Studies for the past years. The Programme targets Form 4 Secondary School Students, and is aimed at creating more tourism career awareness. Regular meetings were
held with the MTA in order to discuss the dissemination of information and the awareness of the tourism sector.

**Walk-In Service offered at the Colleges during Summer 2013**

For the second year consecutively, an event which marked the end of scholastic year 2012/2013 was the *Walk-In Service*. The Walk-In Service was held by the College Career Advisor and the Trainee Career Advisors in each respective College across Malta. The Walk-In Service is a service offered to Form 5 students whereby the Career Advisor holds a one-to-one session with the student, during which they discuss his/her post-secondary career path. The salient point one elicits from each one-to-one session held with students, is that the student would be led on how to make an informed choice about his/her post-secondary career path, whether s/he proceeds to further studies, or integrates within the world of work.

Preparation and promotion for the service took place long before the summer started. Talks were held with 5th Formers before they finished school and in certain Colleges, meetings were also organised for parents. Students could set an appointment with the Trainee Career Advisors and those who wished to be accompanied by parents, could also do so. In these cases, the session turned into a family gathering where the student could feel that his/her career is very ‘important’, not only to oneself, but also to the family as a whole. From a psycho-social perspective, this contributes directly to enhancing the self-esteem concept.

Needless to say, the hype of the Walk-In Service was reached when students started receiving the SEC examination results. Though left to call for an appointment on a voluntary basis, students’ response was very encouraging and during Summer 2013, figures show that Career Advisors held one-to-one sessions with 327 students across the Colleges of Malta, 158 females and 169 males.

**Walk-in Service during the summer months at Higher Secondary**

Career guidance service was offered to all the students who sought advice regarding the post-secondary courses at the Higher Secondary. The number of students who sought the service of career guidance was 405 students, 184 males and 221 females.

**New Initiative – Walk-in Service during the summer months at MCAST**

For the first time, a number of trainee career advisors on voluntary basis offered their service at the Malta College for Arts, Science and Technology for a two week period. They offered guidance to 122 students, having 79 male students and 43 female students.

**Tracer Study Report**

Before the first national Tracer Study was published in October 1990, various guidance teachers had been taking the initiative to find out what became of their students after school leaving age, by holding a Tracer Study in their own particular school. So that a national picture could be drawn up identifying national, sectorial and school trends, in 1990 the Guidance and Counselling Services decided to incorporate the information collected from these different studies into one whole. All schools (including state, church and independent) were invited to participate. Guidance Teachers and Trainee Career Advisors were requested to conduct their own Tracer Study in their respective schools. Thus by sending in their data to Head Office enabling the National Tracer Study to be compiled annually, so that by comparing the different reports, trends may be easily identified. The work carried out by College Career Advisors, School Counsellors, Guidance Teachers and Trainee Career Advisors...
Advisors encouraging students to have positive approaches towards furthering their education is shown in the steady increase there has been during the past few years in the number of students sitting for post-secondary courses.

All students who completed Form V in 2012 were asked to participate in this Tracer Study, that is all students who were legally able to leave school on finishing their statutory school career and could opt to stay on at school or seek work. All post-secondary schools were grouped into academic, technical or vocational courses. Each student was asked to indicate which school he/she was attending at the time of the survey, that is October/November 2012. If the student declares he/she is working, he/she is asked to indicate in what kind of job.

The report shows that 3,755 young people (85.47% of the total number of students who reached school leaving age and replied to the survey) opted to follow a course in post-secondary schools. This represents an increase of 2.7% from that of the previous year.

Counselling Services in the Schools

The College Counsellors, School Counsellors, guidance teachers and trainee counsellors give their service in all the schools at primary and secondary level. Students usually ask for counselling themselves, or are referred by teachers or by the parents. In some cases parents may be sent for. Counselling could range from crisis interventions to personal counselling. There are also a great number of referrals made to other helping and support agencies.

The service includes:

- Personal guidance to pupils/students to help them deal successfully with their concerns;
- Seminars and ongoing development, preventive and informative programmes regarding work of other agencies and personal growth / enrichment;
- Parenting skills programmes, consisting of six sessions with parents;
- Individual and group counselling with students and parents, both as preventive action and crisis intervention;
- Liasing with other units within the Student Services Department of the Directorate For Educational Services and with external child-support agencies.

Walk-In Service offered at the Colleges during summer 2013

For the second year consecutively in our educational system, the service was continued in our schools through the College system during the summer months of 2012. The main aim of the Walk-In Service is that those services offered in schools throughout the scholastic year will continue throughout the summer months.

This service could only be undertaken through the new positions created by the reform in the educational system which include posts such as those of College Counsellor and Trainee Counsellors.

The counselling service was very beneficial because contact with students was uninterrupted. There is a lot of work going on in the schools where support, encouragement and empowerment are given to students. This work is done by the guidance teachers together with the trainee counsellors, the school counsellors and the college counsellors throughout the year. Since guidance teachers have their summer recess, at least now this work can be carried on by trainee counsellors and college counsellors.
There are many instances where counselling and support sessions need to go on without hindrance. Counsellors meet students who have low self-esteem, they are victims of bullying, or they have problems with the school administration. A lot of students have difficult and complex situations at home, either because their parents are separated, or have near relatives who are terminally ill or relatives with mental health problems, or have experienced bereavement. An experience such as bereavement does not rest in the summer holidays.

In situations where families are using the services offered by other community agencies like Appoġġ or Sedqa, and the counsellors working with the Educational system have case conferences regarding the students who live in these particular families, it is very important that this work does not have respite due to long weeks of holidays. This is another valid reason for the existence of such a service during the summer months.

Students and parents can now reach the professionals in their vicinity. For summer 2012, families got to know about this service by receiving a circular at home, by attending talks in the schools where even this service was promoted, and by word of mouth. The figures show that the turnout was very positive and therefore this augurs well for the years to come because a lot more people will find themselves availing themselves of this Service.

During summer 2013, the College Counsellor and the trainee counsellors followed 400 cases across the Colleges of Malta, 183 were females and 217 were males.

**Preventive and informative programmes**

Several meetings were organised for both students and parents during the calendar year. Counsellors, guidance teachers and trainee counsellors identified particular needs which were then dealt with during the seminars, talks and discussions. Issues tackled centred round leadership, relationships, communication, internet safety, self-esteem and other relevant topics.

**Parental Skills**

Sessions were held throughout the year and delivered by trained facilitators for groups of not more than 20 parents. Requests were forwarded to the Unit, especially by the primary schools. A six-session parenting programme called *Nifhmu l'Uliedna* was carried out. Topics included self-esteem, decision-making, communication, relationships, drug abuse, assertiveness, health and sexuality.

**Meetings**

All professionals giving their service in counselling and career guidance held regular meetings at school, college and national level.

**Professional Supervision**

As part of their ongoing development, College Counsellors and School Counsellors were provided with personal and group professional supervision. The personal and group professional supervision proved to be very beneficial and enriching.

**Continuous professional development (CPD)**

The Education Psycho-Social Services within Student Services Department offered the possibility of professional training / courses to the Counsellors, trainee counsellors and trainee career advisors and guidance teachers organised either by the Education Psycho-Social Services within the Directorate For Educational Services or other entities.
College Prefect of Discipline (CPD)

The College Prefect of Discipline is part of the multidisciplinary team working in the schools in the respective colleges. The concept of the College Prefect of Discipline forming part of the Education Psycho-Social Services is now in its fourth year and seeks to encourage a holistic approach towards our students.

The College Prefect of Discipline (CPD) endeavours to uphold discipline as a positive value, promoting the educational and social engagement of all students within the College schools. This concept of discipline is closely related to school effectiveness mainly through:

- Good leadership and school organisation;
- Appropriate values, ethos, and aspirations;
- Motivated staff.

The CPD is responsible for the co-ordination of policies, procedures and activities that encourage good behaviour in the school communities within the College. The CPD shall be a resource person who offers support in this area to the whole college community in liaison with other professionals and the students’ services team.

Initiative

The College Prefects of Discipline worked in line with their job description towards promoting and implementing initiatives which favour positive discipline in schools:

- Promoting good behaviour strategies in the schools forming part of our respective colleges;
- Monthly meetings between CPDs;
- The provision of professional supervision provided as group supervision;
- Posters promoting good behaviour in schools;
- College Projects.

Prevention

Through Professional Development Sessions for SMT, teaching staff and Learning Support Assistants, better behaviour management techniques are learnt by the whole school staff thus trying to get all staff working towards the same direction.

Other prevention activities that take place are talks to parents regarding behaviour management and discipline at home during and after school hours. In some cases the talks were organised in conjunction with parental skills courses, tackling behaviour of children according to different age-groups.

Personnel have also have been instrumental in organising transition activities for students who are progressing from primary to secondary school and students who change schools for various reasons.

Apart from the day-to-day activity in schools, the College Prefects of Discipline make every effort to prevent challenging behaviour from occurring in schools through the organisation of the following activities:
- SDPs for Staff – Positive Behaviour Management in Mainstream Primary and Secondary Schools;
- Alternative Education Program for a group of Form 3 and Form 5 Students;
- Alternative Education Programs with individual students;
- Collaborative work with Anti-Bullying Team;
- Community Work for identified students;
- Photography Project – Promoting Positive Behaviour through Photography;
- Organised talks by Sedqa (for students and parents), Police Drug Squad, Police cyber crime;
- Seminar Tackling SEBD Issues for Nurture Classes and Learning Support Zones within San Gorg Preca College in part collaboration with CDRT;
- Cyber Crime talks for teachers;
- Project in collaboration with CARITAS;
- Seminar in collaboration with SEDQA for Parents;
- Teambuilding Activities within respective Colleges.

Consultation

Personnel offer consultation to school SMT, teachers and LSA on particular problems they encounter in their day to day teaching experience. Apart from teaching staff, the College Prefects of Discipline also offer their consultation during case conferences and formal and informal meetings within the Education Psycho-Social team within the college.

Monitoring of cases and co-ordination of services

Once a referral is received, the CPD monitors the case and co-ordinates any work that needs to be done by other student services and / or other agencies including Learning Support Zones, Nurture Groups and Learning Support Centres.

Interventions

Interventions are numerous, steadily on the increase and of a varied nature depending on the case or issue arising. Very often other services are involved and hence a lot of teamwork and liaising is necessary.

The Service during the Summer Months 2013

All these officers work on a forty hour week. The service was offered in all the Colleges where these officers are posted, and therefore all the students in the state schools could avail themselves of these services. The interventions consisted of sessions with students and parents as well as follow-up work with other agencies including Psycho-Social Services. Personnel also collaborated with other professionals within the respective Colleges on certain cases such as participation in the youth club during the summer months.

Training

Personnel firmly believe in continuous professional development since the job entails various challenges on our day to day work. In 2011-2012, personnel attended for the following training opportunities:
October 2012: Systemic Thinking and Working with Families.
July 2013: Understanding Autism.
July 2013: Working with Children in Foster Care.
November 2013: Child Poverty Conference.

**Special Education and Resource Centres Section**

The Special Education and Resource Centres Section is housed in Hamrun, and is the base for the following services:

- Peripatetic Teachers for students with visual impairment in mainstream schools;
- The Early Intervention Service for children with special needs who are still of pre-school age or have started their school experience at kindergarten level;
- Home Tuition Peripatetic Teachers for students who are absent from school on a long-term basis due to chronic illness or injury;
- Teacher and one LSA for students who attend the Young People’s Unit of Mount Carmel Hospital;
- Two teachers, five kindergarten assistants and one LSA working on the Children's Wards at Mater Dei Hospital;
- Transition Organiser;
- Two Speech and Language Pathologists, Three Occupational Therapists, one LSA working in the Access to Communication and Technology Unit (ACTU);
- Four Peripatetic teachers working in the Autism Spectrum Disorder Team;
- Peripatetic Teachers for the Hearing Impaired who offer support to students with a Hearing Impairment attending mainstream schools;
- Social, Emotional, Behaviour Difficulties (SEBD) specialists to support schools who have students experiencing social, emotional, behaviour difficulties.

**Services for the Hearing Impaired**

**Mission Statement**

The mission of the Service for Hearing Impaired students is to provide a quality educational and audiological service for deaf, hard of hearing and hearing-impaired students in Malta and Gozo, from the point of diagnosis and throughout their educational experience in the home and in mainstream schools.

During scholastic year 2012/2013 the teachers supported a total of 112 students in State, Church and Independent schools in Malta and Gozo. One of these teacher who also specialises in audiological assessments, provided audiological services to these students.

Teachers in these services are receiving ongoing training in different areas concerning Hearing Impairment and the Teaching of Students with a Hearing Impairment.

**Autism Spectrum Support Team (ASST)**

**Mission Statement**

The Autism Spectrum Support Team aims at empowering educators and parents to meet the individual educational needs of the child with autism, facilitating learning, supporting behavioural and social development and maximising the students' abilities in mainstream and resource
environment. The autism spectrum support team recognizes that each student is an individual, and seeks to maximise the student’s potential.

ASST strives to assist SMT, INCOs, teachers and LSAs in state and church schools in understanding approaches and strategies used to help students within the autism spectrum to access learning. ASST provide support to students with a diagnosis autism spectrum disorder in primary and secondary schools from Year 1 onwards.

From the beginning of the scholastic year (2012-2013) the Autism Spectrum Support Team observed around 270 students in 90 different primary and secondary, state and church schools in Malta and Gozo.

When a school refers a student, the team offers whole school support which includes;

- Support to the teacher/s and LSA/s in the form of in-class support and recommendations;
- Support to SMT;
- Training in the form of SDP, PD sessions and INSET;
- Support to parents;
- Involvement in IEPs and MAP sessions;
- Liaising with NGOs and other services within the department.

All members of the team have received overseas post graduate and other professional training in areas pertaining to autism, namely in the Picture Exchange Communication System (PECS) and the TEACCH system.

**Service for Students with Visual Impairment**

Visual impairment, (visual difficulties which cannot be corrected by glasses), can adversely affect students’ educational performance. The Unit for the Visually Impaired caters for a range of pupils who are precluded from making adequate progress due to various visual conditions. Some of these conditions may be severe while others less so. A number of these students may also have additional conditions not related to vision.

In the best interest of each child, members of the team offer their services at home, or in a pre-school centre, to children of pre-school age and in the classroom or in a separate room to school-aged students. A post-secondary service is also provided when students attend Naxxar Higher Secondary. Age, students’ strengths/weaknesses, other professionals’ views and parents’ & students’ opinions are some of the factors which are taken into consideration. Members of this peripatetic service also monitor progress and advice LSAs, Teachers, Heads and Assistant Heads of schools, parents and other stakeholders regarding the best strategies to be adopted and the necessary facilities and aids to be provided for each student in class/at home and during exams.

As far as possible, the Service promotes and advocates the full inclusion of students with a visual impairment in the mainstream settings. Students generally have the support of a full-time or shared learning support assistant. Other students with visual impairment do not require the support of an LSA. In such cases, the support of the teacher of visual impairment and liaison with other staff involved are enough.

During scholastic year 2012-2013, a regular service was provided to 68 children from 0 to 17 years.
Some of the work which the team of teachers of visual impairment were involved in during this year included:

- Meetings with FITA & other professionals such as EAU & MATSEC staff;
- Meetings with parents;
- Vision assessment of different students;
- Teaching of Touch-Typing;
- Teaching of how to use a computer without the mouse (where visual acuity is poor);
- Teaching of mouse skills where functional vision allows it;
- Observation & keeping abreast with what happens in other countries;
- Pre-writing, handwriting and spelling programmes in Kindergarten and Primary Schools;
- The introduction of special thick-lined copybooks;
- Modified rulers and protractors - these were produced by the teachers in the team and given to students;
- Provision of a monitor on students' desk whereby students can instantaneously view what is projected on the interactive whiteboard. Such a monitor was provided to those students whose vision does not allow them to follow the IWB from their seating position but allows them to follow the monitor placed at close range.

Early Intervention Service

Mission Statement

The Early Intervention Service aims to provide a family centred and comprehensive support system for children with developmental disabilities or delays and their families in the first five years (0-5) of life. The principle is to minimize the delays and maximize the chances of reaching typical milestones in development. It also supports and implements screening procedures to increase the early identification of difficulties and provide the family support as early as possible to families.

Service Objective

- To enhance the development of children at risk of Individual Educational Needs including early literacy, language development and communication, motor skills development, self awareness, social and emotional development;
- To ensure early identification and multi disciplinary assessment procedures;
- To plan family centred intervention through Individual Educational Plans (IEPs), Individual Family support plans (IFSPs) and support in transitions between home, preschool, and primary education;
- To promote social inclusion of the child together with the family and their engagement in community based systems as part of the commitment in supporting their children. This involves increasing awareness and building trust between families and service providers. Families will be guided through provision of material on how to navigate existing services and systems as well as supporting them to provide a safe environment for the children;
- To facilitate collaborative communities of families supporting each other. This will include facilitating play groups, training workshops, support helpline, as well as link families to the resources in the community;
- To advance Professional Development. This especially applies to practitioners to develop skills, knowledge and credentials to support early care and education;
- To enhance learning environments for children by providing on site support for early childhood settings e.g. kindergartens in order to create inclusive learning environments.
especially with children who have developmental needs. This can include effective space
use to meet needs related to mobility, development of play and inclusive teaching;
• To deliver and co-ordinate integrated services that meet the holistic needs of children
and family.

As part of the service The Early Intervention Team offers the following:

• Assessment and Intervention in the child’s natural environment e.g. home or school. The
programme, ‘Early Beginnings’ focuses on four main areas of development including
Physical development – Gross and Fine motor; Communication and Language
Development; Personal, Social and Emotional Development; Cognitive, Numeracy and
Literacy Development;
• Help to parents and educators in the planning and application of an educational
programme tailored to the child’s needs;
• Support groups and workshops for parents supporting children with various needs;
• Group therapy in different areas involving both children and parents/carers;
• Support of Early Intervention Team in IEPs and transitions;
• Whole school approach targeting a school inclusion programme;
• Support and training provision to early years educators as continuous professional
development;
• Screening assessment;
• Attendance in case conferences of children undergoing assessment at the CDAU and
providing an educational report.

During scholastic year 2012/2013 and first semester of 2013/2014 (i.e. period between
September- December), early intervention teachers and Resource workers worked with a
total of 909 children in Malta and Gozo.

Resource Workers organised a number of whole school approaches in various different
schools in Malta and the Early Intervention teachers based in Gozo, carried out the above-
mentioned groups in a number of schools in Gozo. They also organised a number of group
sessions that were held at the Student Services Department in Hamrun. These included:

Sensations: this is a multi-sensory 7-week programme for children diagnosed with Autistic
Spectrum Disorder between the ages of 3 and 5 years. This weekly programme is highly
structured and targets the areas of physical, sensory, play, social and communicative
development. Children with ASD often have sensory difficulties and this group targets
desensitization of this through a fun and interactive way, such as creating crafts and
touching different sensory material. Difficulties with proprioceptive skills, gross and fine
motor skills are addressed in the physical section, through the use of obstacle targets,
trampolines and bean bags among others. Due to the nature of the condition, tasks targeting
social and play are particularly difficult for these children to understand and carry-out and
therefore they are given step-by-step instructions, aided by visual aids and individual
prompting in order to improve these skills. Being in a group is challenging for children with
ASD but at the same time provides opportunities for more fun, interaction and development
of skills such as turn-taking. Perhaps the most significant and important part of the
programme is the work carried out to help the children improve their communication skills.
Children who use Augmentative and Alternative Communication are welcome and are
couraged to bring their books/devices to the group in order to learn how to use them with
different communicators and in different environments. Parents are given targets after each
session to continue the work being carried out in the session, ensuring that this programme
is a success in terms of skills, fun and teamwork.
Busy Babies: this is a six week programme for parents and their babies 0 to 10 months. It is particularly of interest to families of babies with Down syndrome or babies who would benefit from singing and signing activities in order to encourage early Communication, interaction skills as well as infant stimulation. There is a focus on the child’s gross and fine motor skills. Furthermore, this programme will focus on the learning of vocabulary through a multimodal approach including visual signs, visuals, written and spoken word.

Busy Toddlers: this is a six week programme for parents and their toddlers aged 18-36 months. It is particularly of interest to families of toddlers with Down syndrome who would benefit from singing and signing activities in order to encourage Communication and Language Stimulation. There is a focus on the child’s Gross and Fine motor skills as well as Feeding skills. Furthermore, this programme will focus on the learning of vocabulary through a multimodal approach including keyword signs, visuals, written and spoken word.

Alphabeats: this is a programme that works at enhancing children’s literacy skills just before entering Year 1.

The Resource Workers also organised a week-long training programme for the team, in September which included training such as; becoming further informed about the curriculum levels stipulated for the kinder years, understanding psychological test results, etc. The team was trained by different professionals including speech-language pathologists, psychologists and Education Officers, in different areas of the children’s development in order to facilitate better understanding and enhance their knowledge for better service provision. During the months of September to December the team was offered an 8-week accredited course by Elklan entitled ‘Language Builders for Complex Needs’, which was an intensive course on how to deal with communication difficulties in children with profound learning disabilities.

Access to Communication and Technology Unit (ACTU)

This Unit was established in September 2006 with the aim of providing the necessary support to enable students with learning and/or physical disabilities to access the curriculum and learning through the use of Assistive Technology. The Unit also provides assessments and the support necessary for children with Complex Communication Needs who require Augmentative and Alternative Communication (AAC) to use their systems and access the curriculum. The unit currently has a cohort of 2 Speech and Language Therapists and 3 Occupational Therapists.

Referrals

During 2013 the unit received 67 new referrals. This is a 9% increase in the previous year’s referral rate.

New Cases and discharges

The Team took on 75 new cases and 37 were discharged as they no longer required ACTU services. The breakdown of new cases was as follows:

<table>
<thead>
<tr>
<th>School/Centre</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery Schools</td>
<td>4</td>
</tr>
<tr>
<td>Malta Mainstream Schools</td>
<td>47</td>
</tr>
<tr>
<td>Guardian Angel Resource Centre</td>
<td>6</td>
</tr>
<tr>
<td>Helen Keller Resource Centre</td>
<td>9</td>
</tr>
</tbody>
</table>
Current Caseload

The total caseload for the ACTU Team at end of December 2013 is 274. All of these children receive assessments, review appointments, home visits, school visits and attendance at IEPS as determined by the therapists involved and the needs of the child, family and the school. Children attending Resource Centres on a full time basis are generally seen at the Resource Centre. 50% of the mainstream cases have a diagnosis of Autistic Spectrum Disorder. The breakdown of caseload figures is as follows:

<table>
<thead>
<tr>
<th>School/Centre</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta Mainstream Schools</td>
<td>158 (26 attending San Miguel services)</td>
</tr>
<tr>
<td>Guardian Angel Resource Centre</td>
<td>30</td>
</tr>
<tr>
<td>Helen Keller Resource Centre</td>
<td>26</td>
</tr>
<tr>
<td>San Miguel Resource Centre</td>
<td>7</td>
</tr>
<tr>
<td>Wardija Resource Centre</td>
<td>38</td>
</tr>
<tr>
<td>Gozo Mainstream schools</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>274</strong></td>
</tr>
</tbody>
</table>

One of the Occupational Therapists also provides additional services to the Resource Centres which does not involve the typical responsibilities and role of ACTU. Her caseload for this is 139. The breakdown of this figure is as follows:

<table>
<thead>
<tr>
<th>School/Centre</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guardian Angel Resource Centre</td>
<td>30</td>
</tr>
<tr>
<td>Helen Keller Resource Centre</td>
<td>30</td>
</tr>
<tr>
<td>San Miguel Resource Centre</td>
<td>19</td>
</tr>
<tr>
<td>Wardija Resource Centre</td>
<td>38</td>
</tr>
<tr>
<td>Marsa Primary School</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
</tr>
</tbody>
</table>

Appointments offered by ACTU

In 2013 ACTU offered a total of 1480 appointments. See breakdown below:

<table>
<thead>
<tr>
<th>School/Centre</th>
<th>Number of appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta mainstream Caseload</td>
<td>1,228 (includes home visits)</td>
</tr>
<tr>
<td>Guardian Angel Resource Centre</td>
<td>80</td>
</tr>
<tr>
<td>Helen Keller Resource Centre</td>
<td>44</td>
</tr>
<tr>
<td>San Miguel Resource Centre</td>
<td>11</td>
</tr>
<tr>
<td>Wardija Resource Centre</td>
<td>72</td>
</tr>
<tr>
<td>Gozo mainstream caseload</td>
<td>44</td>
</tr>
<tr>
<td>Marsa Primary School</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1480</strong></td>
</tr>
<tr>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>Appointments offered</td>
<td>1480</td>
</tr>
<tr>
<td>Cancellations</td>
<td>22</td>
</tr>
<tr>
<td>DNAs</td>
<td>8</td>
</tr>
</tbody>
</table>

Time spent in Resource Centres and Gozo

The breakdown of days provided to the students according to Resource Centre is as follows:

<table>
<thead>
<tr>
<th>School/Centre</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guardian Angel Resource Centre</td>
<td>20</td>
</tr>
<tr>
<td>Helen Keller Resource Centre</td>
<td>11</td>
</tr>
<tr>
<td>San Miguel Resource Centre</td>
<td>3</td>
</tr>
<tr>
<td>Wardija Resource Centre</td>
<td>18</td>
</tr>
</tbody>
</table>

The Team also provided (13 days) days to Gozo clients. At least 2 days were provided to Dar I-Arka where 2 clients currently reside.

Meetings attended

The Team is committed to collaboration with other professionals including the Faculties of Engineering and Department of Human Communication Sciences at the University of Malta as well as ASST and has therefore had a number of meetings with these professionals.

<table>
<thead>
<tr>
<th>Training Attended</th>
<th>No of therapists attended</th>
<th>No of hours per person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statementing board</td>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>CPCM</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Staff meetings</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>ASST meetings</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Management meetings</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Meetings with University staff</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Meetings San Miguel</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Training provided

The Unit is also committed to providing the appropriate training on assistive technology and AAC to professionals supporting these students. The following table gives an overview of the training and total number of hours given by the unit during 2013.

<table>
<thead>
<tr>
<th>Training Given</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice: July (3 therapists)</td>
<td>24 hours</td>
</tr>
<tr>
<td>Inservice: September (3 therapists)</td>
<td>24 hours</td>
</tr>
<tr>
<td>Lecture on Play</td>
<td>3 hours</td>
</tr>
<tr>
<td>Lecture on AAC to university students</td>
<td>16 hours</td>
</tr>
<tr>
<td>SDP Guardian Angel Resource Centre</td>
<td>4 hours</td>
</tr>
<tr>
<td>Lecture on AT and communication: OT weekender</td>
<td>1 hour</td>
</tr>
<tr>
<td>LSA lectures: 20 week course</td>
<td>14 hours</td>
</tr>
<tr>
<td>Training to MCAST Students</td>
<td>3 hours</td>
</tr>
<tr>
<td>Training to ASST on PECS</td>
<td>4 hours</td>
</tr>
<tr>
<td>Lecture to Diploma students</td>
<td>6 hours</td>
</tr>
<tr>
<td>Elklan training to Early Intervention Teachers</td>
<td>24 hours</td>
</tr>
<tr>
<td>Clicker 6 training to parents and professionals</td>
<td>3 hours</td>
</tr>
<tr>
<td>Total</td>
<td>112 hours</td>
</tr>
</tbody>
</table>
Student Supervision

Therapists at ACTU also have a role in providing student supervision to undergraduate therapists currently studying at the University of Malta. For the first time, Speech and Language Therapy undergraduate students have been placed at ACTU for clinical placements. In 2013 therapists provided 390 hours of supervision for 4 students.

Various requests are made on a regular basis to support and develop ideas for dissertation projects in collaboration with students who study at MCAST, University of Malta and other Universities outside of Malta.

Continuing Professional Development

Therapists working with ACTU are expected to attend courses and continuously update their professional development. This ensures that therapists are providing the best possible service for the clients who attend ACTU.

<table>
<thead>
<tr>
<th>Training Attended</th>
<th>No therapists attended</th>
<th>No of hours per person</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADOS (Autism Diagnostic Observation Schedule)</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Comenius: 5 day placement with the ACE centre in Manchester/Oxford</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Comenius: 5 day Elklan Training</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Clinical Supervision</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>3 Day Inservice course: Early Literacy</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Unity app training: Liberator thru Skype</td>
<td>2</td>
<td>1 ½</td>
</tr>
<tr>
<td>Accent training: Liberator thru Skype</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Presentation

This year 2 members of the Team gave a presentation entitled ‘The power of Assistive Technology to access communication, leisure and recording: A case study’. This was presented at the Chamber of Engineers’ 22nd Annual Conference, entitled Engineering: the Backbone of Healthcare. The Team members’ article has also been published in Engineering Today.

New Equipment

This year ACTU received sponsorship from HSBC to purchase 3 essential pieces of AAC equipment (value 10,000 euros). A presentation hosted by the Director of Student Services, Mr George Borg and ACTU was attended by the Minister for Education and the wife of the Chairman of HSBC in November 2013. Further equipment has also been procured on our recommendation by the Department of Education for ACTU Team use. This ensures that the Team’s assessment equipment is up to date as is necessary in this fast moving field of work.

ACTU projects

This year a number of children with a diagnosis of ASD were given intensive sessions in PECS and iPad use for communication. These sessions were offered as part of a Master’s intervention project. The sessions were carried out by 2 therapists and a teacher from ASST, and an ACTU Education Officer from the Assessment Unit as it is evident that some of the students currently
being supported by ACTU have the potential to succeed in examinations with the appropriate adaptations. It is expected that the focus on this may grow in the coming year as one of the students currently on the ACTU caseload will be taking Benchmark examinations.

**Challenges being faced by ACTU**

This year ACTU have experienced increasing demands to attend IEP. This is expected as INCOs are starting to realise that children with complex communication needs and physical difficulties which require supporting to access the curriculum are in need of specialist advice and goal setting in order to reach their full potential. This has meant however, that the Team have spent a significant portion of the first term (between October and December 2013) in IEPs.

The number of referrals has increased again this year yet it is not possible for the Team with its current cohort to be able to discharge at the same rate as the referral rate. This is resulting in a waiting list which needs to be addressed. This could be solved by recruiting additional members to the Team. The Team are however in the process of further defining policies and procedures with respect of cases seen at ACTU to ensure that the time is used to benefit those children who are most in need of support.

**Home Tuition Service**

**Mission Statement**

To provide the student with a continuous education and to minimise, the effects of absence from school. The service also helps the student to reintegrate back in school at the appropriate time. During scholastic year 2012/2013, home tuition was given to a total of 21 students in different localities in Malta and Gozo.

**SEBD Specialists**

**Mission Statement**

For the child to be engaged and learn in the classroom, the child needs to feel safe, loved and have a sense of belonging. A child’s social and emotional needs must be met before any learning can take place. It is far easier for us to adapt ourselves as professionals than blaming the child exhibiting challenging behaviour.

SEBD Service commences when referrals are received from schools/parents for consultation of students who are encountering social, emotional and behavioural difficulties. SEBD Specialists work collaboratively with other professionals within the department, other outside agencies and also with the parents/carers of the child. The first step is to meet at the school with all the professionals who are in any way involved in supporting the students so as to form an intervention plan. The referred student is observed in the class so as to give hands on practical measures to the school staff on what positive strategies can be implemented within the class/school environment. Support is also given to Nurture Groups and Learning Support Zone staff who organize programmes for students with SEBD. School staff are assisted in developing and implementing a Behaviour Modification Programme for these students. If all levels of intervention within the school and the College have been exhausted, a case conference is held so that all professionals can decide whether the student would benefit form a temporary programme at a Learning Support Centre. SEBD Specialists also assist in the reintegration process of students from the Learning Support Centres back to their mainstream schools.
In order to have a holistic approach it is essential that SEBD Specialists liaise with outside entities such as probation officers, APPOGG, Sedqa, Caritas and other NGOs when their services are needed.

SEBD Specialists also offer the service of doing one-to-one sessions with students with SEBD. These sessions include sessions in Emotional Literacy or Anger Management. Such sessions continue to take place during summer. Support is also given on a weekly basis to groups or individuals at the Learning Support Centres.

The service of training schools on Emotional Literacy and Positive Behaviour Management of students with SEBD are also provided during Professional Development Sessions and other talks are held by the Directorate for Student Services.

During August and September 2013 there was also a summer programme aimed for Year 6 pupils who are about to transition into secondary school. The programme was developed by the SEBD Specialist and Counsellors. The aim of the programme was for the pupils to develop a mastery of skills to enhance self-expression, better communication skills, more awareness on the consequences of behaviour, decision-making skills, appreciation of own qualities and enhanced self-awareness and self-esteem. Also, this programme prepared them for the different setting of the secondary school.

Throughout the summer holidays, parental skills sessions were also done with parents of children with challenging behaviour in collaboration with College Trainee Counsellors.

During the scholastic year 2012 – 2013, a total of 420 students benefitted from the service of SEBD Specialists.

**RESOURCE CENTRES**

**San Miguel Primary Education Resource Centre**

This Resource Centre offers part time and full time support to students with very severe needs. During scholastic year 2012-2013 the Centre held and participated in various activities to ensure that it reaches its aim as a Resource Centre.

The table below gives an overview of the activities carried out.

<table>
<thead>
<tr>
<th>Activities at San Miguel Primary Education Resource Centre</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Reverse Inclusion</td>
</tr>
<tr>
<td>Sunday, 11th Nov</td>
<td>Open Day at San Miguel</td>
</tr>
<tr>
<td>20th Nov</td>
<td>Launching of Piggy Bank Campaign</td>
</tr>
<tr>
<td>Month</td>
<td>Event Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January to June</td>
<td>Participation in the KREATTIV Project A joint collaborative venture between St. Clare College San Miguel Primary Education Resource Centre and Teatru Manoel’s Toi Toi with the participation of St. Clare College Sliema Primary. Final production <em>Reason for the Season</em></td>
</tr>
<tr>
<td>January to April</td>
<td>Visits by mainstream school students Kinder and Primary students from various state and church schools participated in activities such as interactive storytelling, Opti music and sensory circuits together with San Miguel students</td>
</tr>
<tr>
<td>23rd March</td>
<td>Interactive storytelling activity during the Book Week Class 3 together with mainstream students participated in the reading, storytelling in a multisensory way and then dramatizing the story “Il-Qstates ta’ Gannina” by Trevor Zahra. The activity was organized at St. Clare College St. Julians Primary</td>
</tr>
<tr>
<td>May</td>
<td>Interactive storytelling A teacher, three LSAs and three students visited Stella Maris Primary school Balzan and they modelled an interactive storytelling session, <em>The Frightened Bear</em></td>
</tr>
<tr>
<td>May and June</td>
<td>Id F’Id leaflet In a bid to strengthen the links between the school resources and the parents by issuing a leaflet that shows what was achieved during the month</td>
</tr>
<tr>
<td>June</td>
<td>Fun Day A year 2 class from Stella Maris Primary School Balzan and a year 1 class from St. Clare College St. Julians Primary School took part in the sports games organized by the KMS Sport Promotion Unit in collaboration with our supply teacher.</td>
</tr>
<tr>
<td>2nd July</td>
<td>Barbecue A fundraising activity was organised in the evening.</td>
</tr>
<tr>
<td>Nov, March and May</td>
<td>3 SDP days and PD sessions Assessment checklists, Team Building AAC Communication, Challenging Behaviour Management, Autism, Communication Passport. Object of Reference and Schedules and Aided language display were among the subjects discussed</td>
</tr>
</tbody>
</table>

San Miguel also featured more than once in the local media, both in the newspapers and television stations as well:

- An interview to the Head of School during the television programme, Malta Illejla.
- Reports on the Open Day organised in November, by the television stations.
- An interview to the Head of School on a Breakfast show of one of the local TV stations
- An article in the Times of Malta about our production *Reason for the Season* which was a Kreattiv project.
- An article by Ms S. Carabott in the Times of Malta. *Why differences are never any obstacle for children* which she wrote after visiting San Miguel during one of
Guardian Angel Secondary Education Resource Centre

Guardian Angel is a Resource Centre for Secondary students, aged between eleven and seventeen years. A considerable number of students have moderate to severe learning and communication difficulties. The number of full-time students presently attending the Resource Centre is forty-five. Twenty part-time students come from mainstream secondary schools and attend for one, two or three days a week. Our students follow the National Curriculum and their learning programme includes eleven subjects that are differentiated according to their individual needs, including the following:

- Literacy
- Numeracy
- Science
- ICT
- Religion
- PSD
- Home Economics
- Design and Technology
- Physical Education
- Environmental Studies

The Resource Centre follows adapted Schemes of Work of subjects that are part of the Secondary National Curriculum that is taught in Secondary mainstream schools. Subject teachers deliver differentiated lessons, taking into account the different learning needs and diverse attainment levels of students in their class. A variety of resources are prepared and ICT is used across all subjects as a visual and interactive teaching tool. Two classes of students who are aged sixteen to seventeen follow a Moving-On programme. One of the main objectives of this programme is to give opportunities to students to improve their independence and community living skills.

Apart from following the above programme, students attending the centre can also experience the use of the Multi-Sensory room, participate in Dance and School Band sessions. An Opti-music Room has been set up and which is linked to curricular topics.

HELEN KELLER Secondary/Young Adult Education Resource Centre

Helen Keller Resource Centre for Secondary school aged students and Young Adults caters for students with PMLD aged 13-22 years. The students have both physical and sensory needs together with Learning Difficulties. The curriculum is based on the NCF, adapted through the Equals Curriculum for students up to the age of 16, whilst the Moving On Curriculum if followed by the students who are over 16.

Students come to the Centre from San Miguel or from the Primary Mainstream. Students of post-secondary age are also referred after form 5 from secondary mainstream.

During 2013, we had the following intake:
Post Primary 4 San Miguel
2 Primary Mainstream
Post Secondary 2 Guardian Angel R.C.

8 students over the age of 22 moved to Star 25 programme at Inspire.
The programme at the Centre aims at catering for both Physical and Personal Development needs.

The student’s Physical Needs are catered for through Consultations on the premises with Physio therapists and Speech and Language Pathologist and a medical consultant.

Personal Development Needs are met through Curricular lessons Craft work, Hydrotherapy and ICT

**The Young Adult Education Resource Centre**

The programme at this Centre has been designed to provide an opportunity for learners with Individual Educational Needs (IEN) to further their studies at post-secondary level and prepares them for adult life. This programme helps learners to acquire the requisite competencies to satisfy these needs.

Learners attending the Centre are 16–22 year old adults.

The content of the programme is based on 3 sections which include:

- Personal Development
- Vocational Preparation
- Functional Activities.

During Personal Development all learners participate in the following sessions, always according to their own Individual Programme.

- PSD
- Numeracy
- Literacy
- Science
- Computer literacy (this is catered for both in the IT Lab and in the classroom).

During Vocational Preparation teachers will be targeting Employability skills, Vocational exploration, Awareness of support services with all learners according to their Individual Vocational Preparation Plan. Employability skills are targeted during sessions such as Handcrafts, Office-based activities and gardening sessions. This year the Centre has also helped the youngsters to experience Work Exposure and Arriva Transport. These activities were held outside the Centre and involved direct contact with the community.

During Functional Activities the learners participate in centre-based activities which include:

- Daily living skills (Domestic)
- Music & Drama
- Physical Education

Community-Based Activities are designed to help learners practise skills learned through activities in the community.
Due to the diverse nature of needs that learners attending this programme also experience, specialized facilities including a Multi-sensory room and a Sensory perception room are also available and Sessions are included within the Learners’ programme.

In 2013 the Centre continued to benefit from the 2012 Entrepreneurship Project and continued producing wedding souvenirs and invitations. Apart from taking part again in this year’s Weddings Fair the students also participated in the Homes Fair. The response of the public and youngsters was very encouraging. Another Entrepreneurship Project was assigned to the Centre. The project was named “Going Green” and involved the students to make best use of recycled material. The Centre applied for Kreativ project – and was also awarded fund for such a project. The Centre is also participating in the second year of an EU funded programme, which has the aim to list barriers which hinder employment for youngsters with special needs. Midday break activities have been organized in order to enable the students to further express their creativity. Various inclusive projects are carried out monthly – liaison with Mosta Boys secondary was held in order to carry out PE activities, Robotics Activity and also Science activities. The Centre also embarked in the publication of a magazine which was distributed free to all students and other interested parties. In collaboration with the St. Paul Local Council, Wardija Fest was organized. The aim was to open the Centre to the general public. The students had also the opportunity to take part in radio programmes where various activities held at the Centre were promoted. Two students participated in an inclusive project held in collaboration with the College. The students mixed up with local and foreign youngsters and took part in several activities held to promote self esteem. The Centre also participated in ZiguZajg and EMBED. Additionally contact has been made in order to work out inclusive projects with San Anton School and the University of Malta (PE section). Three sports days were also held at St.Benedict’s College Gym (Kirkop) and Cottonera sports complex. Monthly talks for parents are held regularly.

Learning Support Centres

Marsa Learning Support Centre

The Marsa Learning Support Centre is a centre for students with social, emotional and behavioural difficulties. The manager of the centre was appointed in mid April 2010 and the centre started supporting students from September 2010. The centre offers support to students on both a part-time and full-time basis. Students with social, emotional and behavioural difficulties who can benefit from the Marsa LSC services are students who due to various personal factors are encountering difficulties in coping within mainstream schools. Some of the students who attend the centre on a full-time basis are also students who due to their severe challenging behaviour were permanently excluded from mainstream schools. Some behaviours leading the student to be excluded from mainstream school are defiance, truancy, aggressiveness and harmful behaviour towards other students and members of staff, inappropriate use of language and sexualised behaviour.

Boxall Profile assessments, literacy and numeracy assessments, communication assessments, self-esteem assessments and the SDQ assessments are carried out upon the entry of the students at the centre. These are carried out to be able to identify clearly the individual needs of each student and plan accordingly an individual learning programme for every student. These assessments are carried out termly to be able to identify improvements and areas of further support.

Several programmes are carried out at the centre amongst which are behaviour management programmes, social emotional literacy programmes, bullying programmes, self-esteem programmes, anger management programmes, social skills programmes and
life skills programmes. Outreach services include liaising with mainstream schools to ensure communication and contact between the mainstream school and their student and supporting the students when they start their reintegration back to their mainstream school. Furthermore, the learning support centre outreach services entails support and training to mainstream staff and peer preparation programmes during the student’s stay at the learning support centre and during the reintegration transition from the learning support centre to the mainstream school. In the third year of its operation, the LSC has also supported past students and their mainstream schools when the said mentioned students reverted to inappropriate behaviours due to personal family circumstances.

During the year 2012-2013 the Centre supported 5 students.

**Naxxar Learning Support Centre Secondary Girls**

**Background Information**

During September 2010 the Naxxar Learning Support Centre opened its doors to welcome secondary aged girls who were experiencing social emotional behavioural difficulties. Immediately the centre started to receive referrals to offer a service for students who were finding it difficult to cope in mainstream school. Once a referral is received the necessary preliminary work to assess these students is carried out. This involves:

- Setting an initial meeting with the SMT and SEBD specialist to assess the nature of the problem and also to check how the student was first supported in the mainstream;
- Carrying out classroom observations recorded by a staff member of the LSC to assess and record the student’s behaviour in the classroom;
- Setting up a meeting with the SMT together with the parents or guardians in order to gain their consent and also devise an IBP for the student.

The Learning Support Centre aims to provide students with an alternative educational provision and to offer support during the reintegration process. Students receive a broad and balanced curriculum at the learning support centre alongside intensive social skills training. At the centre all the students follow an individualised time-table which includes the following subjects:

- Maths
- Maltese
- English
- ICT
- ART
- P E
- Social Emotional Literacy Sessions
- PSD
- Crafts
- Lace
- Cooking Lessons
- Woodwork
- Citizenship Education
- Music

Emphasis is also placed on behaviour modification programmes, career guidance, sexual health, and substance abuse and delinquency prevention.
During this scholastic year the youth work programme was also in place and worked with several agencies including Agenzija Zghazagh and Ziguzajg to complete certain projects and activities. These initiatives helped a lot of students to engage in hands-on activities and thus develop further important life-skills.

For the first year the students also benefitted from five drama/art group sessions by a psychotherapist.

Being the 3rd year since its inception the centre also worked harder to strengthen the relationship between the parents/guardians of our students. This proved to be quite challenging, however with the help of some sessions and activities (such as cooking activities and with the intervention of a psychotherapist) we managed to engage more with the parents/guardians when compared to previous years.

The programme at the LSC also aims to reintegrate students back into their mainstream school. The process of reintegration involves:

1. Evaluation of behaviour logs and behaviour checklist to assess the student’s readiness to start attending mainstream school. Additionally the readiness reintegration scale is also carried out.
2. Meeting with mainstream schools to carry out a reintegration plan.
3. Student attends for one day accompanied by a staff member of the LSC. The behaviour log is also recorded by the teachers.
4. Following good performance the numbers of days at the mainstream school are increased gradually whilst being supported by the LSC staff.
5. LSC staff to continue following student fading out level of support.

Overview of New Referrals
During the scholastic year 2012/2013 seven new students (Refer to table 1 for referring colleges) started attending the LSC. Reasons for referral included:

- Disrupting most of the lessons;
- Absconding school;
- Threatening to harm oneself or others;
- Use of excessive obscene language;
- Lack of respect towards members of staff;
- Bullying other classmates;
- Mental health difficulties;
- Student currently not attending school due to an indefinite suspension from school.

<table>
<thead>
<tr>
<th>Referring College</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Clares</td>
<td>1</td>
</tr>
<tr>
<td>St. Gorg Preca</td>
<td>3</td>
</tr>
<tr>
<td>St. Benedict</td>
<td>1</td>
</tr>
<tr>
<td>St. Margaret College</td>
<td>1</td>
</tr>
<tr>
<td>Maria Regina College</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 1: Referring Colleges
In total 10 students were followed at the LSC during the scholastic year as we were still supporting three students from the previous scholastic year.

**Support and Reintegration**

- 2 out of the 10 students attending the LSC were successfully reintegrated back into their mainstream schools;
- 1 student started the reintegration process;
- 1 student stopped attending till January 2013 due to teenage pregnancy;
- 1 student stopped attending as she refused to attend the LSC and a plan was set to return gradually to mainstream school;
- 1 student reached school leaving age;
- The other four students had to continue following the programme the next scholastic year 2013/2014 as they needed further support and were not yet ready to be reintegrated.

**Training**

LSC staff was trained in Team-Teach training which provides a framework to equip services and individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm.

Staff was also provided with group supervision to help staff acquire more insight when dealing with our students.

**The Inclusive Education Section**

During the year, the total number of personnel, Learning Support Assistants/Supply Learning Support Assistants, employed to support students with special needs rose to 2468 (State, Church and Independent). These LSAs/SLSAs are supporting 3913 identified learners. Various initiatives to support inclusions in schools were taken by the Department. This included:

- The training of another 353 Supply Learning Support Assistants (10 week course);
- 76 SLSAs were trained and obtained the Certificate in Education for Learning Support Assistants which will enable them to apply for the post of LSA 1;
- 130 SLSAs are at the moment in training and will obtain the Certificate in Education for Learning Support Assistants during 2013-2014;
- School support visits are held on a regular basis.

In order to facilitate the transition from primary to secondary school, transition exercise for students with special needs were held. These were conducted by the Inclusion Coordinators (INCOs). Primary and Secondary school personnel were also involved in the process. In all 130 sessions were held between April and July within the ten Colleges.

During 2013 the Service Manager responsible for Inclusive Education has conducted various mentoring and monitoring visits to different schools. During these visits support and advice is given to SMT, teachers and LSAs supporting learners with Individual Educational Needs.

The Service Manager held ten (10) meetings with the Council of Heads of the ten Colleges in order to promote and support Inclusive issues. This led to various schools asking for PD sessions.
Meetings with parents of identified learners who were issued with a ‘statement of needs’ by the Statementing Moderating Panel were held in the ten Colleges. These meetings were held on request by SMTs and parents. The aim behind these meetings was to update the parents on issues which needed clarifications and to increase awareness of the services available for their children.

<table>
<thead>
<tr>
<th>Name of College</th>
<th>Primary Sector</th>
<th>Secondary Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Margaret College</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>St. Benedict College</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>St. Clare College</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>St. Thomas Moore College</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>St. Theresa College</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>St. Gorg Preca College</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Maria Regina College</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>St. Nicholas College</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Gozo College</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>St. Nicholas College</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

**INCOs (Inclusion Coordinators)**

In 2012, 9 INCOs were working in the Primary sector in the Colleges. The number went down due to promotions of personnel from one section to another. It needs to be noted that presently there is one INCO on Parental leave. In order for the sector to continue providing the necessary support to the Primary sector, five trainee INCOs were identified. These were given an induction course and shadowed the Primary INCOs before offering their service to the schools. During 2013 the situation remained the same.

The 13 Trainee INCOs supporting the Secondary schools have now terminated their training and are supporting the secondary schools. In October 2013 one of the Trainees reverted back to classroom duties.

Regular monthly meetings are held at the Student Services Department for INCOs. During these meetings issues are discussed and also training is given in identified areas.

**Learning Zones and Nurture Groups (LSZ/NG)**

During the past scholastic year, LSZs and NGs have opened in Primary and Secondary schools. These zones are within the schools and managed by SEBD specialist teachers with the support of an LSA. The principal aim behind the zones is to support learners with Social, Emotional Behavioural Difficulties. At the beginning of the scholastic year 2013-2014, Learning Zones went up to 25, while Nurture Groups went up to 29.

Common Guidelines developed are adhered to and monthly meetings are held with the Service Manager. These meetings are held at the Student Services Department. On referral, the Boxall Profile assessment is administered and the needs of the learner are identified. Upon identification of these needs, programmes are developed. The learners attend these programmes usually on a twice weekly basis.

An Induction course was offered to the new identified staff working in the zones and groups in October.

The following is a list of Learning Support Zones and Nurture Groups in operation:
<table>
<thead>
<tr>
<th>Name of College</th>
<th>Nurture Groups</th>
<th>Learning Support Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gozo College</td>
<td>Rabat Primary</td>
<td>Boys Secondary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls Secondary</td>
</tr>
<tr>
<td>St. Margaret College</td>
<td>Cospicua Primary</td>
<td>Verdala Boys Secondary</td>
</tr>
<tr>
<td></td>
<td>Senglea Primary</td>
<td>Cospicua Girls Secondary</td>
</tr>
<tr>
<td></td>
<td>Vittoriosa Primary</td>
<td>Fortini Annex Boys Secondary</td>
</tr>
<tr>
<td>St. Theresa College</td>
<td>B’Kara Primary</td>
<td>Ta Paris Boys Secondary</td>
</tr>
<tr>
<td></td>
<td>St Venera Primary</td>
<td>Mriehei Girls Secondary</td>
</tr>
<tr>
<td></td>
<td>Msida Primary</td>
<td></td>
</tr>
<tr>
<td>St. Benedict College</td>
<td>B’Bugia Primary</td>
<td>St. Benedict Boys Secondary</td>
</tr>
<tr>
<td></td>
<td>Zurrieq Primary</td>
<td>Taxien Girls Secondary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Santa Lucia Girls Secondary</td>
</tr>
<tr>
<td>St. Thomas Moore College</td>
<td>M’Scala Primary</td>
<td>Paola Boys Secondary</td>
</tr>
<tr>
<td></td>
<td>Zejtun Primary A</td>
<td>Zejtun Girls secondary</td>
</tr>
<tr>
<td></td>
<td>Zejtun Primary B</td>
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During scholastic year 2012-2013, 643 learners were supported within the Nurture Groups and 426 learners were supported within the Learning Zones.

The Learning Support Zones in St. Margaret College, St. Clare College and St. Theresa College, Maria Regina College and San Gorg Preca College are being supported by five Youth Workers.

**Training Opportunities**

Student Services Department has also offered training regarding Inclusive Settings to Senior Management Teams (SMT) in State, Church and Independent Schools. This training was offered during the months of October, November and December.

**Unaccompanied minors**
The Student Services Department is responsible for the education of Asylum seekers. Besides the full schooling provision, the Education Directorate is providing the service of a peripatetic Support Teacher.

This scholastic year (2012-13) is the fourth year of implementation of the transition programme as planned and implemented by peripatetic teachers in the Student Services Department. No changes were made to the original programme which had been discussed and which was approved four years ago at the beginning of this assignment with the unaccompanied minors of school age. Prior to the introduction of the peripatetic teacher post there was no written specific programme/policy for this cohort of persons and the inclusion of these minors in schools was considered a failure.

The Ministry takes care of the accommodation through the Agency for the Welfare of Asylum Seekers (AWAS). The unaccompanied minors are both male and female persons under 18 and who travelled alone. They reside at a Home known as Dar Is-Sliem, part of Vincenzo Bugeja Institute in St. Joseph High Road, St. Venera. Others who are over 16 may live there or may be transferred/allocated to Dar Il-Liedna in Fgura.

Currently the Dar Is-Sliem Home is run by Ms Anna Spiteri as Coordinator. Ms Charmaine Caruana, Social Worker, is also the Legal Curator of the minors in the Homes. She was replaced at the beginning of the scholastic year 2012-13 by Ms. Nadia el Sadi.

Mr Charles Zammit who worked as the Community Worker of the Homes resigned from his post early in December 2012. Mr Glenn Cascun replaced Mr Charles Zammit just before the Christmas holidays.

Documentation

For admission, the schools and colleges require a certain amount of paperwork. This involves health clearances and filling in the admission applications and approval thereof. The Asylum seekers come without documents and sometimes claim to be under 16 and later state that they are older. This could be so they would be released from detention but then they find themselves falling under the school attendance rules. Once the official age is given, even if they are older, the official age is followed for all intents and purposes.

Adolescence and Adulthood

In Africa and Europe there is a great age difference of when one is considered an adult. In Malta 18 years is the adult age threshold while in Africa this is at the onset of puberty. This reversal to a child status, thus being treated like a child together with the fact that they have to live in a multi-racial community, living under an institutional set of rules and living suddenly as an ‘illegal’ person due to the fact of travelling without documents, are all facts which have to be taken into consideration when dealing with migrants. Once released from the Detention Centre they are transferred to Dar Is-Sliem. One must not forget the fact that they are placed in a residential home whether they wish it or not. They are also teenagers and young adults with their own personal aspirations just like the rest of the population.

The residents claim that in Africa compulsory schooling ends on reaching adolescence. The school leaving age is 14 years.

There could also be the constraint of the ‘usefulness’ of schooling. When there are girls there could be also the cultural hurdle that girls and women should stay at home. There is also the claim that there is no school in the afternoon. There is always a hurdle to overcome.
The Residents

This scholastic year many of the residents arriving at Dar Is-Sliem were over 16. During this scholastic year there was a cohort of 17 residents. Out of this cohort 30% had their aged declared upon arrival queried. 40% of this group had a Primary School age upon arrival. These ages were unacceptable. After a medical bone test, almost two-thirds had their ages revised. The revised results placed them in the over 16 bracket. A resident who arrived late in May still had his age revision pending by the end of the scholastic year while only one had a positive age confirmation. Just under half of the whole cohort went ‘missing’, to be exact 41%, during this scholastic year.

Almost a third of this year’s school age cohort arrived late in May and it was not practical to attend school since the scholastic year was coming to a close. The part of the Inclusion programme which is done in the Home was offered to them.

One resident who had attended school for the whole previous scholastic year attended school regularly during this year.

A resident who was declared a missing person to the Police was caught in Sweden and returned to Malta after almost a year. Whilst in Sweden he followed an inclusion programme where he was given a residence, money and Swedish language lessons. He even began attending school in Sweden. Then he was forced to return back to Malta since he was considered an illegal immigrant in Sweden. This was done in accordance with the EU Dublin 2 Agreement. Upon arrival he was told to start attending school. He refused to attend school and to learn Maltese. Eventually he went missing for the second time in two years. There were never returnee school aged migrants prior to this case.

This year the residents at Dar Is-Sliem had various issues. During the previous summer the Home was faced with great problems and when the new scholastic year began some issues were still unresolved and so they spilt over into the new scholastic year.

This environment in the Home did not help the school cohort. At the end of the scholastic year one could realise that the minors were more intent of finding a means to escape to mainland Europe.

Early during the first term of schooling two thirds of the Home’s administration changed and new young employees were employed as replacements.

The reality on the ground was such that the new Community Worker worked elsewhere and there was no replacement. The number of residents at the Home increased to almost the maximum. This left the new Social Worker and the Administrator of the Home to deal with migrants.

The Inclusion Programme in Dar Is-Sliem began being implemented once the residents were identified as school aged or potentially school aged.

Admission into schools

The migrants have to submit applications just like any other foreigners applying to join the state Colleges and Schools. No female residents were admitted in Secondary schools as the female migrant arrivals were all over 16 years old.

Specific changes and Resources
With regards to the male students, no specific changes were needed. Students had to attend B'Kara Ta' Paris Secondary School which forms part of St. Therese College. One resident had to attend the Boys’ Secondary school in St. Venera which is just down the road from the Dar Is-Sliem Residence.

The residents attending Ta' Paris had a choice of either using the school bus in the morning or to walk it to school. If they chose to use the school bus in the morning they had to wake up early to catch the school bus. They had to be on the bus stop at 7.00am. At the beginning the Peripatetic Teacher accompanied them from Dar Is-Sliem to the bus stop so that they would be able to get used to the bus routine. In the afternoon when school time ended this help was also provided so they could find the private bus without difficulty. This helped the unaccompanied minors gain confidence and get used to the bus routine in a shorter time frame.

The Peripatetic Teacher took the responsibility with regards to the purchasing and the payment of the school expenses so to ensure payment is received by the school expeditiously. In fact this was done on purchases/expenses and a school receipt was issued for which reimbursement was given by the Home.

The Peripatetic Teacher helped the boys to get the stationery and other requirements that they needed at the beginning of the scholastic year. This was also an ongoing procedure right through the scholastic year.

The school, since their number was small, placed the migrants in a class with Maltese students. They had to follow a regular full timetable (except for Religion). During Religion class the Peripatetic Teacher would withdraw the asylum seekers if he would be available. If they were not withdrawn they would remain in the Religion class utilising the time doing the homework just like the other students who did not take up Religion. Staying in the Religion class rather than withdrawing the migrants helped in making them more like the rest of their peers.

The Peripatetic teacher also helped in coordinating the acquisition of the School Uniform by finding appropriate second hand items which were available at the school.

**Learning Outcomes**

To learn in a Maltese school set up, asylum seekers need to know a certain level of English and Maltese.

With regards to the boys, these were placed in a class with Maltese boys and they followed the normal class timetable. This helped migrants to learn to be inclusive since they were with Maltese students in the class while the Maltese students experienced African refugee boys in their class. At the beginning of the scholastic year, the migrants’ level of English was very low and their understanding of Maltese was even poorer, however, after a year of schooling the migrants who had attended school had learnt Maltese, could speak and understand some basic Maltese. At the end of this scholastic year, each migrant had acquired a different level of competency in English and Maltese.

Home Economics subject uses English with many technical English words. Due to their lack of knowledge the students found it difficult to follow at Form 4 level. The practical cooking lessons were appreciated and enjoyed. The ingredients were provided by the Home. Once again the Peripatetic Teacher confirmed the need to purchase the food items as this was a request by Dar Is-Sliem officials.
Those migrants who are in Malta legally are informed that they have no option but to live in Malta, they have to learn Maltese and have no option but to integrate in Maltese society. There was one such migrant and he realised the importance of schooling and tried his best to learn by also attending afternoon classes organised by NGOs.

**Gender parity**

This Scholastic year there were no such problems since there were no school aged girls.

**The Teachers**

The teachers said they coped well and expressed themselves positively. They said that it was a pleasure to have the residents of Dar Is-Sliem in their class and wished that the Maltese would copy their attitude to schooling. The residents showed interest and were well behaved. The teachers felt that those migrants with parents should be given similar support as the unaccompanied refugee minors.

**Social Inclusion**

The boys still need a certain level of literacy in the vernacular. Fluency in Maltese is needed for them to be able to mix with the rest of the students so as to avoid problems of misunderstandings which could lead to unsavoury situations.

As in previous years, during lunch breaks the new boys breaks were supervised by the peripatetic teacher from a distance. Later on, no specific supervision was needed and the normal teacher supervision was enough. Nothing untoward happened to them. There were no bullying incidents, nor racist remarks.

The Maltese, during break time, used to invite the migrants to join them in their games, usually football. The game of football always helps inclusion. Once again no bullying was experienced or reported.

As regards inclusion, many a time the male asylum seekers played and joined the locals during break times with no difficulties at all.

Sports and PE are ideal activities for the asylum seekers to mix with their class peer group. With regards to inclusion and the importance of mixing with the locals, one must remark that although overall the locals accepted them one must appreciate that complete inclusion was difficult because the migrants felt they were not fluent in Maltese.

The fact remains that the Maltese school boys accepted the migrants. This reflects well the work done by PSD teachers and guidance section of our schools. Our young generation is accepting more the inclusion of migrants.

**Financial constraints**

Unlike other students a formal request for money is needed to buy items like stationery and to pay for school outings. Students have to ask the officials of Dar Is-Sliem since they live in a Home which is run as an Institution. The Officials in turn make formal requests for finance. This means that it could take longer for the residents to be able to get the money when compared to their local peers. Being a small group, to avoid embarrassment, this year it was again agreed with the Head of School that any money required is immediately paid to the school by the Peripatetic Teacher from personal finances and then claimed from the Coordinator of Dar Is-Sliem. This meant that the school received the amounts due without
delay against the issuing of a receipt. The refugees on the other hand were not embarrassed.

Post 16 education

MCAST

The five Eritrean migrants who began Mcast courses and successfully completed their first year at MCAST were encouraged to continue the 2nd year, which they did.

Unfortunately due to the fact that the MCAST attending residents turned 18, they had to leave the Home of Dar Is-Sliem. They tried renting a flat in the community. This meant that they had to work so the girls had to abandon the MCAST course while the boys managed to finish the second year at MCAST. Unfortunately it seems that although they wished to continue their studies, financial constraints impeded them also.

School of Art

Two Eritrean residents from Dar Is-Sliem who had been identified as having Art talent by the school art teacher were encouraged to attend evening classes provided by the state through the Art School in Valletta. They successfully attended all through the previous scholastic year. The Art School teacher was very happy both with their progress and with their behaviour. He was of the opinion that they should be encouraged to attend again the following yeay and in fact they were encouraged to continue the course. Their applications were submitted but since they turned 18 they had to leave the Home and did not continue attending. The reason was unknown since the Social Worker of Dar Is-Sliem is under no obligation to follow the 18 plus.

Agenzija Zghazagh

The students were introduced to Agenzija Zghazagh. After a visit to the school by officials it was established that migrant students, like Maltese, could apply for a discount card that was being promoted. These were encouraged to apply and had their applications submitted with the help of the Peripatetic teacher.

Life Long Learning Directorate

This year the services of the Directorate of Life Long Learning were used since there were many 16 year plus residents. These migrants who were living in Dar Is-Sliem and Il-Liedna were offered the opportunity to follow conversation Courses in English and Maltese. Residents from both Homes applied for the courses and were assisted in filling and submitting the application forms. To encourage them to attend they were shown where the school was. The Teachers and the Head of the Centre were informed about this cohort of students and were all very helpful and supportive.

Fees

Foreigners usually have to pay for their education. Students who are Asylum Seekers can apply to the Board of Exemptions from Fees at State Educational Institutions for an exemption from fees. Those Asylum Seekers who have a Care Order are treated like Maltese citizens. Applications for exemptions were always accepted and these students could attend courses free of charge. The Peripatetic Teacher gave his input by assisting the students.
Conferences

A Conference, Intercultural Malta - Stronger Communities, Better Cities, was organised by SOS Malta (Solidarity and Overseas Service Malta) on 22 February 2013. Its aim was to promote cultural diversity and improve the integration of third country nationals in Malta. The guest European speakers commented on their experience of good practice in their cities. In this conference references were made to third country nationals who were Europeans. A lesson that was learnt was that all migrants seem to face similar constraints whatever their legal labels.

In April, SOS organised another Conference, Intercultural Cities - Malta Workshop. This Conference was based on our Capital City, in view of the fact that it forms part of the V18. Reference was made to its multi-cultural aspects which are however based on European cultures.

On 9 May 2013, a Conference organised by the Refugee Commission on Education and Language for Persons with International Protection was attended. This was part of a larger project known as Putting Integration into Perspective: Studying Integration Efforts of Beneficiaries of International Protection and Identifying Areas where Special Input is Needed. A Final Conference was organised on 19 June 2013 which was also attended.

This project specifically monitored those migrants who have legally acquired the status of International Protection. It covered areas of Housing, Social Services, Education and Employment. Language learning was considered important for integration.

On 28 June 2013 there were two conferences. One was organised by the CMELD on Upskilling of a Specific Cohort of Teachers re Foreign Language Teaching. Reference was made to the effort to have the Complementary Teachers in the Primary school having the knowledge to teach English as a Foreign Language specifically to help migrants and third country nationals. The other conference was organised by the Jesuits' organisation known as the JRS (Jesuit Refugee Service) on Promoting the Integration of Refugee Children in Maltese Schools through Awareness Raising. Both conferences were considered important so both were attended.

From these seminars/conferences one could notice that although migrants are legally labelled/classified into various groups, the difficulties and constraints faced by these people are common to all.

Youth Workers

The DES has the support of five Youth Workers who are working in the Secondary Schools of the following five Colleges:

- San Gorg Preca College
- Maria Regina College
- St. Clare College
- St. Theresa College
- St. Margaret College

The Youth Workers support learners who attend programmes in the Learning Support Zones and offer whole school programmes as well. The Youth Workers also organise Youth Clubs and other related activities after school hours, bringing to the forefront the various talents of the learners.
Youth activities are also carried out during the summer recess. During this year initiatives such as entrepreneurship schemes were held with funding coming from the President and from Ministerial schemes. The learners had the opportunity to develop their artistic skills together with learning and experiencing other skills related to various areas of media communication.

**Professional Development**

The Student Services Department is committed to providing training opportunity to all members of its staff. This also includes staff in mainstream education and in resource centres. The Department organised various training and informative sessions during 2013.

These included:
- Courses (10 week) for Supply Learning Support Assistants in Supporting Students with Individual Educational Needs.
- Courses (20 week) for Supply Learning Support Assistants: Certificate in Education for Learning Support Assistants.
- Training to newly appointed Heads of School
- Training to newly appointed Assistant Heads of School
- Training to newly qualified teachers

**Statemtning Moderating Panel**

During 2013, the Statementing Moderating Panel statemented 618 referred students and 558 students were given the support of a Learning Support Assistant. Moreover, the review board analysed 122 cases, out of which 104 were given support.

**Projects and Initiatives Section**

This section falls within the Student Services Department in the Directorate for Educational Services. This section works very closely with all state and non-state schools in Malta and Gozo as well as various Ministries, NGOs and other entities. The Projects and Initiatives’ portfolio is very widespread and covers:

- **EU and International Relations**
  - HELP Programme
  - School Councils
  - EU School Milk Scheme
  - EU School Fruit and Vegetables Scheme
  - Competitions (both local and foreign)
  - Student Exchanges
  - Schools Library Service
  - Skolasajf

- **EU and International Relations**

**Classroom Calendars 2013 – 2014**

The European Commission Representation in Malta and the Skolasajf team prepared a Classroom Calendar for 2014. Copies of this calendar have been distributed to all state schools as well as other educational entities. The pictures on the calendar represent art works produced by some of the pupils who took part in Skolasajf 2013.
Circulars and emails are sent to state, church and independent schools from time to time to inform teachers about European and International initiatives that they can take part in. Schools are also informed about various competitions in which they can participate, both on a local as well as an International level. A national conference for children entitled, ‘A Voice for your voice’ was also organised by this section in collaboration with the Ministry for the Family and Social Solidarity. During the conference children were given the opportunity to impart their views about the qualities they would like the new Commissioner for Children to possess. A document with the children’s views was also presented to the Prime Minister at the Auberge de Castile.

UNESCO (Malta)

The Service Manager of this section represents the Directorate for Educational Services on the UNESCO (Malta) Committee. Meetings are held on a regular basis. The UNESCO (Malta) Committee is currently operating from its premises at Pembroke.

HSBC Water Programme

A special activity was held at St Gorg Preca College Paola B Primary School in September in order to launch the HSBC Water Programme – Catch the Drop campaign. This programme has been set up as a national environment and education campaign to make students more aware of problems associated with water shortages. Skolasajf pupils animated the programme during the launch.

HELP Programme

The Projects and Initiatives Section is represented on the HELP committee, attending various meetings in connection with Healthy Eating Lifestyle Plan in schools. This year, the HELP Committee organised the second edition of the Healthy Lifestyle Award Competition. The aim of this competition is so that schools are given the opportunity to share their good practices with others by describing the measures they have adopted to encourage students to consume healthier food and drinks and to participate more actively in physical activity. A total of fifteen schools took part in this competition. This year the HELP Committee also submitted a draft copy of the Healthy Lifestyle Policy to the Director General.

School Councils

The Projects and Initiatives Section coordinates the School Councils in state schools. In January 2013 the School Council elections were held so that new Council committees are formed. Out of a total of 101 School Councils, there were 26 schools that organised their elections. The remaining 75 schools did not need to hold the election as they had the exact number of contestants that were needed to occupy the vacant posts. The next School Council elections are due in January 2015. A number of new School Council presidents were appointed so that each Council will have a School President. A new database with the names of the new Council members, Treasurers and Presidents has been prepared. Administrative and financial reports as well as copies of council meetings, agendas and minutes were received from the schools and filed.

EU Milk Scheme

Each year the Projects and Initiatives Section works with the MRRA (now the MSDEC) in the implementation of the EU Milk Subsidy Scheme. Milk for children is subsided through this
Scheme. This Scheme is open to all state and non-state schools: Kindergarten, Primary and Secondary, as well as Childcare Centres. Participating schools and centres can claim part of the expenses spent on the milk that is distributed to the children free of charge. During scholastic year 2012-2013 there were 42 Primary State Schools and 4 Resource Centres benefitting under this scheme.

EU School Fruit and Vegetables Scheme

This section works with the MSDEC to supply each child in Kindergarten and Primary classes with a portion of fruit/vegetables, free of charge, once a week. This is an EU funded scheme known as the School Fruit and Vegetables Scheme (SFS). The scheme started in January 2010. Besides providing children with a portion of fruit/vegetables every week, this section is also responsible for organising Accompanying Measures such as Farm visits so as to make the youngsters more aware of the benefits of eating more fruits and vegetables. This year all students in Year 1 were given a SFS lunch-box.

Competitions

European Maritime Day Competition

Since 2008, the European Maritime Day has been celebrated annually across Europe on 20 May of each year. This special day was chosen to show the importance of the sea for everyday life as well as for the economy and job creation both in coastal communities as well as in landlocked areas across Europe. This year the main event, namely the European Maritime Conference was held in Malta. An art competition for primary schools and an essay competition for secondary school children were organised. In addition visits by school children to a number of centres associated with the sea were organised.

Carnival Painting and Craft Competition

This competition is organised annually so as to promote Maltese cultural activities. Students are invited to take part in mask making, painting, or collage as well as the construction of miniature floats. Entries were exhibited at the Students Services Department Hall. Due to the large number of entries involved, only the best ten entries from each school were exhibited. Four hundred and forty-one entries from fifty-two schools from among Primary, Secondary and Resource Centres participated in this competition.

Christmas Crib Competition

This competition, which is also organised on an annual basis, was open to Primary schools, Secondary schools, Post-Secondary schools and Resource Centres. This competition was divided into three categories – The Traditional Maltese Christmas Crib, The Modern Christmas Crib and Grotta. Selected cribs were presented to H.E. the President of Malta and the proceeds from the sale of these cribs were forwarded to the Malta Community Chest Fund. This year, a number of cribs were taken to San Anton Palace and put on display in one of the rooms there. Six hundred and forty-nine cribs from thirty-four schools participated in the 2013 competition.

Catch the Drop Campaign Competition

A poster competition was organised so as to emphasise the importance of conserving water. Submitted posters focused on the importance of saving water. A special Skolasajf competition was also organised. The students attending Skolasajf were asked to create a Catch the Drop Campaign Mascot. Moreover, this section collaborated with the Ministry for
Energy and the Conservation of Water and HSBC Bank Malta plc in order to launch a School Outreach Programme and a Community Outreach Programme.

Third Tunisia Art Competition

The third Tunisia art painting competition was organised for primary pupils. The chosen theme was: *Tunisia through the eyes of a Child*. This competition was organised jointly by Amphora Travel and JAC Travel under the patronage of the Ambassador of Tunisia in Malta. Twelve schools took part in this competition.

China Art Competition

The China Cultural Centre organised the fifth China Art competition. This year the competition targeted primary students who were asked to prepare a painting depicting the China Spring Festival. Fifty-six entries were submitted.

Malta Knights Trophy Sailing Regatta Logo Art Competition

EDY Sails Ltd worked in collaboration with the Projects and Initiatives Section to promote a competition for students. Students from Year 3 to Form 5 were asked to design a logo to represent the Sailing Regatta that was organised in Malta in September. A total of one hundred and ninety-nine entries were received. The winning student accompanied by his parent spent a weekend in Livorno, Italy. All the expenses were paid for by the organisers.

Peace Poster Art Competition

The Lions’ Club Malta invited students aged 11 to 13 years of age to prepare a Peace Poster. The winning entry was then submitted to the UN Headquarters in New York and is competing on an international level. This contest encourages youngsters worldwide to reflect on the importance of world-wide peace and youngsters are encouraged to express their vision of peace through artworks.

Other Activities

Annual Christmas Mass

This section is in charge of organising a national Christmas Mass for students. This year two such Masses were organised. One Mass was held at St John’s Co-Cathedral in Valletta. For this Mass representatives from each Maltese school were invited. A second Mass was organised at the Ta’ Pinu Sanctuary, Gharb. For this Mass, representatives from all Gozitan primary, secondary and post-secondary schools were invited to attend. During both Masses, the schools offered their donation for the Community Chest Fund Campaign.

Piggy Bank Campaign

The Projects and Initiatives Section liaises with the President’s office and schools so as to organise and facilitate matters during Mrs Abela’s visits to schools. A short concert was organised in the state, church and independent schools which were visited in connection with the distribution of piggy banks in schools as part of the fund-raising activities for the Malta Community Chest Fund. Moreover, a number of Christmas Cribs were donated by school children. The proceeds from the sale of these cribs were presented to President Abela during a special activity held at San Anton Palace.
**Student Exchanges**

Student exchanges are organised for students from primary to post-secondary level. These exchanges are either on a home-stay basis, where the students live in a Maltese home, or on a hostel basis, where the visiting students live at a hostel for the duration of their stay in Malta. During 2013, Maltese students visited Holland, and Düsseldorf in Germany. A group of special needs students and their teachers visited London. Students from Holland, Landshut, Düsseldorf and London visited Malta.

**Schools Library Service**

**Computerisation project**

This project is now in its 10th year. Two new Builds (one in January 2013 and one in July 2013) were released. A new patch was set up in September 2013. These Builds and Patch ensure that Oliver LMS is regularly updated and each new Build that is installed helps the system to run more efficiently. The current Oliver LMS System is now Version 5 Build 6.006. In January 2013 a new cluster to the VLAN was added by MITA and IMU so as to enable more schools to be added to the current system.

A new licence was purchased in October 2013 for St Theresa College BS B’Kara, Maria Regina College St Paul’s Bay Primary, Gozo College Rabat Primary and Gozo College Sannat Primary. Two more licences were purchased for two church schools. By the end of December 2013 there were a total of 39 licences, namely: 29 state schools, 5 church schools, 2 Departments, the SLS, the 999-Vanilla and 999-Training sites.

Training was provided for teachers and other members of staff in February and March at the SLS. Regular on site visits were also carried out so as to provide on-site continuous training.

**Manual for School Librarians**

The Manual for School Librarians was revised by a committee set up by the DG-DES. A soft version of the manual is available online. However, a hard copy of the manual was distributed in every state school library.

**Collection Development**

The central database (the online catalogue) increased to 228,100 items, of which 34,000 items were added during 2013. The stocks of four new libraries (St Francis Girls Secondary, Sliema; St Ignatius College Siggiewi Primary, St Gorg Preca College Girls Secondary, Blata l-Bajda and Maria Regina College St Paul’s Bay Primary) were also added to the central database during 2013. In addition thousands of books for St Ignatius College Girls Secondary Qormi and St Theresa College Boys Secondary Birkirkara were processed. Weeding of library collections was also carried out in a number of schools and a total of 6415 books were either recycled or added to the Special Collections Scheme.

**Professional Development Courses**

The SLS was the venue for the two-year evening course for school librarians organised by the Malta School Library Association. In October 2013 a total of 22 participants who had completed the course graduated with a Level 5 certificate. A new intake of 25 participants has enrolled for the second course which started in November 2013. The Monday afternoon meetings for Teacher-Librarians in state secondary schools were held regularly throughout
the scholastic year till mid-May. Every Teacher-Librarian attended four of these sessions. Teacher-Librarians are trained on the manuals on how to use the Oliver Library Management System as well as on topics of general interest to librarians.

A group of Library helpers from six state primary schools attended a one-day Training session at the Schools Library Service premises at St Julians. The helpers, who hailed from schools whose library had been processed by SLS personnel, were acquainted with the standard procedures used in running a school library so as to ensure that a high standard is always maintained. They also received training dealing with the different colour codes used to classify items found in a primary school library.

**Book processing for schools outside the computerisation project**

The demand for this kind of work is increasing each year and a number of schools are in the process of having their libraries upgraded. More than 9205 items, mainly books from a number of primary and secondary schools were sent to the SLS for processing.

**Archives**

The SLS is the custodian of school admission registers of schools that have closed down. The total of such registers now amounts to 119. All the registers that were available in the state secondary schools (Malta only) in 2003 were microfilmed and a digital version was also made. During 2013 a total of 354 school attendance certificates and 44 School Leaving Certificates were issued.

**Site plans**

The Schools Library Service provides site plans and furniture specifications for libraries in the new schools being built by the FTS. Assistance and advice has also been given to a number of state and non-state schools in this area.

**Library Statistics**

Statistics from 30 secondary schools were collected. The total number of books in these schools amounts to 200,862 giving a ratio of 13.8 books for every student. The number of books borrowed by students increased slightly during 2013 and currently stands at 2.9 books per student.

**World Book Day**

The ceremony to celebrate World Book Day was held on 23rd April. An essay competition for primary students (709 participants) and a crossword puzzle competition for secondary students (667 participants) were organised. The winners received their prizes during a special ceremony held at St Clare College Primary St Julians on the day.

**Seminar**

The 11th half-day seminar was organised on International School Library day on 28th October. A total of 120 participants from state, church and independent schools attended. During the seminar, a number of Teacher-Librarians delivered presentations related to library work.

**Upgrading of school libraries**
The number of books at the school library of St Clare College Secondary was increased due to the new intake of male students in Form 1 when the school changed from a girls’ secondary school and became a co-education secondary school. During the coming year a number of other secondary schools will need to acquire new library stock to cater for both boys and girls when more secondary schools become co-education schools.

Skolasajf

Launching of Skolasajf 2013

Skolasajf 2013 was officially launched at the Maria Regina College, Mellieha Primary. The main theme chosen for 2013 was ‘Ċittadini Ewropej – Dmirijiet u Drittijiet’. Skolasajf caters for primary school pupils in Years 4, 5 and 6 from state, church and independent schools. A promotional brochure was distributed to those primary schools that have students from Year 4, 5 and 6. Some 3800 pupils participated in the Skolasajf Programme at 46 centres in Malta and 12 centres in Gozo. At Cottonera a special programme was once again organised by the St Margaret College Principal in conjunction with Skolasajf. All the children attending the Resource Centres were offered the opportunity to attend and participate in the programme held in the four centres in Malta and the centre in Gozo.

Klabbsajf

Klabbsajf is a programme which caters for Year 2/3 pupils who, during the scholastic year 2012/13 were receiving complementary education. Thirteen centres in Malta and four in Gozo opened to cater for some 320 pupils who enrolled for Klabbsajf. Educational materials for this programme were sponsored by the HSBC.

Special Programmes

During Skolasajf special programmes are organised for the pupils. These change from one year to another to make the programme more varied. Some of the programmes that were organised by Skolasajf this year include:

- Animal Rights Awareness Programme;
- Science Competition and Science Hands on activities at centres;
- An Oral Health Education Programme – by dental hygienists;
- Educational Visits to the President’s Kitchen Garden;
- Visits to San Anton and Verdala Palaces;
- Activities in conjunction with DogsTrust and SPCA;
- DanceSport Performance/Presentation;
- St. Vincent de Paul Residence Activity;
- Valletta 2018 Workshops;
- University Radio Campus FM.
- Sedqa Seminars;
- Heritage Malta hands-on activities;
- Hands on talks by personnel from the US Embassy;
- Visits to US Embassy at Ta’ Qali;
- Caritas Seminars;
- Visits to Dar il-Ewropa;
- MTA Blue Flag activities;
- Healthy Breakfast;
- Futsal Tournaments;
- Catch the Drop Campaign Mascot Competition;
• MSDEC Parks hands on sessions;
• MEUSAC talks;
• L-Ewropa fuq ir-Roti visits;
• Talent Festivals;
• Quiz;
• Sports Festival.

Competitions

Students attending Skolasajf were given the opportunity to take part in a number of competitions to show off their talents. This year’s competitions included:

• **Weetabix Painting / Drawing Competition**: The prizes were sponsored by Paolo Bonnici Ltd., agents in Malta for Weetabix;
• **Drawing Competition organised by the European Commission Representation in Malta**: The European Commission Representation in Malta and Skolasajf annually organises this competition. A prize-giving ceremony was held at Dar l-Ewropa and students were awarded a prize and a certificate of participation. The best 12 entries were used in the 2014 Calendar which was distributed to all state primary schools in Malta and Gozo;
• **John XXIII Peace Lab Competition**: Two competitions were organised – drawings and/or prose writing – on the theme ‘St. Francis: Duties & Rights’. A choice of sub topics was given to the pupils attending Skolasajf;
• **Science in the City Journal Competition**: The competition itself was part of the Researcher’s Night project and its aim was to promote interest in science and concerned researches. The prize-giving ceremony was held at the Auberge d’Italie.
• **Centre-Based and Pupils’ Portfolios**: Skolasajf Centres and their respective pupils were encouraged to submit portfolios related to the experiences encountered during Skolasajf. Entries were presented during the final week of Skolasajf and the works submitted at the office were of a very high standard;
• **Collection in aid of the Community Chest Fund**: Funds were collected during the centre-based Talent Shows by pupils who attended the Skolasajf programme. The sum of money collected, namely €3300 was presented to H.E. the President of Malta, at a ceremony which was held at San Anton Palace. Students who attended Skolasajf at Mgarr Centre were the students who collected the largest amount of money, pro rata and so were present during the ceremony at San Anton;
• **The Weetabix Educational Quiz**: In collaboration with Paolo Bonnici Ltd. a quiz covering different educational aspects was organised every year. The participating teams, composed of 2 boys and 2 girls from each centre, were all very well prepared, thanks to their commitment and the help of the Centre Coordinators and the university students. Learning, enjoyment and fun were the main objectives of this quiz. One of the sections was entitled ‘Local Council Emblems’ and was a very popular section with the participating teams. All the students participating in the finals were given a medal whilst the centres reaching the final were each awarded a trophy. This year a book prize was awarded to five children chosen at random from the audience who correctly answered a set of questions;
• **The Weetabix Fun Games Festivals**: All Skolasajf centres participated in the Fun Games Festivals at the Cottonera Sports Complex. A similar event was held in Gozo. In some cases certain centres, having a small number of pupils, teamed up and made a joint effort to take part in the Weetabix Fun Games Festivals. Eight preliminary festivals and the two semi-finals were held in six different Skolasajf Centres, these being Ħamrun GP, Qormi SS, Żurrieq, Paola and Mgarr. All the
centres that reached the final stage of the Fun Games were awarded a trophy whilst all the pupils reaching the final were each awarded a medal. These Games were also sponsored by Paolo Bonnici Ltd;

- **Drawing Competition** organised by the Dental Public Health Unit;
- **Mascot drawing Competition** organised by the Catch the Drop Campaign.

**Other Activities**

- **St. Vincent de Paul Residence Activity:**
  In early September a group of pupils from eight different Skolasajf Centres participated in an activity held at St. Vincent De Paul with the theme ‘Inħobbok Nann’. This was a joint effort by the Ministry for Education and Employment and the Ministry for the Family and Social Solidarity. Pupils were welcomed by Minister Coleiro Preca. Then all the pupils, in groups of twenty, visited the wards. In each and every ward they performed a short presentation, talked to the elderly and presented a song or dance.

- **Open Days / Talent Shows:**
  All Skolasajf Centres held an Open Day / Talent Show for parents. These events were held during the last week of Skolasajf and the feedback received was very encouraging – these well-organised activities were attended by quite a good number of parents and other relatives.

- **Live-in Programmes**
  Two weekend live-ins were organised by Skolasajf, one at the Marsaxlokk Youth Activity Centre and the other at the ITS Centre in Qala, Gozo. During the live-ins, pupils took part in workshops during which they took part in hands-on activities, mainly through crafts and the expressive arts which all focused on this year’s theme: European Citizenship – Duties and Rights. Personalities and guest speakers were also invited to have interactive sessions with the students.

**Additional Activities organised by the Projects and Initiatives Section**

**Culture Card**

This Section works with the Ministry for Tourism to promote the use of the Culture Card by secondary students in Form 1, 2 and 3. This year, a total of 3927 Culture Cards were distributed to students in Year 6 in June 2013. Missing or lost Culture Cards are also supplied by this section. Various performances and shows are organised throughout the scholastic year by a number of organisers; during these performances the students can use their Culture Card to pay for their entry fee.

**Children’s Conference**

This Section worked with the Ministry for the Family and Social Solidarity to organise a conference for primary, secondary and post-secondary youngsters. During the conference, A Voice for Your Voice, the participants were asked to name some personal characteristics that they would like the next Commissioner for Children to possess. The conference was held in November. After the conference, a special Report was prepared and presented to the Prime Minister during a special activity, held at the Auberge de Castille, during which the students who attended the conference were also present.
School Resources Department

Mission Statement

The Department of School Resources in the Directorate for Educational Services aims at ensuring the effective and efficient delivery of services to Colleges and Schools within a framework of decentralisation and autonomy.

The Department is one of the three departments that make up the Directorate for Educational Services. The position of Director which was filled in September 2012 by Ms Roslynn Vella remained unchanged during 2013. Until May 2013, Mr Paul Attard, the previous incumbent honoured his contract by providing consultancy services in relation to school transport.

The department consists of three main areas of operation, namely the Educational Facilities Area, the Technical Services Area and the ICT in Education Area. Each of these areas is managed by a Service Manager. During the whole year of 2013, the Department operated with 1 full time Service Manager responsible for Educational Services, Mr Kenneth Scicluna. The post of Service Manager for Technical Services remained vacant almost all year; it was only in December 2013 that this post was filled after a selection process was finalised. This post was filled in by Mr James Vella. The Service Manager responsible for ICT in Education, Ms Lorna Schembri relinquished her post in June 2013, since she started to render her services at another Ministry. An Acting Service Manager, Ms Rose Anne Xerri was appointed until the end of the year.

The Educational Facilities Service Manager is basically responsible for ensuring the servicing of all operations of the state schools and of the Directorate’s sections. Although the post remained vacant until October 2012, the duties were carried out under the Contract of Service as stated further up. The areas of responsibility here include the Health and Safety issues that arise at College School levels, the deployment of school funds, the Green Leaders’ Initiative, and Data Protection Issues including the Better Regulation Strategy. The Health and Safety Unit is one important Unit that forms part of the School Resources Department. This year, the Health and Safety Unit has been headed by an Education Officer Health and Safety. This unit is serviced by a number of teachers. The School Resources Department boasts of a Health and Safety Unit which has achieved quite a lot in past years, and plays a leading role whenever we participate in European and local foras. One important, extra-demanding and delicate section that falls under this Service Area is the School Transport Section. This section has been operating under the direct responsibility of the Director School Resources since the very start. With the appointment of a Service Manager covering also this area, this section will continue to be enhanced further.

The Technical Services Manager is responsible for ensuring the provision and the coordination of services in particular technical areas at college and school levels and striving towards maximum quality of service for each student. Responsibilities also include training of staff under his responsibility, achievements of targets against plans, participating in and contributing to policy development and review. Amongst his other duties, the Service Manager is also responsible for overseeing the day-to-day management of the technical section within the Directorate for Educational Services. This entails researching, gathering, analysing and evaluating data and using it to plan and manage services, projects, programmes and systems. He also carries the responsibility of liaising with the Foundation for Tomorrow’s Schools in its programme of new school buildings in line with the Ministry’s policy.

The ICT in Education Service Manager is responsible for the hardware and software necessary for teaching and learning needs of all schools to operate in line with the eLearning
strategy of the Government policy. This Service Manager is responsible to research new methodologies and technologies that need to be taken up by schools and teaching staff to enable them to adopt modern state of the art pedagogies whereby students learn and teachers teach to meet modern holistic standards. The major strengths of this area include: the commitment towards extending the infrastructural networks in schools to make the internet accessible to all State Schools; the deployment, management and redistribution of all laptops that have been given to State School teachers and other teaching grades; the deployment, management and redistribution of all desktops that have been rolled out to State Schools; and the rollout of interactive white boards to more than 1,600 classes at kinder, primary and secondary levels.

Educational Facilities Area

Health and Safety in Schools

The Educational Facilities Service Manager is responsible for ensuring the servicing of a number of operations of State Schools and of the Directorates’ sections. The areas of responsibility here include the Health and Safety Unit and H&S issues that arise at College School levels, the deployment of school funds (including collating of School Council annual financial reports), the facilitation of Agreements between Schools and Colleges on the use of school facilities, the Green Roles, and assisting with the deployment, training and organisation of School Lab Technicians.

School Transport Management

The Directorate provides transport to approximately 12,000 students every day, to and from State Primary and Secondary Schools within the ten Colleges. The transport services of school on the island of Malta is coordinated by the School Transport Unit at Floriana, whilst transport services in the Gozo College are delegated to Transport Services Office at Victoria, Gozo for planning and monitoring. These two sections were over the past year amalgamated under one umbrella, i.e. that of the School Transport Unit within the School Resources Department.

Daily routes in mainstream schools amount to circa 452 services (as at the beginning of scholastic year 2013-2014) which are provided by Coop Services Ltd and UTS Consortium with the means of minibuses and coaches respectively. Routes serviced with Coaches within the Gozo College are provided by Gozo Coaches Cooperative. In addition, 28 routes are provided by Coop services Ltd, Paramount Garage and Peppin Transport Ltd with the means of lifter vans and cabs for students with special needs.

The School Transport Unit also provides 55 daily transport routes to Learning Support Centres and Resource Centres for students with special needs who are enrolled in such Centres. Vehicles ranging from lifter vans to minibuses and cabs are provided by TDP Ltd, Coop Services Ltd, Paramount Garage and Peppin Transport Ltd.

The transport reporting procedures used by schools to report performance and infractions to the School Transport Unit were tweaked so as to be clearer with users at schools, following feedback regarding the compilation of the School Transport Monthly Reports. In this way, the new template is more user-friendly, requiring less inputting from the users whilst all the data input is presented in a summary for quick re-checking. Also, a generic e-mail account was created for the School Transport Unit so that any issues relating to school transport could be addressed on this account and prompt timely action could be taken, even if a particular member of staff was absent.
All schools that are provided with School Transport by the Directorate were asked to attend half-day seminars focused solely on transport, where information on the operating conditions of School Transport and school responsibilities vis-à-vis transport were explained. This besides other training sessions organized for all newly appointed school administrators. These groups provided an ideal fora for feedback and concerns voiced by schools.

Foundations were laid by the School Resources Department with the help of MITA to explore the possibilities of having an intelligent School Transport Management System where the work done by schools and the Unit every year to design the routes for the following scholastic year in an efficient manner could be processed with the means of an adequate IT system. Online (virtual) meetings were held with foreign providers of such services to understand what the market was making available and whether such systems could benefit the School Transport Unit. The needs of the Unit were also identified so that when the process reaches the tendering stages, a suitable supplier and product is selected.

The School Transport Unit has also contributed towards the coordination of transport needs when activities on a national scale are occasionally held. These included activities such as Voice for your Voice and Restart a Heart Day.

During the year under review, the Directorate also set up the Agreement Management Committee. This committee is made up of the School Transport Contract Manager, Representative of the Service Provider and an independent person which would review the performance of school transport following each term and discuss issues pertaining to the contract. This also helped in both parties having the opportunity to voice their concern on issues not covered in the contract but which had an effect on the provision of school transport.

**School Funding**

Another area of responsibility of the Educational Facilities is school funding. Every financial year, through its annual budget the Ministry for Education and Employment allocates to the School Resources Department Imprest funds through Capital, Materials & Supplies, Repair & Upkeep Line Votes so that these funds are distributed to the respective Colleges and Schools. These funds are allocated by means of a formula factoring a number of variables such as school population. In 2013 the delay in the approval of the Government’s budget for 2013 meant that funds allocated for school funding were allocated pro rata. In March 2013 schools were then allocated a first instalment of funds while, following the final approval of the Government Budget (March 2013), schools were given a second instalment in May 2013. All this meant that work by the School Resources Department on the school business plans (in conjunction with the College Principals and Heads of School) had to be delayed and was concluded at the end of June just before the end of the scholastic year.

In order to conform further with the Directorate’s direction, a decentralisation process was introduced in this area. A new initiative aimed at increasing efficiency was implemented in 2013. This meant that the School Resources Department did not require the Heads of School to attend at Head Office in order to sign the agreed Business Plan. It was agreed that the Business Plans would be discussed between the College Principal and the respective Heads of School. Once agreed at that stage, all the Business Plans of a particular College were then discussed during one meeting between the College Principal and representatives from the School Resources Department. Final approval from Director School Resources would close the exercise. This new initiative found a positive reaction from all those involved in the process.

**Health and Safety in Schools**
**Teaching and other Educational Services in Schools**

Health and Safety (H&S) educational programmes in schools were maintained throughout all age groups. A structured continuous program in First Aid Awareness was introduced in primary schools to Year 4, 5 & 6 students. A pilot project aimed at early years involved interactive puppet shows and other activities related to H&S education. All students in all State schools, from those in the early years to school leavers, were covered by the services of H&S teachers. Whilst learning outcomes were maintained, an effort has been made so that teachers are empowered to reach these outcomes by making best use of the interactive whiteboards that have been installed in all schools.

The ‘Occupational H&S Awareness Programme for School Leavers’ has seen a further rise from previous years in the demand and number of students covered. This programme offered students in their last year of compulsory school age (in both State and non-State schools) the opportunity to follow a comprehensive course on Occupational H&S. With new, young workers being a group identified as high risk workers when it comes to occupational injuries, the scope of this programme is to equip school leavers and future young workers with basic Occupational H&S knowledge. The Malta Red Cross has been a main partner in this programme and participants are offered the possibility to follow a full basic First Aid course leading to a recognised First Aid certification as part of this course. Fire awareness, including both theoretical and practical sessions, also formed part of this programme.

A risk assessment was prepared for all State schools and regular emergency evacuation drills were held in all schools. Throughout the year, teachers have received various training to further empower them in assisting schools with high quality support.

**INSET for teachers (July and September)**

A new initiative saw the H&S Unit organising training for regular (non H&S) teachers leading to Basic First Aid certification. Whilst similar training had been organised for H&S teachers in the past, on this occasion this training was aimed at those teachers who are not responsible for H&S in schools. This exercise was aimed at increasing first aid awareness and presence of first aiders in all schools. Both courses, which were sponsored by the Directorates of Education, were fully subscribed and the course was very well received by participants.

**Other Services**

The H&S Unit has once again experienced a significant increase in the demand for the services offered by its team; some of these services have traditionally not been linked to the H&S Unit within the DES but the team has endeavoured to meet all the possible requests. Apart from the ‘regular’ services offered annually, the H&S Unit offered school PD sessions, risk assessment for child care centres and other MEDE buildings as well as various awareness sessions amongst parents.

The newly appointed teachers participated in an induction course. This training was provided in-house, where good response was received by the participants. An initiative in collaboration with the MRC was taken to train all technical staff serving in secondary schools in Basic First Aid. Several courses were delivered and a certificate was issued by Malta Red Cross to all participants. The unit received positive feedback on this initiative.

**Child Care Centres, Foundation for Educational Services**
Throughout this year, all FES Child Care Centres were offered the same H&S services as those offered to regular College Primary Schools (with the exception of lessons to pupils). In fact, all FES Child Care Centres received risk assessment reports as well as support in various areas such as emergency evacuation planning and fire safety.

**Health and Safety EXPO for Parents**

For the first time, the H&S Unit organised an H&S EXPO specifically aimed at parents between the 9th and the 11th April 2013. Parents from various State and non-State schools visited the EXPO over these 3 days, where various training stations were set up to offer parents the possibility to experience training in First Aid, Fire Safety, vehicle passenger safety and Internet Safety. Parents were also given the opportunity to complete a full Basic First Aid programme leading to official certification and recognition. Malta Red Cross, Sedqa, Wasteserv, FES and the Home Economics Seminar Centre collaborated and offered their services.

Most of the services, in particular training offered to teachers and the activities related to the H&S EXPO, were held at the H&S Centre in Pembroke which is now hosting the H&S Unit on a permanent basis.

**Others:**

- The Service Manager Educational Facilities held two information sessions with all SkolaSaif leaders on basic Health and Safety issues;
- The Health and Safety Unit offered services, against request, to all schools regarding training of school staff, including minor staff and parents, on various topics such as first aid, fire safety, general Health and Safety, home safety and internet safety. An increased demand for these services, especially those concerning first aid awareness talks and Basic First Aid training, was met;
- Following a National Meeting on Legionella, a Legionella Manual approved by the Environmental Health Department was introduced in all schools;
- The Health and Safety Unit liaised with other National entities in order to provide the best services to schools; some of the entities with which regular collaboration is held are:
  - Foundation for Tomorrow’s Schools
  - Civil Protection Department
  - Transport Malta
  - Health Department
  - Environmental Health Department
  - Health Promotion and Disease Surveillance
  - Occupational Health and Safety Authority
  - Malta Red Cross
  - SEDQA
  - Wasteserv
  - Malta Resuscitation Council

**On an International level**

The Health and Safety Unit maintains regular contact with the following agencies;

- ROSPA (Royal Society for the Prevention of Accidents).
- HSE (Health and Safety Executive).
- ECSA (European Child Safety Alliance).

**School Lab Technical Grades**
The Educational Facilities Section within the School Resources Department this year contributed significantly to the revamped set-up of lab technicians in schools. A Principal Technical Officer was attached to the DSR (albeit this position was only filled for a few months, currently vacant), with the duty of overseeing the structure which includes representation of Senior Technical Officers, Technical Officers, Assistant Technical Officers, Senior Technicians and Technicians in all schools.

A 10 hour training course was delivered, in collaboration with respective subject area Education Officers, to all technical grades in schools, with certificates of attendance being issued to all. The course was delivered over 2 days and was divided into 2 parts:

- Part 1 included basic ICT related issues for all.
- Part 2 was subject area specific, i.e. Sciences, Design & Technology and ICT.

Furthermore, First Aid training was delivered to all lab technical grades. This training was organised in collaboration with the Health and Safety Unit within the DSR and the Malta Red Cross Society. This training, delivered over three full scholastic days, was offered free of charge and certification will remain valid for three years.

The Service Manager Educational Facilities, currently stepping in for the vacant position of Principal Technical Officer, maintains regular liaison with the Human Resources Department so that school needs are met. On the other hand, very regular meetings and correspondence with all technical grades, and in particular Senior Technical Officers, is maintained so that works and processes are facilitated.

**School Facilities 3rd Party Agreements**

The Educational Facilities Section within the School Resources Department has also taken over (previously spearheaded by the DG-DES office) the process whereby school facilities are used by 3rd parties, mostly outside school hours. The role of the Educational Facilities Section is to ensure that best and maximum use of school facilities is made, and at the same time ensuring that the interests of the school and the Directorates are safeguarded. It is becoming central, standard procedure that use by 3rd parties of school facilities is officialised through written agreements.

In order to facilitate the process, simple to follow process flow-charts were issued through Letter Circular DSR 16/2013, whereby clear guidance was given to school administrators as to how the use of school facilities by 3rd parties can be facilitated. The role of the Educational Facilities Section extends to drafting of agreements, ensuring that the interests of schools are safeguarded, liaising between the Directorates and the Kunsill Malti ghall-Isport and ensuring that both school and/or 3rd party user complaints are adequately addressed.

**Technical Services Section**

The Service Manager responsible for the school enhancement area is aided by 10 College Precincts Officers and 8 Trade Foremen. It is pertinent to point out that most of the trade workers within the Technical Section have seen the workers being decentralised; they have been allotted to Colleges so that each college will have a more holistic provision of trade workers within the college. The only trades that were kept centrally controlled were: the electricians (due to the specialised nature of their work), the drainage workers, these consisting of a small number that can cater for the needs of all the Colleges, the plasterers
and painters, the aluminium workers, and the membrane workers. The plasterers and painters will be distributed to the colleges as soon as their number is increased following the recruitment exercise that is currently in hand. Five imprest drivers see to the needs of transporting materials, tools and other items as the need arises.

Following the change in Government Administration, the Gozo Schools were considered part of the portfolio of this Ministry, hence the technical services of the Gozo schools were integrated within this section as well.

Projects and Initiatives undertaken by the Technical Services Section

<table>
<thead>
<tr>
<th>Project/ Scheme/ Initiative Title on a National level in Colleges</th>
<th>Description of Project/Scheme/Initiative</th>
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<tbody>
<tr>
<td>The Decentralisation Process and Twinning of Colleges</td>
<td>The decentralisation process within the School Resources Department was continued with the aim of increasing the efficiency across the schools. This year a number of improvements were added in the record of works system; a new system for planning works was introduced, and the employee attendance tracking system was updated and upgraded. These initiatives were brought into effect through the continuous support and contribution of the College Precincts Officers and the trade foremen. Under the current scenario, the Heads of School will submit an official request to the College Precincts Officer. The College Precincts Officer analyses the request and decides whether to tackle the problem or to push it forward to the Technical Services Section for assistance. This has reduced bureaucracy and works within the college are being carried out within a shorter span of time. The decentralisation process also necessitated the twinning of the Colleges. This is a process whereby two geographically adjacent colleges may share human resources should it transpire that the resources of any of the colleges cannot meet some particular need. It also serves the purpose of one College Precincts Officer covering his twin who might be sick or on vacation leave, in case of an emergency. In case that some problem is beyond the capacity of the Technical Services Section, it is referred to the FTS for their intervention.</td>
</tr>
<tr>
<td>An updated attendance record tracking system</td>
<td>Another initiative that was continued was the updating of the employee track record system. The aim of this system is to keep track of records of work carried out by the Technical Services staff, their vacation leave, sick leave and other special leave, and other information related to the workers on a daily basis.</td>
</tr>
<tr>
<td>Relocation of Interactive White Boards in Primary and Secondary Schools</td>
<td>During 2013, IWBs were in full operation for the benefit of the students. A small number of relocations of IWBs were carried out as required.</td>
</tr>
<tr>
<td>Internal Shafts in Schools</td>
<td>This year we focused on the difficult problem of upgrading shafts in schools. Very often this included the replacing of drainage pipes, plastering and painting and sometimes remodelling plumbing works</td>
</tr>
</tbody>
</table>
Spalling

Spalling will always remain one of our main objectives due to its being an eyesore and also due to its being perceived as dangerous by non-technical people. Normally, the work entails removing the falling cover of concrete which is scraped, brushed and the reinforcing steel cleaned; this is then followed by the application of a cover to the steel with a special concrete, and the usual finishing works. Work of this type was carried out during the year in various schools across our Colleges.

Cleaning of roofs, water culverts and roof water reservoirs.

During August and September 2013, a particular cleaning effort was made so that the culverts and roofs in each school would function in the most efficient manner with respect to run off water. The works included the cleaning of roof water tanks, culverts and roofs.

Green Initiatives

The initiative of light bulbs and electric chokes of neon tubes being exchanged by energy savers when needing replacement was continued. There was also the introduction of sensor controlled lights in restrooms. This initiative was applied across all Colleges in Malta.

Accessibility

To maximize the accessibility into school buildings, various ramps were built and lifts installed to ease mobility in the buildings from one floor to another.

Palms

As in previous years, the Gardening Section did its best to reduce the impact of the Red Palm Weevil. The gardeners strove to preserve the palms in schools and are up to date with the Palm registration with the MRRA. The spray and treatment project regarding ‘Red Palm Weevil’ was carried out twice in the year 2013, during February and July, as directed by the Plant Health Directorate. Confidor was used as an insecticide against this insect. Palms attacked by the insect were removed through a formal system as specified by the local authorities.

Works carried out by Trades Sections

Gardening Section

Regular maintenance of the school grounds in all the schools in Malta was seen to. Each school received not less than four interventions throughout the year. Such interventions included spraying, weeding, pruning (heavy and light), rotary cultivation and seeing to rubble walls where necessary. The following data gives an idea of the heavy and light pruning that was carried out in the respective College Schools:

<table>
<thead>
<tr>
<th>St. Margaret College</th>
<th>Verdala Boys’ Secondary</th>
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<tbody>
<tr>
<td>St. Benedict College</td>
<td>Sta. Lucia Girls’ Secondary, Qrendi Primary, Mqabba Primary and Kirkop Boys’ Secondary</td>
</tr>
<tr>
<td>St. Ignatius College</td>
<td>Ħandaq Boys’ Secondary and Blata l-Bajda Girls’ Secondary</td>
</tr>
<tr>
<td>St. Thomas More College</td>
<td>Marsaxlokk Primary, Marsascala Primary, Figura Primary, Zejtun Primary, St. Lucija Girls’ Secondary and Hamrun Boys’ Secondary</td>
</tr>
<tr>
<td>St. Clare College</td>
<td>Pembroke Girls’ Secondary, Sliema Primary, St. Julian’s Primary, and Sliema Boys’ Secondary</td>
</tr>
<tr>
<td>St Ġorġ Preca College</td>
<td>Hamrun Boys’ Secondary, Hamrun Girls’ Secondary, Hamrun Primary GP and Pieta’ Primary</td>
</tr>
<tr>
<td>Maria Regina College</td>
<td>Mosta Primary, Mellieha Primary, Naxxar Boys’ Secondary and</td>
</tr>
</tbody>
</table>
At Tas-Samra Nursery, flower arrangements, wreaths and pot plants met requests for special occasions such as Prize days, official visits to schools by high government officials and other occasions worthy of special mention. The nursery also carried out re-potting of palm trees and cultivated mature palm trees in large pots.

**Electrical Section**

Regular repairs and maintenance, new installations and system alterations, were carried out in all schools as required. Replacing old traditional light bulbs and neon tubes with energy saving ones is ongoing, to abide with the Green energy policy.

**Steel Works Section**

Various steel works were fabricated at the workshop in St. Venera over the year. These works varied according to the demand and requests from schools such as, handrails, sunshades, security bars for windows, manhole covers, gates and steel doors and also included reconditioning of student desks and chairs.

**Carpentry Section**

On site repairs of wooden doors and windows and furniture were carried out by the carpenters. At the workshop, various furniture items were manufactured to meet requests, including cupboards, storage units, shelving units, kitchenettes, doors and other related work.

**Masons Section**

The Masons Section made various interventions in schools. These interventions included replacing of badly eroded stones in walls, dismantling and rebuilding collapsing walls such as one in Tarxien Primary, openings for windows and doors, replacing damaged balusters and other related works as required.

**Membrane Section**

Membrane works were carried out in most schools where requested. The majority of the work was repair in areas where water was seeping into the buildings. Replacement of old worn out membrane was also effected.

**Drainage Section**

The Drainage Section as always dealt with stoppages which had to be dealt with in the shortest time possible, especially if the drainage was overflowing onto play areas.

**Works carried out in Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>Work Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Margaret College (SMC)</td>
<td>Cospicua Girls’ Secondary: Spalling works in various areas of the building, replacing of old sodium lights, redecorating of room changed into canteen, gardening works. Cospicua Primary: Inspection for loose mortar in all windows and cornices, routine inspection of all water outlets, inspection and</td>
</tr>
<tr>
<td>School</td>
<td>Works</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fortini Boys' Secondary</td>
<td>cleaning of all drainage pipes to solve stoppages fumes problem.</td>
</tr>
<tr>
<td></td>
<td>Plastering and painting of a number of classrooms and corridors,</td>
</tr>
<tr>
<td></td>
<td>refurbishing of main wooden door, grass cutting and tree pruning,</td>
</tr>
<tr>
<td></td>
<td>replacing of neon tube units to energy saving ones, installation of</td>
</tr>
<tr>
<td></td>
<td>paraquas to wooden windows.</td>
</tr>
<tr>
<td>Kalkara Primary</td>
<td>gardening works such as soil ploughing, installation of new</td>
</tr>
<tr>
<td></td>
<td>handrails, levelling off of floor tiles, general maintenance of all</td>
</tr>
<tr>
<td></td>
<td>water outlets, spalling repairs.</td>
</tr>
<tr>
<td>Senglea Primary</td>
<td>repair of membrane in areas where water was seeping into the</td>
</tr>
<tr>
<td></td>
<td>building, spalling repair in some areas.</td>
</tr>
<tr>
<td>Verdala Boys' Secondary</td>
<td>Gardening works and upkeep of planted areas, repair of inspection</td>
</tr>
<tr>
<td></td>
<td>drainage chamber as it was seeping, renewal of all angle valves and</td>
</tr>
<tr>
<td></td>
<td>flexible pipes in toilet rooms, relining loose stone course in yard.</td>
</tr>
<tr>
<td>Vittoriosa Primary</td>
<td>Plastering and painting of various areas of the school building,</td>
</tr>
<tr>
<td></td>
<td>installation of new handrail, replacing of a section of membrane,</td>
</tr>
<tr>
<td></td>
<td>all water system maintained, modified a ramp to make it easier to</td>
</tr>
<tr>
<td></td>
<td>use.</td>
</tr>
<tr>
<td>Xgħajra Primary</td>
<td>Gardening works, repairing and maintaining of gazebos.</td>
</tr>
<tr>
<td>Zabbar Primary A</td>
<td>Gardening works, gypsum works in two rooms, closing of door with</td>
</tr>
<tr>
<td></td>
<td>stone.</td>
</tr>
<tr>
<td>Zabbar Primary B</td>
<td>Gypsum partition erected, plastering and painting of partitions,</td>
</tr>
<tr>
<td></td>
<td>fabrication of 2 stair units, ground floor corridor plastered and</td>
</tr>
<tr>
<td></td>
<td>painted, lintel supported with a stone pillar.</td>
</tr>
<tr>
<td>Zejtun Girls' Secondary</td>
<td>Floodlights of Block 1 replaced, all old doors removed, manufacturing</td>
</tr>
<tr>
<td></td>
<td>of kitchenette, wooden ramp repaired.</td>
</tr>
<tr>
<td></td>
<td>As a college, apart from the brief description of certain works,</td>
</tr>
<tr>
<td></td>
<td>other works such as repairs and maintenance of chairs and tables,</td>
</tr>
<tr>
<td></td>
<td>drainage unblocking and other small repairs were carried out.</td>
</tr>
<tr>
<td>St. Benedict College</td>
<td>Works carried out at St Benedict College included the following:</td>
</tr>
<tr>
<td></td>
<td>Helen Keller: Repairs and maintenance of Jacuzzi, gardening works,</td>
</tr>
<tr>
<td></td>
<td>installation of electrical distribution box, laying of generator</td>
</tr>
<tr>
<td></td>
<td>cable as required from point to point.</td>
</tr>
<tr>
<td>Birzebbugia Primary</td>
<td>Electrical point of food Labs installed, gardening works,</td>
</tr>
<tr>
<td></td>
<td>construction of two pillars, removal of two iron beams,</td>
</tr>
<tr>
<td></td>
<td>manufacturing of ramp, new iron hand rail installed, flood lights</td>
</tr>
<tr>
<td></td>
<td>and neon tubes replaced.</td>
</tr>
<tr>
<td>Ghaxaq Primary</td>
<td>Manufacturing of classrooms shelving, gardening works, manufacturing</td>
</tr>
<tr>
<td></td>
<td>of loose furniture.</td>
</tr>
<tr>
<td>Gudja Primary</td>
<td>Floor tiles replaced where possible, gardening works, installation</td>
</tr>
<tr>
<td></td>
<td>of two wash hand basins and re- routing of water system, spalling</td>
</tr>
<tr>
<td></td>
<td>in all toilet rooms repaired.</td>
</tr>
<tr>
<td>Kirkop Boys’ Secondary</td>
<td>Gardening works, manufacturing of tow steel units for ovens, six</td>
</tr>
<tr>
<td></td>
<td>wooded tables restored, hall stage extended; new water tank</td>
</tr>
<tr>
<td></td>
<td>installation.</td>
</tr>
<tr>
<td>Mqabba Primary</td>
<td>Gardening works, general plumbing maintenance works, manufacture</td>
</tr>
<tr>
<td></td>
<td>of wooden platform for Hall and wooden gate, application of liquid</td>
</tr>
<tr>
<td></td>
<td>membrane.</td>
</tr>
<tr>
<td>Qrendi Primary</td>
<td>Gardening works, all wooden furniture in yard sanded and painted,</td>
</tr>
<tr>
<td></td>
<td>all wooden loose furniture fixed to walls, broken concrete slabs</td>
</tr>
<tr>
<td></td>
<td>covering culvert replaced.</td>
</tr>
</tbody>
</table>
| Safi Primary | Gardening works, plumbing works, application of liquid membrane.  
Tarxien Girls’ Secondary: Replacing of fan switches in classrooms, gardening works, fixing of all loose wires in corridors, plastering and painting of Guidance Room.  
Zurrieq Primary: General plumbing works, plastering and painting of basement walls.  
As a college, apart from the brief description of certain works, other works such as repairs and maintenance of chairs and tables, drainage unblocking and other small repairs were carried out. |
| St. Ignatius College | Works carried out at St Ignatius College included the following:  
Handaq Boys’ Secondary: Gardening works, fixing of wall tiles where required, replacing of broken floor tiles, installation of new gas system, plastering and painting of landing area.  
Handaq Girls’ Secondary: Six wooden windows and four doors restored, manufacturing of two wooden staircases for stage, gardening works.  
Luqa Primary: Gardening works, seventy neon tubes replaced with energy saving ones, repair of membrane.  
Qormi San Ġorġ Primary: General maintenance of aluminium windows, sanding and repainting of wooden windows.  
Qormi San Bastjan: Maintenance of membrane, installation of drain water pipes to prevent water from seeping into basement.  
Siggiewi Primary: Manufacture of sixty wooden table tops, trenching and repainting for drainage system.  
Zebbug Primary: General repair of wooden furniture, plumbing of all school system, aluminium repairs where requested.  
As a college, apart from the brief description of certain works, other works such as repairs and maintenance of chairs and tables, drainage unblocking and other small repairs were carried out. |
| St. Thomas More College | Works carried out at St. Thomas More College included the following:  
Hamrun Boys’ Secondary: New gas system for labs at Block E, plastering and painting of facade of Block E, plastering and painting of all Block C, repair of membrane, gardening works, aluminium repairs.  
Fgura Primary A: Plastering and painting of Hall, three Kinder classrooms and a corridor, manufacture of three picnic tables for Kinder, general plumbing and electrical works.  
Fgura Primary B: Gardening works, plastering and painting of two corridors at ground level and two foyers, replacing of membrane on one of the corridors.  
Marsascala Primary: Gardening works, plastering and painting of eight classrooms, general plumbing and electrical works.  
Marsaxlokk Primary: Manufacture of new school gate, plastering and painting of classrooms, gardening works.  
Paola Boys’ Secondary: Repainting of eight classrooms, repainting of all dados in ground and 1st floors including two staircases.  
St. Lucija Girls’ Secondary: manufacture of a steel sun shade along the large school yard, gardening works, relocation of sixteen water tanks to make space for PV panels. |
<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarxien Primary</td>
<td>Plastering and painting of new Kinder Classrooms, gardening works, plumbing and electrical general works, plastering and painting of yard walls.</td>
</tr>
<tr>
<td></td>
<td>Zejtun Primary A: Replacing of table tops for Kinder students, painting of corridors' dados, plumbing and electrical general works, membrane repair.</td>
</tr>
<tr>
<td></td>
<td>Zejtun Primary B: Installation of drains, water supply, tiles and aluminium partition in new toilet room for Head.</td>
</tr>
<tr>
<td></td>
<td>As a college, apart from the brief description of certain works, other works such as repairs and maintenance of chairs and tables, drainage unblocking and other small repairs were carried out.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>St. Clare College</th>
<th>Works carried out at St. Clare College included the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>San Miguel: Emptying, cleaning and refilling of pool, removing seventy square metres of floor tiles from shower area, installation of three new shower cubicles, plastering and painting of secretaries’ office, plastering and painting of corridor, gardening works.</td>
</tr>
<tr>
<td></td>
<td>Gzira Primary: General plumbing and electricity works, gardening works, repair of membrane.</td>
</tr>
<tr>
<td></td>
<td>Pembroke Girls’ Secondary: Aluminium repairs in all apertures, connecting water supply for olive grove, gardening works, general repairs of plumbing and electrical systems.</td>
</tr>
<tr>
<td></td>
<td>Pembroke Primary: Laying of marble slabs, plumbing works, gardening works.</td>
</tr>
<tr>
<td></td>
<td>San Gwann Primary A: Gardening works, replacing of all damaged flushings and toilets, manufacture of six wooden units for students' schools bags.</td>
</tr>
<tr>
<td></td>
<td>San Gwann Primary B: Gardening works, general plumbing and electrical works, main wooden door restored.</td>
</tr>
<tr>
<td></td>
<td>Sliema Boys’ Secondary: General plumbing and electrical works, gardening works, replacing of all broken window glass panes.</td>
</tr>
<tr>
<td></td>
<td>St. Julians Primary: General plumbing and electrical works, gardening works.</td>
</tr>
<tr>
<td></td>
<td>As a college, apart from the brief description of certain works, other works such as repairs and maintenance of chairs and tables, drainage unblocking and other small repairs were carried out.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>St. Ġorġ Preca College</th>
<th>Works carried out at St. Ġorġ Preca College included the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guardian Angel: Plastering and painting of Head's office, water and electrical repairs, rebuilding of dividing wall between the two schools, installation of wire fence behind Hall, gardening works, painting of corridor.</td>
</tr>
<tr>
<td></td>
<td>Maria Assumpta Girls’ Secondary: Gardening works, general plumbing and electrical works, plastering and painting of library wall.</td>
</tr>
<tr>
<td></td>
<td>Floriana Primary: General plumbing and electrical works, windows maintenance and changing of broken glass panes.</td>
</tr>
<tr>
<td></td>
<td>Hamrun Boys’ Secondary: General plumbing and electrical works,</td>
</tr>
</tbody>
</table>
gardening works, membrane repairs, fixing of various curtain rails. Hamrun Primary GP: General plumbing and electrical works, membrane repair, apertures maintenance. Marsa Girls' Secondary: Replacing of all Labs' gas pipes, general plumbing and electrical works, gardening works, manufacture of furniture for nurture room, plastering and painting classroom. Marsa Primary: Plastering and painting of corridor, general plumbing and electrical works, gardening works, windows maintenance and replacing of broken glass panes. Paola Primary: Replacing of all windows to aluminium ones, general plumbing and electrical works, gardening works, plastering and painting of classrooms and corridors. Pieta' Primary: Plastering and painting of gypsum partitions, gardening works, general plumbing and electrical works. Zebbug Boys' Secondary: Membrane repairs, spalling repairs, installation of new flood lighting system for hall, gardening works. As a college, apart from the brief description of certain works, other works such as repairs and maintenance of chairs and tables, drainage unblocking and other small repairs were carried out.

Maria Regina College

Works carried out at Maria Regina College included the following: Għarghur Primary: Installation of aluminium apertures, general plumbing and electrical works. Mellieha Primary: Manufacturing of new steel rear gate, maintenance of wooden works of stage in hall, general plumbing and electrical works. Mosta Boys' Secondary: Installation of wire fence in yard, general plumbing and electrical works, gardening works, replacing of broken tiles in classrooms. Mosta Girls' Secondary: General plumbing and electrical works, gardening works, rebuilding of pillar of main gate, aluminium repairs on windows. Mosta Primary A: General plumbing and electrical works, gardening works, membrane repairs, carpentry repairs, manufacture of steel handrail for stage. Mosta Primary B: Aluminium repairs on windows, general plumbing and electrical works, gardening works, spalling repairs. Naxxar Primary: Replacing of broken tiles in toilets, general plumbing and electrical works, gardening works, aluminium repairs on windows, plastering and painting of school entrance. St. Paul's Bay Primary: General plumbing and electrical works, gardening works, carpentry works on various furniture, membrane repairs, plastering and painting of five classrooms. Wardija: Upgrade of watchmen's room electricity system, membrane repair, replacing of skylight, installation of handrail for ramp, general plumbing and electrical works, gardening works. As a college, apart from the brief description of certain works, other works such as repairs and maintenance of chairs and tables, drainage unblocking and other small repairs were carried out.

St. Theresa College

Works carried out at St. Theresa College included the following: Birkirkara Boys’ Secondary: Plastering and painting of classrooms, general plumbing and electrical works, spalling repairs, gardening
Birżebbuġa Primary: Planting of citrus trees, aluminium repairs, general plumbing and electrical works, normal gardening works.
Lija/Balzan Primary: Removal of dividing wall, aluminium repairs, general plumbing and electrical works, normal gardening works.
Mriehel Girls’ Secondary: Repairing of broken steps, aluminium repairs, general plumbing and electrical works, normal gardening works, replacing of broken tiles in toilets.
Msida Primary: Manufacture of furniture, repair of spalling, general plumbing and electrical works.
St. Venera Boys’ Secondary: Aluminium repairs on windows, general plumbing and electrical works, gardening works, plastering and painting of kitchenette.
St Venera Primary: General plumbing and electrical works, aluminium works as required, carpentry repairs on furniture.

As a college, apart from the brief description of certain works, other works such as repairs and maintenance of chairs and tables, drainage unblocking and other small repairs were carried out.

<table>
<thead>
<tr>
<th>St. Nicholas College</th>
<th>Works carried out at St. Nicholas College included the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attard Primary</td>
<td>Plastering and painting of various areas, gardening works, electrical and plumbing works, gardening works.</td>
</tr>
<tr>
<td>Bahrija Primary</td>
<td>Manufacture of iron frames around play ground for netting, gardening works, electrical and plumbing works, carpentry works such as new units and repairs to furniture.</td>
</tr>
<tr>
<td>Dingli Primary</td>
<td>Gardening works and landscaping, manufacture of wooden prop for Hall stage.</td>
</tr>
<tr>
<td>Mgarr Primary</td>
<td>Opening of door in lift room, builing of wall in yard, gardening works, electrical and plumbing works, aluminium repairs, repair of reservoir’s enclosure.</td>
</tr>
<tr>
<td>Mtarfa Boys’ Secondary</td>
<td>Gardening works, electrical and plumbing works, carpentry works, plastering and painting of various areas, repairs and maintenance on apertures.</td>
</tr>
<tr>
<td>Mtarfa Primary</td>
<td>Maintenance on apertures, electrical and plumbing works, carpentry works.</td>
</tr>
<tr>
<td>Naxxar Boys’ Secondary</td>
<td>Gardening works, plastering and painting of classrooms, membrane repairs.</td>
</tr>
<tr>
<td>Rabat Girls’ Secondary</td>
<td>Plastering and painting of dados in corridors, plastering and painting of classrooms, electrical and plumbing works.</td>
</tr>
<tr>
<td>Rabat Primary A</td>
<td>Replacing of electrical pole, electrical and plumbing works, carpentry works, landscaping and other gardening works.</td>
</tr>
</tbody>
</table>

As a college, apart from the brief description of certain works, other works such as repairs and maintenance of chairs and tables, drainage unblocking and other small repairs were carried out.
ICT In Education Section

The eLearning Centre

The eLearning Centre falls under the two directorates. The staff, which is predominantly made up of Support Teachers, answers to two different departments, the Department of Curriculum Management and eLearning (CMeLD), and the Department of School Resources (DSR).

A Director for eLearning was appointed on the 22nd October 2013. Thus CMeLD is now two separate Departments: the Department of Curriculum Management and the Department of eLearning.

eLearning Support Teachers performing duties at the eLearning Centre

Desksops, Laptops & Interactive Whiteboards (IWB)

During the year the collection and delivery of desktops for schools is managed by the eLearning Centre. The classification with the number of classes and students is received in September. Different files regarding the collection and delivery of the desktops are created. Desktops are collected from phased out schools and schools where the number of classes and population decreased. Desktops are given to those schools where there is an increasing population and the number of classes increased.

The same section collected and deployed laptops to NQTs, EOs, SMTs, HoDs and teachers resuming teaching duties from parental or maternity leave. Data tracking of movement was kept at the centre and the unit liaised with schools/personnel to retrieve laptops of staff who had resigned, retired, availed of parental, study and long sick leave. Inventories were kept and updated. In 2013 the unit received calls for laptop repairs and reimaging.

The IWB Section liaised with technicians to remove and install IWBS from school to school.
The section also tracked movement of IWBs, replaced damages, supported software updates and acted as first line support for teachers.

**Training**

The eLearning Support Teachers coordinated with various schools regarding training and personal development sessions. They liaised with tutors and schools about training sessions. They also prepared notes and resources for training sessions and uploading of teaching material for Fronter to be used by Fronter trainers and teachers (Maltese Secondary room).

Notes were designed and developed for various kinds of training together with supporting videos which were uploaded onto YouTube and accessed from the VLE.

The eLearning Centre used the train the trainer approach on a number of courses. During 2013 all the eLearning teachers were trained in the use of voting systems and wireless tablets (slates) and re-accredited as Fronter trainers. In turn all support teachers were involved in professional development in schools training teachers on the same hardware. Other eLearning courses were specifically designed for the SMTs. One course about Internet citizenship was designed and delivered to the clergy who work with youths.

One new area which was started in September 2013 was the liaising with the EO Music regarding teaching material on the VLE. Various meetings with music teachers were conducted and their suggestions and feedback regarding their needs as regards Fronter was implemented. Music lessons and other teaching material were uploaded into the Music Teachers room. The use of the Sibelius software among music teachers in state schools was investigated.

The distribution of the Interactive Whiteboards in scholastic year 2012-2013 involved the use of a voting system. All state school teachers received training from the eLearning support teachers during 2013. Sessions for B.Ed and MCAST students about the use of the IWB and the voting system in class were also held at the eLearning Centre.

**Fronter**

The help desk associated with the Fronter Virtual Learning Environment supports teachers and students. The unit answered calls and emails related to Fronter and ilearn email. They kept up the Forum in Fronter by answering queries. They created new accounts for school staff and other educators. They also created new rooms, renamed accounts and changed and controlled passwords for all primary and secondary school students and teachers. The help desk room was updated regularly and new digital content was uploaded into the Malta Content Repository room. All the staff at the eLearning centre conducted consultation meetings and implementation consultancy meeting with staff from Computer Domain and all the Primary and Secondary State schools.

The unit also attended weekly advisory board meetings held with MITA, SIS, DES, Computer Domain and Fronter representatives.

The same unit:
• Managed the BlueCoat internet filter system on schools network;
• Managed the skola.edu.mt site and subdomains, i.e over 120 websites on server;
• Held discussion on the acquisition of a new server to be funded by CIO to host Content Management systems created;
• Held discussion on the decommissioning of the schoolnet.gov.mt server and moving data to skola.edu.mt server;
• Designed and created an online election system for the Health and Safety Section;
• Started working on the design and creation of a teachers’ Laptop Inventory Management System which is soon to take over the current system;
• Offered technical assistance in various meetings held with MITA.

**Project Management Unit**

During 2013 the Project Management Team:

• Issued tenders for Network Switches, Wireless Access Points, Electrical and Network Materials, the Eyegaze Project, 100 Interactive Whiteboards and 50 laptops for teachers. It was also involved in the adjudication process;
• Also issued Public Quotes for OTRS, eTwinning Accounts, colour printer/copier for Fronter Section, 4 projectors and 2 Imac Mini and accessories for the eLearning Centre.
• Adjudicated laptop computers for IMU;
• Delivered Professional Development sessions on Fronter;
• Was involved in the issuing and implementation of Tenders for eContent Primary and Secondary schools;
• Also participated actively in the formulation of the Learning Framework Objectives (LFO) Tender;
• Was involved in the overall planning and write up of the call for pilot projects for the tablets in education.

**1 to 1 Pilot Project**

In September 2013 the 1 to 1 tablet Pilot Project was set in motion. Gaps in the Internet bandwidth per school were identified and a scheme of possible scenarios and the budget involved was worked out. A call for interested parties to participate in the pilot project was drafted as part of the roadmap to the eventual national rollout.

**Be SmartOnline2**

Support teachers from the eLearning Centre worked on the write-up of a lesson for the BeSmartOnline2 project to be delivered to Form 3 students. Teachers created a lesson pack entitled Digital Footprint. MCA then commissioned private agencies to create the resources (a video, tokens, cards for students, etc.) for the pack. The unit supported MCA about what should feature in the video, what kind of games would be best for students, etc. so that these ideas could be produced.
The unit co-ordinated the schedule for the BeSmartOnline2 Secondary schools visits. Talks were held at St. Benedict College Kirkop Boys’ Secondary for Form 3 students on BeSmartOnline2, Gozo College Boys’ Secondary for Form 4 students about Cyber bullying and at Xghajra Primary for Year 4 students about social networking. A talk was also delivered to their respective parents about the same issues. The unit keeps a Room about Internet Safety on Fronter.

**Graphics Unit**

The Graphics Unit designed work as required by the eLearning Centre while maintaining the Embed website. It created a number of drawings for the Literacy and Geography departments and compiled articles and published three e-newsletters LearnIT. Artwork and setting of Music Shines Book 2 and the artwork for eTwinning Year Planner, leaflets, posters, certificates and diaries were also done in this unit.


The same group piloted a podcasting project, with colleagues at Xghajra Primary school. The episodes can be found at http://xghajrayr5.blogspot.com/ while the RSS feed is: http://feeds.feedburner.com/blogspot/MMEGr.

**Special Education Needs Unit (SEN)**

The aim of this unit is to provide support both in methodology and ICT implementation within the curriculum. Teachers and LSAs were supported in the basic handling and management of the computer peripherals through hardware and software/gadget loaned to schools and centres so these could be used by children with special needs in their classrooms. With specialised software and hardware, students with disabilities participated in the school’s syllabus. The unit trained the staff and implemented the use of assistive technology which provides individualised education. The main roles of the unit included: assisting schools, INCOs and special needs centres, supporting and implementing special software as suggested by the ACTU, re-installing and calibrating the special software and hardware due to the upgrade to window 7 and tackling onsite troubleshooting.

**Human Resources Office (HRO)**

**Mission**

To plan, develop, and provide a comprehensive range of centralised HR functions and related management services that strategically support the Education Directorates within the Ministry for Education and Employment in delivering their respective functions as stipulated in the Education Act (Cap.327).

**Core Function**

To ensure that from an HR perspective the Directorate for Educational Services (DES) provides the effective and efficient operation and delivery of services to the Colleges and State schools within an established framework of decentralisation and autonomy and in a way that strongly supports the fulfillment of the functions and the targets of the Directorate for quality and Standards in Education (DQSE).
This includes:

• Anticipating the needs of professional staff, including teachers and other human resources;
• Ensuring the engagement of the professional, administrative and support personnel in the light of the students’ needs and of the particular programmes of each school;
• Collaborating with the DQSE, with the University of Malta (UoM), with the Malta College of Arts, Science and Technology (MCAST) and with other institutions, public and private, in order to ensure the training and development of teaching and non-teaching personnel according to the needs;
• Placing students in schools according to their needs and potential;
• Communicating the framework and the guidelines as approved by the Minister concerning the working conditions of personnel employed by Colleges and schools and keeping the necessary information, records and documentation of such personnel and of financial transactions, including those relating to the payment of salaries;
• Providing a customer care service at a national level for students, parents and staff of State and Non-State schools.

The HRO is supported by the following Sections within the DES:

• (i) Planning, (ii) Recruitment, (iii) Deployment, (iv) Performance Appraisal (v) Customer Care

and the following Sections within the Corporate Services Division:

• (i) Records, (ii) Employee Relations, (iii) Resourcing (iv) Discipline

Planning Section

This section provided the Directorates with analysis, recommendations and support on a number of matters, namely:

• Introduction of the middle-school concept;
• Introduction of co-ed schools;
• Implementation of new classification programme for primary schools;
• Introduction of new subjects (PHE, PSCD, Accounting, Ethics);
• A new on-line classification programme for secondary schools;
• Service factor for the provision of Art, PE, Music, Drama, PSD and Science & Technology in the form of a Peripatetic Service;
• Rationalisation in the deployment of teaching staff, inclusion support staff, technical support staff, clerical staff and cleaning staff;
• Capacity building (anticipation of needs);
• Recruitment, retention and succession planning;
• Customised upgrading of the STS database;
• Statistics and projections;
• The Higher Secondary Schools;
• Issues featuring on the agenda of meetings with the social partners;
• Participation in projects/surveys of the European Federation of Education Employees (EFEE);
• The Commonwealth Teacher Recruitment Protocol.
**SIS Training Centre**

**Training Courses**

During the year under review, the Planning Section in collaboration with the Schools Information System (SIS) conducted training courses in the various SIS software programs, aimed at newly appointed School Administrators and School Secretaries/Clerks. These courses included:

- Training to School Secretaries/Clerks in the new e1 (Student Database) program and Cash Accounts Program, including courses in Gozo for Gozitan School Secretaries and Clerks;
- Training to new Secondary School Administrators in charge of timetable, and a refresher course for previous timetablers, both in Malta and Gozo;
- Workshops for Secondary School Administrators in charge of timetable were held before the start of the new scholastic year;
- Training to New School Administrators in the Classification Program.

**e1 Finance**

In 2013, the new e1 Finance program was launched and schools used it to record and print their Capital account transactions. For this to be possible, SIS personnel participated in various meetings, liaised with the Accounts section to establish new procedures and was directly involved in the setting up of the program to cater for our schools. Computer Domain trainers provided training to the Head of School and School Administrators in charge of the entry of accounts and school inventory, on how to use the new e1 Finance program. Prior to this training, SIS personnel held workshops with the trainers to prepare them for the e1 Finance training, which sessions were held at the SIS offices in Malta and Gozo, and monitored by SIS personnel. Training material, notes and videos were provided to all schools by SIS personnel, and were uploaded in the SIS Fronter room. SIS personnel collaborated with the Inventory department to prepare the migration of data for all schools in Malta, and migrated the Gozo schools inventory to the e1 Finance program. Outstations in Malta and Gozo were given customised training by SIS personnel. New school secretaries and clerks were still trained on the old Cash program in order to close the accounts for 2013.

**Good Shepherd Project**

At the start of the new scholastic year the SIS team conducted the Good Shepherd Project. This project identifies children of five years of age, whose parents have not registered them in any school according to the provisions of the Education Act (1988).

**e1 – MIS**

In 2013 the final phase of the new e1 database (student database) was implemented in all Secondary and Higher Secondary schools. This programme is part of the e-Learning Platform now implemented in all state schools. Personnel from SIS were involved in numerous meetings to ensure a smooth transition in the rolling in of the new e1 Student Management Information System. An SMT member and part of the clerical staff were trained by Computer Domain. The rest of the clerical staff was trained by the SIS team both in Malta and Gozo, who also prepared the related notes and procedures (also uploaded in the SIS Fronter room). Social workers were offered customised training by the SIS team on how to access data from the e1 program.
e1 – Marksheets

Primary schools recorded both the half yearly and annual results and assessments in e1. For the first time, benchmark school-based exams were also recorded in e1. SIS personnel then assisted the EAU department to merge together the benchmark and e1 results to send to schools for printing. In November, the Gozo Higher Secondary school was assisted in creating for the first time, examination marksheets in e1. In 2014, all schools (except the Giovanni Curmi Higher Secondary) will be entering their examination results and assessments directly in e1.

Year End

During the summer recess, the SIS support team provided school clerks with the required notes and support to perform the Year-End update for their students’ database. This was the first time secondary schools performed the year-end procedure using the e1 program.

Timetables

In 2013 SIS personnel provided the secondary school administrators with the opportunity to attend either a refresher course or a beginner course in the use of the Timetable program. Furthermore, all secondary school administrators were given the necessary support during summer to complete the school time-table. Gozo higher secondary school was supported to create a timetable customised to their needs. At the beginning of the scholastic year, all school administrators were individually assisted by SIS personnel to import their school timetable in e1, thus creating their schools’ respective teaching sets. Meetings were organised between Giovanni Curmi Higher Secondary school administration and Pearson personnel to explain an alternative method to create the school timetable directly in e1. Workshops were also held by SIS personnel to help the school set up their teaching sets and create their timetable. By the end of 2013, the school had still not created their timetable in e1.

Recruitment Section

This Section provided the Directors with support on a number of matters, namely:

- Capacity Building (implementation);
- Vacancies arising from retirements, promotions, long absences, resignations and all other unpredicted vacancies to request ad hoc approval for replacements and engage the necessary personnel;
- Public, service wide, departmental and internal call for applications for personnel working in and/or supporting Colleges;
- Calls for applications and ensuing selection processes in collaboration with Selection Boards, Public Service Commission and the Public Administration Human Resources Office;
- Approved PSC result lists and approved Internal call result lists;
- Recommendations;
- Engagements/contracts/assignments;
- Protection of Minors Act (POMA) procedures.

This Section issued the following calls for applications:

Public Calls for Applications
• College Precincts Officer (Gozo).
• College Prefect of Discipline.
• Education Officer.
• Education Officer (2nd Issue).
• Expression of Interest - Local Experts in Outcomes of the Curriculum.
• Expression of Interest - Retired Head and/or Retired Assistant Heads to be engaged as Practice Placement Tutors.
• Expression of Interest for Part-time Lecturers for the course leading to certificate in education for LSAs.
• Expression of Interest for Part-time Lecturers for the course leading to certificate of attendance - Supporting Students with Individual Educational Needs.
• Expression of Interest for Retired Education Officers, Service Managers, Assistant Directors and Directors to be engaged as Practice Placement Tutors.
• Head of Project for ESF 1.228.
• Head of School (Malta).
• Head of School (Gozo).
• ICT Support Officer.
• Inclusive and Special Education Specialist.
• Learning Support Assistant I (LSA I).
• Learning Support Assistant II (LSA II).
• Learning Support Centre Manager.
• Principal Technical Officer.
• Project Administrative Assistant (Part-time) for Project CCOAST (IF-2013-06).
• Project Administrative Assistant (Part-time) for Project ESF 1.228.
• Resource Worker.
• Service Manager (SRM).
• Supply Learning Support Assistant.
• Supply Teacher.
• Teacher.
• Teacher Brussels.
- Teacher Brussels (2nd Issue).
- Teacher Luxembourg.
- Teacher Luxembourg (2nd Issue).
- Technician.

**Service Wide Calls for Application**

- Senior Psychologist.
- Senior Manager (Administrator) Gozo.
- Social Support Worker.

**Departmental Calls for Applications**

- Head of Department (Primary) Literacy.
- Head of Department (Subject/Group of Subjects/Areas).
- Assistant Head (Secondary) Malta.

**Internal Calls**

- Guidance Teacher Malta.
- Guidance Teacher Gozo.
- Guidance Teacher at Anti-Bullying Section Malta.
- Guidance Teacher at Anti-Bullying Section Gozo.
- Guidance Teacher at Anti-Substance Abuse Malta.
- Support Teacher with Educational Psycho-Social Services Malta and Gozo.
- Teacher-Librarian Malta.
- Teacher-Librarian Gozo.
- Peripatetic Teacher at Early Intervention Service Malta.
- Peripatetic Teacher at Hearing Impaired in Malta & Gozo.
- Learning Support Assistant to serve in Learning Support Zones and Nurture Groups Malta.
- Learning Support Assistant to serve in Learning Support Zones and Nurture Groups Gozo.
- Support Teacher in Learning Support Zones in Malta.
• Support Teacher in Learning Support Zones in Gozo.
• Learning Support Assistants to serve in Learning Support Centre.
• Support Teacher for Learning Support Centres.
• Peripatetic Health & Safety Teacher for Catch ‘em Young Malta.
• Peripatetic Health & Safety Teacher for Catch ‘em Young Gozo.
• Health & Safety Teacher in Secondary Schools Malta.
• Health & Safety Teacher in Secondary Schools Gozo.
• Support Teacher for Learning Support Centres.
• Teachers to perform duties within services in Resource Centres.
• Learning Support Assistants to perform duties within services in Resource Centres.
• Officer i/c to coordinate services with Resource Centres.
• Support Teacher at the eLearning Centre.
• Peripatetic Health & Safety Teachers Primary Schools, Resource Centres and sections/unit in Malta.
• Peripatetic Health & Safety Teachers Primary Schools, Resource Centres and sections/unit in Gozo.
• Support Teacher to Serve in Nurture Group in Malta 2013.
• Support Teacher to Serve in Nurture Group in Gozo 2013.
• Support Teachers at the Kunsill Malti għal-isport Sports Promotion Unit within the Ministry for Education and Employment.
• Support Teacher of Light Engineering with the School Resources Management.
• Teachers to perform duties of Project Administrator on the Implementation of European Agenda for Adult Learning 2013.
• Support Teacher at the Education Regulatory Compliance Section (ERCS) in Malta.
• Teacher of a Foreign Language in Primary Foreign Language Awareness Programme (FLAP) Malta.
• Teacher of a Foreign Language in Primary Foreign Language Awareness Programme (FLAP) Gozo.
• Support Teacher at the Research Unit.
• Support Teacher Mathematics in Primary Schools Malta.
• Support Teacher Mathematics in Primary Schools Gozo.
• Peripatetic Teacher Complementary Education in Primary Schools Malta.
• Peripatetic Teacher Complementary Education in Primary Schools Gozo.
• Peripatetic Teacher of Personal & Social Development (PSD) in Primary Schools Malta.
• Literacy Support Teacher in Primary Schools Malta.
• Technical Support Teacher in Design & Technology at the Learning Centre Naxxar.
• Peripatetic Teacher taking part in ESD Programme for Primary & Secondary Schools Malta.
• Support Peripatetic Teacher for Malta Writing Programme (MWP) in Primary Schools in Malta.
• Support Peripatetic Teacher for Malta Writing Programme (MWP) in Secondary Schools in Malta.
• Support Teacher of eLearning for Primary Schools in Malta.
• Support Teacher of eLearning for Secondary Schools in Malta.
• Support Teacher of Physical Education (P.E.) for Primary Schools in Malta.
• Support Teacher of Training & Professional Development Unit in CMeLD.
• Peripatetic Teacher of Science & Technology in Primary Schools in Malta.
• Peripatetic Teacher of Drama at the Drama Unit.
• Peripatetic Teacher of Specific Learning Difficulties for Primary and Secondary Schools at the Dyslexia Unit in Malta.
• Support Teacher for Development of Resources in Maltese.
• Peripatetic Teacher of Music for Primary Schools Malta.
• Peripatetic Teacher of Music for Primary Schools Gozo.
• Peripatetic Teacher of Art for Primary Schools in Malta.
• Peripatetic Teacher for state and non-state Secondary Schools in Malta & Gozo to perform duties with a link to an environmental project.
• Support Kindergarten Assistant in State Kindergarten Sector in Malta & Gozo.
• Support Teacher within the Cultural Integration Unit in charge of language integration.
• Support Teacher within the Cultural Integration Unit for Ethics Programme.
• Teacher Mentor in secondary sector in Malta & Gozo.
• Bilingual Resource Teacher with the Language Policy in the Education Committee.
• Officer in Charge Drama Centre Gozo.
• Officer in Charge School of Music in Gozo 2013.
• Support Teacher to perform duties as a Project Administrator within the DLLL Malta.

**Teacher Call Statistics**

The call for application for the post of teacher covers all the levels and the subjects from Primary to Post-Secondary and consequently required the setting up of 46 different Selection Boards. The number of applications processed by the respective Selection Boards is as per table hereunder:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts</td>
<td>7</td>
</tr>
<tr>
<td>Arabic</td>
<td>0</td>
</tr>
<tr>
<td>Art</td>
<td>10</td>
</tr>
<tr>
<td>Biology</td>
<td>20</td>
</tr>
<tr>
<td>Business Studies</td>
<td>16</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>4</td>
</tr>
<tr>
<td>Computing and/or IT</td>
<td>19</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>12</td>
</tr>
<tr>
<td>Design and Technology - Resource Centres</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td>4</td>
</tr>
<tr>
<td>Engineering Drawing and Computer Aided Design (CAD)</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>31</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>8</td>
</tr>
<tr>
<td>European Studies</td>
<td>14</td>
</tr>
<tr>
<td>French</td>
<td>17</td>
</tr>
<tr>
<td>Geography</td>
<td>20</td>
</tr>
<tr>
<td>Subject</td>
<td>Resource Centres</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>German</td>
<td>6</td>
</tr>
<tr>
<td>Graphical Communication</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>29</td>
</tr>
<tr>
<td>Home Economics</td>
<td>10</td>
</tr>
<tr>
<td>Home Economics - Resource Centres</td>
<td>10</td>
</tr>
<tr>
<td>Information Communication Technology (ICT)</td>
<td>26</td>
</tr>
<tr>
<td>Information Communication Technology (ICT) - Resource Centres</td>
<td>14</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>38</td>
</tr>
<tr>
<td>Integrated Science - Resource Centres</td>
<td>15</td>
</tr>
<tr>
<td>Italian</td>
<td>35</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>6</td>
</tr>
<tr>
<td>Maltese</td>
<td>49</td>
</tr>
<tr>
<td>Marketing</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40</td>
</tr>
<tr>
<td>Music</td>
<td>16</td>
</tr>
<tr>
<td>Personal &amp; Social Development</td>
<td>40</td>
</tr>
<tr>
<td>Philosophy</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education</td>
<td>15</td>
</tr>
<tr>
<td>Physics</td>
<td>22</td>
</tr>
<tr>
<td>Primary</td>
<td>131</td>
</tr>
<tr>
<td>Psychology</td>
<td>20</td>
</tr>
<tr>
<td>Religion</td>
<td>28</td>
</tr>
<tr>
<td>Resource Centres</td>
<td>72</td>
</tr>
<tr>
<td>Russian</td>
<td>0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>20</td>
</tr>
<tr>
<td>Sociology</td>
<td>17</td>
</tr>
<tr>
<td>Spanish</td>
<td>7</td>
</tr>
<tr>
<td>Systems of Knowledge</td>
<td>28</td>
</tr>
<tr>
<td>Textiles Studies</td>
<td>8</td>
</tr>
</tbody>
</table>
It is to be noted that with effect from the year under review all applicants who applied for both the Post of Teacher and the Position of Supply Teacher had to sit for just the interview for the post of teacher. Only those who were unsuccessful needed to sit also for the interview for the Position of Supply Teacher. This contributed to a more streamlined selection process. The two main advantages were the avoidance of unnecessary interviews and the consequential standardisation of the process.

Recommendations 2013

The following recommendations were submitted for verification by the Public Administration HR Office and for the approval of the Public Service Commission:

<table>
<thead>
<tr>
<th>Position</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Precincts Officer</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Head (Secondary) Malta</td>
<td>9</td>
</tr>
<tr>
<td>Operative (Drainage Worker) Group III</td>
<td>1</td>
</tr>
<tr>
<td>Senior Operative Group IV</td>
<td>17</td>
</tr>
<tr>
<td>Tradesman/Senior Tradesman</td>
<td>5</td>
</tr>
<tr>
<td>College Prefect of Discipline</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>2</td>
</tr>
<tr>
<td>Supply Teacher</td>
<td>70</td>
</tr>
<tr>
<td>Supply Learning Support Assistant</td>
<td>168</td>
</tr>
<tr>
<td>Supply Kindergarten Assistant</td>
<td>36</td>
</tr>
<tr>
<td>Teacher 2012</td>
<td>3</td>
</tr>
<tr>
<td>Head of Department (Subject/Group of Subjects)</td>
<td>5</td>
</tr>
<tr>
<td>Social Worker</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Head (Primary) Malta</td>
<td>17</td>
</tr>
<tr>
<td>Senior Technical Officer</td>
<td>5</td>
</tr>
<tr>
<td>Technical Officer</td>
<td>38</td>
</tr>
<tr>
<td>Head of School (Malta)</td>
<td>3</td>
</tr>
<tr>
<td>Kindergarten Assistant II</td>
<td>38</td>
</tr>
</tbody>
</table>
Deployment Section

This section provided the Directorates with support in a number of matters, namely:

- applications for the redeployment of the employees of the DES;
- requests for change of schools (out of locality students);
- deployment of the school workforce staff to serve in Colleges, Units and any other educational institutions before the beginning of each scholastic year and during the scholastic year according to arising needs;
- cover arrangements for short and medium term contingencies (pool of relievers);
- HR matters and support required by Colleges;
- field placements required by the Initial Teacher Education (ITE) service providers and, or by individuals wishing to be attached to a school in connection with an educational project they are pursuing and which meets the standards of the Education Directorates;
- qualification allowance for the Kindergarten Assistant and Learning Support Assistant grades; and
- standard operating procedures.

The number of newly qualified teachers deployed during 2013 amounts to 126 as described in the tabulation below:

<table>
<thead>
<tr>
<th>SECTOR/SUBJECTS</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (Class Teachers)</td>
<td>0</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Subject</td>
<td>Resource Centres (Class Teachers)</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Home Economics (Resource Centres)</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Art (Secondary Teacher)</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Art (Peripatetic)</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Biology and/or Integrated Science</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry and/or Integrated Science</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Computer Studies and/or IT and/or ICT</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>European Studies</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HE and/or Design &amp; Technology / F/T</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HE and/or Textiles Studies</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Maltese</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Music (Peripatetic)</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>PSD (Peripatetic)</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>P.E. (Secondary Teacher)</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>P.E. (Peripatetic)</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physics and Integrated Science</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Religion</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Systems of Knowledge</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
<td><strong>102</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

**DES Headcount**
Towards the end of the first term of scholastic year 2013/2014 DES had a total of 6508 education class staff serving in:

- 62 Kindergarten Centres (total student population of 5484);
- 68 Primary Schools (total student population of 13480);
- 15 Boys Secondary Schools (total student population of 5670);
- 13 Girls’ Secondary Schools (total student population 5943);
- 2 Co-Ed Schools (NSS – 79; Pembroke Sec Form 1 - 139);
- 5 Resource Centres (total student population 173);
- 4 Learning Support Centres (population varies according to arising cases but the total average population is usually around 40); and
- 2 Post-Secondary Co-Ed Schools (total student population is 2650).

The 6508 education class employees serving in these schools and centres are distributed as follows:

<table>
<thead>
<tr>
<th></th>
<th>Primary Schools</th>
<th>Secondary Schools</th>
<th>Post Secondary schools</th>
<th>Resource Centres</th>
<th>Peripatetic &amp; Support Services</th>
<th>Nurture Groups &amp; Learning Support Zones / Centres</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of School</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Heads of School</td>
<td>25</td>
<td>31</td>
<td>15</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Asst Heads of School</td>
<td>44</td>
<td>96</td>
<td>59</td>
<td>44</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Heads of Dept</td>
<td>4</td>
<td>5</td>
<td>45</td>
<td>57</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>108</td>
<td>657</td>
<td>588</td>
<td>1223</td>
<td>124</td>
<td>129</td>
<td>25</td>
</tr>
<tr>
<td>Instructors</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Supply Teachers</td>
<td>23</td>
<td>101</td>
<td>20</td>
<td>38</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Kinder. Asst.(KGA)</td>
<td>49</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KGAs II</td>
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<td></td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KGAs I</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KGAs II (with Sp. Needs)</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KGAs (Spec. Educ.)</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>P/T KGAs (Spec. Educ.)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Supply KGAs</td>
<td>1</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>LSA I</td>
<td>9</td>
<td>209</td>
<td>9</td>
<td>128</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSA II</td>
<td>5</td>
<td>339</td>
<td>15</td>
<td>110</td>
<td>2</td>
<td>0</td>
<td>16</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLSA</td>
<td>44</td>
<td>481</td>
<td>43</td>
<td>277</td>
<td>3</td>
<td>13</td>
<td>38</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLSA - Spec Educ</td>
<td>11</td>
<td>13</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>263</td>
<td>2471</td>
<td>797</td>
<td>1892</td>
<td>143</td>
<td>143</td>
<td>47</td>
</tr>
<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

1. including 5 Asst Heads on Parental/Career Break/Unpaid Leave and 11 Acting Heads of Schools
2. including 4 HoD’s on Career Break/Maternity Leave
3. including 247 Teachers on Maternity/Parental/CareerBreak/Unpaid/Study/Responsibility/Pre-Retirement Leave/Adoption Leave/Emigration. Total also includes 47 Health & Safety Teachers, 135 Guidance Teachers and 72 Teacher Librarians.
4. including 5 KGAs on clerical duties, 1 KGA on Notary to Government, 1 KGA at Customer Care – Education Office.
5. including 1 KGA II Customer Care – Education Office
6. including 1 KGA Special Needs – Education Office
7. including 1 P/T KGA (Spec Education) – Education Office
8. including 33 LSA I on Maternity Leave / Parental Leave / Unpaid / Career Break.
9. including 42 LSA II on Maternity Leave / Parental Leave / Unpaid / Career Break.
10. including 49 SLSA on Maternity Leave / Parental Leave / Unpaid / Career Break
11. including 2 SLSAs (Spec. Educ) on Parental Leave

**Annual Deployment Exercise**

Most of the deployment of staff between schools takes place during the school summer recess. In carrying out this deployment exercise DES took into consideration a number of factors, including requests for deployment received through a call which was issued early in the second term, seniority in the grade, exceptional humanitarian cases, arising shortages and other exigencies of the service.

**Summer 2013 Deployment Statistics (Teachers)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deployment requests</td>
<td>556</td>
</tr>
<tr>
<td>Cancelled requests</td>
<td>62</td>
</tr>
<tr>
<td>Applied for deployment only in case of redundancy but were still required at their current school</td>
<td>82</td>
</tr>
<tr>
<td>Gozitans (they are deployed by seniority)</td>
<td>52</td>
</tr>
<tr>
<td>Deployed for internal calls</td>
<td>2</td>
</tr>
<tr>
<td><strong>BALANCE</strong></td>
<td><strong>358</strong></td>
</tr>
<tr>
<td>Deployed according to their 1st preference</td>
<td>166</td>
</tr>
<tr>
<td>Deployed according to their 2nd preference</td>
<td>44</td>
</tr>
</tbody>
</table>
Before the start of the scholastic year 2012/2013 other deployment of staff was needed due to teachers resuming duties at the same school, change of name of school, extra but did not apply for transfer and to appoint teachers as Acting Guidance Teachers / Teacher Librarians / Health and Safety Teachers.

Furthermore, during the scholastic year (Jan – June 2013 and Oct – Dec 2013), other deployments were carried out due to exigencies of the service (replacing promoted staff, replacing resigning staff, replacing staff availing themselves of any sort of leave and, or family friendly measures). This takes the total number of deployments issued during 2013 up to 742 which includes redeployment of 66 senior management members of staff in the grades of Heads of School, Assistant Heads of School and Heads of Departments most of whom were appointed in the respective grade in 2013.

**Summer 2013 Deployment Statistics**

*(Leaning Support Assistants)*

<table>
<thead>
<tr>
<th>Deployment requests</th>
<th>409</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancelled requests</td>
<td>32</td>
</tr>
<tr>
<td>Applied for deployment only in case of redundancy but were still required at their current school</td>
<td>179</td>
</tr>
<tr>
<td>Gozitians (they are deployed by seniority)</td>
<td>15</td>
</tr>
<tr>
<td><strong>BALANCE</strong></td>
<td><strong>183</strong></td>
</tr>
<tr>
<td>Deployed according to their 1st preference</td>
<td>37</td>
</tr>
<tr>
<td>Deployed according to their 2nd preference</td>
<td>21</td>
</tr>
<tr>
<td>Deployed according to their 3rd preference</td>
<td>13</td>
</tr>
<tr>
<td>Deployed to postings other than preferences listed in application</td>
<td>29</td>
</tr>
<tr>
<td>No Vacancies / requests filled by LSAs who were their senior</td>
<td>75</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>175</strong></td>
</tr>
</tbody>
</table>

The total number of deployed LSAs (including routine deployment during 2013 and also above figures) amounts to 149.

During the course of 2013, a total of 252 new Supply Learning Support Assistants (SLSAs) were engaged. These were required in order to replace employees who retired, resigned,
were allocated to a number of newly established Nurture Groups or Learning Support Zones in various schools and mainly to cater for the newly statemented cases.

**Summer 2013 Deployment Statistics (Kindergarten Assistants)**

<table>
<thead>
<tr>
<th>Deployment requests</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancelled requests</td>
<td>0</td>
</tr>
<tr>
<td>Applied for deployment only in case of redundancy but were still required at their current school</td>
<td>12</td>
</tr>
<tr>
<td>Gozitians (they are deployed by seniority)</td>
<td>5</td>
</tr>
<tr>
<td>Promoted</td>
<td>0</td>
</tr>
<tr>
<td>Deployed for internal calls</td>
<td>0</td>
</tr>
<tr>
<td><strong>BALANCE</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>Deployed according to their 1st preference</td>
<td>5</td>
</tr>
<tr>
<td>Deployed according to their 2nd preference</td>
<td>2</td>
</tr>
<tr>
<td>Deployed according to their 3rd preference</td>
<td>0</td>
</tr>
<tr>
<td>Were extra but there were no vacancies as per request / requests filled by teachers who were their senior</td>
<td>0</td>
</tr>
<tr>
<td>No Vacancies / vacancies filled by KA who were their senior</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Field Placements**

The initial teacher training service providers which requested DES to provide field placements for their students were MCAST, the Faculty of Education of the University of Malta and Future Focus.

**MCAST**

Students following the *National Diploma in Children’s Care, Learning and Development* and, for the first time in 2013, the *Higher National Diploma in Advanced Studies in Early Years* at the Institute of Community Studies are posted in state, independent and/or church schools for class observation and practice. The following table provides a calendar when each activity took place:

<table>
<thead>
<tr>
<th>DIPLOMA TYPE</th>
<th>YEAR</th>
<th>TEACHING PRACTICE</th>
<th>CLASS OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Diploma in Children’s Care, Learning and</td>
<td>First</td>
<td></td>
<td>Feb-Mar 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>April-May 13</td>
</tr>
</tbody>
</table>
At the request of, and in conjunction with the Institute of Community Studies at MCAST, a total of 303 placements in state kindergarten centres and primary schools were given to the aforementioned MCAST students as follows:

<table>
<thead>
<tr>
<th>DIPLOMA TYPE</th>
<th>YEAR</th>
<th>KINDERGARTEN</th>
<th>YEAR 1 (PRIMARY LEVEL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Diploma in Children’s Care, Learning</td>
<td>First</td>
<td></td>
<td>59</td>
</tr>
<tr>
<td>and Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>77</td>
<td>75</td>
</tr>
<tr>
<td>Higher National Diploma in Advanced Studies in</td>
<td>First</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Early Years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>110</td>
<td>193</td>
</tr>
</tbody>
</table>

MCAST 1st Year students following the Higher National Diploma in Advanced Studies in Early Years were also placed in State Schools as follows:

- Between October 2012 and January 2013 – these students were placed in a Year 1 class for observation and assistance to the class teacher, attending the school on a weekly basis.

Faculty of Education University of Malta

Students following the Bachelor of Education (Honours) degree and PGCE courses are posted in state, independent and church schools for a six-week teaching experience, for weekly class observation and/or for school experience sessions. The following table provides a calendar when each activity took place:

<table>
<thead>
<tr>
<th>SPECIALISATION AREA</th>
<th>YEAR</th>
<th>TEACHING PRACTICE</th>
<th>CLASS OBSERVATION</th>
<th>SCHOOL EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>First</td>
<td>Jan – April 2013</td>
<td>Nov 2013 – Dec 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>Jan – May 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>Nov – Dec 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fourth</td>
<td>Nov – Dec 2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Third year secondary B.Ed. (Hons) students were on Teaching Practice in March-April. First year primary and secondary B.Ed. (Hons) students’ School Experience started in November. Observation sessions for second year secondary students started in November and continued in March and was followed by a serial Teaching Practice every Wednesday till May. Teaching Practices for third and fourth years primary and fourth years secondary students were carried out in November-December. PGCE students were posted in schools for their observation and teaching practice twice – in November-December and February-April. They remained in schools for observation lessons every Wednesday till the end of the scholastic year.

B.Ed. (Hons) and PGCE students are posted in schools according to requests and possibility of accommodation as much as possible. Schools take full responsibility of the students placed in their schools. In this way, both parties involved benefit to the maximum from their placement in school. During the whole process, heads of school, assistant heads, subject coordinators and teachers are encouraged to participate in the tutoring, mentoring and supervision of student teachers.

At the request of, and in conjunction with, the Teaching Practice Coordinator of the Faculty of Education, a total of 1180 placements in state, private and church schools were given to B.Ed (Hons) and PGCE students for their Teaching Practice or School Experience and/or Observation during 2013, as follows:

<table>
<thead>
<tr>
<th>SPECIALISATION</th>
<th>YEAR</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>122</td>
<td>20</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>11</td>
<td>72</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>11</td>
<td>73</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>5</td>
<td>62</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Fifth</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>ECEC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>0</td>
<td>17</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fourth</td>
<td>0</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>Fifth</td>
<td>0</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>First</td>
<td>49</td>
<td>95</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>70</td>
<td>128</td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>25</td>
<td>58</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Fourth</td>
<td>22</td>
<td>59</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Fifth</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PGCE</td>
<td>24</td>
<td>81</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>PGCE</td>
<td>79</td>
<td>29</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>PGCE</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>421</td>
<td>759</td>
<td>*1180</td>
<td></td>
</tr>
</tbody>
</table>

* Out of these 1180 field placements, 62% were offered by the DES

**Customer Care and Staff Support**

This section has provided the Directorates with support in a number of matters, namely:

- Embellishment of the Customer Care premises;
- Redirection of calls to the appropriate sections;
- A call waiting system;
- Publication of all MEDE results;
- Publication of circulars and calls on notice boards;
- Acceptance and assistance of application forms for all recruitment of educational staff and vacancies within the Ministry;
- Customer Care policy (in preparation);
- Introduction of new data base for the registration of foreign students;
- Acceptance of scholarship applications;
- Squaring of queries and complaints done by telephone, email or in person;
- Free Wi-Fi access on four public computers;
- Marketing of activities;
- Help in organisation of exhibitions at Head Office premises;
- Use of premises and the multi-purpose hall by various stakeholders, including voluntary organizations;
- Supportive Counselling to Teachers and other staff;
- Supportive Counselling for parents.

**Opening Hours**

Through 2013 the Customer Care Section noted that a change in working times would be beneficial to all. To this effect an informal survey was carried out and a new time schedule was worked out.
The new opening hours for the Customer Care Section are from:

- 7:30 to 16:30 (Winter)
- 7:00 to 14:30 (Summer)

The main aim was to ensure longer hours during the summer months.

**THE CUSTOMER CARE**

The Customer Care Section facilitates the recruitment of new staff. It served as a one-stop-shop for the recruitment procedures (1539 cases) and for the submission of applications (7,346 - Malta, 772 - Gozo, 294 - Recruitment Portal). From this total 1,539 receipts for Scholarships were issued.

**Contact with Customers**

Customers contacted Customer Care on various issues ranging from information gathering and receipt of applications, salaries, information about various services and initiatives offered by the Ministry for Education and Employment. Request were tackled as fast as possible ranging from a there and then service to a 24 hour reply or otherwise according to the complaint. Total number of queries was 587.

**Registration of Foreign Students**

From the 1st of July 2013, Customer Care Section registered 432 foreign students. All documentation required for registration was vetted and emails were sent to College Principals. Documents are filed at the Section and data was inputted in a database for the registration of foreign students.

**Staff Support Service**

- Marketing of Service: As in previous years, the marketing of this service was carried out in schools. During 2013, meetings were also held with the newly appointed teachers, newly appointed Heads/Acting Heads of School;
- Staff Development: A series of information sessions were held by various entities such as ETC, ITS and MCAST. These were organised by the Staff Support Service and delivered to Customer Care staff MEDE and Customer Care Ministry.

**Opening Hours**

- Like the previous year, the Staff Support Team continued with the same working hours as the previous year. The service opened on a daily basis from Monday to Friday as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>12.00 - 17.00</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12.00 - 17.00</td>
</tr>
<tr>
<td>Wednesday</td>
<td>12.00 - 17.00</td>
</tr>
<tr>
<td>Thursday</td>
<td>12.00 - 17.00</td>
</tr>
<tr>
<td>Friday</td>
<td>12.00 - 17.00</td>
</tr>
</tbody>
</table>
The staff support team dealt with 113 different clients and held 449 sessions as detailed in the table hereunder:

<table>
<thead>
<tr>
<th>Clients</th>
<th>Total No of Clients</th>
<th>Total No of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Teachers</td>
<td>39</td>
<td>120</td>
</tr>
<tr>
<td>Teaching/ Non Teaching</td>
<td>74</td>
<td>329</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>113</td>
<td>449</td>
</tr>
</tbody>
</table>

Performance Appraisal

This section provided support to the Directorates in a number of matters, namely:

- Performance appraisal;
- Secondment of officers to Voluntary Organisations;
- Sick-leave statistical data of all schools;
- Database (STS) maintenance;
- Requests for alternative duties;
- General service grades employees; and
- Planning of vacation leave.

Apart from the performance appraisal exercise for all officers on a Performance Agreement Contract, the section processed 2387 Increments and 255 Confirmation of Appointments as detailed in the tables hereunder:

**Increments**

As per PSMC regulation 2.3, 2,387 education staff were due for an increment. Four increments were not granted.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>9</td>
</tr>
<tr>
<td>Assistant Head of School</td>
<td>28</td>
</tr>
<tr>
<td>Teachers</td>
<td>17</td>
</tr>
</tbody>
</table>

**Confirmation of Appointments**

In 2013, 255 education staff received confirmation of their appointment.
<table>
<thead>
<tr>
<th>Head of Department</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Assistant II</td>
<td>34</td>
</tr>
<tr>
<td>Learning Support Assistant I</td>
<td>84</td>
</tr>
<tr>
<td>Learning Support Assistant II</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>255</strong></td>
</tr>
</tbody>
</table>

**Research and Development Department**

**OVERVIEW**

The Research and Development Department has the following main areas of responsibility:
- Housing the Eurydice National Unit.
- Implementing International Assessments at the national level.
- Carrying out educational research at the national level.
- Regulating and aiding research in state schools.
- Collating education statistics.
- Other activities.

1) **Eurydice National Unit**

The Research and Development Department houses the National Unit of the Eurydice Network and coordinates all Maltese activities associated with this European network. The Eurydice Network provides information on and analyses of European education systems and policies. As from 2013 it consists of 40 national units based in all 36 countries participating in the EU's Lifelong Learning programme (EU Member States, the Former Yugoslav Republic of Macedonia, Iceland, Montenegro, Serbia, Turkey, Liechtenstein, Norway and Switzerland). The work of the Eurydice Network includes the formulation and publication of descriptive studies and comparative analyses as well as the collation of education and training indicators and statistical data.

The Research and Development Department has the responsibility of monitoring, drafting and disseminating accurate and comparable information on the Maltese education system within the wider landscape of European education.

During 2013, the Maltese Eurydice National Unit participated in or completed the following projects:

1. **Eurypedia** - During this year the Research and Development Department continued its work connected with the updating of the relevant information on Malta in the Eurypedia – the online encyclopaedia that aims to present the most comprehensive and accurate picture of education systems and reforms in Europe. The site covers 38 European education systems within the 33 countries participating in the EU's Lifelong Learning Programme (all 28 EU Member States as well as Iceland, Liechtenstein, Norway, Switzerland and Turkey).

2. **Report on Funding Mechanisms for Schools in Europe** - The report on Financing of School Education will produce a mapping of current funding mechanisms used by public
authorities when allocating resources to public schools. The last such Eurydice report on this topic, published in 2000 and covering 18 countries, already showed how diverse the situation was across Europe. Scarcity of public resources and increased demand for education due to the financial and economic crisis, together with demographic developments have notably highlighted the important role funding methods play in education. By focusing on funding mechanisms to allocate resources to public schools in 32 countries, the report aims to provide comprehensive information and valuable analysis to the debate. Once published, the report will consist of national data sheets graphically representing financial flows from public authorities and bodies to schools, combined with a short comparative analysis of methods and criteria which are used to determine the volume of education resources. The report will identify the authorities/bodies which determine and receive public funding allocations in education; the criteria used by each identified technique/method to allocate funds; and finally report on any future reforms in relation to the techniques/methods used for establishing public funding allocations in public schools. The data collected was based on official documents issued by central (top-level) education authorities and referred to primary, secondary and upper secondary schools operating within the public sector.

3. **Key Data study on Early Childhood Education and Care (ECEC)** - This study on the provision of ECEC will provide details on the organisation and availability of ECEC in European countries, funding regimes that are in place, staff preparation and professionalism and information of the educational processes taking place, amongst other things. The listing of best practices across countries will also be included to attest to the importance that is attached to the impact of early childhood education and care on the development of young children. Information provided will refer not only to provision within the state setting but also to what is practised in home-based as well as centre- or community-based practices. The report will be referenced to the 2012/2013 school year.

4. **Higher Education Report on access, retention and employability** - The aim of this report, which is nearing its finalisation, is to gather information on the range of national policies and measures that are in place to ensure that citizens are able to develop fully their potential. The report will be based on information collected through a national data-collecting exercise, a questionnaire to national quality assurance agencies which will investigate how these agencies examine institutional action related to access, retention and employability and through a number of site visits to higher education institutions themselves, looking at their practice in these areas. Official statistics from Eurostat will also be used in the report. The scope of the report is limited to first and second cycle higher education only while questions related to employability should consider both the first and second cycle. The reference year that the report will be based on is the 2012/2013 academic year.

5. **Commission report on “How countries respond to EU 2020”** - The Eurydice comparative report on “How do the EU countries respond to the priorities of the Europe 2020 reform process in the field of education and training” aims to proved a focused comparative analysis of recent and on-going national reforms and policy developments in response to the Europe 2020 priorities and the country-specific recommendations in the field of education and training.

6. **Thematic report on Early School Leaving** - This report is being published to provide information on strategies, policies and other measures in place in EU member states to combat early school leaving (ESL). The final report will focus on the instruments used by public authorities to reduce early school leaving rates and/or prevent an increase, provide information on strategies, policies and other measures taken and the involvement of different stakeholders in the planning and implementation of these measures. Other information related to the organisation of education and career guidance systems in place
and in particular the education and training of guidance counsellors will also be addressed. The information to be presented in the report will be based on official steering documents (including regulations, recommendations and policy guidelines issued by public authorities) as well as strategies and initiatives, pilot projects, support measures for teachers, independent assessments, summaries of most common practices and national surveys. The report will be referenced to school year 2013/2014.

7. **Update on Taught Time** - The annual data collection report on instruction time mainly targets the intended recommended instruction time during compulsory education and includes the compulsory and non-compulsory part of the curriculum that students are entitled to receive in public schools. The intended curriculum, its goals, structure, subjects and the notional workload for the pupils/students can be based on regulations or standards of the central (or top-level) education authorities or may be established as a set of recommendations at regional level.

8. **Update on Teacher Salaries** - The Eurydice Network has been collecting and publishing data on teachers and school heads salaries since 1995. In 2013, the network published the first edition of a thematic Key data report on teachers and school heads, which notably contains information on teachers’ and school heads’ salaries. The present document is composed of three parts. In Part I, a comparative analysis based on the data provided by each country is presented. In Part II, national sheets on teachers and school heads remunerations from pre-primary education (ISCED 0) to upper secondary education (ISCED3) are summarised. Finally, in Part III, the general methodology and definitions used in the data collection are available.

For each country/region, the following elements are included in the national data sheets:

- Decision-making levels for setting teachers'/school heads' basic statutory salaries in public schools;
- Salaries arrangements in the private sector;
- Minimum and maximum annual gross statutory salaries of full-time fully qualified teachers/school;
- Heads in public schools;
- Actual salary levels if available;
- Information on salary increase/decrease in the last two years;
- Salary allowances for teachers/school heads.

9. **Update on Fees and Support in HE** - The national system information sheets aim to give an overview of the public fee and support system by means of a diagram that illustrates the main characteristics of the system, while the text provides complementary key points to enable the reader to have a good overall understanding. Information refers to public or government-dependent private higher education institutions but not to private higher education institutions. Information covers students in the first and second cycles only, while fee and support arrangements for doctoral students are not covered in these country sheets.

Each country sheet provides information on:

- The level of support in the form of grants is differentiated by the concepts of need-based and merit-based grants. This reflects reality in the majority of countries;
- Information is also provided on student support systems including:
  - Loans: this element appears if there is a national student loan system, and around 5% of students take out a student loan;
• Tax benefits for parents: this element appears if there are tax benefits for parents of students in higher education; and
• Family allowances: this element appears if parents of student in higher education receive family allowances.

10. **Update on Budgets in Education** - The specific country sheets will aim at presenting data on national education budgets. There will be no comparison on total education budgets between countries. However, when possible, comparison across the years for individual countries will be made. The published country sheets will focus the budgeted amounts for educational expenditure and not the real expenditure on education. In other words, the country sheets will seek to present information on planned expenditures for 2013 and not real expenditures. The presented information will give a picture of the total budget for education distributed by education levels and categories of expenditure; changes in the total education budgets in 2013 compared to 2012; changes in current and capital expenditures, in personnel costs and in public subsidies to parents with children in education in 2013 compared to 2012; changes in the budget allocated for specific programmes of education support in 2013 compared to 2012.


2) **INTERNATIONAL ASSESSMENTS**

In 2013 the Research and Development Department published the local reports for the international studies that took place in 2010–2011. It is pertinent to point out that participation in international research is one of the tools available within the Education Directorates to enable policy makers and practitioners to formulate informed decisions to achieve school improvement. These studies also provide an evaluative snapshot of the national education system within an international perspective.

During 2013, the Malta reports for the following international surveys, including an online version, were launched:

• The Programme for International Student Assessment (PISA);
• The Trends in International Mathematics and Science Study (TIMSS);
• The Progress in International Reading Literacy Study (PIRLS).

Currently the Research and Development Department is tasked with laying the necessary groundwork for the holding of a number of international student assessments in the coming years. In fact, preparations are well in hand for the holding of the PISA 2015 and the TIMSS 2015 Field Trials in March and April of 2014, while other preparations are going so that Maltese students will participate in the International Civics and Citizenship Study (ICCS) of 2016 and the Programme for International Reading Literacy Study (PIRLS) of 2016.

**PISA 2015**

PISA is an international study that was launched by the OECD in 1997. It aims to evaluate education systems worldwide every three years by assessing 15-year-olds’ competencies in the key subjects of reading, mathematics and science. PISA focuses on young people’s ability to apply their knowledge and skills to meet real-life challenges. This orientation reflects a change in the goals and objectives of curricula which are increasingly concerned
with what students can do with what they learn at school and not merely with whether they have mastered specific curricular content. To date over 70 countries and economies have participated in PISA. The survey takes place every three years. Malta participated in the PISA 2009+ project and will be taking part again in PISA 2015.

PISA is unique because it develops tests which are not directly linked to the school curriculum. The tests are designed to assess to what extent students, at the end of compulsory education, can apply their knowledge to real-life situations and are equipped for full participation in society. The information collected by means of background questionnaires also provides context which can help analysts interpret the results. In preparation for the Main Study to be held in 2015, a field test will be conducted between 6th and 18th March 2014 with a sample number of schools, both state and non-state, with a sample number of 15-year-old students.

During 2013, the Research and Development Department, was involved in the preparation and compilation of data related to this PISA field study. The Department was in contact with state and non-state schools to obtain information about the students who were born in 1998 and will be taking part in this study, which data will then be used to sample the students taking part in the field test. The questionnaires, test items, and manuals for test administrators and school coordinators are being collated and finalised in direct liaison with the international study board. Concurrently, arrangements are being made as to the logistics and procedures required for the actual field test.

**TIMSS 2015**

The Trends in International Mathematics and Science Study (TIMSS) is an international assessment of the mathematics and science knowledge of 4th and 8th grade students around the world. TIMSS was developed by the International Association for the Evaluation of Educational Achievement (IEA) to provide valuable information that helps countries monitor and evaluate the success of their mathematics and science education programmes across time and grades. TIMSS was first administered in 1995, and every four years thereafter. Malta participated in 2007 with Form 3 students and in 2011 with Year 5 students. In 2014, Form 3 students will be participating in the TIMSS field trial being held in preparation for the main study proper which will take place in 2015. The same cohort of students who took part in TIMSS 2011 will again be assessed in 2015.

The students will be expected to complete the test items, as well as a background questionnaire. Heads of School and class teachers will also have to answer a specific background questionnaire. Information from these questionnaires will provide the contextual framework in which the learning and teaching of mathematics and science takes place. In preparation for the Main Study to be held in 2015, a field test will be conducted between 24th March and 11th April 2014 with a sample number of schools, both state and non-state, with a sample number of Form 3 students.

During 2013, the Research and Development Department was involved in the preparation and compilation of data related to this TIMSS field study. The questionnaires and test items are being discussed and concluded in direct liaison with the international study board. The Department is in contact with state and non-state schools to obtain information about the Form 3 students who will be taking part in this study, which data will then be used to sample the students taking part in the field test. Concurrently, arrangements are being made as to logistics and procedures required for the actual field test.
**Dissemination of Pirls 2011, Timss 2011 And Pisa 2009+ Information And Results Among Stakeholders**

The Research and Development Department organised dissemination seminars and meetings on the above reports. These meetings were held with a wide spectrum of stakeholders including Directors General, Directors, College Principals, Assistant Directors, Education Officers, Heads and Assistant Heads of School (State and non-State), Heads of Department, Teachers, Literacy Support Teachers, Kindergarten Assistants, the Faculty of Education of the University of Malta and the Malta Union of Teachers. In all, thirty-two seminars and meetings were held in Malta and Gozo between April and July 2013 with an overall number of 1525 participants.

The focus was on disseminating results from the three international studies, PIRLS 2009, TIMSS 2011 and PISA 2009+, whilst reflecting on the current situation of reading and literacy, mathematics and science in relation to the international benchmarks. Besides being presented with the results and the students’ strengths and weaknesses, the participants had the opportunity to familiarise themselves with the assessment tools, the texts used, the skills assessed and the skills which are expected to be mastered by our students. During the workshops, participants provided their feedback on these types of assessments together with recommendations on what action needs to be taken to enhance our students’ development of their higher order skills not only in Mathematics, Science and Literacy but also across the whole curriculum.

A report entitled *Learning from the Ground* was drawn up and provides full details on the above mentioned Dissemination Seminars.

**3) EDUCATIONAL RESEARCH CARRIED OUT AT THE NATIONAL LEVEL**

**YEAR 3 LITERACY ASSESSMENT**

In October 2013, as has been the practice over the previous two years, the Department carried out the third Maltese and English Literacy assessment of Year 3 among all students attending state schools. The assessment held this year was significantly modified not only in terms of the number of students taking the test, but also as a result of the analysis of the data obtained from the previous assessments, and the feedback provided by different stakeholders.

The assessment was implemented as a collaborative effort with the Curriculum Management and eLearning Department (CMeLD) within MEDE, with the important input of the Education Officers for Literacy, Maltese and English. The administration of the assessment was carried out by a team of specialized teachers performing duties in primary schools, including Complementary, Oracy, MWP, SpLD and Literacy Support teachers, so as not to burden class teachers. The assessment was administered over two sessions spread over two days during the week starting 21st October 2013.

The analysis of the research is expected to provide additional insight for schools and policy makers regarding the literacy competences of young children, and to guide education professionals in addressing the situation at the classroom level. This year the assessment was a more comprehensive exercise, and included word reading, word spelling, comprehension and writing tasks in both Maltese and English. The assessment will give each teacher, school and college a comprehensive picture of the levels of attainment of each learner with respect to the areas being assessed. The Year 3 assessment is also expected to lead to recommendations on school, college and national levels. Schools will be
encouraged to evaluate the outcomes and plan interventions and further action as necessary, and to consolidate the positive outcomes of the profiling exercise.

The Research and Development Department, together with the Director, Curriculum Management Department and the Education Officers (Literacy), will disseminate the results of the analysis to College Principals and Heads of School during the first term of this scholastic year. The dissemination of the results is expected to stimulate discussion that will lead to consolidation of good practice and informed planning and intervention.

**The National Sports School (NSS)**

The Research and Development Department conducted a study on this school which opened its doors for the first time in September 2012 to about 40 boys and girls with a special aptitude for a particular sport. The focus of this study was to monitor the effect of both the co-educational setting and the adapted curricular programme for this school on the academic performance of this group of students.

The study therefore attempted to determine the strength of the correlation between the students’ results in Maltese, English and Mathematics in the End-of-Primary Benchmark Assessment of 2012 with the results the same students obtained in the Annual Examinations in the same subjects in June 2013. The purpose of the study was to explore whether students who performed well in the Benchmark Assessment also performed well in the Annual Examinations. The study also attempted to compare the performance of the NSS students in the Annual Examinations to the average national student performance in these three subjects. Moreover, in view of the co-educational setting in this school, the study also analysed the students’ performance by gender.

A report on this case study was drawn up and forwarded to policy officials within the Directorate for Quality and Standards in Education.

**Questionnaire for Parents and Staff in the State Primary Sector about State College Names, State College Catchment Areas and School Uniforms in State Primary Schools**

During the second half of October 2013, the Research and Development Department prepared and administered a questionnaire to parents about the names and catchment areas of the ten state colleges and school uniforms in the state primary sector. The questionnaire for the Gozo College covered the questions about the college name and the school uniform only since this college’s catchment area is set by geographical boundaries. The questionnaire was part of the consultation process about these issues launched by the Ministry for Education and Employment last July.

A printed copy of the questionnaire was given to each student to take home for their parent/guardian to answer and to return to school by the end of October. The questionnaire was placed online for the teaching staff and senior management teams of the primary schools. Staff at RDD, together with staff from the college offices, inputted the data from the questionnaires. RDD analysed the data which is an important tool for the formulation of policy.

4) **Requests For Local Research**

The Research and Development Department contributes to local educational research by encouraging, supporting and monitoring research in state educational institutions. This
research, which mostly consists of studies carried out by university students, also includes the analysis of statistical data and other documents housed at the Education Directorates.

During 2013, the Department assessed and approved 244 requests for research to be carried out in state schools by students from the University of Malta, MCAST, other universities and private researchers and academics. The research carried out in state schools was at the level indicated below.

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D</td>
<td>9</td>
</tr>
<tr>
<td>M. Ed.</td>
<td>11</td>
</tr>
<tr>
<td>M.A.</td>
<td>20</td>
</tr>
<tr>
<td>M.Sc.</td>
<td>5</td>
</tr>
<tr>
<td>B. Ed. (Hons.)</td>
<td>75</td>
</tr>
<tr>
<td>B. A. (Hons.)</td>
<td>19</td>
</tr>
<tr>
<td>B. Sc. (Hons.)</td>
<td>14</td>
</tr>
<tr>
<td>MCAST courses (National Diploma level up to degree level)</td>
<td>16</td>
</tr>
<tr>
<td>Diploma level</td>
<td>61</td>
</tr>
<tr>
<td>Certificate level</td>
<td>2</td>
</tr>
<tr>
<td>Research by other entities</td>
<td>2</td>
</tr>
<tr>
<td>Publications</td>
<td>8</td>
</tr>
<tr>
<td>Observation of Schools and Class Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Erasmus Project research</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>244</strong></td>
</tr>
</tbody>
</table>

On completion of their studies, researchers submit a copy of their work to the Documentation Centre of the Education Directorates. In order to promote future studies, these documents are available for reference and perusal by students and researchers.

5) Statistics

The compilation and analysis of statistical data is another area that is the responsibility of the Research and Development Department. Data is sourced from the Students/Teachers/Schools (STS) System for state schools and from the Education Regulatory Compliance Section of the Quality Assurance Department for schools from the non-state sector. Data collection focuses mainly on pupils, students and teaching staff. Data related to Special Education Needs students is still being collected from each school through the medium of the Quarterly Returns as this data is as yet not collated by STS. The analysis of the data provides objective indicators utilised for the planning of educational initiatives and policy formulation by all departments within the Education Directorates. Data is also made available, on request and following strict data protection procedures, to researchers, other government departments as well as to national and international agencies.
6) Other Activities

Participation In Study Visits

The Department was invited to give a presentation on 20 May, 2013, to a group of foreign experts who were on a study visit to Malta organised by CEDEFOP, the European Centre for the Development of Vocational Training. The title of this study visit was ‘Bolstering Education in Malta through Restructuring and Empowerment’ with a particular focus being placed on reforms in national education and training systems. This study visit was attended by 16 European education and vocational training specialists and decision-makers.
DIRECTORATE FOR LIFELONG LEARNING

The Directorate for Lifelong Learning (DLLL) was set up in June 2009. Its mission is to:

- Implement the national strategy in lifelong learning;
- Bring about coordination in this sector by involving all stakeholders and making optimal use of diverse lifelong learning opportunities;
- Lift the barriers for participation in adult learning so that the overall participation is increased;
- Promote community learning in order to address the imbalances in participation and thus achieve a more equitable state of affairs;
- Nurture creativity and entrepreneurship;
- Ensure quality in adult learning;
- Provide professional training to Adult Educators;
- Create opportunities for further specialisation and research at higher levels of education, thus increasing the availability and employment of high-level graduates in the priority sectors of the knowledge-based economy and innovation in Malta.
THE ADULT LEARNING UNIT

The Adult Learning Unit within the Directorate for Lifelong Learning (DLLL) has the mission to increase participation in adult learning and to address the imbalances in participation to achieve a more equitable state of affairs. It is responsible for the selection, recruitment and placement of adult educators within its different sectors, namely the 7 Evening Classes Centres, the Lifelong Learning Centre in Msida (LLLC) and courses offered at community level.

By the end of 2013, the DLLL engaged 279 adult educators on a part-time basis in the teaching and support of adult learning classes. The Directorate continued to train and recruit adult educators who are specialised in various fields.

Throughout the learning year 2013/2014, the DLLL received 13,001 applications for adults learning courses. Of these applicants 67% are female and 33% are male.

Over the past years, the courses offered by the Unit have continued to attract more learners. In 2013/14 there was a substantial increase of adult learners as compared to 2008/2009 when 5,525 learners were enrolled.

Online Applications for Adult Learning Courses

During the launch event of the Adult Learning Courses which took place on 19 August at Merchants Street, Valletta, the online applications system for Adult Learning Courses was inaugurated. This online system has facilitated the method of registration and online payment, thus simplifying the system. Support was provided to those persons who are not familiar with online registration and online payments.

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1 This figure excludes learners in the Visual and Performing Arts Schools.
Evening Centres

As one of the leading providers of Adult Learning in Malta and Gozo, the Adult Learning Unit, is offering a number of courses at 7 different Evening Classes Centres and at the Lifelong Learning Centre in Msida. In 2013, for the first time the use of the Msida Centre was also extended to evening classes starting at 7.30 p.m. to meet the demand of those who work in retail outlets.

There are 14 different languages, 8 subjects in the Mathematical, Science and Technological competence, 19 ICT-related subjects, 7 subjects in the sense of initiative and entrepreneurship, 25 subjects in social (including health and civic competence) and 46 vocational subjects. This year the DLLL introduced new and diverse learning courses including Climate Change, General Science, Food and Biodiversity, Child Psychology and Wedding Planning. In total, the Adult learning Unit offers 277 subjects available for lifelong learners in Malta and Gozo.

These courses vary in levels, type and depth and in the comprehensive number of learners attending amounting to 712 classes.

Evening Classes are also referred to as second chance opportunities for adult learners. Each lesson is generally made of 3 contact hours per week. For the 2013-2014 courses, the number of adult learners who registered for the Evening Classes courses was 9,887.

Table 1 below provides statistics on the age and gender of attendees in the Evening Classes Centres.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>16-24yrs</th>
<th>25-30yrs</th>
<th>31-40yrs</th>
<th>41-50yrs</th>
<th>51-60yrs</th>
<th>60+yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>553</td>
<td>469</td>
<td>630</td>
<td>391</td>
<td>807</td>
<td>430</td>
</tr>
<tr>
<td>Female</td>
<td>955</td>
<td>847</td>
<td>1,085</td>
<td>928</td>
<td>1,910</td>
<td>882</td>
</tr>
<tr>
<td>Total</td>
<td>1,508</td>
<td>1,316</td>
<td>1,715</td>
<td>1,319</td>
<td>2,717</td>
<td>1,312</td>
</tr>
</tbody>
</table>

The following Table shows how Adult Educators (AE) are distributed in the Evening Classes Centres. A number of DLLL adult educators offer classes in more than one centre.

<table>
<thead>
<tr>
<th>Centre</th>
<th>AE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blata l-Bajda</td>
<td>91</td>
</tr>
<tr>
<td>Mriehejl</td>
<td>33</td>
</tr>
<tr>
<td>Ghajnsielem</td>
<td>33</td>
</tr>
<tr>
<td>Mosta</td>
<td>29</td>
</tr>
<tr>
<td>Kirkop</td>
<td>26</td>
</tr>
<tr>
<td>Gzira</td>
<td>21</td>
</tr>
<tr>
<td>Floriana</td>
<td>17</td>
</tr>
<tr>
<td>Victoria</td>
<td>14</td>
</tr>
<tr>
<td>Community Centres</td>
<td>97</td>
</tr>
</tbody>
</table>
Lifelong Learning Centre, Msida

In 2013, the Lifelong Learning Centre (LLLC) started offering evening classes and this resulted in an increase in the number of adult centres attending classes at the centre. Throughout the learning year 2013/2014, 3,114 adult learners registered for one or more courses offered at the LLLC.

Table 3 below provides statistics on the age and gender of attendees in the Morning Classes Centres.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>16-24yrs</th>
<th>25-30yrs</th>
<th>31-40yrs</th>
<th>41-50yrs</th>
<th>51-60yrs</th>
<th>60+yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>109</td>
<td>149</td>
<td>205</td>
<td>114</td>
<td>264</td>
<td>278</td>
</tr>
<tr>
<td>Female</td>
<td>152</td>
<td>205</td>
<td>425</td>
<td>349</td>
<td>716</td>
<td>148</td>
</tr>
<tr>
<td>Total</td>
<td>261</td>
<td>354</td>
<td>630</td>
<td>463</td>
<td>980</td>
<td>426</td>
</tr>
</tbody>
</table>

42 part-time adult educators are offering their services at this Morning Classes Centre offering a range of 35 subjects mainly focused on language and language conversation classes, scientific and mathematical courses, digital, vocational courses (VET) and health and civic related subjects.

The LLLC School Council organised a number of fund raising events to invest in educational resources, technical equipment for the Centre. The School Council also aims to promote the well-being and effectiveness of the entire school community to enhance adult learning. A number of maintenance and repair works were carried out during the summer months to enhance the surroundings and to promote a positive learning environment. Classrooms and workshops at the Centre were also refurbished and upgraded with the introduction of new technical and electronic equipment to be used as resources and teaching aids in order to provide better hands-on practical activity in learning sessions.

The LLLC School Council members have continuously worked to promote a positive ethos and encourage a sense of ownership among participants and reach educational and social goals. To this effect, a number of educational talks and activities were organised throughout the year to enhance the lifelong learning journey. Visits to national exhibitions in the creative arts, talks by guest speakers, innovative learning sessions to attain lifelong learning outcomes were regularly organised and promoted to reach a wider spectrum of participants.

The centre was also involved in an EU Grundtvig project – The Practical Young Woman Education Programme in collaboration with organisations from Italy and Turkey. The project’s primary aim was to support the young adult woman by creating the right educational programmes to enhance professional development, higher education and job mobility, socialisation and gender equality. The creation of the website www.womenwantwork.eu has also created the opportunity for the three countries to work together towards a series of programme activities in order to promote and enhance their existing practices, sharing of good practices as well as sharing of individual experiences.
The Centre’s library referencing system complete with a membership system was also completed. The library is open to all adult participants from the first term of this scholastic year. Proceeds from the membership fee and school fund are also being invested in language level learning books since the LLC Library will be one of the first on our island to house major language lower-level readers (including English, Maltese, Italian, French, German & Spanish) aimed at the adult learner.

An educational open week was organised at the end of April 2013. Special educational activities and a week-long exhibition of students’ coursework in all subjects were planned both in and out of class to create opportunities to promote and to further promote lifelong learning amongst participants and the general public.

Academic and other VET evening classes courses were also open at LLLC for the first time in 2013. The LLLC offered basic skill courses from 07:30pm onwards to address the needs of the self-employed and employees of small businesses and to encourage adult learning amongst the small business community.

**Gozo School of Art & Crafts, Ghajnsielem**

The Gozo School of Art in Ghajnsielem offers courses in arts and crafts. This section shall focus on courses offered in crafts and therefore under the remit of the Directorate for Lifelong Learning.

There are 74 classes offering 26 different vocational subjects. 589 learners are attending. The largest participation are in classes for Lace Making (118 learners), Gilding (84 learners), Sugar Craft (42 learners), Ladies & Gents Garments (37 learners) and Pottery & Ceramics (32 learners).

The school organizes several exhibitions to give the maximum visibility to the works of the learners. It also participates in international initiatives, such as SUEDA (funded through the Leonardo Da Vinci Programme under the Lifelong Learning Programme). It also takes part in national activities, such as the Gozo Regional Carnival.

As a school which has the inclusion policy high on its agenda, it participates in initiatives which promote the abilities of persons with a disability. One such activity was part of Mapdot. In this regard, the school hosted one of the project’s meetings from the 15th to 17th March, 2013. The meeting included workshops about sugar craft and papier-mâché. In both subjects the material can be worked manually and thus requires hand and eye coordination. The activity included as well a visit at the Santa Martha Day care Centre (a centre catering specifically for persons with other abilities).

Another milestone for the school was in December 2013, when the European Union Programmes Agency (EUPA) invited the school to attend for the Good Practice Award Ceremony. The project implemented by the Gozo School of Art has been chosen by the EUPA to represent Malta in Brussels.

A substantial number of books from donations were added to the school library. The video conferencing equipment has been added to the resources of the school and officially inaugurated in December.

**Adult Courses in the Community**
During 2013, the DLLL and the Department for Local Government (DLG) continued to collaborate together on the scheme called ‘Lifelong Learning in the Community’ which was first launched in 2010. Besides the Adult Literacy (Maltese & English) and Numeracy (Maths) courses hosted by Local Councils, the DLLL offered other courses amongst which: Spanish, Italian, French, German as well as English and Maltese as a Foreign Language.

Twenty two (22) Local Councils entered this scheme and offered one or more subjects mentioned above to their respective residents.

Besides courses offered at the Local Councils, the DLLL offers lifelong learning courses to a number of organisations, Enterprises and NGOs amongst which, ACCESS (Valletta, Qawra and Birgu), Caritas (Dar San’t Anna), Foundation for Educational Services (FES - Youth.Inc.), Foundation for Information Technology Accessibility (FITA), Marsa Open Centre, Farsons, National Council of Women (NCW), Young Women Catholic Association (YWCA), Paolo Freire Institute, St Vincent De Paul Residence, Aġenzija SAPPORT, the Malta Downs Syndrome Association and St Jeanne Antide Foundation. In Gozo, DLLL support courses at Santa Martha Day Centre.

The total number of participants reached 2,153, an increase of 96% when compared to the previous year.

107 adult educators are rendering their services in the community, of which 80 are directly involved with local councils.

**Adult Basic Literacy & Numeracy and Basic IT skills**

The Literacy (Maltese and English) and Numeracy (Mathematics) courses are aimed at adults who fell behind in compulsory schooling and did not acquire qualifications in any of these basic subjects. These courses aim to reach Level 1 (15 credits) on the Malta Qualifications Framework (MQF) and this award gives access to the certificate holder to progress to the next level of education and training (Level 2).

The DLLL has decentralised these courses by offering them in Local Councils, community centres and non-governmental organisations. Learning programmes were also designed for the specific needs of employees in a number of organisations including Farsons, the Malta Armed Forces, HSBC and Methode.

Learners of adult basic skills courses were encouraged to sit for the final assessment and thus acquire their first qualification. Of the subjects offered in the 2013 programme the Malta Qualifications Council deems this General Education Award (15 credits) in either Maltese, English, Maths and Computer Awareness to be at Level 1 of the Malta Qualifications Framework and of the European Qualifications Framework for Lifelong Learning. This award gives access to the certificate holder to progress to the next level of education and training. The certificate holder can progress to a General Education Award at MQF Level 2 which is equivalent to SEC Grade 6-7.

**Adult Digital Competence Courses**

Basic and widespread knowledge, attitudes and skills related to ICT can be learned through the various digital competence courses offered by the DLL. These courses fall in 3 main areas; Digital Literacy, Key Applications and Computing Fundamentals.

In digital literacy the Directorate has offered Computer Awareness and Internet Awareness courses which are level rated as MQF Level 1 (15 credits) on the Malta Qualifications...
Framework. Internet Awareness has been offered as from this year and aims for the students to demonstrate basic competence in using online services in simple everyday situations whilst using online features of which browsing, searching online, chatting, social networking and email.

As in previous years, courses in key applications were offered. These included ECDL Core, ECDL Advanced, Image editing, and Computer Aided Design. Computing Fundamentals courses are aimed for adults who want to improve their technical knowledge in this area. Apart from Computing at SEC level and Web Editing, the Java programming course was introduced for adult students interested to learn about the fundamentals of good programming style and problem solving techniques whilst developing applications that use basic programming constructs.

As for other DLLL courses, adult educators were supported by a coordinator whom he made sure that quality assurance targets were reached. Support was also provided through class observations which helped educators to reflect on their practice and make improvements when necessary. An important initiative held during the summer was the organisation of an ICT course open for adult educators currently employed by the DLLL and who wanted to upskill themselves in this area.

**Adult Educators’ Co-ordinators**

An Adult Educators’ Co-ordinator is assigned to each Evening Classes Centre mainly to ensure the smooth running of the courses together with a detailed job description on their role to assist the Assistant Director and Education Officer (Lifelong Learning) in ensuring the quality of learning by giving on-going professional development to the adult educators under his/her care and to perform regular support class visits while helping adult educators develop the adult learners’ lifelong learning portfolio. The co-ordinators attended monthly meetings in order to review, link and bridge the work ethics and ethos of the DLLL.

10 co-ordinators are overseeing 8 Evening Classes Centres. The co-ordinators are mainly supervising specific subject areas, such as languages, adult literacy & numeracy courses and ICT-related courses. In 2013, co-ordinators were assigned to focus on areas such as Quality Assurance, Internal Audit and Continuous Professional Development and the Community.

**Validation of learning on the European Qualifications Framework – MQF and VET**

The Adult Learning Unit continued its work to produce a number of course descriptions to be in line with the requirements of the European Qualifications Framework and the National Commission for Further and Higher Education (NCFHE). For this purpose, detailed course descriptions of both academic subjects (MQF Levels) as well as vocational subjects (VET Levels) were sent to the NCHFE for their approval. The course descriptions included the reference to the Key Competencies for Lifelong Learning, the rationale and details on the expected learning outcomes including knowledge and understanding, skills and competencies. These course descriptions refer also to the number of credits (ECTS or ECVET), explanation on how the learning outcomes are to be assessed, requirements for the specific course and finally a list of recommended material/books/literature. In 2013, Italian language courses were accredited at MQF level 2. The majority of courses offered by the DLLL are now validated by the NCHFE for MQF Level 1 and the remaining courses being processes to acquire the necessary validation.

**Professional Staff Development, Training and Quality Assurance**
In order to identify the strengths and weaknesses of the teaching personnel within the DLLL, during 2013 a number of in-service training and staff development sessions were conducted. The training for adult educators focused on:

- Andragogy;
- Science Courses: teaching and learning practices;
- The National Qualifications Framework (NQF) and its impact on the adult learning sector;
- The drafting of course descriptions and the assessment procedures of the learning outcomes for new subjects (MQF and VET).

Throughout 2013, the Continuous Professional Development for co-ordinators also took place on a monthly basis. The focus is on ensuring quality in adult learning.

On a national level, adult educators were encouraged to participate in the seminar ‘Literacy for All’ and in the launching of the implementation of the European Agenda for Adult Learning by the DLLL.

**The National Implementation of the European Agenda for Adult Learning**

The DLLL has been entrusted to implement the EU Agenda for Adult Learning in Malta. During 2013, the following activities were carried out:

- Basic Skills Seminar on the 31 January 2013 conducted by Ms Graciela Sbertoli, Assistant Director, VOX, Norway;
- Launch Conference on 1 February, 2013 at a Hotel in Sliema, focusing on ‘Raising awareness of the European Agenda for Adult learning in Malta’. The conference focused on promoting basic skills among adults;
- Campaign material was printed to promote lifelong learning among adults in basic skills;
- Participation in International Peer Learning Activities (PLAs).

**National Diploma in Adult Teaching**

DLLL started working on the composition and validation of the National Diploma in Adult Teaching. The aim of the National Diploma which is level rated at MQF 5 by NCHFE is to start professionalising the adult learning sector, thus improving the quality of teaching.

The National Diploma is scheduled to be announced by February 2014 and the actual launch of the Diploma is expected in mid-March, 2014.

**National Lifelong Learning Strategy**

Following the engagement of a Consultant, work was initiated and carried out on the drafting of a National Lifelong Learning Strategy. Several meetings with different local stakeholders were conducted. Meetings were also organised with EU officials.

The National Lifelong Learning Strategy is expected to be launched in 2014.

**SCHOLARSHIPS UNIT**
During 2013 DLLL administered the following Schemes:

- Malta Arts Scholarships.
- Malta Sports Scholarships.
- MGSS (Post Graduate and Under Graduate).
- MASTER It! *(introduced in 2013).*
- Commonwealth.

**Malta Arts Scholarships (MAS)**

Introduced in 2010, the Malta Arts Scholarships (MAS) is aimed to address these objectives:

- To provide more opportunities to promote specialisation in the arts, including performance, music, dance, design, creative writing, film and the visual arts or any combination there of.
- To support individuals who are exceptionally talented in any field of the arts so that one is able to pursue a programme of studies leading to a specialised level in the arts.

The 2013 Malta Art Scholarship was launched on 2nd March 2013. 65 Applications were submitted. Eligible candidates were interviewed. 2 ranking orders were published according to regulations (Clause 9.6): one for courses up to MQF level 6 and one for courses leading to MQF level 7 or above. Seven Scholarships were awarded for those who qualified for courses up to MQF level 6 and four Scholarships leading to MQF level 7 or above.

Awarding Ceremony was held on 2nd September 2013 at the Ambassadors’ Hall, Auberge de Castille. The Prime Minister and the Minister for Education and Employment presided over the ceremony.

<table>
<thead>
<tr>
<th>Area of Specialization</th>
<th>No. Of Awardees</th>
<th>Of 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation Rhythmic Jazz Composition / Performance</td>
<td>1</td>
<td>Certificate</td>
</tr>
<tr>
<td>Jazz/Pop Drums</td>
<td>1</td>
<td>Bachelors</td>
</tr>
<tr>
<td>Physical Theatre</td>
<td>1</td>
<td>Bachelors</td>
</tr>
<tr>
<td>Theatre Dance</td>
<td>1</td>
<td>Bachelors</td>
</tr>
<tr>
<td>Audio Engineering</td>
<td>1</td>
<td>Bachelors</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>Bachelors</td>
</tr>
<tr>
<td>Sound Arts and Design</td>
<td>1</td>
<td>Bachelors</td>
</tr>
<tr>
<td>Music performance Saxophone</td>
<td>1</td>
<td>Masters</td>
</tr>
<tr>
<td>Christianity and the Arts</td>
<td>1</td>
<td>Masters</td>
</tr>
<tr>
<td>Opera Performance</td>
<td>1</td>
<td>Masters</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>1</td>
<td>Doctoral</td>
</tr>
</tbody>
</table>
Malta Sports Scholarships

The Malta Sports Scholarships Scheme was launched in March 2012. The Scheme supports specialized programmes of studies in any discipline of Sport or practical professional training in Sport in parallel to full-time studies. Apart from the promotion of the development of high performance athletes, the promulgation of Sport at a professional level will have the ripple effects of wider international recognition of Malta as well as more encouragement for the local population to take up physical activity, thus leading to improvements in overall health.

The main objectives of the Scheme are to:

- Promote the advancement of Sport as a Profession / Discipline in Malta;
- Encourage the uptake of professions that are related to Sport or a specific sporting discipline;
- Promote the professional development of athletes in the field of sports;
- Provide assistance in the development of athletes in their chosen field of sports.
- Develop the necessary human resource capacity required to train, organize and provide associated support services to athletes taking part in professional Sporting Events;
- Provide more opportunities to promote specialisation in the sports including certifications and support services contributing towards the development of sports in Malta;
- Support individuals who are exceptionally talented in any field of the sports so that one is able to pursue a programme of studies leading to a specialized level in a selected sports discipline.

The 2013 Malta Sports Scholarship was launched on 24th May 2013. 46 Applications were submitted. Eligible candidates were interviewed. Fourteen Scholarships were awarded.

Awarding Ceremony was held on 24th September 2013 at the National Stadium, Ta’ Qali. It was presided by the Parliamentary Secretary for Research Innovation, Youth and Sports. Contracts for Scholarship Awardees were concluded.

<table>
<thead>
<tr>
<th>Area of Specialization</th>
<th>No. of Awardees</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Participation in Handball Academy</td>
<td>1</td>
<td>Training programme</td>
</tr>
<tr>
<td>MSc in Applied Sport and Exercise Psychology</td>
<td>1</td>
<td>Masters</td>
</tr>
<tr>
<td>MSc in Strength and Conditioning</td>
<td>3</td>
<td>Masters</td>
</tr>
<tr>
<td>MA Physical Education and Sport Studies</td>
<td>1</td>
<td>Masters</td>
</tr>
<tr>
<td>MA in Sports Journalism</td>
<td>1</td>
<td>Masters</td>
</tr>
<tr>
<td>Training Programme in Athletics / Sprint</td>
<td>1</td>
<td>Training programme</td>
</tr>
<tr>
<td>FdSc Sports Science, Sports Development and Management</td>
<td>1</td>
<td>Foundation Diploma</td>
</tr>
</tbody>
</table>
The Malta Sports Scholarships Scheme is administered in collaboration with the Kunsill Malti għall-Isport (KMS).

**Malta Government Scholarship Schemes (MGSS)**

The scheme offers two categories of scholarships:

- Post Graduate;
- Under Graduate.

The Postgraduate scheme was introduced in 2006. The scheme is aimed to address four key objectives:

- The increase of and development activity in Malta;
- The development of new academics and fields of study and research;
- An ever more highly skilled workforce
- The impact and social benefit of groundbreaking discoveries.

The 2013 Malta Government Scholarship Scheme was announced on 13th May 2013. 173 PhD's and 407 Masters applications were submitted. Eligible candidates were interviewed. 2 ranking orders were published: one for PhD's and one for Masters. 45 PhD Scholarships were awarded and 35 Masters Scholarships were awarded.

Award Ceremony was held on 18th December 2013 at the Valletta Campus of the University of Malta. The ceremony was presided by the Minister for Education and Employment. Contracts with awardees are concluded.

<table>
<thead>
<tr>
<th>MSc in Sport Marketing</th>
<th>1</th>
<th>PhD and Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squash Training with Columbia University Squash Team</td>
<td>1</td>
<td>Training programme</td>
</tr>
<tr>
<td>Programme of Training with Cadence</td>
<td>1</td>
<td>Training programme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 6: MGSS PG 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied</strong></td>
</tr>
<tr>
<td>PhDs</td>
</tr>
<tr>
<td>Masters</td>
</tr>
</tbody>
</table>

The Undergraduate scheme was introduced in 2007. The key objectives of this Scholarship scheme are:

- To encourage more student participation at an undergraduate level in Malta and abroad;
- To promote academic excellence in the private tuition sector;
- To increase student choice of degrees and institutions.
The 2013 Undergraduate Scheme was open from 2nd September till 29th November 2013

<table>
<thead>
<tr>
<th>Table 7: MGSS UG 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
</tr>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>162</td>
</tr>
</tbody>
</table>

Master It!

Master it! supports an increase in the number of students following post-graduate courses at Masters level for courses not exceeding two years in duration, and prepares students for employment in the priority sectors of the knowledge-based economy of Malta. Postgraduate education forms an increasingly important part of any country’s economic and social agenda. It supplies a key part of many people’s continuing professional development.

The key objectives of the Master it! scheme were to:

- Assist people to pursue further levels of academic research;
- Improve the quality and relevance of the education system;
- Reduce skills mismatches particularly within the priority economic sectors;
- Support further research in science and technology;
- Increase the capacity and level of research, innovation and development activity in Malta.

The first call of MASTER It! Scholarship scheme was launched on 30th April, 2013. 503 applications were submitted. Eligible candidates were interviewed. 330 Scholarships were awarded.

The second call of this scheme was announced on 1 November, 2013. 182 applications were submitted. 134 scholarships were awarded.

Award Ceremony for the awardees of first call was held on the 17th October 2013 at the Mediterranean Conference Centre. The ceremony was presided by the Minister for Education and Employment and the Parliamentary Secretary for EU Presidency 2017 and EU funds. Contracts with awardees are concluded.

Nine priority areas were indentified to support the Maltese economy. The following Table shows how these scholarships were awarded in each priority sector.

<table>
<thead>
<tr>
<th>Table 8: MASTER it! Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Industries</td>
</tr>
<tr>
<td>Educational Services</td>
</tr>
<tr>
<td>High End Manufacturing</td>
</tr>
<tr>
<td>ICT</td>
</tr>
<tr>
<td>Transport and Advanced Logistics</td>
</tr>
</tbody>
</table>

A record €3.5 million were invested in these scholarships through the ESF 2007-2013 fund programme.
Commonwealth Scholarships

The Commonwealth Scholarship Commission in the United Kingdom has again invited Malta to nominate a number of candidates who are interested to pursue a PhD, 12 – 36 months of either a full time taught or a doctoral post graduate qualification or a 12 months’ non-degree study in the UK on a Split-Site basis, to aid the completion of a doctoral degree undertaken at a University in the home country.

On the 4th of November 2013, a Call under the Commonwealth Scholarship and Fellowship Plan was announced for those interested in pursuing studies in the United Kingdom. The call closed on 3rd December 2013. 2 applicants applied and were nominated. The 2 nominees still have to undergo the screening process by the Commonwealth Scholarship Commission and are therefore not automatically entitled for the scholarship.

The Visual and Performing Arts Schools

The DLLL is also responsible for the Visual & Performing Arts Schools in Malta and Gozo:

- School of Art in Valletta.
- School of Art – Wistin Camilleri Centre for Arts and Crafts in Ghajnsielem.
- Malta Drama Centre - Mikaela Borg in Blata l-Bajda.
- Gozo School of Drama in Nadur.
- Johann Strauss School of Music in Valletta.
- Gozo School of Music in Sannat.

In October 2013, a total of 3,773 learners were registered and attending the Visual & Performing Arts Schools, which are now being managed by the newly established Council of Heads, under the responsibility of the Academic Principal for the Visual & Performing Arts Schools – Mro. Alan Chircop, within the Directorate for Lifelong Learning.

School of Art, Valletta, Malta

For this scholastic year, the Malta School of Art is offering a wide range of courses at all levels in Drawing, Painting, Sculpture (Modelling and Casting), Sculpture (Wood and Stone Carving), Artistic Printmaking, History and Appreciation of Art, Gold and Silversmithing, and Gilding. The School of Art is also offering courses in Junior Art for students from 7-11 years of age; Creative Techniques in Life Drawing and Painting; and a Free Art course. The creative process in Fine Arts is the prerogative of the courses offered. 715 persons registered for courses at the School of Art by October 2012. The following table shows the distribution of attendees by gender and age.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>0 – 16</th>
<th>17 – 24</th>
<th>25 – 30</th>
<th>31 – 40</th>
<th>41 – 50</th>
<th>51 – 65</th>
<th>66 - 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51</td>
<td>35</td>
<td>29</td>
<td>27</td>
<td>27</td>
<td>116</td>
<td>71</td>
</tr>
<tr>
<td>Female</td>
<td>76</td>
<td>27</td>
<td>25</td>
<td>30</td>
<td>46</td>
<td>111</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>62</td>
<td>54</td>
<td>57</td>
<td>73</td>
<td>227</td>
<td>115</td>
</tr>
</tbody>
</table>

Throughout the year the School organised several events. The major initiative was the restoration and rehabilitation of the basement at the School of Art in Old Bakery Street, Valletta. In March, The Ministry for Education inaugurated this project with the launch of the 4th edition of The Malta Arts Scholarships. This important project enhanced the quality and quantity of the space available for the learners to work creatively and exhibit their work. On
this occasion students from the School of Art put up a special Exhibition showcasing their Art in painting and sculpture in this unique setting. Throughout the year this place served for other events and initiatives. Other Exhibitions by Graduating Students were put up for the Diploma Graduation Celebration, and on the occasion of Open Day. On the initiative of the School Council, Master Classes in Life Drawing by artist Joseph Mallia were held in May, whereas during the months of July, August and September a Summer Art Enrichment Course was organised at the School of Art. Throughout the year the school opened its doors and offered its facilities to post-secondary students from the Junior College, Giovanni Curmi Higher Secondary and St. Aloysius’ College, so that they complete their Aesthetic and Technology Projects related to the Systems of Knowledge. Another important initiative was the agreement reached with the University of Malta for the restoration of the important collection of plaster cast taken directly from original Classical and Renaissance statues in possession of the School of Art.

On the initiative of the President of Malta, The School of Art participated in The Three Palaces Art Festival at Verdala Palace, where students painted live and exhibited their art works at the palace gardens. For the occasion of the European Year of Citizens 2013, organised by MEUSAC, our students took up paint and canvas at the Palace yard in Valletta, and in December, on the initiative of the Parliamentary Secretariat for Culture and the Valletta Local Council, Students from the School of Art participated in a two hour live painting Christmas Event in the streets of Valletta.

School of Art - Wistin Camilleri Centre of Arts and Crafts, Ghajnsielem, Gozo

The Gozo School of Art is committed to promote and give maximum exposure to the students' works. Students were encouraged to present their works for several exhibitions, both on national and international scale, which the school has organised throughout the year. The registered number of students in October 2013 was 567, as follows:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>0 – 16</th>
<th>17 – 24</th>
<th>25 – 30</th>
<th>31 – 40</th>
<th>41 – 50</th>
<th>51 – 65</th>
<th>66 - 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>121</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>18</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>Female</td>
<td>167</td>
<td>14</td>
<td>17</td>
<td>29</td>
<td>36</td>
<td>58</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>288</td>
<td>24</td>
<td>29</td>
<td>43</td>
<td>54</td>
<td>100</td>
<td>39</td>
</tr>
</tbody>
</table>

Being engaged on the SUEDA project funded through the Leonardo Da Vinci Programme under the Lifelong Learning Programme, the school's first event consisted of the hosting of one of the project's meeting. The event which took place during the first week of February included a fashion show featuring contemporary dresses with lace inserts which have been worked by lace teachers; and 2 exhibitions, one in Fabric Painting and one featuring wood and textiles. The school participated in the Gozo Regional Carnival - 2013 with a float carrying the title ‘Mix-xatt ghall-Belt – Dghajsa ġejja u oħra sejra’. As in previous years, children were fully integrated on the art works in connection to the float. It is a unique opportunity to combine art, to what is the cultural and traditional aspect of the Gozitan Carnival.

The Gozo School of Art follows a policy of inclusion. The school believes firmly in the abilities that each participant is presented with and aims to enhance this aspect. This enables participants of different ages, backgrounds and abilities to enrol for art and crafts which the school offers. MADPOT is another milestone in the school's commitments to support members of society with physical, social or learning barriers. Through direct participation in this project, learners reached goals that equalled or even surpassed those of people without physical or learning difficulties. Through art and crafts, MADPOT transformed
disabilities into abilities. In this regard the school hosted one of the project’s meeting from the 15th to 17th March, 2013. The meeting included workshops and also a visit to the Gozo School of Drama where they experienced coordination and confidence by means of sound and acting. Another visit was at the Santa Martha Day Care Centre, a centre catering specifically for persons with other abilities. The meeting also featured a cultural tour of interesting places around Gozo. 

A public talk by visual artist Joseph Calleja was held on Friday 10th May at the Gozo Centre for Art & Crafts. The talk was introduced by art curator Dr. Theresa Vella, who briefed the audience about Calleja’s works. The presentation featured works executed by the artist, some of which are exhibited locally at the Museum of Fine Art in Malta. Maltese born veteran artist Joseph Calleja gave an interesting talk, themed My Life in Art, where he shared his artistic experiences with the audience. The talk focused on Calleja’s sculpture, kinetics, painting, print-making and photography. Some of his works are featured in numerous collections including the National Gallery of Canada and Hamilton Art Gallery. At the end of the talk the audience had the opportunity to meet with Mr Joseph Calleja and Dr Theresa Vella.

The Gozo School of Art presented the Annual School Exhibition and Certificate Giving Ceremony on Saturday 8th June 2013. All the students attending the school were invited to exhibit at least one of their works. Exhibits included paintings in different media, pottery, glass, gold & silversmith, metal, wood, papier mache, gilding, thread filigree, curtain making & soft furnishing, beading & needle craft techniques, parchment craft, sugar craft, clay modelling & moulding, pyrography, photography, book binding, wood and stone carving, and embroidery.

Although the school closes for the summer holidays, students and teachers from the Gozo School of Art have been filmed during an educational/cultural visit in Tolfa, Rome, Italy. An exhibition featuring Still Life Painting was held in Victoria, while a number of teachers attended for the launching of the Lifelong Learning Prospectus 2013-2014 with a number of exhibits.

During December 2013, the European Union Programmes Agency invited the school to attend for the Good Practice Award Ceremony. This ceremony saw the awarding of the best projects undertaken under the Lifelong Learning and Youth in Action Programmes 2007 – 2013. The project implemented by the Gozo School of Art has been chosen by the EUPA to represent Malta in Brussels. During the previous years, the Gozo School of Art embarked on two major projects; the reference library and the video conferencing system. The last event for 2013 organised by the school was a collection of exhibits of all courses offered at the school. The artefacts formed part of an exhibition which was officially inaugurated by Hon. Evarist Bartolo, Minister for Education and Employment on Monday 2nd December, 2013 at the exhibition Hall of the Gozo School of Art.

**Malta Drama Centre – Mikielang Borg, Blata l-Bajda, Malta**

By October 2013, the Malta Drama Centre registered an intake of 483 learners. There was a complement of 27 part-time adult educators, including five foreigners. The following is the distribution of learners according to age groups and gender:
Age Group | 0 – 16 | 17 – 24 | 25 – 30 | 31 – 40 | 41 – 50 | 51 – 65 | 66 - 100
---|---|---|---|---|---|---|---
Male | 85 | 5 | 2 | 2 | 1 | 4 | nil
Female | 299 | 36 | 16 | 10 | 9 | 10 | 4
Total | 384 | 41 | 18 | 12 | 10 | 14 | 4

Some of the activities organised by the Malta Drama Centre throughout 2013, included:

- A Celebration Concert with Awards for best performing students was held once again at the University Auditorium and for the first time an awards and certificate giving ceremony was held in September at the Maria Regina Girls' Secondary hall.
- The Classical Egyptian Dance students, Flamenco students and Freestyle students participated in Charity Marathons as well as in the Annual Ornithological Show at the San Anton Palace. Flamenco Students, Ballet students and Drama students also took part in the launch of the lifelong learning prospectus, the 3 Palaces event, a talent show at the Imrieħel Secondary School and in an event held in Valletta in December.
- The Community Theatre group performed a Forum-Drama social play for final-year university students and then travelled to several locations with the performance (including St Vincent de Paule Home for the Elderly);
- Two senior drama students were successful in securing an Associate Certificate from Trinity College of London (ATCL) with 1 student obtaining a Distinction grade.

These are the results obtained by students attending the Malta Drama Centre during 2011/2012:

<table>
<thead>
<tr>
<th>LAMDA (UK)</th>
<th>RAD</th>
<th>NATD (UK)</th>
<th>FLAMENCO</th>
<th>TC (UK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>92%</td>
<td>5%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Merit</td>
<td>8%</td>
<td>91%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td></td>
<td>4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gozo School of Drama, Nadur
In October 2013, the Gozo school of Drama registered 296 students for various courses:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Under 11 yrs</th>
<th>12-16 yrs</th>
<th>17-24 yrs</th>
<th>25-40 yrs</th>
<th>41-50 yrs</th>
<th>51-65 yrs</th>
<th>65+ yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>168</td>
<td>62</td>
<td>21</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>66</td>
<td>22</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

The Gozo School of Drama embarked on a number of activities during 2013. These activities varied from embellishment projects on the refurbishment of the school and activities which involved the direct participation of the teachers and students. First and foremost the entrance of the school underwent a complete transformation to reflect the name and nature of the school. A professional sound system has been installed in the studios while the black room has been equipped with visual aids so as to enable a higher and more professional level in the performance of courses.
A new concept of inclusion was introduced in the delivery of courses. This was possible thanks to the MAPDOT project which is being carried by the Gozo School of Art. Persons with other abilities, their carers and educators are often surrounded with situations which hinder their complete participation in activities experienced by the majority of the population. MAPDOT aims at the elimination of obstacles to show that disadvantaged people can equal people without physical or learning difficulties. The school is committed to use the upgraded studios to offer hand to eye coordination activities, thus transforming disabilities into abilities through dance and acting.

Ballet and drama students achieved high levels in their respective examinations, with gold medals being awarded to those students who scored the highest marks. This encouraged the administration to embark on a new perception of performing ballet. The Gozo School of Drama participated in the 9th edition of TolfArte, a festival of street art and crafts, where every year hundreds of international artists, exhibitors, painters, sculptors, musicians, acrobats, poets and actors take part. During the festival, ballet students from the school performed a 15 minute show every hour on the main stage. On Sunday the students danced live around the streets of Tolf. The students welcomed this idea with enthusiasm. It offered them a new experience of performing ballet, from the traditional stage performance.

The Certificate Giving Ceremony and the Christmas concert were held outside the school premises. Students were given the opportunity to perform on different stages and to experience a different concept of back stage than the one they were used to. The Certificate Giving Ceremony was held at the Amphitheatre in the Villa Rundle Gardens where a professional stage was set up for the event, even since the ceremony included live representations and performance. The Christmas concert which also consisted of various items was held outside the school, this time at the Aurora theatre.

Johann Strauss School of Music, Valletta

The Johann Strauss School of Music offers tuition to 1,437 learners registered in October 2013, attending practical and theory courses:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>0 – 16</th>
<th>17 – 24</th>
<th>25 – 30</th>
<th>31 – 40</th>
<th>41 – 50</th>
<th>51 – 65</th>
<th>66–100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>231</td>
<td>95</td>
<td>26</td>
<td>19</td>
<td>17</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>260</td>
<td>69</td>
<td>21</td>
<td>34</td>
<td>12</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>491</td>
<td>164</td>
<td>47</td>
<td>53</td>
<td>29</td>
<td>30</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Group</th>
<th>0 – 16</th>
<th>17 – 24</th>
<th>25 – 30</th>
<th>31 – 40</th>
<th>41 – 50</th>
<th>51 – 65</th>
<th>66–100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>228</td>
<td>27</td>
<td>13</td>
<td>20</td>
<td>12</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>249</td>
<td>24</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>477</td>
<td>51</td>
<td>23</td>
<td>29</td>
<td>20</td>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>

During 2013, the School of Music organized a number of concerts apart from the Christmas and Easter concerts. Students studying singing or one of the many instruments taught at the school participated during concerts held at the main schools and at the various centres of the School of Music in Attard, Marsa, Qormi, Mosta, St. Lucija, Pembroke and Kirkop. Other school activities included Prize Day, an Open Day in April and the Three Palaces Festival in
November. Students studying voice participated in classical voice master classes whereas jazz, percussion and guitar students attended a workshop by the American group The Boston Boys. A number of students played in out-of-school events such as the Opera Festival, at the Franciscan Priory and during the Artisan Fairs.

Gozo School of Music, Sannat

195 students registered to one or more of the courses on offer at the Gozo School of Music in October 2013. They attended courses in theory and harmony, pianoforte, violin, modern and bass guitar, flute, clarinet, trumpet, Bb Baritone, drum kit and voice. 80 other students between the age of five and eight started a two-year ‘Introduction to Music’ course, the focus of which is on aural training and music making in an atmosphere of play and enjoyment.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>5 - 16</th>
<th>17 - 24</th>
<th>25 - 30</th>
<th>31 - 40</th>
<th>41 - 50</th>
<th>51 - 65</th>
<th>66 +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>146</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>246</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

During 2013, the majority of students attending the school were able to participate in various recitals organised by the school at the Exhibition Hall, Ministry for Gozo in Victoria. They were also given the opportunity to participate in duos, string quartets, a string ensemble and a brass quintet. The string ensemble took part in an evening of music and meditation organized by the Nadur Parish Church during Lent. In collaboration with Eco-Gozo, the school organised a morning of Music and story-telling at the Exhibition Hall, Gozo Ministry as part of Notte Gozitana on 11th May.

An informative session entitled Introduction to the Instruments was held for 7–8 year olds who will be starting an instrument course the following scholastic year and their parents during which, the various instruments available at the school were presented. Young students learning these instruments gave a short recital.

A String Quartet took part in the Launching of the Evening Courses by the Directorate for Life Long Learning in August in Valletta. Six students attended a master class conducted by world renowned pianist John Dill at Verdala Palace as part of The Three Palaces Festival. Voice and Violin students took part in three lunchtime concerts at Il-Haġar – Heart of Gozo Museum on the three Saturdays before Christmas. The School String Ensemble also took part in a Christmas activity organized by the Gozo Cultural Council at it-Tokk, Victoria.

The School’s publication The Buzz, now in its fourth year, was distributed in May and December to all students, as well as to the general public. It was also offered online.
EU AFFAIRS DIRECTORATE

Introduction

In 2013, the EU Affairs Directorate coordinated the Ministry’s response in EU fora, as well as monitored developments in the areas of employment, education, youth, sport, research and innovation at EU level and formulated the Ministry’s position, after consultations with internal entities, other Ministries as well as non-governmental stakeholders, whenever this was required. The Directorate also provided feedback to other Ministries when called upon to do so. Moreover, the Directorate coordinated the participation of Ministry officials in various conferences, meetings and other events taking place abroad.

During 2013, participation in EU-related events included various Ministerial meetings covering the Employment, Social Policy, Health and Consumer Affairs (EPSCO) Council formation, the Education, Youth and Sport (ECYS) and Competitiveness Council formation, as well as Informal Ministers’ meetings.

Participation in Inter-Ministerial Committees

The Directorate actively participated in all the Inter-Ministerial Committee for EU Affairs meetings held in 2013. In this regard, the Directorate last year prepared Explanatory Memoranda outlining Malta’s position on EU proposals and communications in respect of issues for which the Ministry for Education and Employment was the implementing Ministry. In addition, the Directorate also provided feedback in relation to numerous other Explanatory Memoranda for which MEDE was a participating Ministry.

National Reform Programme

The Directorate coordinated the Ministry’s response towards the drawing up of the measures included in Malta’s National Reform Programme 2013 which was published in April 2013.

Participation in technical fact-finding missions within the context of the European Semester

In the course of 2013, the Directorate liaised with the EU Secretariat and MEDE officials in the organisation of technical fact-finding missions within the context of the European Semester in relation to research, education and employment, that took place in January and March 2013. The topics dealt with included: research and innovation strategy, Horizon 2020, early school leaving, apprenticeships, skills, VET, lifelong learning and childcare.

The Directorate also liaised with MEDE entities in the provision of feedback for another technical fact-finding mission related to competitiveness which was being lead by another Ministry.

Drafting of Positions

During 2013, the EU Affairs Directorate drafted or coordinated the drafting of around 250 Instruction Notes for different Working Parties, COREPER I and Committees’ meetings. In addition to this, the Directorate drafted around 40 Briefing Notes, 12 Background Notes, and 40 Lines to Take/Speaking Notes for Ministerial meetings, bilateral meetings with the European Commission and meetings attended by the Permanent Representative of Malta to the European Union.
Infringements

During the course of 2013, the EU Affairs Directorate coordinated the Ministry’s response with regards to the following infringement:

In April 2013, the Directorate for Lifelong Learning received a Confidential Pre-Infringement letter (EU Pilot) from the Commission referring to a complaint concerning the potential discriminatory effects against nationals of other EU member States or non-EU citizens entitled to equal treatment with EU citizens under specific EU law provisions of the current conditions of access to the Adult Courses provided by the Directorate for Lifelong Learning.

Malta replied to this letter by providing amendments to the Legal Notices 116 of 1993, 374 of 2009 and 396 of 2010 regarding Fees (Evening Tuition Courses) that were necessary for Malta to be fully compliant with Community rules on equal treatment.

The Commission informed Malta that this file was closed on 7 February 2014.

Employment

The Directorate prepared documentation and provided feedback as necessary in relation to the following items within the EPSCO Council configuration:

- The EPSCO Council meeting of 20-21 June 2013 held a policy debate on European Semester 2013: Contribution to the European Council (27-28 June 2013), approving the Draft Council Recommendations on the National Reform Programmes 2013 to each Member State, including Macro-economic Imbalance Procedure (MIP), endorsing the opinion of the Employment Committee on the Examination of the National Reform Programmes (2013) and the implementation of the 2012 Country-Specific Recommendations, examining the report of the Employment Committee on the Assessment of the 2013 package of Council Recommendations on cross-cutting issues, and endorsing the Employment Performance Monitor and Benchmarks (prepared by the Employment Committee). The EPSCO Council also held a policy debate on Youth Employment;
- The EPSCO Council meeting of 15 October 2013 held an exchange of views on Youth Employment, adopting a Council declaration on the European Alliance for Apprenticeships. It also held an exchange of views on the Evaluation of the 2013 European Semester in employment and social policies, endorsing the contribution of the Employment Committee. There also was a policy debate on the social dimension of the Economic and Monetary Union (EMU);
- The EPSCO Council meeting of 9-10 December 2013 reached a general approach regarding the Proposal for a Decision of the European Parliament and of the Council on enhanced co-operation between Public Employment Services (PES). It held an exchange of views on the Annual Growth Survey 2014 (AGS), draft Joint Employment Report (JER) and Alert Mechanism Report (AMR). On the new employment and social scoreboard, presented in the draft Joint Employment Report, the Council approved the current scoreboard whilst noting that further work in refining
the instrument and integrating it into the existing framework of employment and social governance needs to continue to realise its full potential. The Council endorsed the Employment Performance Monitor.

In 2013, Ministerial delegations took part in the Informal meeting of EU Ministers for Employment and Social Affairs, held in Dublin on 7-8 February 2013. The directorate also provided feedback in relation to the Informal Meeting of EU Ministers for Employment and Social Affairs, held in Vilnius, Lithuania on 11-12 July 2013.


Documentation was also prepared for meetings of the Employment Committee (EMCO), EMCO Ad hoc and EMCO Indicators Group. Delegates from the directorate representing the Ministry for Education and Employment attended EMCO meetings.

Education

The Directorate prepared documentation for three Education, Youth, Culture and Sport (EYCS) Council Meetings held at Ministerial level on 15 February, 16-17 May and 25-26 November 2013, respectively.

The following dossiers were adopted during the EYCS Council meetings:

- Council conclusions on the Communication from the Commission on "Rethinking Education: Investing in skills for better socio-economic outcomes" and the 2013 Annual Growth Survey;
- Council conclusions on the Social Dimension of Higher Education;
- Council conclusions on effective leadership in education;
- Council conclusions on the global dimension of European higher education.

The education policy debates focused upon:

- Ensuring a teaching profession of the highest quality to underpin the achievement of better learning outcomes;
- Open educational resources and digital learning;

Attendance at EU Meetings

The Directorate coordinated the participation of Malta’s delegations attending several meetings organised by the European Commission and the Presidency of the Council of the EU, among which was the the 2013 annual peer review on Vocational Education and Training (VET), that took place during the meeting of Directors General for VET on 11 November 2013 in Vilnius (Lithuania). This peer review followed up the key issues on VET highlighted during the 2013 European Semester and embedded in the Bruges Communiqué and addressed the country specific recommendations to the Member States in relation to VET. Malta participated in the cluster on ‘making work-based learning (WBL) and apprenticeships attractive for learners and companies’.

Youth

In 2013, the Education, Youth, Culture and Sport (EYCS) Council Meetings lead by the Irish and Lithuanian Presidencies were held on the 16-17 May and 25-26 November respectively. The following youth dossiers were adopted:

- Maximising the potential of youth policy in addressing the goals of the Europe 2020 Strategy;
- Contribution of quality youth work to the development, well-being and social inclusion of young people;
- Council conclusions on enhancing the social inclusion of young people not in employment, education or training.

The EYCS agendas also included two youth policy debates which focused on the contribution of Europe’s quality youth work and the future of the EU Work Plan for Youth. Consultations were carried out with Agenzija Żgħażagħ, the Ministry for the Family and Social Solidarity (MFSS) and the Ministry for the Economy, Investment and Small Business (MEIB) on issues related to social inclusion and entrepreneurial matters. The Irish presidency organised the first EU Youth Conference within the Trio Presidencies highlighting the theme of the social inclusion of young people. This was held between the 11th and 13th March 2013 in Dublin. The following thematic areas were drawn from the results of national consultations provided by 27 Member States and 10 International Non-Governmental Organisations and these were explored at the Conference via joint workshop sessions:

1. Employment – employment leads to inclusion.
2. Education – inclusive education for all young people.
3. Participation – equal rights and equal opportunities to participate in civic life.
5. Support – social and youth services for young people.
6. Youth organisations – youth organisations and social inclusion.
7. Quality – assuring quality in youth work to ensure social inclusion.

The Lithuanian Presidency organised the second EU Youth Conference between the 9th and 12th September 2013 in Vilnius highlighting the theme of the social inclusion of young people.
who are not in employment, education or training (NEETs). The outcome of the Lithuanian Presidency EU Youth Conference was a list of conclusions that served as a basis for possible inclusion in policy documents to be progressed through the EU Council of Youth Ministers:

- Council Conclusions on the enhancing of social inclusion of young people who are not in employment, education or training (NEETs);
- Council Resolution on Structured dialogue with young people on social inclusion.

During this conference, young people and Ministry officials from the 28 Member States have jointly defined the following conclusions:

1. Adapt education to the needs of young people and demands of the labour market.
2. Inform and guide young people in their transitions.
3. Facilitate the transition from education to employment.
4. Improve the labour market for young people.
5. Support for young people’s autonomy.
6. Enhance the role of youth organisations.
7. Develop cross-sectoral cooperation.

The third and last EU Youth conference of the Trio Presidencies will be organised by Greece in 2014. In light of the above, the EU Affairs directorate with MEDE has already started consultations with Agenzija Żgħażagħ to start preparing for Malta’s Presidency on youth related matters.

**Sport**

During the EYCS Council Meetings held at Ministerial level on 16-17 May and 25-26 November respectively, the following sport dossiers were adopted:

- Council conclusions on dual careers for athletes;
- Council conclusions on the contribution of sport to the EU economy, and in particular to addressing youth unemployment and social inclusion.

Malta also participated in the following two sport policy debates which focused on:

- **The role of public authorities in combating increased sophistication of doping in sport** – during this debate, Malta’s position was that the testing of athletes, both inside and outside competitions, is a crucial element in the fight against doping and to date, Public Authorities have invested in costly testing methods and ultimately criminalisation, so as to reduce any increase in doping. It had concluded that Public Authorities need to consolidate risk management mechanisms and implement legislative tools associated with the medical prescriptions for pharmaceuticals to ensure that compliance procedures are followed;
- **Good governance in sport** – During this debate Malta referred to the important role of Sports at amateur level and voluntary basis. Malta also noted that while good governance is a fundamental aspect, National Governments cannot allow overregulation as this would stifle the development of sports. It should be clearly recognized that many different sports bodies have to consider issues of good governance in their own unique context. Additionally, Malta was in agreement with a Recommendation for a Council Decision authorising the European Commission to participate, on behalf of the EU, in the
negotiations for an international convention of the Council of Europe to combat the manipulation of sports results.

There was an EU Sports Forum between the 30 September and 1 October 2013 followed by an Informal Ministerial Meeting. This meeting required the EU Affairs Directorate to prepare documentation and Malta’s position with regards to Major Sports Events and the Contribution of Sports to the Economy.

A Sport Directors’ Meeting was held on the 7th and 8th March 2013 in Dublin and an informal meeting of EU Sport Directors was held on the 2nd December 2013, in Vilnius, Lithuania.

**Research**

The Research Portfolio was handed over from the Office of the Prime Minister to the Ministry for Education and Employment in April 2013.

The Directorate prepared documentation for the Research and Space component of three Competitiveness Council Meetings held at Ministerial level on 29-30 May, 26-27 September and 2-3 December 2013, respectively.

The following dossiers were adopted during the Competitiveness (Research and Space) Council meetings:

- EU Space Industrial Policy: Releasing the potential for Economic Growth in the Space Sector;
- High Performance Computing: Europe’s place in a Global Race;
- Enhancing and focusing EU international cooperation in research and innovation: A strategic approach.


The policy debates focused upon:
- Joint Programming;
- Innovation Union and the European Research Area (ERA);
- Driving the Economic Recovery: A Roadmap for Innovation-led Growth;
- Public Sector Innovation.

Documentation was also prepared for two Ministerial meetings held at an informal level on 2 May and on the 23-24 July 2013. The Directorate liaised with the Malta Council for Science and Technology, the University of Malta, the Malta Environment and Planning Authority and the National Commission for Further and Higher Education amongst other entities when drafting Malta’s positions on the various issues discussed at Council level.

During the final negotiations of the Horizon 2020 Legislative Package on EU funding for Human Embryonic Stem Cell research from the proposed Horizon 2020 Framework
Programme, Malta retained its position against EU financing of human embryonic stem cells and stated that research activities which make use of human embryonic stem cells or human embryos should not be included in the scope of an EU publicly funded programme but accepted the text in a spirit of good will.
INTRODUCTION

As in previous years, the Directorate for Programme Implementation (DPI) continued to coordinate and monitor all 2007–2013 Structural Funds Projects implemented by UOM, MCAST, ETC, FTS, KMS, FES, MCAST, DQSE, DES, DLLL, NCFHE / MQC and Jobs+.

The DPI worked constantly and in close cooperation with the Planning and Priorities Division, within the Ministry for European Affairs and the Implementation of the Electoral Manifesto, vis-à-vis issues concerning the effective implementation of the projects; and with the EU Funds Management Unit (EUFMU), within the Ministry for Finance to establish the way forward to all issues concerning payments.

By the end of 2013, from a total of thirty ERDF projects with a total public eligible value of circa €91.2 million, twenty-two ERDF projects with a total public eligible value of circa €44.8 million were fully delivered. There are still 8 ongoing ERDF projects, with a total public eligible value of circa €46.4 million, of which €11.2 million were fully disbursed.

From a total of thirty-four ESF projects with a total value of circa €92.5 million, eleven ESF projects with a total value of circa €10.2 million were fully delivered. There are still twenty-three ongoing ESF projects, with a total value of circa €82.3 million, of which €39.3 million were fully disbursed. Thirty-two projects are mainstream projects, and two projects are Aid Schemes (ESF 3.64 and ESF 2.65).

SUPPORT TO BENEFICIARIES

The DPI provided support to Beneficiaries during implementation of projects. It also referred departments and public organisations forming part of the Ministry’s portfolio to pre-announcements and open calls for project proposals.

The DPI guided and supported new applicants throughout the application process of 17th call for ERDF project proposals which closed on 22nd July 2013 (Priority Axis 1 – Enterprise Infrastructure); 18th call for ERDF project proposals which closed on the 21st October 2013 (Priority Axis 4 - Climate Change and Resource Efficiency); 19th call for ERDF project proposals which closed on the 18th October 2013 (Priority Axis 6 – Urban Regeneration and Improving the quality of Life); and 12th call for ESF project proposals which closed on the 19th July 2013 (Priority Axis 3).

The DPI provided training to SFD users within MEDE, as and when the need arose. It also assisted project leaders throughout the payment process; and notified (where necessary) project leaders and project administrators to raise the Statement of Expenditure, from the SFD.

The DPI regularly assists and guides project leaders in the compilation of Arrears of Revenue/Accruals and Creditors data.

CHECK AND VERIFICATIONS

The DPI performed all necessary checks and verified that payments were consistently in line with the terms of the contract, work executed and the Grant Agreement. The DPI ensured that the SF purchase order in the DAS was carried out correctly, and submitted the payments to Treasury once all documentation was correct. The DPI initiated the budget top up process,
when a shortfall of EU and MT funds in any one of the Line Items 7211 in the Departmental Accounting System was detected.

**Project/Tender Status Reports (PSR)**

The DPI reviewed the monthly Project/Tender Status Report as submitted by Beneficiaries, which portrayed the progress achieved by each ERDF and ESF project, all current main issues, and the main problems being encountered over the period being covered by the report; and ensured that projects were on track and that deadlines as indicated in the Project Status Report were honored.

**Project Progress (Bilateral Meetings)**

The DPI attended the monthly Project Progress (Bilateral) meetings, as and when requested. Line Ministry examined all important developments, issues and problems emanating from the projects being discussed during the Bilateral Meetings, held as follows:

- 9th January (to discuss ESF 2.65, ESF 3.64, ERDF 17, ESF 1.125, ESF 2.139);
- 22nd February (to discuss ERDF 17, ESF 2.65, ESF 2.139 and ESF 3.102);
- 5th April (to discuss ESF 1.125, ESF 2.139 and ESF 2.4);
- 3rd May (to discuss ERDF 17);
- 31st May (to discuss ESF 2.65, ESF 3.64, ESF 3.113, ESF 3.114, ESF 2.201, ESF 1.130, ESF 2.139, ESF 3.102);
- 5th July (to discuss ERDF 261, ESF 2.65, ESF 3.64 and ESF 2.201);
- 30th August (to discuss ESF 1.228);
- 27th September (to discuss ESF 1.130, ESF 3.102, ESF 2.139, ESF 2.65, ESF 3.64 and ESF 1.228);
- 1st November (to discuss ESF 2.85); and
- 6th December (to discuss ERDF 17).

**Project Progress Reports (PPR)**

The DPI examined the Project Progress Reports submitted for all ESF and ERDF projects, twice a year. Following checks by the PPCD, the DPI assists Project Leaders to revise the PPRs.

**Other Reports**

The DPI generated reports such as:

- Funds Status Payments and Receipts.
- Commitments' Enquiry Print Outs, copies of SF Purchase Orders (Payments’ Commitments) upon request by the Audit Authority (IAID) from the Departmental Accounting System.
- Disbursements Updates Schedule.
- Arrears of Revenue/Accruals and Creditors Template, compiled on a quarterly basis.

**Ministerial Projects Steering Committee Meetings**

The DPI conducted three Ministerial Projects’ Steering Committee meetings. These were held on 6th May 2013, 25th June 2013 and 11th December 2013. The DPI prepared all documents about all important developments and main issues and problems emanating from ERDF and ESF projects, compiled data and conducted other research work related to the projects being
discussed. Projects included ERDF 311, ESF 4.152, ESF 1.123, ESF 2.65, ESF 2.201, ESF 3.64, ERDF 17, ERDF 305, ERDF 307, ERDF 309, ERDF 310, ESF 1.228, ESF 1.229, ESF 1.225, ESF 1.227, ESF 1.228, ESF 1.227, ESF 1.229, ESF 1.130, ERDF 307 and ERDF 311.

On-The-Spot Checks

The DPI performed physical on the spot checks of ESF 2.65, ESF 2.201, ESF 3.64, ESF 1.33, ESF 3.102, ESF 1.123, ESF 3.113, ESF3.114, ESF4.152 and ESF 1.125 projects, during 2013.

Continuous Professional Development

The DPI’s staff members attended training to enhance personal development and their potential output. Training included:

- EU programmes reporting, 14-15 February 2013.
- Principles of Sustainable Development, 15th February 2013 organized by CDRT.
- Public Procurement regulations and procedures, 10th -16th April 2013.
- Equality Policies in the Public Service, 24th May 2013 organized by CDRT.
- Generating ideas for projects, 6th September 2013.
- Communicating effectively using email, 7th October 2013.

Other Activities

The DPI fulfilled any other ancillary tasks as may be necessary or identified by the Director (Programme Implementation) such as filing, gathering information concerning projects financed through EU Centralised Funding Programmes managed by the European Commission and updated list of projects financed from the European Territorial Cooperation Programmes (2007-2013). The DPI disseminated information to entities concerning new calls for proposals of projects which are funded from European Territorial Cooperation Funds.

Conclusion

This year has seen the closure of a number of EU funded projects and the starting up of preparatory work for the new programming period 2014-2020. During this year, there were a number of instances where the DPI’s intervention was necessary to ensure that projects are implemented as per grant agreement. The lessons learnt from this year will certainly place the Directorate for Programme Implementation in a better position to continue monitoring the implementation of EU funded projects.
CORPORATE SERVICES DIVISION

OFFICE OF THE DIRECTOR GENERAL

The Corporate Services Division provides support services and advice to the Permanent Secretary and to the Directorates, Departments and Organisations / Entities within the Ministry on issues related to procurement and administration, financial planning and management, human resources management and office management. The Division coordinates activities of a corporate nature and seeks to achieve uniformity in implementing policy directives issued by the Office of the Prime Minister and the Ministry for Finance as well as by the Ministry itself.

The Division is organised as follows: the Procurement and Administration Department - comprising Procurement, Transport, Inventory, Registry and Stores, the Precincts Management Unit; the Travel Unit, the Students Maintenance Grants Section, the Injuries Board, as well as the Finance Department and the Human Resources Department.

Procurement and Administration Department

Procurement Section

During 2013, the Procurement Section handled at total of 403 requisition forms and their corresponding purchase orders. The above consisted of 157 requests for telephones, 52 requests for repairs, 18 requests for uniforms, and 118 requests for travel tickets / lunches related to Gozo. 58 purchase orders were issued in addition to the above requests.

In 2013, the Section also published a total of 38 tenders, 11 of which were published using the new electronic format. In addition to the tenders the Section also published 18 quotations and 2 Expressions of Interest.

Three officers from the Section attended a training course in the use of Windows 8.

The Departmental Contracts Committee (DCC), chaired by the Director General, Corporate Services or when required by the Head of Procurement on behalf of the Director General Corporate Services, met on a weekly basis to go through the evaluation reports and tendering procedures of all tenders valued up to €120,000 excluding VAT and all EU funded tenders valued up to €47,000 excluding VAT, issued by various entities and departments within the Ministry. During 2013, the Committee held 48 sessions in total. The Committee reviewed tenders from Contracting Authorities falling under Education and Employment. 343 files were referred for a decision. Of these, 200 cases (i.e. 58%) were recommended for award, 103 cases were disagreed with and referred back to the respective entity, for rectification/clarification and 40 cases were cancelled or were deemed not to fall under the remit of the DCC.

Transport Section

The Transport Section provided transport services to the Ministry for Education and Employment, the Education Directorates and other entities including charitable institutions. A total of 6,047 formal requests for transport were received during the year.

The Section provided the services of six lifter vans to the special schools and two vans to Unit Ghozza. It also provided regular transport for school outings, Skolasajf, youth exchange
programmes, in-service courses and to officers travelling to and from Gozo.

The Section supervised and processed the issue of fuel entitlements to users of Government owned/leased vehicles. All vehicles were given proper maintenance and were VRT certified. A vehicle tracking system was also introduced for all vehicles that form part of the Ministry’s transport fleet.

**Inventory Section**

The Inventory Section provided continuous support throughout the year to school administrators to update their inventory database in line with the accrual accounting inventory system. It carried out 37 inspections in schools to check inventory updates, with inventory section staff taking part in school audits. It also made arrangements, supervised and recorded in the relative inventory database 48 transfers of Inventory items from schools and Sections or stores within the Education Division. This office recorded 153 newly acquired items and wrote off 321 items in liaison with the precincts officers.

The Inventory Section prepared the framework for the introduction and implementation of the E1 Finance management system. A UK company named Fronter was contracted for its implementation and for overseeing the conversion and migration of the Inventory Database of all schools, out-stations and Head Office from the XL template to the new format. The Inventory Section also provided training and support to Schools, Out-Stations, Head Office and Inventory Officers assigned to manage the E1 Finance system.

Furthermore, the Section continued updating the inventory list of the Head Office to reflect the relocation or refurbishing of various offices and the respective movement or acquisition of inventory items to or for newly created offices under the Corporate Services Division and the Head Office in general. The Section submitted the updated general database to the National Audit Office and the Treasury Department every six months and continued the labelling process of permanent items throughout the outgoing year. It effected routine updating of all school inventories with the provision of relative support to school Inventory Officers and inserted updated inventory lists into the general database for subsequent submission to the Ministry for Finance.

This Section has drafted and submitted 5 theft reporting and security related circulars for the approval of the Director General Corporate Services and tackled and processed 19 inventory loss or theft cases, regularly exchanging correspondence and directly contacting Heads of Sections or Schools about related issues especially to address the problem of lax security situations in schools and sections.

Finally the Inventory Section maintained liaison with the Police General Head Quarters in relation to theft of inventory items and submitted requests for Magisterial Reports on 4 cases which were duly collected from the Office of the Attorney General.

**Registry Section**

During 2013 the Registry processed an average of 306 files daily, amounting to 79,948 yearly. It received 5,510 emails in connection with movements and requests for files and queries and opened 3,585 new files, of which 1,277 were personal files in respect of state and non-state schools staff and 2,308 general files.
The registry also processed 4,467 registered letters and 68,101 letters (ordinary and foreign mail). It registered over 800 internal circulars and updated the mail, transfers, general files and the telephone directory databases on a regular basis.

The Registry Section also provided assistance and help to all personnel on Registry procedures and services when and as required.

**Stores Section**

During 2013, the Stores Section procured items of stationery, cleaning material and other items with a view to obtaining the best value for money. During the year, a total of 155 requisitions and 574 other requests for stationery together with 82 requisitions for cleaning materials were processed. Furthermore 106 requisitions for Local Purchase Orders amounting to €60,697 were drawn up and payments made to contractors accordingly (€49,054 on stationery / €9,040 on cleaning materials / €2,603 on other items).

The Section kept up-to-date records of stationery and cleaning materials procured and distributed.

The number of text books issued to state schools during 2013 amounted to 124,038 copies covering the primary and secondary sectors. Up-to-date records of books procured and distributed are kept at the book stores.

Other material distributed to state and non-state schools were as follows:

1) 4,182 copies of *I-Avventura madwar l-Ewropa* by the Maltese Commission distributed to State Schools;
2) 8,072 copies of *Lo Stivale*, a bi-annual Italian language magazine distributed to state and non-state Schools;
3) 287 copies of *Rivista tal-Malti*;
4) 12,700 copies of *Tommy u Rosy* booklet together with DVD's for 5 year students distributed to all the Primary sector;
5) 3,375 copies of *Il-Parlament Malti* delivered to new entrants into Form 1, state and non-state schools;
6) 1,973 lanyards for form 1 students;
7) 64 Art packs to form 1 students;
8) 7,000 copies of *Ziguajg* leaflets for the Secondary students;
9) 10,000 Information cards “Facebook and ask.f.m” for students in the Secondary sectors both state and non-state schools;
10) 6,000 copies *Healthy Eating with Jack / Ghazliet ta’ ikel tajjeb ghal Toninu* by Rotary Club International for years 5 and 6 primary;
11) 8,874 copies of *Fit-Triq ma’ Kinu* Drawing book to primary schools;
12) 2,000 calendars delivered to school classrooms for the Projects and Initiatives Section.

Furthermore, a number of summer and winter uniforms were also issued from the Stores Section to uniform entitled personnel, such as messengers, drivers, security and supervisory staff.
Precincts Management Unit

The Precincts Management Unit carried out new projects and refurbished premises on behalf of the Ministry, Departments, Directorates and some Entities. Projects initiated/ concluded by this Unit in 2013 include:

- the finalization of the full refurbishment of the Basement School of Arts Valletta and the Child Care Centre at San Gwann;
- refurbishment of the fourth floor of Education Division Building in Floriana;
- works related to the shifting of various offices at/to the Education Division and at/to other buildings;
- refurbishment works, mostly painting and decorating works, at the third Floor of the Education Division, at the Mall Floriana and at Pembroke ex-Primary School;
- works on a block at Maria Assunta in preparation for the new Assessment Unit;
- heavy structural alterations at the Gzira Primary School in preparation for a new Child Care Centre, including the refurbishment of the building per se and the outside areas;
- the painting of the Lifelong Learning premises at Msida and the conversion of two stores into workshops/classes;
- commencement of intense refurbishment works at the Education Division as necessary at offices for the Research and Development Department (RDD) as well as the Directorate for Educational Services (DES);
- the painting of two floors at F.X. Attard, Marsa, for housing part of the School of Music; and
- the refurbishment of part of the Ex-Umberto Colosso Complex, in preparation for the shifting of the Learning Support Centre from the Ospizio Building in Floriana.

Further to the above-mentioned projects, the following statistical information covers other works that were carried out during 2013:

<table>
<thead>
<tr>
<th>Trade</th>
<th>Employees in the trade</th>
<th>Requisitions for works</th>
<th>Jobs carried out</th>
<th>Jobs in hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aluminium works</td>
<td>2</td>
<td>65</td>
<td>59</td>
<td>6</td>
</tr>
<tr>
<td>Carpentry works</td>
<td>4</td>
<td>88</td>
<td>85</td>
<td>3</td>
</tr>
<tr>
<td>Drainage works</td>
<td>Nil Works carried out by one plasterer</td>
<td>63</td>
<td>63</td>
<td>Nil</td>
</tr>
<tr>
<td>Drivers works</td>
<td>2</td>
<td>580</td>
<td>580</td>
<td>Nil</td>
</tr>
<tr>
<td>Masonry works</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Membrane works</td>
<td>2</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
</tr>
<tr>
<td>Welding and Iron works</td>
<td>2</td>
<td>57</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Electrical works</td>
<td>5</td>
<td>243</td>
<td>241</td>
<td>2</td>
</tr>
<tr>
<td>Plumbing works</td>
<td>5</td>
<td>122</td>
<td>120</td>
<td>2</td>
</tr>
<tr>
<td>Gardening works</td>
<td>5</td>
<td>285</td>
<td>285</td>
<td>Nil</td>
</tr>
<tr>
<td>Plastering/Painting</td>
<td>4</td>
<td>38</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>
The Travel Unit

The Travel Abroad Unit prepared documents required by the Ministry's and Departments’ delegates to travel abroad to participate in conferences and meetings. It was also responsible for follow-up procedures on the delegates’ return. Such procedures included the presentation of relative documents to the Treasury and the submission of claims for reimbursements to the Ministry for Finance in respect of expenses incurred for travel related to the European Commission and Council. The relevant data is presented in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Visits</th>
<th>Officials</th>
<th>Cost</th>
<th>Reimbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry</td>
<td>82</td>
<td>118</td>
<td>€113,724</td>
<td>€30,727</td>
</tr>
<tr>
<td>Directorates</td>
<td>57</td>
<td>67</td>
<td>€43,553</td>
<td>€12,768</td>
</tr>
</tbody>
</table>

The Students Maintenance Grants Section (SMGS)

The Students Maintenance Grants Section’s main responsibility is to ensure that all post secondary and undergraduate students received their stipend and smart card in line with established criteria and in a timely manner. During 2013 the Section received and processed over 5000 applications of both 1st and 2nd year students attending Junior College, Giovanni Curmi Higher Secondary, Sir M’Ang Refalo, St. Aloysius College, St Edwards College, De La Salle College, St Martins College, Verdala International, Foundation for Educational Services and Malta Youth Ballet.

During the scholastic year, the Section monitored attendances of all students attending the institutions concerned. 43 claims for refunds of overpayments were issued to students during 2013.

The Section also administers the smart card system, which deals with all top-ups of smart cards as well as the reissuing and blocking of new smart cards to students.

During 2013, the Section issued postings to 705 students who applied for the University Students’ Summer work phase scheme.

Injuries Board

The scope of the Injuries Board, as appointed by the Director General (Corporate Services), is to investigate, where requested, reports of injury on duty within the Ministry and Education Directorates. For each individual case, a report is submitted to the Director General (Corporate Services) for consideration.

Throughout 2013, a total of 24 cases of alleged injury at work were referred to the Injuries Board:
<table>
<thead>
<tr>
<th>Employee Category</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and Kindergarten assistants</td>
<td>9</td>
</tr>
<tr>
<td>Learning Support Assistants</td>
<td>11</td>
</tr>
<tr>
<td>Technical staff and General Hands</td>
<td>3</td>
</tr>
<tr>
<td>Officers</td>
<td>1</td>
</tr>
</tbody>
</table>

Of a total of 24 cases, 14 cases were confirmed as special injury on duty leave whilst 4 cases were listed as ordinary sick leave. As on 31st December 2013, 6 cases were still being investigated.

The average number of sick leave days for cases with special injury on duty was 7.8 working days, with the shortest period away from work being 2 days, and with 18 working days being registered on one occasion as the longest period on special injury on duty leave.

**Financial Management**

During 2013, the Finance Department incorporated three main sections, all having financial management functions, namely the Finance (Ministry) Section and the Financial Services (Education Directorates) Section, and the Finance (Gozo) Section.

The staff complement of the three Sections during 2013 totalled to 27 persons, many of whom are availing themselves of family-friendly measures, notably reduced and flexible hours of work and teleworking.

Financial control measures undertaken in 2013 by the Finance Department included the following:

- (i) Internal auditing and continuous monitoring to ensure quality service to clients, both internal and external;
- (ii) with effect from the end of 2013, the overlooking of the financial operations of the Students Maintenance Grants Section in order to bring finance-related procedures of the said Section under the scrutiny of the Finance Department;
- (iii) Efficiency gains initiatives mainly to enhance current operations, in pursuit of the efficient maximum utilisation of the Department’s resources.

**Finance (Ministry)**

The Finance (Ministry) Section continued to provide assistance to Director (Finance), the Director General (Corporate Services), and to the Permanent Secretary with regard to financial planning and management.

Monthly revised estimates were prepared in respect of recurrent and capital expenditure in order to keep financial commitments on track and to act upon necessary measures in cases where projected funds were found to be insufficient. Continuous liaison was maintained with the Ministry for Finance, by means of regular financial management reporting. Also, appropriate action was taken to pre-empt, reduce and collect overpayments as they arise.

The Section assisted in the collection of arrears of revenue. The Section also monitored the revenue and expenditure of all entities within the Ministry’s portfolio and recommended to the Budget Office the release of funds required for their operation.

The Finance (Ministry) Section assumed a major role in the drafting of the 2014 financial estimates for the Ministry. Financial Plans submitted by departments and entities falling
under the responsibility of the Ministry were analysed and a holistic document was drawn up for the Ministry for Finance.

During the year, the Section devised new reporting mechanisms to facilitate the gathering of information necessary for the preparation of reports. Action was also taken to address issues raised by the National Audit Office and by other bodies.

Other work carried out included the preparation and timely submission of the Accrual Accounting returns on a quarterly basis, the preparation of draft replies to parliamentary questions, and the preparation and submission of other information requested by the Office of the Prime Minister, the Budget Office, the Treasury and the National Audit Office.

Financial Services (Education Directorates) Section

The Financial Services (Education Directorates) Section provides all the Departments, Sections and State schools, which fall under the responsibility of the Directorate for Educational Services and the Directorate for Quality and Standards in Education, with support services related to all Government financial matters. It also implements monitoring and control mechanisms necessary to keep the Educational Directorates’ finances in line with Government financial regulations.

The Financial Services (Education Directorates) Section is mainly responsible for the evaluation of the two Directorates’ Financial Plans and their compilation into a single holistic document consistent with Government’s policies and programmes. This document formed the basis of discussions with the Ministry for Finance for the 2014 Estimates.

Recurrent and Capital Votes and Items of expenditure were regularly monitored during the year. Monthly financial reports were also submitted to the Budget Office in the Ministry for Finance.

In particular, items such as allowances and school transport remained to be closely monitored to analyse the effect of the increase in the respective rates payable. In the case of supervision allowances, the Accounts Section continued to monitor returns from schools with the main aim of keeping the number of personnel authorised to carry out such duties within the relative agreements and to ascertain that payments were actually due.

Imprest funds for Materials & Supplies and Repair & Upkeep were allocated to primary and secondary schools in Malta. Schools filed both interim and final reports for the year 2013 on the expenditure incurred on these items for monitoring purposes. These reports were checked and any discrepancies were remedied with the respective Head of School. During the year, no school audits were carried out.

Imprest funds for capital expenditure were allocated to schools by the Finance Section, which continued to monitor such expenditure through the capital imprest returns submitted by schools to ensure that all capital expenditure transactions were made in accordance with the Government financial and procurement regulations.

The School Council Funds returns for the year 2012 were reconciled and queries were discussed and cleared with the respective Heads of Schools. A list of bank accounts was compiled and administered by the two Directorates, all Units and Schools and the respective returns were sent to the Treasury Department.
The Finance Section processed and issued relative payments for all items and services procured by the Directorate for Educational Services and the Directorate for Quality and Standards in Education.

The Financial Services (Education Directorates) Section continued to compile statistical data on education expenditure for the Ministry for Foreign Affairs (Overseas Development Aid), the Ministry for Finance, the National Audit Office, the National Statistics Office, data related to parliamentary questions, and for senior management as required.

**Financial (Gozo) Section**

The Financial (Gozo) Section is inter alia responsible for all financial planning and functions related to Gozo including the computation of salaries of those employees deployed in the Gozo College and Education Office Gozo, under the Ministry for Education and Employment. Gozo Accounts Section is mainly responsible for the processing of all payments charged to Cost Centre 109 (as per Financial Estimates), in full compliance with Government financial regulations. All recurrent payments including school transport and capital expenditure entertained by the Financial (Gozo) Section are also closely monitored on an ongoing basis.
EXAMINATIONS DEPARTMENT

Mission Statement

To administer local and overseas examinations that fairly and fully allows the demonstration of the candidates’ learning abilities.

Main Objectives

The Department organizes examinations for the induction and progression of candidates within the Public Service; to process registrations and organize examinations on behalf of the MATSEC Board; to act as agents for overseas Examining Boards and to process and conduct examinations on their behalf; to uphold and improve the quality of the Department’s service to ensure equity, impartiality and fairness throughout its operations.

General

During the year under review, the Department moved to a new location at the Mall, Floriana. The Department also had a change in leadership since Mr George Borg, Director, Student Services was appointed a/Director, Examinations in March 2013. Mr Raymond Camilleri, Officer in Scale 4, supported him in his work at the Examinations Department.

The organisation of the SEC and MATSEC examinations constitute a significant portion of the department’s activities year after year. The same applied during the year under review where 10555 candidates applied for the SEC and MATSEC May session while 2313 applied for the September session.

Apart from the regular work carried out by the Department of Examinations, in 2013 examinations were held for the posts of Clerk, Executive Officer, Assistant Principal, Principal and Senior Principal. As opposed to previous procedure, candidates were given the possibility of appeal if they signified their interest that they were not satisfied with the result obtained. Re-sit examinations were also held for these posts.

A new Board for Local Public Examinations was appointed with the change in government. The new Board met nine times during the year under review.

The Department also conducted various other examinations on behalf of several examining bodies, both local and foreign, including Edexcel, University of London and other foreign universities where candidates reading for degrees and diplomas sat for examinations, Local Public Examinations, European Computer Driving Licence (ECDL) for state school candidates, English as a Foreign Language among others.

ANALYSIS OF THE 2013 EXAMINATIONS:

Secondary Education Certificate and Matriculation Examinations

Secondary Education Certificate May 2013

The total number of candidates who sat for the Secondary Education Certificate examinations in May 2013 was 6832. The total number of candidates who sat for the September 2013 re-sit sessions was 2089. The total number of candidates who qualified for waiving of fees on Social Security grounds was 379.
Access Arrangements
Requests for access arrangements during MATSEC examinations were all referred to the MATSEC Support Unit of the University of Malta. These were considered by the ADSC. Requests were as follows:

<table>
<thead>
<tr>
<th>SEC Access Arrangements</th>
<th>May 2013</th>
<th>September 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>586</td>
<td>268</td>
</tr>
</tbody>
</table>

Matriculation Certificate Examinations May/June 2013

Advanced & Intermediate Single Subject Examinations May 2013

A total number of 3723 candidates sat for the May 2013 Session for Advanced and Intermediate Level Examinations with a total of 6594 subject entries at Advanced Level and 9876 subject entry at Intermediate Level. The total number of candidates who qualified for waiving of fees on Social Security grounds was 16. Special arrangements were granted to 38 candidates.

September re-sits 2013

A total number of 2247 candidates sat for the September 2013 session with a total of 1204 at Advanced Level and 2658 at Intermediate Level. The number of candidates who benefitted from special arrangements was 27.

<table>
<thead>
<tr>
<th>2013</th>
<th>May</th>
<th>Subject Entries</th>
<th>September</th>
<th>Subject Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Advanced</td>
<td>Intermediate</td>
<td>Advanced</td>
</tr>
<tr>
<td>MATSEC</td>
<td>3723</td>
<td>6594</td>
<td>9876</td>
<td>2247</td>
</tr>
</tbody>
</table>

Edexcel International London Examinations – January 2013 and May/June 2013

Edexcel London examinations are held twice a year, in January for the winter session and in May/June for the summer session at Ordinary and Advanced Level. The January session offers a limited number of subjects, while the May/June session subjects are offered on a wider scale. As in previous years, during 2013 there was a constant decrease in the number of entries.

Special Cases

A number of candidates requested special arrangements. These were processed by the Department and granted according to regulations of the Joint Council for General Qualifications.

<table>
<thead>
<tr>
<th>Session</th>
<th>Applications</th>
<th>Special Cases</th>
<th>Revision of Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2013</td>
<td>54</td>
<td>1</td>
<td>NIL</td>
</tr>
<tr>
<td>May/June 2013</td>
<td>1421</td>
<td>24</td>
<td>NIL</td>
</tr>
</tbody>
</table>
Analysis of Results:

Edexcel London ‘O’ Level (Grades A*-C) – January 2013

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Sat</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>4AC0</td>
<td>Accounting</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>4BI0</td>
<td>Biology</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4CH0</td>
<td>Chemistry</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4EB0</td>
<td>English Language</td>
<td>35</td>
<td>6</td>
</tr>
<tr>
<td>4MB0</td>
<td>Mathematics (Syllabus B)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4PH0</td>
<td>Physics</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>53</td>
<td>10</td>
</tr>
</tbody>
</table>

Edexcel London ‘A’ Level (Grades A-E) – June 2013

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Sat</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>9BI07</td>
<td>Biology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9CH07</td>
<td>Chemistry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

London Chamber of Commerce and Industry 2013 Examinations

Analysis of Results:

London Chamber of Commerce and Industry Series 3 - 2013

<table>
<thead>
<tr>
<th>Subject</th>
<th>Entries</th>
<th>Sat</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Production</td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Third Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>English For Business</td>
<td>50</td>
<td>50</td>
<td>8</td>
<td>29</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Marketing</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Public Relations</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Selling &amp; Sales Management</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Text Production</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>61</td>
<td>61</td>
<td>11</td>
<td>33</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>

European Computer Driving Licence (ECDL) Testing 2013

During 2013 the Examinations Department conducted 2 ECDL Automated Test sessions which were held in **January/February and July 2013**. There were **3904** applicants from both Junior Lyceums and Secondary schools (Academic Year 2012/2013) who sat for over **11,365** tests in the various modules.

Analysis of Results:

<table>
<thead>
<tr>
<th>Module No</th>
<th>Sat</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>January/February 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1</td>
<td>709</td>
<td>476</td>
</tr>
<tr>
<td>Module 2</td>
<td>778</td>
<td>538</td>
</tr>
<tr>
<td>Module 3</td>
<td>446</td>
<td>244</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module No</th>
<th>Sat</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 1</td>
<td>671</td>
<td>417</td>
</tr>
<tr>
<td>Module 2</td>
<td>880</td>
<td>635</td>
</tr>
<tr>
<td>Module 3</td>
<td>798</td>
<td>408</td>
</tr>
<tr>
<td>Module 4</td>
<td>602</td>
<td>329</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Module 5</td>
<td>522</td>
<td>300</td>
</tr>
<tr>
<td>Module 6</td>
<td>562</td>
<td>419</td>
</tr>
<tr>
<td>Module 7</td>
<td>284</td>
<td>143</td>
</tr>
</tbody>
</table>

AQA (Assessment and Qualifications Alliance) 2013 Examinations
The AQA Examinations Board offers subjects at Advanced Level. Examinations are held twice a year.

<table>
<thead>
<tr>
<th>Total number of entries for January</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of entries for June</td>
<td>209</td>
</tr>
</tbody>
</table>

Analysis of Results:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Entries</th>
<th>Sat</th>
<th>Pass (A-E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pure Mathematics</td>
<td>32</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>31</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Entries</th>
<th>Sat</th>
<th>Pass (A-E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pure Mathematics</td>
<td>203</td>
<td>202</td>
<td>157</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>209</strong></td>
<td><strong>208</strong></td>
<td><strong>161</strong></td>
</tr>
</tbody>
</table>

Other Foreign Examinations 2013

<table>
<thead>
<tr>
<th>PETTY EXAMINATIONS 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University/College</td>
<td>Applied</td>
</tr>
<tr>
<td>The College of Estate Management - January</td>
<td>1</td>
</tr>
<tr>
<td>University of Surrey - January</td>
<td>9</td>
</tr>
<tr>
<td>Edinburgh Napier University - January</td>
<td>1</td>
</tr>
<tr>
<td>University of Strathclyde - January</td>
<td>1</td>
</tr>
<tr>
<td>Loughborough University - January</td>
<td>1</td>
</tr>
<tr>
<td>International Premier Training UK - February</td>
<td>1</td>
</tr>
<tr>
<td>The College of Estate Management - February</td>
<td>2</td>
</tr>
<tr>
<td>Institute of Chartered Accountants (ICAEW) - March</td>
<td>1</td>
</tr>
<tr>
<td>University of Manchester - March</td>
<td>1</td>
</tr>
<tr>
<td>The British Computer Society - March/April</td>
<td>4</td>
</tr>
<tr>
<td>BCNH UK College of Nutrition - April</td>
<td>1</td>
</tr>
<tr>
<td>University College Cork - April</td>
<td>2</td>
</tr>
<tr>
<td>Royal Statistical Society - May</td>
<td>1</td>
</tr>
<tr>
<td>University of Strathclyde - May</td>
<td>1</td>
</tr>
<tr>
<td>Queen Mary University of London - May</td>
<td>1</td>
</tr>
<tr>
<td>CIMA - May</td>
<td>5</td>
</tr>
<tr>
<td>CIPS - May</td>
<td>3</td>
</tr>
<tr>
<td>Institution</td>
<td>Month</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>The college of Estate Management</td>
<td>May</td>
</tr>
<tr>
<td>Edinburgh Napier University</td>
<td>May</td>
</tr>
<tr>
<td>Loughborough University</td>
<td>May/June</td>
</tr>
<tr>
<td>University of Surrey</td>
<td>May/June</td>
</tr>
<tr>
<td>Birkbeck College</td>
<td>June</td>
</tr>
<tr>
<td>University of Warwick</td>
<td>June</td>
</tr>
<tr>
<td>Institute of Chartered Accountants (ICAEW)</td>
<td>June</td>
</tr>
<tr>
<td>Chartered Institute for Securities and Investments</td>
<td>June</td>
</tr>
<tr>
<td>Professional Examination Service</td>
<td>June</td>
</tr>
<tr>
<td>Welding Technology Institute of Australia</td>
<td>July</td>
</tr>
<tr>
<td>University of Leicester</td>
<td>July</td>
</tr>
<tr>
<td>The College of Estate Manager</td>
<td>July</td>
</tr>
<tr>
<td>The College of Estate Management</td>
<td>August</td>
</tr>
<tr>
<td>The College of Estate Management</td>
<td>September</td>
</tr>
<tr>
<td>Institute of Chartered Accountants (ICAEW)</td>
<td>September</td>
</tr>
<tr>
<td>Birkbeck College</td>
<td>September</td>
</tr>
<tr>
<td>University of Manchester</td>
<td>September</td>
</tr>
<tr>
<td>University Tor Vergata Roma</td>
<td>September</td>
</tr>
<tr>
<td>The British Computer Society</td>
<td>September</td>
</tr>
<tr>
<td>CIMA</td>
<td>November</td>
</tr>
<tr>
<td>CIPS</td>
<td>November</td>
</tr>
<tr>
<td>The College of Estate Management</td>
<td>November</td>
</tr>
<tr>
<td>Chartered Institute for Securities and Investments</td>
<td>December</td>
</tr>
<tr>
<td>Birkbeck College</td>
<td>December</td>
</tr>
<tr>
<td>Institute of Chartered Accountants (ICAEW)</td>
<td>December</td>
</tr>
<tr>
<td>Professional Examination Service</td>
<td>December</td>
</tr>
<tr>
<td>The Association of Chartered Certified Accountants</td>
<td>June</td>
</tr>
<tr>
<td>The Association of Chartered Certified Accountants</td>
<td>December</td>
</tr>
</tbody>
</table>

**Total:** 2301 applications

---

**University of London Degrees**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Divinity</td>
<td>1</td>
</tr>
<tr>
<td>BA English</td>
<td>1</td>
</tr>
<tr>
<td>BA Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>BSc Accounting &amp; Finance</td>
<td>6</td>
</tr>
<tr>
<td>BSc Banking &amp; Finance</td>
<td>13</td>
</tr>
<tr>
<td>BSc Business</td>
<td>6</td>
</tr>
<tr>
<td>BSc Business Administration</td>
<td>5</td>
</tr>
<tr>
<td>BSc Business Administration with Human Resource Management</td>
<td>1</td>
</tr>
<tr>
<td>BSc Business Administration with International Business</td>
<td>4</td>
</tr>
<tr>
<td>BSc Business Administration with Marketing</td>
<td>7</td>
</tr>
<tr>
<td>BSc Economics &amp; Management</td>
<td>9</td>
</tr>
<tr>
<td>BSc Geography &amp; Environment</td>
<td>1</td>
</tr>
<tr>
<td>BSc Information Systems and Management</td>
<td>35</td>
</tr>
<tr>
<td>BSc International Development</td>
<td>3</td>
</tr>
<tr>
<td>BSc International Relations</td>
<td>1</td>
</tr>
</tbody>
</table>
Local Public Examinations and Local Licences – 2013

Post of Clerks Examination

There were a total of 161 applicants out of which 15 were not eligible.
Malta Candidates – 135
Gozo Candidates – 11

The English exam was held on 9th January 2013, whilst the Maltese paper was held on the 10th January 2013.
A total number of 118 passed the exam before the revision of paper and the appeals process.

Results were published on 9th May 2013 and the applications for the revision of paper were also held during May 2013.

3 candidates applied for a revision of paper, 2 candidates applied for the English paper and 1 for the Maltese paper.

Only 1 candidate had her mark upgraded to a Pass, which was in the English paper. The revision of paper results were communicated to candidates in July 2013.

In the appeals process in July only 1 candidate applied and the mark was upgraded to a Pass mark.

Interviews were scheduled from the 22 July to the 29 July 2013 and on the 11th September 2013.

1 candidate was found ineligible and was disqualified.

**Post of Executive Officers**
There were a total of 891 applicants out of which 20 were not eligible.
Malta Candidates – 698
Gozo Candidates – 173

The English exam was held on the 9th of January 2013, whilst the Maltese paper was held on the 10th January 2013.

A total number of 435 passed the exam before the revision of paper and the appeals process. Results were published on the 9th May 2013 and the applications for the revision of paper were also held during May 2013. 252 candidates applied for a revision of paper. The requests were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>227</td>
</tr>
</tbody>
</table>

Candidates who had their marks upgraded following the revision of paper were as follows:
37 candidates passed the whole examination after a revision of paper.

There was an appeals process in July for which 97 candidates applied. The appeals were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>87</td>
</tr>
</tbody>
</table>

The marks were upgraded as follows.

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>46</td>
</tr>
</tbody>
</table>

A total of 47 candidates passed the whole examination after the appeals process. Interviews were scheduled from the 19th July to the 19th September 2013. Results did not come out by December 2013. 1 candidate was found ineligible and was disqualified.

**Post of Assistant Principals**

There were 229 applicants. One was not eligible.
- Malta Candidates – 198
- Gozo Candidates – 30

The English exam was held on the 7th of January 2013, whilst the Maltese paper was held on the 8th January 2013.

<table>
<thead>
<tr>
<th>English Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>183</td>
<td>15</td>
<td>198</td>
</tr>
<tr>
<td>Gozo</td>
<td>29</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maltese Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>181</td>
<td>17</td>
<td>198</td>
</tr>
<tr>
<td>Gozo</td>
<td>29</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>

A total number of 155 passed the exam before the revision of paper and the appeals process. Results were published on the 9th May 2013 and the applications for the revision of paper were also held during May 2013. 20 candidates applied for a revision of paper and their requests were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

Candidates who had their marks upgraded following the revision of paper were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

A total of 3 candidates passed the whole examination after a revision of paper. There was an appeals process in July for which 7 candidates applied. The requests were as follows:
The marks were upgraded as follows.

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

No candidate passed the whole examination after the appeals process. The Department of Examinations was not responsible for conducting the Interviews.

**Post of Principal Officers**
There were a total of 724 applicants out of which 9 were not eligible.
Malta Candidates – 604
Gozo Candidates – 111

The English exam was held on the 14th of January 2013, whilst the Maltese paper was held on the 15th January 2013.

<table>
<thead>
<tr>
<th>English Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>549</td>
<td>55</td>
<td>604</td>
</tr>
<tr>
<td>Gozo</td>
<td>97</td>
<td>14</td>
<td>111</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maltese Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>541</td>
<td>63</td>
<td>604</td>
</tr>
<tr>
<td>Gozo</td>
<td>97</td>
<td>14</td>
<td>111</td>
</tr>
</tbody>
</table>

A total number of 181 passed the exam before the revision of paper and the appeals process. Results were published on the 9th May 2013 and the applications for the revision of paper were also held during May 2013. 114 candidates applied for a revision of paper and the requests were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>64</td>
</tr>
</tbody>
</table>

Candidates who had their marks upgraded following the revision of paper were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Nil</td>
</tr>
</tbody>
</table>

A total of 2 candidates passed the whole examination after revision of paper. There was an appeals process in July for which 61 candidates applied. The appeals were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>35</td>
</tr>
</tbody>
</table>

The marks were upgraded as follows.

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

A total of 5 candidates passed the whole examination after the appeals process. The Interviews were scheduled from 18th July to 3rd September 2013. Group Interviews were held
from 18th July to 25th July 2013 and Personal Interviews were held from 5th August to 3 September 2013.

<table>
<thead>
<tr>
<th>Interviews</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>161</td>
<td>3</td>
<td>164</td>
</tr>
<tr>
<td>Gozo</td>
<td>24</td>
<td>nil</td>
<td>24</td>
</tr>
</tbody>
</table>

**Post of Senior Principals**
There were 253 applicants out of which 5 were not eligible.
Malta Candidates – 218
Gozo Candidates – 30

The English exam was held on the 9th of January 2013, whilst the Maltese paper was held on the 10th January 2013.

<table>
<thead>
<tr>
<th>English Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>208</td>
<td>10</td>
<td>218</td>
</tr>
<tr>
<td>Gozo</td>
<td>29</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maltese Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>203</td>
<td>15</td>
<td>218</td>
</tr>
<tr>
<td>Gozo</td>
<td>28</td>
<td>2</td>
<td>30</td>
</tr>
</tbody>
</table>

A total number of 63 passed the exam before the revision of paper and the appeals process. Results were published on the 9th May 2013 and the applications for the revision of paper were also held during May 2013. 55 candidates applied for a revision of paper and the requests were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>49</td>
</tr>
</tbody>
</table>

No Candidates had their marks upgraded during the revision of paper process. There was an appeals process in July for which 33 candidates applied. The requests were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

The marks were upgraded as follows.

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>1</td>
</tr>
</tbody>
</table>

No candidate passed the whole examination after the appeals process. The Department of Examinations was not responsible for conducting the Interviews.

**Re-sits for the Post of Clerks Examination**
There were a total of 16 applicants.
Malta Candidates – 14
Gozo Candidates – 2
The English exam was held on 29th July 2013, whilst the Maltese paper was held on the 30th July 2013.

<table>
<thead>
<tr>
<th>English Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Exempt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Gozo</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maltese Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Exempt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Gozo</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

A total number of 3 passed the exam before the revision of paper and the appeals process. Results were published on the 24th October 2013 and the applications for the revision of paper were also held during November 2013. No candidate applied for a revision of paper. The Interviews will be held at a later stage.

Re-sits for the Post of Executive Officers

271 applicants applied.
Malta Candidates – 215
Gozo Candidates – 56

The English exam was held on the 31st July 2013, whilst the Maltese paper was held on the 1st August 2013.

<table>
<thead>
<tr>
<th>English Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Exempted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>64</td>
<td>6</td>
<td>145</td>
<td>215</td>
</tr>
<tr>
<td>Gozo</td>
<td>22</td>
<td>nil</td>
<td>34</td>
<td>56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maltese Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Exempted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>176</td>
<td>12</td>
<td>27</td>
<td>215</td>
</tr>
<tr>
<td>Gozo</td>
<td>49</td>
<td>1</td>
<td>6</td>
<td>56</td>
</tr>
</tbody>
</table>

A total number of 68 passed the exam before the revision of paper process. Results were published on the 24th October 2013 and the applications for the revision of paper were also held during November 2013. 33 candidates applied for a revision of paper. The requests were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>24</td>
</tr>
</tbody>
</table>

Candidates who had their marks upgraded to a pass following the revision of paper were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>2</td>
</tr>
</tbody>
</table>

A total of 2 candidates have passed the whole examination after revision of paper. The interviews are to be held in 2014.

Re-sits for the Post of Assistant Principals

38 applicants applied:
Malta Candidates – 28
Gozo Candidates – 10
<table>
<thead>
<tr>
<th>English Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Exempted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>11</td>
<td>nil</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>Gozo</td>
<td>7</td>
<td>nil</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Maltese Examination</td>
<td>Present</td>
<td>Absent</td>
<td>Exempted</td>
<td>Total</td>
</tr>
<tr>
<td>Malta</td>
<td>24</td>
<td>2</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Gozo</td>
<td>8</td>
<td>nil</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

A total number of 29 passed the exam before the revision of paper and the appeals process. Results were published on the 24th October 2013 and the applications for the revision of paper were also held during November 2013. 2 candidates applied for a revision of paper and their requests were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

No candidate had his mark upgraded to a pass. The Department of Examinations was not tasked with carrying out interviews for this post.

Re-sits for the Post of Principal Officers

There were 344 applicants:
Malta Candidates – 285
Gozo Candidates – 59

The English exam was held on the 2nd August 2013, whilst the Maltese paper was held on the 3rd August 2013.

<table>
<thead>
<tr>
<th>English Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Exempted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>207</td>
<td>23</td>
<td>55</td>
<td>285</td>
</tr>
<tr>
<td>Gozo</td>
<td>40</td>
<td>5</td>
<td>14</td>
<td>59</td>
</tr>
<tr>
<td>Maltese Examination</td>
<td>Present</td>
<td>Absent</td>
<td>Exempted</td>
<td>Total</td>
</tr>
<tr>
<td>Malta</td>
<td>166</td>
<td>24</td>
<td>95</td>
<td>285</td>
</tr>
<tr>
<td>Gozo</td>
<td>32</td>
<td>5</td>
<td>22</td>
<td>59</td>
</tr>
</tbody>
</table>

A total number of 65 passed the exam before the revision of paper process. Results were published on the 24th October 2013 and the applications for the revision of paper were also held during November 2013. 39 candidates applied for a revision of paper and the requests were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>20</td>
</tr>
</tbody>
</table>

No candidate had his mark upgraded. The interviews are to be held in 2014.

Re-sits for the Post of Senior Principals

There were 144 applicants:
Malta Candidates – 121
Gozo Candidates – 23
The English exam was held on the 29th July 2013, whilst the Maltese paper was held on the 30th July 2013.

<table>
<thead>
<tr>
<th>English Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Exempted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>98</td>
<td>9</td>
<td>14</td>
<td>121</td>
</tr>
<tr>
<td>Gozo</td>
<td>19</td>
<td>1</td>
<td>3</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maltese Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Exempted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>77</td>
<td>10</td>
<td>34</td>
<td>121</td>
</tr>
<tr>
<td>Gozo</td>
<td>12</td>
<td>1</td>
<td>10</td>
<td>23</td>
</tr>
</tbody>
</table>

A total number of 22 passed the exam. Results were published on the 24th October 2013 and the applications for the revision of paper were also held during November 2013. 18 candidates applied for a revision of paper and the requests were as follows:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

The Department of Examinations was not assigned the task to conduct the Interviews for this post.

**Wireman Licence A - 2013**
There were 299 applicants:
Malta Candidates – 267
Gozo Candidates – 32

The Theory Paper 1 exam was held on the 2 July 2013, whilst the Electrical Installation Technology Paper II was held on the 3 July 2013.

<table>
<thead>
<tr>
<th>Theory Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>222</td>
<td>34</td>
<td>256</td>
</tr>
<tr>
<td>Gozo</td>
<td>22</td>
<td>8</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electrical Installation Tech</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>216</td>
<td>40</td>
<td>256</td>
</tr>
<tr>
<td>Gozo</td>
<td>21</td>
<td>9</td>
<td>30</td>
</tr>
</tbody>
</table>

A total number of 83 candidates passed from Part 1, that is, the written exams.

The Practical examination paper was held on the 20th September 2013. In addition to the 83 candidates who passed from part 1 written exams there were also 13 candidates who previously passed Part 1 and who sat the Practical/Interview Part II of the exam.

<table>
<thead>
<tr>
<th>Practical Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>87</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td>Gozo</td>
<td>7</td>
<td>nil</td>
<td>7</td>
</tr>
</tbody>
</table>

The interviews were held between the 23rd September and the 2nd October 2013.

<table>
<thead>
<tr>
<th>Interviews Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>87</td>
<td>2</td>
<td>89</td>
</tr>
<tr>
<td>Gozo</td>
<td>7</td>
<td>nil</td>
<td>7</td>
</tr>
</tbody>
</table>
The results were published on the 11 October 2013. Candidates who failed in any part of the exam could apply for a revision of paper. 8 applicants requested a revision of paper but no marks were upgraded.

**Wireman Licence B – 2013**

There were 104 applicants.
Malta Candidates – 94
Gozo Candidates – 10

The Theory Paper 1 examination was held on 4th July 2013, whilst the Electrical Installation Technology Paper II was held on 5th July 2013.

<table>
<thead>
<tr>
<th>Theory Examination</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>81</td>
<td>6</td>
</tr>
<tr>
<td>Gozo</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electrical Installation Tech</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>80</td>
<td>7</td>
</tr>
<tr>
<td>Gozo</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

A total number of 37 candidates passed Part 1 that is the written exams.

The Practical exam paper was held on the 20th September 2013. In addition to the 37 candidates who passed Part 1 (written exams) there were also 7 candidates who previously passed Part 1 and sat for the Practical/Interview Part II of the exam.

<table>
<thead>
<tr>
<th>Practical Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>39</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Gozo</td>
<td>4</td>
<td>nil</td>
<td>4</td>
</tr>
</tbody>
</table>

The interviews were held between the 23rd September and the 2nd October 2013:

<table>
<thead>
<tr>
<th>Interviews Examination</th>
<th>Present</th>
<th>Absent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malta</td>
<td>39</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Gozo</td>
<td>4</td>
<td>nil</td>
<td>4</td>
</tr>
</tbody>
</table>

The results were published on 11th October 2013. Candidates who failed in any part of the exam could apply for a revision of paper. 4 applicants requested a revision of paper and 1 candidate had his marks upgraded to a pass mark.

Other local examination processes started in 2012 and 2013 were the following:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Result Published</th>
<th>Sat</th>
<th>Passed</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officer Cadets in the Armed Forces of Malta - 2012</td>
<td>Jan-13</td>
<td>28</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>EFL - November 2012</td>
<td>Jan-13</td>
<td>141</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Customs Officer in the Ministry of Finance, Economy and Investment</td>
<td>Jan-13</td>
<td>43</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Post of Assistant Principal in the Malta Public Service - 2012</td>
<td>May-13</td>
<td>212</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>Post of Senior Principal in the Malta Public Service - 2012</td>
<td>May-13</td>
<td>237</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>EFL - March 2013</td>
<td>May-13</td>
<td>122</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Regular Soldiers in the Armed Forces of Malta - Scheme 'B' 2012</td>
<td>Jun-13</td>
<td>230</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Soldier Bandsmen in the Armed Forces of Malta - 2012 (Scheme A/B)</td>
<td>Jun-13</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Engine Drivers (Land) May 2013</td>
<td>Jun-13</td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Post of Clerk in the Malta Public Service - 2012</td>
<td>Oct-13</td>
<td>137</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>Post of Principal in the Malta Public Service - 2012</td>
<td>Oct-13</td>
<td>646</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>Licence A - July 2013</td>
<td>Oct-13</td>
<td>244</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Licence B - July 2013</td>
<td>Oct-13</td>
<td>88</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Re-sit for the Post of Assistant Principal in the Malta Public Service - 2013</td>
<td>Oct-13</td>
<td>38</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Re-sit for the Post of Senior Principal in the Malta Public Service - 2013</td>
<td>Oct-13</td>
<td>111</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Post of Court Messengers in the Courts of Justice - Malta 2013</td>
<td>Oct-13</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>EFL - Nov 2013</td>
<td>Still in Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post of Executive Officer in the Malta Public Service - 2012</td>
<td>Still in Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-sit for the Post of Clerk in the Malta Public Service - 2013</td>
<td>Still in Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-sit for the Post of Executive Officer in the Malta Public Service - 2013</td>
<td>Still in Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-sit for the Post of Principal in the Malta Public Service - 2013</td>
<td>Still in Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engine Drivers (Land) Nov 2013</td>
<td>Still in Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INFORMATION MANAGEMENT UNIT (IMU)

Clients

The IMU was responsible for the ICT Operations in the Ministry, Offices of the Parliamentary Secretary, Directorate for Quality and Standards in Education, the Directorate for Educational Services, Malta Libraries, the National Archives and the Examinations Department.

The IMU operates in close collaboration with MITA on all matters relating to ICT. It obtains expertise and direction and implements the Policies, Standards and Directives set out by the Agency.

Major Services to Clients

- Procurement of peripheral equipment via the e-procurement facility;
- Observance of ICT Standards and Policies;
- Support in the procurement of Applications and Systems;
- Support and maintenance of Applications and Systems;
- Management of the leasing of computers which includes management of the damages and thefts processes;
- Maintenance of ICT spares;
- Provision of Wide Area Networks;
- Provision of Local Area Networks;
- Maintenance and security of the Data Centre;
- Management of Third Party Suppliers.

Service to the Examinations Department

- Assisted in the utilisation of the new Examinations Management System;
- Managed the phasing out of the old System;
- Managed the Third Party Supplier.

Service to the Education Directorates

Managed the Third Party Supplier for the Students, Teachers, Schools System.

Service to the National Archives

Provided the National Archivist with technical support and guidance on matters of computerisation.

Service to the Life Long Learning Directorate

- Provided supplier management for the Evening Courses System;
- Assisted in the use of the system and with problems in the Website.

Dealings with MITA

- Negotiated and managed the Ministry Services Contract for 2013;
- Managed user accounts. Applied for the creation of new ones and for the deletion of accounts in respect of staff who terminated their employment with Education;
- Contracted MITA for technical guidance in respect of WANs and LANs;
• Raised requests for Waivers and Exemptions from GMICT Standards and Policies:
  Saw each request through to approval;
• Requested the renewal of expired requests, if further required;
• Managed the hosting of applications and websites.

Child Care Centres

• Worked on the functionality design document of the child care system;
• Ensured the provision of funds for the new system.

Various

• Provided supplier management for the Ministry Website;
• Assisted Departments in the design of their web pages;
• Managed the transfer of the Ministry Website to the Sharepoint platform;
• Registered line-of-business non-core software;
• Liaised with internal clients regarding the removal of Potentially Unwanted Programmes;
• Participated in tender adjudication boards;
• Supported ICT projects at the offices of the Parliamentary Secretary and Ministry;
• Supported the move of the Ministry from Republic Street to Strait Street and from Strait Street to Floriana;
• Supported the changeover in Government in March 2013: ensured the wiping of the computers of both Secretariats and the backing of data;
• Managed the procurement of computers by those eligible in the old Secretariats;
• Greatly involved in the ICT requirements of the new Minister, the Parliamentary Secretary and their Secretariats.

Staff Matters

IMU members of staff participated in various training courses funded via ESF.