United Nations Educational, Scientific and Cultural Organization (UNESCO)

Report by Malta on the Implementation of the Convention and Recommendation against Discrimination in Education
General Introduction

The following extensive report on the implementation of UNESCO’s Convention and Recommendation against Discrimination in Education (CL/4147) has been compiled with the help and support of the following entities within the ministry for Education and Employment:

- The Legal Team within the Ministry which supplied all the necessary information from a legal point of view;
- The Quality Assurance Department (QAD) which provided information on quality standards used by department to monitor and review policies, practices and procedures in mainstream schools in favour of education for all learners;
- The Human Resources Department (HR) which provided information on the general working conditions of all educators within the Maltese education system;
- The Curriculum Department which provided information on curricular issues and initiatives to high quality teaching and learning experiences for all learners;
- The Education Resources Department which provided information on how educators are recruited, deployed and constantly trained;
- The Lifelong Learning and Early School Leavers Department which supplied information on initiatives taken to reduce the amount of early school leavers from mainstream Maltese schools;
- The Student Services Department for the information given on particular measures aimed at facilitating the inclusion of all minority groups in Maltese schools;
- The Migrant Learners and Client Support Unit for providing information on specific initiatives aimed at including all migrant learners in Maltese schools.
- The Education for All section for compiling all the gathered information and data as well as for providing information on how this section is tackling the issue of providing high quality education for all learners.

Apart from the above, other public entities also contributed to this report. These include:

- The Foundation for Educational Services (FES); and
- The National Youth Agency (Agenzija Zghazagh).

Section A: Introduction to the Report

This document has been compiled as a response to UNESCO’s request to report on the implementation of the Convention and Recommendation against Discrimination in Education (CL/4147). The purpose of this convention is to support UNESCO’s member states in adopting concrete measures aimed at promoting equality of opportunities and treatment in the field of education. Malta, as a signatory member state, undertook various initiatives to implement the above-mentioned convention. Amongst these initiatives there are:

a) The revision of the current Education Act, which regulates education in Malta, to make it more relevant with the needs and exigencies of today’s society;

b) The launch of the Framework for the Education Strategy for Malta 2014-2024, with a renewed commitment to consolidate the success achieved in education and employment in the past years and to recognise the challenges of an ever-evolving competitive world;

c) The external audit on Inclusive and Special Education in Malta conducted by the European Agency for Special Needs and Inclusive Education to provide a clear picture
of the current state of inclusive education in Malta and to propose a comprehensive way forward in this area;

d) The development of a renewed National Curriculum Framework that aims to achieve the assurance that by the end of compulsory education learners acquire the necessary knowledge, skills, competences, attitudes and values that stimulate them to view lifelong learning as part and parcel of their development as individuals and as citizens of Malta, the European Union and of the world;

e) The launch of the ‘Learning Outcomes Framework’ to support the National Curriculum Framework and to serve as a keystone for learning and assessment throughout the years of compulsory schooling;

f) The launch of the Respect for All Framework which is developed on UNESCO’s four pillars of education (Learning to Be; Learning to Do; Learning to Know and Learning to Live Together). The aim is to provide holistic development of the individual – both in terms of personal potential and contribution to society through their skills and knowledge;

g) The launch of a set of Policies, Procedures and Strategies within the Respect for All Framework to support schools in the implementation of this framework. These include the: ‘Trans, Gender Variant and Intersex Students in Schools Policy’; ‘Managing Behaviour in Schools Policy’; ‘Addressing Bullying Behaviour in Schools Policy’; ‘Addressing Attendance in Schools Policy’ and ‘A whole School Approach to a Healthy Lifestyle: Healthy Eating and Physical Activity Policy’; and

h) The development of the ‘Education for All’ structures to support colleges and schools in their re-structuring and re-culturing processes in favour of inclusive education.

Apart from the above initiatives the Ministry for Education and Employment also launched the National Literacy Strategy for All (2014); A Strategic Plan for the Prevention of Early School Leavers in Malta (2014); The Malta National Lifelong Learning Strategy (2014); set up the Migrant Learners and Client Support unit and appointed a Third Country National (TCN) co-ordinator to advice and support schools in language learning amongst third country learners and parents. Other measures include the introduction of the Core Competence and the Alternative Learning Programs to provide alternative learning routes to diverse learners.

Section B: Specific Information: Part I

Relevant Information on the Legislative, Judicial, Administrative and other Measures taken by the State at the National Level

Question 1: Ratification of the Convention

1.1 Malta has ratified the Convention in 1966.

1.2 Malta has ratified this Instrument.

Question 2: Legal Framework

2.1 The provisions in the Convention are all found in the Constitution and the Education Act (Cap 327 of the Laws of Malta).
Despite many of the provisions are incorporated in National laws or policies, the provisions of the Convention can be invoked before the National Courts, tribunals and administrative authorities.

The jurisdictions on the above mentioned provisions lie in the National Courts.

2.2 Not Applicable.

2.3 Discrimination in Education is tackled in the following laws/documents:

Constitution of Malta\(^1\)

The Constitution is the highest law of the State. In articles 10 and 11 the Constitution dictates that Primary Education shall be compulsory to all and free of charge and where there are cases of financial difficulties the State shall aid the students.

Article 17 deals with the education of disabled persons. The Constitution clearly outlines that these are entitled to education and vocational training.

Education Act Cap 327 of the Laws of Malta\(^2\)

The Education Act continues to build on the principles outlined in the Constitution of Malta. Article 3 states that “It is the right of every citizen of the Republic of Malta to receive education and instruction without any distinction of age, sex, belief or economic means.”

Article 5 of the Convention deals with the liberty of parents/legal guardians to choose the institution they prefer for their children. The Education Act in article 6 states that “It is the right of every parent of a minor to give his decision with regard to any matter concerning the education which the minor is to receive.” Besides the law in article 20 (1) & 20 (2) (b) gives the right to anyone who wishes to open a school to do so as long as it is compliant with the requirements of the law, “Any person shall have the right to apply to the Minister for the grant of a licence to establish a school.”

2.3.3 Equal Opportunities Act Cap 413 of the Laws of Malta\(^3\)

This Act specifically concentrates on persons with disability. Title II of the said Act specifically deals with Education. The law in article 11 is clear and excludes any form of discrimination against persons with disability in the Education sector;

11. (1) Save as provided for in sub-articles (2) and (3), and without prejudice to the generality of Part II of this Act, it shall be unlawful for an educational authority or institution to discriminate against –

(a) an applicant for admission as a student on the grounds of his disability or a disability of any of his family members –

(i) by refusing or failing to accept his application for such admission, or

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(ii) in the terms or conditions on which such educational authority or institution is prepared to admit him as a student; and, or,

(b) a student on the grounds of his disability or disability of any of his family members by –

(i) denying him access, or limiting his access, to any benefit, facility or service provided by such educational authority or institution; or

(ii) expelling him from the educational institution he is attending.

*Equality for Men and Women Act Cap 456 of the Laws of Malta*

This act is very wide, and covers a number of grounds discrimination. Article 2(3) states that,

“For the purposes of subarticle (1) discrimination based on sex or because of family responsibilities or sexual orientation, age, religion or belief, racial or ethnic origin, or gender identity, gender expression or sex characteristics is:“

Moreover article 8 of the said Act stipulates that:

8. (1) It shall be unlawful for any educational establishment or for any other entity providing vocational training or guidance to discriminate against any person in –

(a) the access to any course, vocational training or guidance; or

(b) the award of educational support for students or trainees; or

(c) in the selection and implementation of the curricula; or

(d) in the assessment of the skills or knowledge of the students or trainees.

(2) Failure by the persons responsible for such establishments and entities to fulfil their obligation to suppress sexual harassment as provided under article 9(2) shall for the purposes of subarticle (1) of this article constitute discrimination.

(3) It shall be the duty of educational establishments and entities providing vocational training, within the limits of their competence to ensure that curricula and textbooks do not propagate discrimination.

**Section B: Part II**

**Question 1: Implementation of the Convention or Recommendation**

**Non-discrimination in education**

1.1 Yes

1.2 Since Malta has few natural resources, economic growth is dependent on the skills of its population and Malta spends over 5.9% of GDP on education – slightly above average spend in EU countries. The Maltese Government views public expenditure on education as a way to foster economic growth, enhance productivity, contribute to citizens’ personal and

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social development and as a means to reduce social inequalities. Accordingly, it increased spending in 2014. The Government of Malta is also committed to making lifelong learning and mobility a reality and to achieve greater equity and more active citizenship. With regard to recent social change, a report by the Equality Research Consortium (Pisani et al., 2010) notes that the past decade has been marked with important social changes including the arrival of people seeking asylum, greater visibility for particular minority groups, and greater awareness of discrimination and remedies to combat it. The report notes that the education system plays a key role in promoting mindsets open to a diverse society.

In 2007, Malta was one of the first United Nations (UN) member states to sign the UN Convention on the Rights of Persons with Disability. It ratified it in 2013. Over the years, there have been efforts to increase the understanding of the concept of inclusion to all marginalised groups and to introduce more respectful terminology. In 1995, the Consultative Education Committee published Tomorrow’s Schools – Developing Effective Learning Cultures (Wain et al., 1995). This document proposed the development of schools as learning communities that would cater for learners’ well-being and bring teachers and parents together. In 1999, the National Minimum Curriculum (NMC) set out the knowledge and skills needed by learners and, although seen as too prescriptive by some stakeholders, it had inclusion as a main principle and was introduced with broad national consensus. The strategic plan for the NMC (Ministry of Education, 2001) not only outlined the need for new structures and approaches, but also underlined the necessity for schools to collaborate and share good practice. It also highlighted the importance of allowing space for autonomous initiatives to facilitate school-based curriculum development. In 2005, the publication For All Children to Succeed set out proposals for reorganisation to promote decentralisation and increase collaboration among schools to ensure that the individual needs of learners were catered for. The document also underlined the concept of collaboration with parents or guardians, recognising the benefits parents and others can gain from networking with the schools (Ministry of Education, Youth and Employment, 2005). As a basis for these developments, networks were characterised as ‘purposeful social entities characterised by a commitment to quality, rigour, and a focus on standards and student learning’ (Hopkins, 2005; cited in Ministry of Education, Youth and Employment, 2005, p. 37). The Education (Amendment) Act (2006) brought into place the current college structure.

A new Framework for the Education Strategy for Malta 2014–2024 (Ministry for Education and Employment, 2014a) was launched in February 2014, aiming to address all cycles of education from early years to adult learning. This Framework aims to unify the different frameworks and strategies, such as the National Curriculum Framework, the National Literacy Strategy for All, A Strategic Plan for the Prevention of Early School Leaving and the Strategy for Lifelong Learning. Measures aim to reach across all socio-economic sectors and different cultural, ethnic, religious, gender and sexual statuses and the Ministry is seeking to improve learners’ learning experiences by encouraging creativity, critical literacy, entrepreneurship and innovation at all levels. The Framework for the Education Strategy for Malta 2014–2024 has four broad goals that are in line with European (i.e. Education and Training 2020) and world benchmarks:
• to reduce the gaps in educational outcomes between boys and girls and among learners attending different schools; decrease the number of low achievers and raise the bar in literacy, numeracy, and science and technology competence; and increase learner achievement;
• to support educational achievement of children at risk of poverty and from low socio-economic backgrounds; and reduce the relatively high incidence of early school-leavers;
• to increase participation in lifelong learning and adult learning; and
• to raise levels of learner attainment and retention in further, vocational and tertiary education and training.

The National Curriculum Framework: (Ministry of Education and Employment, 2012a) is seen as an important tool for inclusion and employability that aims to empower learners to achieve their full potential as lifelong learners. Building on the NMC (Ministry of Education, 1999), the new National Curriculum Framework replaced selective educational arrangements with comprehensive ones, and began the development of a curriculum that promotes progress for all learners. Following consultation, the latest framework sets out to:
• enable young people to work towards the acquisition of a formal qualification in key competences as the foundation for lifelong learning;
• provide more flexible and diverse pathways for all learners, increasing engagement in education;
• address the gaps in the education system that have led to absenteeism, high rates of early school leaving and low skills and competences for a proportion of learners; and
• create a Learning Outcomes Framework that moves away from stand-alone subjects to learning areas that form the entitlement for all learners towards inclusivity, citizenship and employability.

The National Literacy Strategy: A National Policy and Strategy for the Attainment of Core Competences (Ministry of Education, Culture, Youth and Sport, 2009a) focused on literacy (Maltese and English), e-literacy and numeracy in primary education. The new National Literacy Strategy for All (2014–2019) seeks to consolidate and extend this, supporting dual literacy and digital literacy and covering all phases of education (Ministry for Education and Employment, 2014b). In order to deliver the Strategy, a National Literacy Agency has been established and Literacy Teams have been formed in every state college in Malta and Gozo. These are led by the Heads of Department for Literacy and will bring together in a team the literacy-related staff of that college to implement literacy assessment and intervention procedures together with classroom teachers. The literacy strategy is a high priority due to the fact that levels of basic skills are below average, as shown by recent international studies (PIRLS, TIMSS and PISA) with girls out-performing boys in all areas. However, the population’s ICT skills are close to the EU average and the Maltese government has invested heavily in ICT-related infrastructure and hardware in schools that are all connected to the web. In 2014 a pilot was launched to provide tablets to learners in primary schools, starting from year 4.

A strategic plan for the prevention of Early School Leaving in Malta: Despite a recent fall in the rate of early school leaving (ESL), it remains at 20.8% (2013) – the second highest in the EU. A higher rate of males (23.2%) drop out of school than females (18.4%).
A strategic plan for the prevention of early school leaving in Malta was published in 2014 (Ministry for Education and Employment, 2014c) and an early school leaving monitoring unit has been set up in the Ministry for Education and Employment, together with an inter-ministerial committee to coordinate policy in this area of work. This strategy will act to reduce early school leaving to 10% by 2020 through a range of measures, including: attention to early childhood education and care; making schools more relevant and meaningful; supporting at-risk children through innovative teaching and learning tools and through school- and community-based solutions; reintroducing vocational education in secondary schools as an alternative learning pathway; improving career guidance; strengthening parental involvement; and supporting teachers through training. There will also be some compensation measures, such as second-chance education, reintegration programmes and the Youth Guarantee Scheme.

**Integration of migrant children:** To improve the integration of migrant children in the educational process, in 2013 a Third Country National (TCN) co-ordinator was appointed to advise schools. A number of teachers were provided with additional training in language learning through an EU co-funded project, while other EU-funded projects developed an online assessment tool, reading and spelling software and materials to support language learning and support for parents of migrant children.

**Special needs and inclusive education:** Malta has one of the highest proportions of learners with disabilities and/or special educational needs attending mainstream education among the EU Member States. Agency data from 2012 shows that from a population of 46,947 learners of compulsory school age (data from school year 2011–2012), 2,572 were formally recognised as having SEN, i.e. statemented (European Agency for Development in Special Needs Education, 2012). This is an identification rate of 5.5%, which is relatively high in comparison to other EU countries (the EU average is approximately 4.2%). Some 2,507 learners with SEN were placed in mainstream schools, giving a mainstream placement rate of 5.4%. Fifty-four learners were placed in special schools and 11 in a special unit. This gives a segregated placement rate of just over 0.1%, which is one of the lowest across EU countries. Public special education services started in the 1950s and continued expanding until the 1980s. The early integration of children with disabilities into mainstream schools resulted from British influence through the Warnock Report (1978). A British-style ‘statementing’ process was also introduced in 2000 to identify and assess children experiencing difficulties in the education system. The statementing procedure involves a formal multi-disciplinary assessment, while the Statementing Moderating Panel (SMP) advises on the special provision required. In 1998, an independent evaluation of the Inclusive Education Programme in Maltese Schools was conducted (Borg, Borg, and Martinelli, 1998). This was followed in 2005 by the Inclusive and Special Education Review (Spiteri et al., 2005). This report provided an evaluation of learning support and the statementing process and proposed a break with the expectation that learning support must be given by LSAs. It also made recommendations regarding training and support for class teachers and the role of specialist teachers. Following this report, the Student Services Department (SSD) in the Directorate for Educational Services (DES) was set up in 2007, followed in 2008 by the appointment of Service Managers to manage the Inclusive Education Section, Special Education and Resource Centres and Psycho-Social Service.
Up to 2005, few learners with special needs were included in secondary or upper-secondary education. However, many learners now join lower-secondary schools while some also move into tertiary education. In 2009, the Student Services Department published proposals for special school reform (Ministry of Education, Culture, Youth and Sport, 2009b). The four special schools were subsequently changed into a resource centres: one primary, two secondary and one for young adults. Each centre is incorporated within a college and aims to offer services to mainstream schools, as well as providing full-time education for a small number of learners with complex needs.

**Equal opportunities in education**

2.1 2.2 and 2.3 Apart from the above-mentioned measures, Malta also has a number of Governmental Agencies which provide services so as to minimize as much as possible the discrimination and exclusion of learners amongst which one finds the Foundation for Educational Services (FES) and Agenzija Zghazagh (Malta’s National Youth Agency). These agencies took the following initiatives:

**National Youth Policy Towards 2020 – A shared vision for the future of young people.**

The policy’s vision is of young people who are respected, valued and listened to and supported and encouraged in building fulfilling personal and social relationships and in developing their innate abilities and talents for the benefit of themselves, their communities and society. The overarching values of the policy are:

- **Respect** for the individuality, worth and dignity of all young people regardless of their beliefs, ethnicity, physical and mental capacities, socio-economic background, disability, sex, sexual orientation, gender, gender identity and gender expression; for the right to have their voice heard and to be informed on all issues that concern them; and for the right to determine their own future and happiness.


- **Sustained support** for all young people in developing their physical, intellectual and emotional capacities, skills, talents, strengths and abilities; promoting their physical, mental, emotional and spiritual well-being, and in fulfilling their potential and aspirations and in meeting their needs.

- **Solidarity** of young people, families and communities so as to ensure young people's active participation, sense of responsibility and caring, and capacity to build quality and life enhancing relationships with their parents, siblings, peers and elders in the home, school, workplace and community.

and these are underpinned by **principles** of

- **responsiveness**
- **access**
- **participation**
• **inclusion**
• **integration**
• **diversity**
• **empowerment**
• **and equality.**

The policy, which will focus on all 13 to 30 year olds will be implemented over the period 2015-2020, has two related aims

• to effectively support and encourage young individuals in fulfilling their potential and aspirations while addressing their needs and concerns, and

• to effectively support young people as active and responsible citizens who fully participate in and contribute to the social, economic and cultural life of the nation and Europe.

The policy will be implemented through two specific but interdependent strategies that complement the two policy aims. Each of the two strategies has a number of designated Action Plans under which specific actions will be undertaken and implemented over the six year timeframe 2015-2020.

- **Strategy 1** – Youth work and services for young people.
  - Action Plan - New spaces at local community level for young people and youth organisations.
  - Action Plan - Awareness raising, listening to and supporting the voice of young people.
  - Action Plan - Initiatives for the active engagement, empowerment and participation of young people and youth organisations.

- **Strategy 2** – Cross-sectoral supports for young people.
  - Action Plan - Education and training.
  - Action Plan - Arts and Culture.
  - Action Plan - Voluntary and Community activities.
  - Action Plan - Sport and Recreational activities.

**The Mission of Aġenzija Żgħażagħ is to:**

Manage and implement the National Youth Policy *Towards 2020* and promote and safeguard the interests of young people which it pursues through the following policy measures.

- New spaces at local community level for young people and youth organisations
  - You can find more information on the [Youth Activity Centres at Villa Psaigon](#) and at Marsaxlokk. Youth groups or organisations are offered subsidised affordable accommodation that is designed and equipped for organising non-formal learning activities such as live-ins, exchanges, seminars, meetings and workshops.
  - Youth cafes in Qawra, Msida, Cottonera and Kirkop. Youth cafes are facilities that offer a safe and supportive environment where young people can spend their leisure time and explore their talents while developing the personal and social skills essential
in adult and working life. Youth cafes are located and operate alongside other community and learning support services.

- **Youth Hubs in** MCAST, Junior College and Giovanni Curmi Higher Secondary School. Youth Hubs are a non-formal educational service provided by Aġenzija Żgħażagħ within a formal education setting that offers an informal and recreational environment where young people develop projects and initiatives that enhance both their personal and social skills and improve their level of educational attainment and employability prospects. Youth workers in secondary schools also work in collaboration with Aġenzija Żgħażagħ.

- **The Youth Village** at Umberto Colosso, Santa Venera. The new site also houses the Youth Village, which provides space, facilities and supports for young people and youth organisations to organise events and initiatives. A sports facility and a youth residential center are also being planned for the site.

- **Outreach and Detached youth work services** are also being developed to cater for the needs of socio-economically excluded and hard-to-reach young people.

- **Local youth community centres** are also being developed and the first of these will be opened at Kottonera.

- **Supports for youth organisations**, which include financial supports and hiring of equipment and facilities.

- **Awareness raising, listening to young people**

  - **Youth Information and Counselling**
    - Aġenzija Żgħażagħ web portal [www.agenzijazghazagh.gov.mt](http://www.agenzijazghazagh.gov.mt) was launched in 2011 as a means of both informing and consulting with young people. The portal provides information on the services for young people provided by Agenzija Żgħażagħ. Youth organisations and groups can also register with the agency and apply for programmes and other support services.
    - Kellimni.com is a project organised by Aġenzija Żgħażagħ in partnership with SOS Malta, the Salesians of Don Bosco and Aġenzija Appoġġ, that offers an on-line support and counseling service to young people, with the help and under the supervision of Child Helpline International (CHI).

  - **Structured Dialogue** is an instrument to actively involve young people in debates and policy-forming dialogue in relation to the European agenda. Governments and relevant institutions, including EU institutions, are expected to address issues determined by the European Union (EU) in conjunction with young people, with a view to achieving results that are relevant for European policy making on youth and youth related issues. Aġenzija Żgħażagħ coordinates the process of the National Working Group together with the National Youth Council and conducts a number of consultation meetings with Maltese young people for the biannual EU Youth Conferences in which they propose the priorities the EU should address in relation to youth issues.

  - **Youth Card (Karta Żgħażagħ).** Aġenzija Żgħażagħ as a member organisation of the European Youth Card Association (EYCA), operates the Youth Card which is
available to young people aged from 13 to 30 years and offers discounts on a wide range of products and services relating to culture, travel, accommodation, shopping and other services that are of interest to young people. Young people who make use of the Youth Card benefit from discounts in hostels, hotels, museums, restaurants, and shops, stores and other retail outlets. The card can be used in all 36 member countries of the EYCA.

- Mirrors and Windows: Maltese young people's perceptions of themselves, their families, communities and society (2012).
  
  This study, the first of this kind in Malta, was commissioned by Aġenzija Żgħażagħ and gives a generally positive overview of young people attitudes and behaviour.

- Democratic Participation - Listening to the voice of young people. A survey of young people's views on Vote 16 and electoral change. (published 2014)


- Programmes and initiatives for the active engagement and participation of young people

  - **Youth Empowerment Programme.** The programme aims to create a learning environment that will enable young people to voice their opinions, become more active citizens and identify and develop their creative potential through various projects at both national and local level as follows:

    - **Youth Literature Contest.** Aġenzija Żgħażagħ in conjunction with the National Book Council encourages established writers as well as young writers to write literature specifically for young people.
    
    - **Youth Specialisation Studies Scheme (YSSS)** is operated by Aġenzija Żgħażagħ in collaboration with APS Bank. This scheme helps young people to study abroad or take a correspondence course, when the relevant course is not available in Maltese institutions.
    
    - **VolTours (Opportunity for Volunteering)** gives young people the opportunity to better understand how voluntary organisations function and the benefits and challenges of volunteering.
    
    - **New Musical Artists.** Aġenzija Żgħażagħ, in collaboration with the Malta Music Awards team, offers a recognition award for the best upcoming singer, musician or band in the musical field.
    
    - **Contemporary Arts Project (Divergent Thinkers).** Initiated in 2012, this project gives young artists the opportunity to exhibit original work in a thematic setting. Young artists are invited to explore and give expression to the concept of Divergent Thinking.
    
    - **Social Drama Mini Festival.** This project provides an opportunity for young Maltese theatre groups to share, explore and develop their talents in the theatrical sphere. Aġenzija Żgħażagħ, in collaboration with Malta Drama Centre organised this mini festival for theatre youth groups aged between 18 and 30.
TAĦŻIŻ. This programme is organized by Aġenzija Żgħażagħ in collaboration with the Ghaqda tal-Malti - Università & Fondazzjoni AWL. Aspiring young writers aged between 18 and 25 are invited annually to participate in three intensive residential seminars on creative writing. At the end of each programme, a compendium of the work produced is published.

The Youth Local Councils Project. This project creates a space where young people between 14 and 18 years of age actively and directly participate in their locality. Aġenzija Żgħażagħ’s encourages and supports local councils to establish Youth Local Councils and provides training to young councillors.

Music Tuition for Young People in Band Clubs. This project, initiated by Aġenzija Żgħażag in cooperation with the Band Clubs Association, gives financial support to band clubs to encourage and support young people to take up musical instruments and/or to improve musical training for young people attending the clubs.

- **EU and international**
  At European level, Aġenzija Żgħażagħ represents Malta on the EU Youth Working Party, the twice yearly Youth Conference and the Council of Europe's Steering Committee on Youth. It also prepares all papers and responses for the Youth Ministers’ twice yearly Council meetings and other EU/international youth related meetings.

Aġenzija Żgħażagħ is also an active member of the EU/Council of Europe Youth Partnership, ERYICA (European Youth Information and Counselling Agency) and EKCYP (European Knowledge Centre for Youth Policy). The agency also participates and attends other youth related international fora and events organised by the Council of Europe, the Commonwealth and the UN.

- **Research**
  Aġenzija Żgħażagħ is committed to ongoing research on the lives of young people in Malta and ensuring that youth policy is evidence-based and outcome-focused.

**Initiatives taken the Foundation for Education Services**

The Foundation for Education Services (FES) is also committed to ensure an education for all learners and to counter persistent inequalities in access, participation and learning outcomes at all levels, particularly for the most vulnerable groups. Over these years the foundation undertook the following national initiatives:

**Childcare**

FES operates 13 childcare centres. As part of our commitment to offer a service to the most vulnerable our subsidised fees are means tested to ensure that families can benefit from this service. As is well understood, childcare provides a foundation for learning to the children that attend, and apart from the necessary social skills children will be more prepared to learn in their formal education years.

**Klabb 3-16**
FES operates Klabb 3-16 afternoon school programme in 30 centres. The fee is 80c to the hour which makes this service available to anyone in need. A subsidy scheme which is means tested ensures the availability of service. The programme offers these learners the possibility to have a healthy snack, structured time and place to do their homework and do other non formal activities. This service is operated throughout the year and even during school holidays.

**Skolasajf**
Skolasajf is a Summer programme offered in all primary schools in Malta and Gozo. This programme is accessible to all learners and offers an enjoyable yet educational experience to all. The fee of €25 for a programme of 8 weeks makes it accessible to families.

**Question 3: Progress made with respect to implementing the right to education**

**3.1 Universal primary education**

Primary education is compulsory to all children from the age of 5. The government offers also free kindergarten and childcare. Free compulsory education is enshrined in the Constitution of Malta and the Education Act cap 327 of the Laws of Malta.

Minimum age for the end of compulsory education, marriage and entry into employment are aligned. Compulsory education ends at the age of sixteen (16) whilst employment entry age is 16 as well. Lowest marriage age is 16 but this has to be with the consent of the parents. Normal marriage age is eighteen (18).

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6 "compulsory school age" means any age from five years to fifteen years, both inclusive, and accordingly a person shall be deemed to be of compulsory school age if he has attained the age of five years and has not attained the age of sixteen years or has not yet completed the last year of secondary school; (Art. 2 of Cap 327)

7 No person may employ a minor of compulsory school age or otherwise bound to regularly attend school under the provisions of this Act without the written permission of the Director General of the Directorate for Educational Services. (Art. 128 (1) Of Cap 327)

8 (1) A marriage contracted between persons either of whom is under the age of sixteen shall be void. (2) Without prejudice to the provisions of sub-article (1), a person who is subject to paternal authority or to tutorship may not validly contract marriage without the consent of the person exercising such authority, or of the tutor, as the case may be. (Art 3 of Cap 255)
3.2 Secondary Education

Secondary education is compulsory and free for all from the age of eleven (11) till the age of (16). All students are provided with free tuition, text books and transport.

3.3 Higher education

I think this section can be best answered by other sections.

Question 3.4: Adult Education and Lifelong Learning

What efforts has your government made to establish a system of continuing education on the basis of individual capacity?

The ‘Malta National Lifelong Learning Strategy’ championed by the Directorate for Lifelong Learning allows the Directorate to tend to the educational needs of the general public whilst following the strategic framework of the European Union. The Lifelong Learning Strategy has a substantial number of work programmes that tackle the issue of educational continuity and quality assurance of the services provided. The Directorate has undertaken the commitment to develop coherent accreditation framework and recognition of skills and competencies acquired through lifelong learning, non formal and informal learning routes. The Directorate, along with other stakeholders are taking into consideration the possibility to develop procedures for the accreditation of prior learning.

The Directorate has identified the need for better collaboration between Educational Institutions and the private enterprises to ensure that during their working life, adults are also exposed to work-based learning environments to further improve their qualifications and ultimately develop their own potential. This process is quite flexible in that adults can access short term courses to improve their skills for work purposes while also providing a window of opportunity to employers to have a more qualified workforce within their institution.

Whilst acknowledging that Education is moving into the digital age, the Directorate for Lifelong Learning has also taken upon itself the commitment to introduce digital literacy courses. These courses provide a pragmatic grounding in the fundamentals of online engagement allowing the adult to interact with the rest of the world and access education freely. The Directorate is currently implementing a project through Erasmus+ programme funding on Digital Literacy to provide a hand on understanding of the practical uses of online learning and social networking.

Through another EU project, the Directorate was able to commission the University of Malta to provide a comprehensive picture of the situation within Adult Education and to allow policy makers to have first hand evidence-based information to allow equity of access.
Apart from upholding policy provision, the Directorate also engages 19 centre coordinators and 287 adult educators on a part-time basis. The input of these educators resulted in teaching more than 500 courses in 100 different subjects including basic skills, information technology skills, languages, mathematics, science, technology, social studies, vocational training as well as educational.

For year 2015/2016, the Directorate received 13,880 applications for adult learning courses. Of these applicants 64% are female, and 36% are male. The Directorate also offers accredited courses at Levels 1 and 2 of MQF. Additionally, revision classes for MATSEC exams, at both Ordinary and Advanced levels, are also being organised. The courses accreditation process continued and by the end of 2015, the National Commission for Higher and Further Education approved 58 courses that have the first level qualification and seven courses that hold a second level qualification. There were also sixteen pending applications for accreditation of courses ranging from first to fifth level of qualification. Guidelines for Quality Assurance by the Directorate were drafted and finalised.

The concept of Open Class was introduced for those adults who have completed the first level courses or have been learning the subject for many years. Thus, the Directorate continued offering an opportunity to students to continue their education and practice in several areas.

**Community Courses**

The Directorate continued to work with the Department of Local Government to implement the scheme called Lifelong Learning in the Community which was launched in 2010. In 2015, 30 Local Council and 17 NGOs and Community Centres participated in the scheme. By means of Community Courses the Department reached 3,107 pupils. The Directorate also offered training courses for a number of organizations and other entities. These organizations include LEAP Centres (Valletta, Qawra, Birgu, Kirkop, Qormi and Żurrieq), Ċaritas (Dar Sant ‘Anna), Aġenzija Żgħażagħ (Youth.Inc), Foundation for Information Technology Accessibility (FITA), National Council of Women (NCW), Young Women's Christian Association (YWCA), the Paulo Freire Institute, Aġenzija APPOĠĠ, Downs Syndrome Association Malta, Dar Kenn Ghall-Saħhtek and St Jeanne Antide Foundation.

**National Diploma in Adult Learning**

In 2014, the Directorate launched the National Diploma in Adult Learning to improve the quality of adult education in Malta. This National Diploma is designed for those already working or interested in working in education and adult training. This qualification has a flexible program to accommodate the personal needs of students. Participants who successfully complete the thirteen modules obtain the National Diploma in Adult Learning (MQF Level 5). About 100 students attended six new modules that the Directorate introduced in 2015. These modules cover various aspects of pedagogy in adult learning.

The Malta National Lifelong Learning Strategy is promoting the set up of a National Skills Council. In fact, between the end of the 2nd quarter of 2016 and the beginning of the 3rd quarter, the Ministry for Education and Employment will be setting up the structure of the National Skills Council to contribute to the alignment of adult Lifelong Learning with industry skills, needs and competencies. The Council will work with industry and employer representatives to discuss issues pertaining to labour market changes, development of
responsive VET systems and on actions that improve the quality of the labour force within the framework of employment policies. The National Skills Council shall be guided by best practices including EU Communications and PIAAC report findings.

**What are the concrete measures implemented to ensure equitable access to continuing education?**

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**Fees**

The Directorate for Lifelong Learning believes that Education should be accessible to all. For this reason, fees for these courses range from EUR 18.63 up to EUR 58.23. Whilst acknowledging the targets set by the Government to alleviate people out of poverty, the Directorate for Lifelong Learning has allowed those in possession of:

- The Senior Citizens card not to pay for their first course.
- Applicants, due to social reasons, declare that they cannot afford the relevant fee.
Applicants who feel they are entitled to payment exemption after permission is issued by the appropriate Board within the Ministry for Education and Employment.

**Question 3.5: Quality Education**

**Standards of education:**

High quality education is vital for employability, for social cohesion and for Malta’s overall economic and societal success. Quality, however, needs to be continuously monitored and improved, which calls for effective quality assurance systems covering all education levels.

Quality Assurance has been introduced in Malta since 2005 and a central/top level Quality Assurance Department (QAD) has been given the responsibility to carry out external reviews (audits/inspections), as per Education Act of 2006, in all compulsory school age schools irrespective to which sector they pertain to.

A key function of the Quality Assurance Department within the directorate for Quality and Standards in Education is:

> “in support of the evaluation and the internal audit of every school, (to) implement inspections and external reviews, and also so that children and students are helped so that they may obtain in the best possible manner the set learning targets and necessary skills”

(Education [Amendments] Act 2006, Art. 9 [2][d])

The external review in Malta is primarily an instrument that supports and empowers schools in their ongoing quest to improve their practice and their outcomes in terms of the holistic vision of the National Curriculum Framework (NCF, 2012). The external review is also, an instrument for accountability and conformity with national standards and aspirations while promoting a culture of consistent excellence and rigour in aiming for the highest possible standards. Consequently, a successful and meaningful external review is situated precisely in the delicate and dynamic balance between these complementary functions of support and accountability.

The NCF (2012:32) states that quality assurance is to be realised through a system of ongoing self-evaluation, monitoring and review within schools. So, at the heart of this vision is an internal review process (school self-reflection). Effective internal review and the actions that flow from it should deliver improved educational outcomes and experience for all students. Internal review must be an integral part of the School development planning process with the resulting actions and objectives captured and mirrored in the School Development Plans while also reflecting and responding to standards emanating from national policies and strategies.

In 2015, the Quality Assurance Department has issued standards with respective success criteria covering the areas of *educational leadership and management*, *teaching and learning* and *school ethos*. Schools are encouraged to use these standards and success criteria to guide their internal evaluation and school development planning. Success criteria are not binding, but provide guidance as to how one can evaluate the extent to which a standard is met. External reviews evaluate schools according to the standards and reports are issued outlining strengths and a way forward to progress in the achievement of the said standards. The Quality Assurance
Department is investing in aligning internal and external review processes which form the basis of its functions.

The standards and success criteria were developed according to the vision of the National Curriculum Framework (2012), the Framework for the Education Strategy for Malta (2014-2024), the Education for All External Audit Report (2014), and the various documents within the Respect for All Framework (2014-2015).

### Educational Leadership and Management

#### Standard 1.1

The Head of School has a clear vision for the school and, in collaboration with the rest of the Senior Management Team (SMT), fosters and supports a professional learning community.

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>1.1.1</th>
<th>The Head of school’s awareness of the strengths, needs and challenges of the school inspires his/her commitment to implement meaningful change and promote a shared vision.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1.2</td>
<td>The Head of School nurtures distributed leadership within the SMT and beyond, giving staff the opportunity to work as a team.</td>
</tr>
<tr>
<td></td>
<td>1.1.3</td>
<td>Continuous evaluation and support for teaching and learning is in place through an established system of formal observations and a commitment towards promoting good practice and continuous professional development.</td>
</tr>
<tr>
<td></td>
<td>1.1.4</td>
<td>The SMT provides opportunities for parental education and empowerment.</td>
</tr>
</tbody>
</table>

#### Standard 1.2

The school has effective internal evaluation processes that inform school development planning. The school development planning documentation (SDP) has appropriate structure, content and format facilitating effective implementation, monitoring and evaluation.

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>1.2.1</th>
<th>Internal review processes and development planning are in place, involve all stakeholders and indicate the way forward for the school community.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.2.2</td>
<td>The school development planning documentation (SDP) has appropriate structure, content and format.</td>
</tr>
<tr>
<td></td>
<td>1.2.3</td>
<td>With the support of appropriate monitoring, all staff is involved in the implementation of SMART action plans.</td>
</tr>
</tbody>
</table>
### Standard 1.3
Appropriate structures and good human resources management ensure effective school administration.

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>1.3.1</th>
<th>Roles and duties of the different members of staff are clearly defined and effective lines of communication with all stakeholders are ensured.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.3.2</td>
<td>The school has policies that are easily accessible and used effectively.</td>
</tr>
<tr>
<td></td>
<td>1.3.3</td>
<td>The school maximises the effectiveness of human resources by taking into account their qualities and aptitudes while addressing their needs through continuous professional development. New members of staff benefit from an effective induction process.</td>
</tr>
<tr>
<td></td>
<td>1.3.4</td>
<td>Record keeping focuses on outcomes to sustain school development.</td>
</tr>
</tbody>
</table>

### Learning and Teaching

### Standard 2.1
The school’s curriculum satisfies learners’ entitlement as outlined in the National Curriculum Framework.

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>2.1.1</th>
<th>The school curriculum reflects the vision of the National Curriculum Framework in alignment with national implementation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1.2</td>
<td>The school enhances learning through the interlinking of subjects and co-curricular activities and initiatives.</td>
</tr>
</tbody>
</table>

### Standard 2.2
Learners experience successful learning in a positive environment. Teachers plan and deliver scaffolded lessons that motivate learner involvement, respecting different needs, abilities and learning preferences.

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>2.2.1</th>
<th>Teachers plan in a way that sustains lesson delivery. They plan for clear learning outcomes, sequencing activities and tasks to target different learning needs and abilities. Teachers share scheme of work and relevant lesson material with LSAs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.2.2</td>
<td>There is a positive relationship between teacher and learners based upon successful classroom management and meaningful interaction with and among learners. Teachers and LSAs work together for the benefit of all learners.</td>
</tr>
<tr>
<td></td>
<td>2.2.3</td>
<td>Teachers scaffold learning by adopting clear lesson structure. They employ a creative teaching approach that involves and motivates</td>
</tr>
</tbody>
</table>
learners. Learners are exposed to different resources and are assigned tasks that engage them according to needs and abilities.

2.2.4 Learners make identifiable progress, participating actively in the lesson, collaborating with peers and seeking support when required.

**Standard 2.3**
The school’s assessment policy and practices sustain quality development at classroom and school levels through both formative and summative assessment.

**Success Criteria**

- **2.3.1** Teachers implement ongoing formative assessment.
- **2.3.2** The school’s assessment policy guides teachers to expose learners to a variety of assessment strategies that address different needs and abilities.
- **2.3.3** Teachers record and analyse learners’ performance to inform development. Parents are regularly informed about their child’s achievement and attainment.
- **2.3.4** The school performs well in national benchmark/SEC examinations taking into consideration its particular context. Learners’ achievement and attainment are analysed to identify trends and inform development.

**School Ethos**

**Standard 3.1**
The school supports learners to reach their full potential.

**Success Criteria**

- **3.1.1** Learners show a sense of self-confidence and self-esteem that is sustained by the school ethos.
- **3.1.2** The school has mechanisms to identify and address the different needs of learners (gifted and talented learners, learners with special educational needs, learners from diverse cultural and linguistic backgrounds).
- **3.1.3** The school regularly involves parents and specialist support from outside agencies for the benefit of learners as required.
- **3.1.4** Learners with a statement of needs are supported through a well formulated and regularly revised individual educational programme (IEP)

**Standard 3.2**
A sense of mutual respect amongst all stakeholders prevails, promoting positive behaviour and fostering a sense of belonging.
### Success Criteria

<table>
<thead>
<tr>
<th>Standard 3.2</th>
<th>The school promotes the reciprocal respect between the different members of its community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3.2.2</td>
<td>The school has a behaviour management policy which commits stakeholders towards promoting positive behaviour and increase learners’ safety at school in line with the ‘Respect for All’ Framework.</td>
</tr>
<tr>
<td>Standard 3.2.3</td>
<td>Stakeholders are happy to belong and are actively involved in school life. There is a sense of collegiality among the members of staff.</td>
</tr>
</tbody>
</table>

### Standard 3.3

**Parents take an active part in the life of the school.**

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>Parents are actively engaged in their child’s educational progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parents show a high level of interest in school development, especially through their representatives on the School Council (or equivalent).</td>
</tr>
<tr>
<td></td>
<td>Parents readily cooperate with the school and participate in activities organised.</td>
</tr>
</tbody>
</table>

### Information on measures taken by Malta to ensure equivalence in all educational institutions in: the conditions relating to the quality of the education provided (e.g. teaching and learning materials).

The teaching and learning materials is partly regulated by the Ministry for Education and Employment. Public schools receive textbooks provided by the Ministry and are distributed ‘free of charge’ to learners. Church and Independent schools choose their own textbooks. Online resources are provided by Education Officers for teachers and learners in all schools. Education Officers maintain a subject room with resources on the Virtual Learning Environment platform. Annual examination past papers are provided online, accessible to all.

Learning outcomes for all subjects within compulsory education have been recently developed and are available at [www.schoolslearningoutcomes.edu.mt](http://www.schoolslearningoutcomes.edu.mt). They provide accessibility to all learners to become engaged citizens, employable and lifelong learners through a learner centre approach to teaching and learning. The method of assessment being proposed opens up opportunities for all learners to demonstrate their skills and competences, in different modes.

It is ensured that all resources provided offer equal access to education for all learners. Discrimination on the basis of gender, race, religion or other forms is considered when choosing the appropriate resources to be provided to schools. Appropriate resources are provided for learners of different ages, different abilities and different nationalities. Migrant children who initially are unable to communication in Maltese and/or English languages, are provided with appropriate physical and human resources so as to have access to education. Students with learning difficulties are provided with appropriate pedagogical programmes which lead to certification at the lower levels.

Education in Public and Church schools is non-fee paying. This provides access to about 90% of all learners on the island. This measure also gives parents the right to choose their preferred educational institution for their children.
The recent introduction of Vocational Education in Secondary schools (2012) provided a differentiated path of learning for more learners. A Secondary Education Certificate pass in a vocational subject has the same parity of esteem as any other subject taught in schools and is considered eligible for entry to post-secondary institutions.

The provisions to ensure that children learn in a safe environment free from violence or harassment, including school-related gender-based violence (at around, and on the way to school).

The Respect for All Framework addresses bullying behaviour, attendance, managing behaviour, healthy eating and physical activity and trans, gender variant and intersex students in schools. Each area is addressed through a policy document, a strategy document and most through a procedures document.

Each policy document defines the philosophy and aims of the policy, considers the context, relates to relevant legislation and legal instruments, defines the subject matter, and identifies the approach to be adopted by school. The strategy documents identify a number of measures to be taken as a whole school approach, identifying outcomes and timelines to facilitate implementation of policies. The procedures documents can serve as a handbook with steps to be followed when implementing the policies.

The Respect for All Framework does not specifically address learners’ safety outside schools, although the collaboration of parents is highlighted as an essential element for the achievement of the objectives of each of the policies.

**Question 3.6: Teaching Profession**

Please Refer to the Attached Documents with this Report

**Question 3.7: Respect for Human Rights and Fundamental Freedom**

The Ministry for Education and Employment believes that education has a fundamental role in the social and social development of all learners. The Ministry aims to do this through the value of respect for difference and diversity in all structures and at all levels. The underpinning value behind this strategy is to create a just and fair future society. To this effect the Ministry for Education and Employment in 2014 launched a new educational framework – ‘The Respect for All Framework’. This framework is based on a philosophy of values-based education supporting a human rights approach, social justice, freedom and active citizenship. This is a holistic and developmental process, requiring the commitment of all the school community. There is a renewed commitment by the Ministry to continue giving importance to the development of thinking and skill attainment through the National Curriculum Framework (2012). This framework is based on UNESCO’s four pillars of learning, namely:

1. Learning to Know – refers to the mastery of learning tools as both a means and an end;
2. Learning to Do – refers to the personal competences and skills in subject areas;
3. Learning to Be – refers to enable each learner to discover, expose and enrich creative potentials;
4. Learning to Live Together – refers to learners being educated on human diversity and on how to respect human diversity in all its aspects.

Hence whereas the National Curriculum looks at learning to know and do as outlined in the UNESCO report, the Respect for All Framework will simultaneously address the other two pillars. These four components intertwined result in the holistic development of the individual both in terms of potential and contribution to society.

Moreover in 2013 the Ministry for Education and Employment also commissioned an external audit on the state of inclusion and special education in Malta. The aim of the audit was to make the education system more culturally responsive by shifting from integrative approaches to full inclusion based on human rights and social justice.

**Question 3.8: Private education and religious and moral education**

Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions.

Please briefly describe the education policy framework for minimum educational standards as regards the rights of the parents/legal guardian for providing religious and moral education for their children.

The different service providers of education in Malta pertain to one of three categories; the State sector, the Church sector or the Independent sector. These are regulated by the designated central authority within the Ministry for Education and Employment (MEDE). The regulatory framework related to private educational institutions is regular practice for the Education Regulatory Compliance Section (ERCS) in the Quality Assurance Department within the Directorate for Quality and Standards in Education.

The Education Act – Cap 327, regulates establishments through licensing while the maintenance of private educational institutions is regulated by the National Minimum Conditions for All Schools – subsidiary legislation 327.12.

Through the above mentioned legislations, the Government ensures that the development of private education does not generate discrimination both between sectors and consequently between learners within different sectors. Furthermore, the ERCS performs regular compliance checks to monitor adherence to legislation by each and every church or independent educational institution.

The current Education Act stipulates that, “It is the right of every citizen of the Republic of Malta to receive education and instruction without any distinction of age, sex, belief or economic means.” CAP.327 PART1, para 3-7. Para 6 states that, “It is the right of every parent of a minor to give his decision with regard to any matter concerning the education which the minor is to receive.”

**Question 3.9: Rights of National Minorities**

Any minority has the right to apply and have its own school as long as:

This link provides further access to information concerning the following:

- Pre-requisites for Opening a Private / Independent School
- List of Required Supporting Documentation needed to open a Kindergarten School
- Application form for the Opening of a Private School
- National Minimum Conditions
- Capital Expenditures (15.25%) application form
- Notification - Approval form
- Per Capita Application Form
- Reimbursement Form for Independent Schools SLSAs

b. The recruitment process is cleared by the Employment & Training Corporation (ETC), as regards the employment licence of prospective applicants. The schools carry out the process of recruitment themselves but the Ministry for Education and Employment quality assures the process. The Mariam al-Batool Islamic School is subject to all provisions pertaining to Independent Schools as regards recruitment whereas the Russian Boarding School Malta Crown Limited (Marsaskala), as an international school, manages its own recruitment and eligibility requirements.

c. All schools are subject to compliance checks and external reviews.

As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country.

Schools are required to be in compliance with the stipulations of the Education Act and Legal Notice 150 of 1990, which enumerate the regulatory conditions for all schools. http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8801

The Act deals with the Right to education and instruction of every citizen of the Republic of Malta, the obligations of the State, as well as the duties of parents. It also stipulates the constitution, functions and common duties of all Directorates. This Act prescribes the conditions for the granting of licenses. It also discusses The Teachers’ Profession, as well as the stipulations for Qualification for a warrant to teach. The Act also deals with related offences and penalties.

III. Methods used to draw the attention of the various authorities in the country to the instruments and to remove the obstacles encountered

1. Challenges and obstacles

1.1 From the legal perspective there were no obstacles or difficulties.

1.2 Not Applicable

1.3 Not Applicable

2. Awareness-raising

2.1 There was no need of translations as English is one of the two National languages.