

## Policy Workshop Malta

### “The challenges to citizenship education in Malta”

18th November 2022

### Agenda of the Policy Workshop

**Time:** 9.00 am – 12.20 pm

**Venue:** Drama Unit Saint George Preca Middle School Ground Blata L-bajda

9.00 – 9.30: presentation of the project, presentation of D1.1, focus on the 5 challenges

9.30 – 10.00: introduction of the working methods and of the target groups for recommendation

10.00 – 10.15: Break

10.15 – 11.00: 1st round world café

11.00 – 11.20: 2nd round world café

11.20 – 11.40: 3rd round world café

11.40 – 12.00: 4th round world café

12.00 – 12.20: Presentation of results and conclusive remarks

12.20: Buffet

The working groups are organised according to the 4 main target groups:

- European Union
- National authorities
- School management
- Teachers networks

### Report

The Policy Workshop “The challenges to Citizenship Education in Malta” took place in La Valletta, Malta, on November 18, 2022. Education officers, teachers, and stakeholders gathered to attend the workshop which included a World Cafè discussion on 5 challenges to Citizenship Education identified by the project. Thanks to the guests contribution, the policy workshop represented a step forward in the development of the CITIZED policy recommendations, which will be available from 2023.

Some key issues that emerge during the Policy Workshop are the following.

#### National policy makers

##### On training

- Citizenship should be part of the core training.
- Training should include discussions from different points of view.
- Providing annual teachers training focusing on CE.

- CE should be taught in an intense course for immigrants
- Migrants aided to integrate themselves – understand the values

#### **Trans-curricular WSA**

- Including CE in all the other subjects. Providing a sample activity for each subject
- Assessments of university students
- CE should always be WSA and cross curricular
- It is not given enough importance to CE. We mostly act reactively rather than proactively
- Democratic values are to be included in several subjects, not just social studies

#### **Curricular strategy**

- Equality of arts subjects part of the curriculum

#### **Practical proposals**

- Include more hands on experiences/skills/critical thinking
- A multi-cultural week will become compulsory in every school

#### **Structural dimension**

- Flexibility for teachers: to explore, to research, to be transfer
- Smaller schools

#### **Bottom-up**

- Listen to bottom-up needs
- Business approach: students as clients → delivery what they need
- Teachers must be included in policies
- 1 representative/class to create delegation to represent their views in policy making processes

#### **Needs-based Assessment**

- Establish clear and relevant assessment procedures

### **School Management Expects...**

#### **What does management expect to get to face these challenges?**

- Respect teacher-students administration-teachers
- Students do activities where they get in contact with people that have experienced different types of oppression and difficulties
- Flexibility to obtain more room for improvement (not to suffocate workers)
- Control (linked to flexibility)
- Opportunities for school centers to share experiences and best practices. Start with an informal network of teachers and maybe develop it into something more formal.
- Human resources and other basic resources. Training for educators and human resources to be open and aware on how to promote good citizenship – but there is a lot of bureaucracy which takes much time, and during all this process the schools need the teachers at the moment – less bureaucracy to speed up the hiring process.
- Trust in educators and educators training.
- The education department in the university of Malta needs to update itself and to upgrade the profession of teacher much more. Promotion to become a teacher and to work in a school.

- Lack of teachers – revision of eligibility criteria for teachers
- Holistic growth and dealing with everyday challenges
- School should be managed by two heads: one more focused on the academic and one on the management

### **What can management do to face these challenges?**

- Train teachers regularly – annual training in Citizenship Education
- Organising school events
- Involving school associations and NGOs
- Organise the school community to improve and plan citizens training programmes
- More drama lessons as part of the curriculum
- Students voice – more student-teacher discussion in curricula, involvement in decision-making and rule making
- Launch a self-reflection process for students and teachers on citizenship education and European values
- The issues that each school has is different – so the school management should involve the different stakeholders (teachers, students) in designing the school curricula
- Integrate subjects – arts with the other subjects – to apply and integrate what has been learnt in one subject into others
- Sense of belonging – involvement of the local council and local community within the school.
- Schools are using very archaic methods – school management school become a good example of a model that works
- Encourage inclusion – make access to school easier and to involve everyone, taking the necessary measures to do so

### **Teachers training/network**

- Need more support in the relations between teachers and students and admin and students.
- Training should include trust and respect
- Change the syllabus is not easy
- More subject specialisation at university
- More debates
- Strategic thinking
- Add diversity training
- Train together (teachers/social workers/ecc)
- Collaborative approach between teachers
- Clear definition of teacher role
- Establishing learning outcomes of CE
- Training in use of technology and multimedia
- Being open to global issues and events
- Develop consciousness in training
- Change of syllabus
- Specific issues on primary school
- Address institutional discrimination
- Inclusion

- Comprehensive training
- Innovative approach (not theoretical only)
- Change of syllabus
- Train year 7 and 8 teachers only on citizenship education
- Training to all involved
- Innovative training (not binary)
- More training and communication
- More time for research
- Training abroad
- Concepts of economics, law, etc
- Revision of the teachers course
- Adapt needs on training
- Connect with practice
- More opportunities for teachers
- Teachers of different subjects work together
- Educational programs on media
- Differences values-attitudes
- Use an established framework to adapt it
- Context
- Being sensitive to students background



