CITIZED – T 1.1

REPORTING GRID ON THE GENERAL INVESTIGATION OF A COUNTRY/ORGANISATION'S POLICY IN THE FIELD OF CITIZENSHIP EDUCATION

(4-6 pages)

SECTION 1 – PARTNER INFORMATION

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Methodology used to conduct the research *(please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	Qualitative, secondary (desk) research methods in the respective educational sectors, referring to secondary sources.

SECTION 2 – COUNTRY/ORGANISATION

Name of the country examined	Malta
General overview of the country/organisation policy development in the field of citizenship education	**Defining citizenship within the Maltese context:** As a social status, citizenship implies being a member of Maltese society, in which citizens are entitled to share equal rights and responsibilities. Entitlement brings with it a sense of loyalty to one's country. Citizenship as a status is guaranteed by the constitution of the Republic of Malta [Article 23 Ch1 and 2]. Understood as a role, citizenship involves social identity as an expression of social life in the political community which endows individual citizens with the practice of fundamental (civil) rights and functional (political and social) rights. Articles 33 to 48 in the Maltese constitution provide the safeguarding framework for these rights. Citizenship is no longer defined in its former national or territorial sense. Contemporary Maltese society is grappling with such a complex notion. Following developments in Europe, the teaching and learning process in the Maltese educational system is adopting a European and global identity of citizenship in view of an expanding multicultural context in Europe and the world. The position in Malta is to promote active and participatory citizenship among Maltese students. **Citizenship educaiton in Malta:** The main orientations concerning active and participatory citizenship are clearly spelled out in the **National Minimum Curriculum (NMC) (2000)**. The National

Curriculum, as the official legal document for the school system in Malta, sets the development of citizens and a democratic environment as one of its key objectives. Responsible citizens are described as members of society who *'acquire knowledge of the constitution [...] and of citizens'* rights and duties, exercise the skills of critical acumen and investigation, and develop attitudes of defence of democracy, respect for laws, and respect for the basic rights of all citizens' (Objective 2, pp. 48-49). Knowledge, skills and attitudes nourishing education in citizenship provide the path towards the strengthening of civic values underpinning democratic life.

Principles and objectives in the National Curriculum reflect provisions in the 1988 Education Act, which sets the pace for the creation of democratic structures in schools and the fostering of core civic competencies and values.

Objective 2 of the National Curriculum identifies those learning experiences through which pupils and students are enabled to:

acquire knowledge of:

• the concept of democracy with reference to the meaning of democracy in the information age;
• the history of democracy;
• the history of parliamentary democracy in Malta;
• the constitution of Malta;
• democratic life in Malta, the country in general and particular localities;
• citizens' rights and duties;
• Malta's democratic institutions;
• modes of participation in the country's democratic life;
• the emergence of interest groups;
• lobbying in a democratic contest;

develop skills in:

• active participation in the classroom and school politics;
• critical acumen and investigation;
• discussion, engagement in dialogue, debate, organisation and group work;
• working in the community;

cherish dispositions and attitudes of:

• appreciation of the importance of a democratic environment;
• criticism of all that occurs within a democratic environment;
• defence of democracy within the country;
• respect for the country's constitution and laws;
• respect for the country's institutions and authorities at all levels;
• respect for the country's cultural differences and diversity;
• respect for the basic rights of all citizens.

The subjects of **Social studies** and **European studies** are showing the way forward towards the inclusion of the European dimension across all syllabuses, which will also adopt a broader world view.

	Social studies cover the following thematics: rights and obligations of EU citizens in the areas of work, leisure, welfare, consumer behaviour, politics and the environment; nationalism and globalisation; national sovereignty and EU membership; Malta's role and contribution to international organisations; the natural, historical and social environment in Malta and Europe; and knowledge about cultural diversity in Europe and its evaluation. **European studies** deals with the following themes: the European convention for the protection of human rights and fundamental freedoms; the European social charter; the role and functions of the European court of human rights; the rise and evolution of the welfare state in Europe; the role and functioning of the Council of Europe, CSCE, EFTA, EEA and the Euro-Mediterranean Partnership; the interdependence of economic sectors; economic blocs and institutions; international communication in trade and economic affairs; e-commerce; the cultural heritage in Europe as it is manifested in inventions, innovations, languages and the arts; and cultural heritage as an expression of national identities. (eurydice)
Longitudinal dimension of the policy *(please specify whether and how citizenship education debate and policy implementation evolved in order to catch the trends and to analyse the evolution of the policies. This would allow to understand whether citizenship education has been subject to change and why or whether there has been an increase or a decrease of attention to the topic)*	Citizenship education is currently a topical subject in both the educational and political sphere. Recent reforms emerging from this debate include: • the setting up of the Maltese National Commission for UNESCO, which embarks on citizenship education initiatives. The latest in its series of activities is a publication entitled The National Library of Malta: An Interactive Guide to the Bibliotheca, which should prove to be an invaluable educational tool to discover the treasures of the National Library for Maltese citizens and other visitors to the island, as well as the publication of an interactive learning pack for history teachers and students; • the appointment of a National Coordinator for the Education for Democratic Citizenship (EDC) project of the Council of Europe; • the setting up of the National Curriculum Focus Group on School Democracy as an interface for curriculum development and the implementation of aspects of citizen education. • The granting of voting rights to 16-year-olds. Malta became the second European Union country to grant 16-year-olds the right to vote after members on both sides of the House voted unanimously in favour of the changes. Teens aged 16 will now be able to cast their votes at national and European Parliament elections, having already been given such right for local elections in 2014. The current political and educational discussion is based on a concept of citizenship which embraces the values of shared responsibility, solidarity and participation in a multicultural European and world order. In this scenario, Maltese citizenship has assumed a new status where rights and duties are concerned, and a new role where active participation is a key factor. This kind of citizenship needs to be emphasised with learners at all levels of education, since it has a vital role in educating young people in the exercise of human rights, solidarity and daily living in the light of the rule of law. In this way, education will strengthen the fundamental pillars of citizenship in an increasingly integrated Europe.

Dialectical dimension *(please specify any relevant debates concerning the development of citizenship education policy: public opinion's reaction, debates in Parliament; reactions of local communities; etc…)*	
Relevant actors involved in the policies field analysed *(please list the relevant actors involved in each policy: for examples, those actors who promoted the policy, those who implemented it, etc..)*	• Education Officers • Teachers • Heads of department • Students.
Names/titles of relevant policies development within the country/organisation *(please specify the level of implementation)*	1. ………………………………………………………………………………………… …………….. ☐ International ☐ **National** ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up 2. ………………………………………………………………………………………… …………….. ☐ International ☐ **National** ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up 3. ………………………………………………………………………………………… …………….. ☐ International ☐ **National** ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up
KEY WORDS *(please identify some key words that reflect the policies' topic area)*	Citizenship education, vote16, human rights, global citizenship education, education for democratic citizenship, digital citizenship, human rights education, civic education
Suggestions for case studies *(please list some case studies that you believe may be analysed in the next phases of the project)*	1. Title**: Education Assessment Unit (EAU)** https://curriculum.gov.mt/en/international_studies/Pages/ICCS.aspx The EAU is the arm within the Directorate for Laerning and Assessment Programs responsible for students' assessment and the management and participation in international studies in relation to education. One of the citizenship / civics education studies being managed by EAY is the ICCS. The International Civic and Citizenship Education Study (ICCS) is the largest international study on civic and citizenship education. In this survey the study investigates the ways in which young people are prepared for, and consequently ready and able, to undertake their roles as citizens. Keywords: ICCS, citizenship education, civics

	2. Title: ……………………………………………………………………………… ………….. Keywords: 3. Title: ……………………………………………………………………………… ………….. Keywords:
Expected degree of difficulty in analysing each case study *(please indicate the degree of difficulty in analysing each policy and explain why: challenges, lack of bibliography; lack of assessment data, etc…)*	Case study 1: _____ ☐ high ☐ average ☐ low *Why?* Case study 2: _____ ☐ high ☐ average ☐ low *Why?* Case study 3: _____ ☐ high ☐average ☐ low *Why?*
Any other relevant comments/details or information	
References *(if available, list the references used to conduct the analysis)*	Digital citizenship in education, Malta: https://digitalliteracy.skola.edu.mt/digital-citizenship/ UNSECO gloabl citizenship in Malta: https://en.unesco.org/news/how-malta-implementing-global-citizenship-education International civics and citizenship education in Malta, country report 2016: https://curriculum.gov.mt/en/international_studies/Documents/ICCS%202016_National%20Report.pdf Digital citizenship, Institute for Education, Malta: https://instituteforeducation.gov.mt/en/Pages/Resources/Digital-Citizenship.aspx

Digital passport:

https://www.commonsense.org/education/digital-passport

National digital strategy Malta 2014-2020:

https://digitalmalta.org.mt/en/Pages/Landing-Pages/DigitalCitizen.aspx

Civics education Malta, KSU

https://issuu.com/ksu_malta/docs/civ-educ-18

Digtial Citizenship educaiton Malta

https://digitalliteracy.skola.edu.mt/digital-citizenship/

Learning outcomes fraemwork Malta

https://www.schoolslearningoutcomes.edu.mt/en/

OTHER DETAILS

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Challenges faced in conducting the analysis *(if any)*	