



NATIONAL  
EDUCATION  
STRATEGY

2024 - 2030

Feedback Report on **Outreach/Engagement  
Programme** for School Year 2024-2025 **Term 1**

List of Contributors

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## Operational Definitions

National Education Strategy is a comprehensive framework designed to guide a country's education system towards achieving specific goals, such as improving access, quality, equity, and relevance of education<sup>1</sup>. In the context of Malta it refers to the National Education Strategy for Malta 2024 – 2030<sup>2</sup>.

Outreach Programme refers to an information session held in schools, where educators in schools are given information about support services from MEYR and OPM. This programme is the implementation of one of the actions in the National Education Strategy for Malta 2024-2030<sup>3</sup> that is Action 1.1.1.

School is an educational institution that provides learning opportunities for students typically ranging in age from 3 to 18 years and beyond. In Malta, the term "school" encompasses primary schools (including kindergarten), middle schools, secondary schools, and institutions offering higher secondary education.

Primary school is an educational institution for pupils who begin the six-year primary cycle at the age of 5 and complete it by the age of 11. In Malta, primary schools are organized into the following year groups: Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6<sup>4</sup>.

Middle School refers to a school for students aged between 11 and 13 years. In Malta, middle schools comprise of the following groups: Year 7 & Year 8<sup>5</sup>.

Secondary School refers to a school for students aged between 13- to 16- years. In Malta, secondary schools comprise of the following year groups: Year 9, Year 10, Year 11<sup>6</sup>.

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<sup>1</sup> Connal, C. (2017). A National Strategy for the Development of Education Statistics (NSDES): Guidelines for country-level design of the NSDES. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000231288>

<sup>2</sup> Ministry for Education, Sport, Youth, Research, and Innovation. (2023). *National Education Strategy for Malta 2024-2030*. Malta: MEYR

<sup>3</sup> Ministry for Education, Sport, Youth, Research, and Innovation. (2023). *National Education Strategy for Malta 2024-2030*. Malta: MEYR

<sup>4</sup> European Commission. (2023). Primary education. Accessed from [Primary education \(europa.eu\)](https://europa.eu/primary-education)

<sup>5</sup> European Commission. (2023). Secondary and post-secondary non-tertiary education. Accessed from [Secondary and post-secondary non-tertiary education \(europa.eu\)](https://europa.eu/secondary-and-post-secondary-non-tertiary-education)

<sup>6</sup> European Commission. (2023). Secondary and post-secondary non-tertiary education. Accessed from [Secondary and post-secondary non-tertiary education \(europa.eu\)](https://europa.eu/secondary-and-post-secondary-non-tertiary-education)

## Introduction

This report presents a comprehensive analysis of the feedback gathered from the Outreach/Engagement Information Sessions conducted in state schools across Malta during the **first term of the 2024-2025 school year**. The primary objective of this report is to provide visibility and insight into **Deliverables 1.2.1.1 and 1.2.1.2**, as outline in Action 1.2.1: Reinforcement of the Outreach Programme through a revised schedule of quarterly meetings between School Leadership Teams, Directors General, and the Office of the Permanent Secretary.

To ensure a thorough and multi-faceted evaluation, feedback was solicited through three distinct methodologies:

- [1] An online Evaluation Form completed by Heads of School
- [2] Submissions from educators via the Education Wellbeing Generic Email
- [3] Continuous evaluation conducted by the Outreach/Engagement Team

## Demographics

**25** out of 35 scheduled Outreach/Engagement for School Year 2024/2025 were held in **Term 1** of the school year that is 71.43% of scheduled schools for this scholastic year. **1860** educators received information through the Outreach/Information Session on services they from MEYR and OPM on the wellbeing services available for them. The schools where the Outreach/Engagement Information Sessions were held are listed in Table 1:

<b>College</b>	<b>School</b>
Gozo College	Nadur Primary School
Maria Regina College	Naxxar Primary School
Maria Regina College	Qawra Primary School
Maria Regina College	St Paul's Bay Primary School
St Benedict College	Gudja Primary School
St Benedict College	Għaxaq Primary School
St Clare College	St Julian's Primary School
St Clare College	National Sports School
St Ignatius College	Qormi SG Primary School
St Ignatius College	Żebbuġ Primary School
San Ġorġ Preca College	Ħamrun GP Primary School
San Ġorġ Preca College	Paola Primary School

San Ġorġ Preca College	Blata l-Bajda Middle School
San Ġorġ Preca College	Ħamrun Secondary School
St Margaret College	Vittoriosa Primary School
St Margaret College	Żabbar Primary A School
St Nicholas College	Attard Primary School
St Nicholas College	Mġarr Primary School
St Nicholas College	Dingli Secondary School
St Theresa College	Msida Primary School
St Theresa College	Mrieħel Secondary School
St Thomas More College	Żejtun Primary A School
St Thomas More College	Santa Luċija Secondary School
Mikiel Anton Vassalli College	Drama and Dance
Mikiel Anton Vassalli College	School of Music

**24** schools were schools in **Malta** and **1** school was in **Gozo**. **17** were **primary schools**, **1** was a **middle school**, **5** were **secondary schools** and **2** were **higher secondary institutions**.

### **Feedback from Online Evaluation Form Completed by Heads of School**

The table below (Table 2) provides insights into the effectiveness of an information session aimed at educators, focusing on various critical areas such as Human Resources, Education Resources, Mental Health, and Personal Wellbeing. 68% of Heads of School completed the Online Evaluation Form. The feedback collected from participants highlights several key aspects of the session. A significant portion of heads of schools, 58.82%, found the information relevant to their roles, indicating that the session successfully addressed pertinent issues faced by educators in their daily responsibilities. This relevance is crucial as it suggests that the content was tailored to meet the specific needs of the audience, thereby enhancing its impact and applicability in real-world scenarios.

Moreover, the practical information provided during the session received positive feedback, with 52.94% of educators acknowledging its usefulness. This statistic underscores the importance of delivering actionable insights that educators can implement in their practices. The ability to translate theoretical knowledge into practical applications is essential in educational settings, where time and resources are often limited. By equipping educators with tools and strategies that they can readily apply, the session not only fosters professional development but also contributes to improved educational outcomes for students.

The format of the presentation also played a significant role in its perceived effectiveness. Nearly half of the participants (47.88%) expressed that they found the PowerPoint presentation helpful. Visual aids are known to enhance understanding and retention of information, making them a valuable component of educational sessions. The combination of relevant content and effective presentation methods likely contributed to a more engaging learning experience for attendees. This engagement is vital in professional development contexts, as it encourages active participation and facilitates

deeper learning. Despite these positive outcomes, there were also areas identified for improvement. A smaller percentage of participants (41.18%) felt that certain aspects could have been better addressed or presented differently. This feedback highlights the importance of continuous evaluation and adaptation of educational programs to meet the evolving needs of educators. By soliciting and incorporating participant feedback, future sessions can be refined to ensure they are even more effective and responsive to audience expectations.

The information sessions provided valuable insights into critical areas affecting educators today. The high percentage of participants who found the content relevant and practical indicates a successful alignment with their needs. Furthermore, the effectiveness of the PowerPoint presentation suggests that visual aids can significantly enhance learning experiences when used appropriately. However, ongoing feedback is essential for continuous improvement, ensuring that future sessions remain relevant and impactful. By focusing on these elements—relevance, practicality, effective presentation, and responsiveness to feedback—educational programs can significantly contribute to the professional growth of educators and ultimately benefit student learning outcomes.

<i>Statement</i>	Very Poor	Poor	Neutral	Good	Excellent
The information session presented relevant information about the roles of Human Resources, Education Resources, Mental Health and Personal Wellbeing.	0%	0%	0%	58.82%	41.18%
The session provided practical information to educators.	0%	0%	52.94%	5.88%	41.18%
The educators found the powerpoint presentation with information helpful.	0%	0%	5.88%	47.88%	47.06%

*What do you feel that the educators under your remit would like to know more about with regards to Pillar 1 - Educator Wellbeing from the National Education Strategy for Malta 2024-2030?*

One of the most pressing themes identified is the need for information and clarity regarding the implementation of wellbeing measures. Educators expressed a strong desire for clear timelines detailing when various initiatives outlined in the education strategy will be enacted. This clarity is essential for educators to understand how these measures will impact their daily lives and work environments. Additionally, there is a significant demand for accessible information about work-life balance and the wellbeing services available to them. Educators want to know how they can enhance their wellbeing while at work and what resources are at their disposal to support them in this endeavour. Enhancing workplace wellbeing emerged as another critical theme. Educators are seeking practical strategies to manage stress and improve their overall

wellbeing during work hours. Techniques such as time management, mindfulness, and effective communication are highly valued. Furthermore, there is a call for more comprehensive wellbeing sessions that focus specifically on these areas. Feedback indicates that extended sessions dedicated to educator wellbeing could provide valuable insights and tools that educators can apply in their daily routines. Professional development and training are also vital components of supporting educator wellbeing. Many educators highlighted the importance of building stronger collegial relationships through teamwork and effective communication. Professional development opportunities that focus on self-care, stress management, and fostering a supportive school culture are seen as essential steps toward creating an environment where educators feel valued and supported.

Another significant theme is the need to address challenges faced in the classroom, particularly concerning managing students with severe behavioural issues. Educators reported feeling overwhelmed by these challenges, especially in situations where parental support is lacking. This highlights the necessity for strategies that equip educators with the skills to manage challenging behaviours effectively while maintaining their own wellbeing. Understanding rights and support mechanisms available under the new strategy is another area of concern for educators. They seek clarity on what resources are accessible to them and how they can leverage these resources to enhance their wellbeing. Additionally, there are suggestions regarding the need to reduce bureaucratic burdens that often accompany administrative tasks. By utilizing digital tools or increasing support staff, educators could redirect their focus from paperwork to teaching and engaging with students. Lastly, considerations regarding long-term wellbeing are crucial for educators as they navigate their careers. Concerns about maintaining wellbeing over time—particularly as they approach retirement age—were expressed by several respondents. This underscores the importance of developing sustainable wellbeing practices that support educators throughout their careers.

*What did you and your staff find most valuable about this information session?*

One of the most prominent themes is the **clarity and relevance of information** presented during the session. Participants expressed appreciation for the clear and concise way difficult topics related to employee support services and wellbeing initiatives were addressed. Many noted that this clarity was crucial for enhancing their understanding, particularly among staff who had previously lacked knowledge about the resources available to them. The presenters effectively clarified various processes and services, making it easier for educators to understand how these elements fit into their professional lives. Another significant theme that emerged is the **increased awareness of available services**. Several respondents indicated that they were unaware of specific facilities and support options within the organisation prior to the session. The information shared during the presentation highlighted these resources, enabling educators to understand whom to contact for specific needs and how to access support services. This awareness empowers staff to seek help when necessary, fostering a culture of wellbeing within the organisation. The session also emphasised **practical applications**, which resonated strongly with participants. Feedback highlighted that the information shared was not only theoretical but also included actionable steps for applying this knowledge

in their daily work life. This practical focus was seen as beneficial, helping educators navigate their roles more effectively and ensuring that they could implement what they learned in real-world scenarios. **Engagement and interaction** were also key aspects of the session, contributing to a positive learning environment. The interactive elements, such as opportunities for questions and answers, enhanced participant engagement and allowed for diverse perspectives to be shared. Respondents valued this aspect as it fostered a collaborative atmosphere where staff felt comfortable discussing their thoughts and concerns. This sense of community was instrumental in making the session feel inclusive and productive. Moreover, participants appreciated the **comprehensive overview** provided during the session. The ability to gain insights into multiple directorates and their respective contributions to employee wellbeing was highlighted as particularly valuable. By presenting a broad range of information in a single session, educators could better understand how different departments work together to support staff wellbeing, thereby reinforcing a holistic approach to employee care. Finally, there was an overarching sentiment that the information session contributed to creating a more supportive environment within the organization. By informing staff about available resources and support systems, participants felt more empowered to seek help when needed. This empowerment is essential in fostering a culture of wellbeing, where staff members are encouraged to prioritise their mental health and seek assistance without hesitation.

### **Feedback from submissions from Educators via the Education Wellbeing Generic Email**

By the end of this first term of school there were **18** queries sent to the Generic Email following Outreach/Engagement Information Sessions:

- **5** questions were on **special leave** with 3 being general queries on special leave, 1 was a query on study leave and 1 was a maternity leave
- **9** were queries on salaries
- **3** emails were from persons requesting a meeting on a personal and/or work matter
- **1** email was on retirement procedures

There were other educators who used different channels, not necessarily the generic email, such as directly contacting the Director General People Management to seek support. This shows that the aims of the Outreach/Engagement Programme are being reached as educators are resorting to different channels to seek support from MEYR.

### **Queries from Staff Present during the Outreach/Engagement Meetings**

Feedback from the Outreach/Engagement Team evaluations covered a range of topics, including queries about the Employee Support Programme (ESP), such as the therapy sessions it provides and clarification on the medical board's role. Participants also raised questions related to Human Resources (HR), including types of leave (such as maternity and paternity leave), allowances, scale progression, grades, agreement-related matters, and retirement guidance. Other concerns included school refurbishment and inquiries



about childcare options. Additionally, deployment queries regarding the annual deployment exercise concerning the Education Resources Directorate were addressed. It was also noted that HR could enhance its responsiveness and support in handling these issues. Overall, attendees found the sessions to be informative and valuable.

## **Conclusion**

The Outreach/Information Sessions conducted in Maltese State Schools during the first term of the 2024/25 school year have proven to be largely successful and valuable for educators. The sessions reached 1860 educators across 25 schools, covering a wide range of topics including Human Resources, Education Resources, Mental Health, and Personal Wellbeing. Feedback from Heads of School indicated that the information presented was relevant, practical, and effectively delivered. However, feedback from schools suggested that a clear timeline for the implementation of wellbeing measures outlined in the National Education Strategy for Malta 2024-2030 is made explicit to schools. Also, it was suggested that there is the implementation of sessions focused on work-life balance and stress management techniques and wellbeing sessions are organised that focus specifically on educator needs. Moreover, it was suggested that additional training on managing challenging behaviours in schools.

## References:

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